

Inclusive Neuro-affirmative ► Practice

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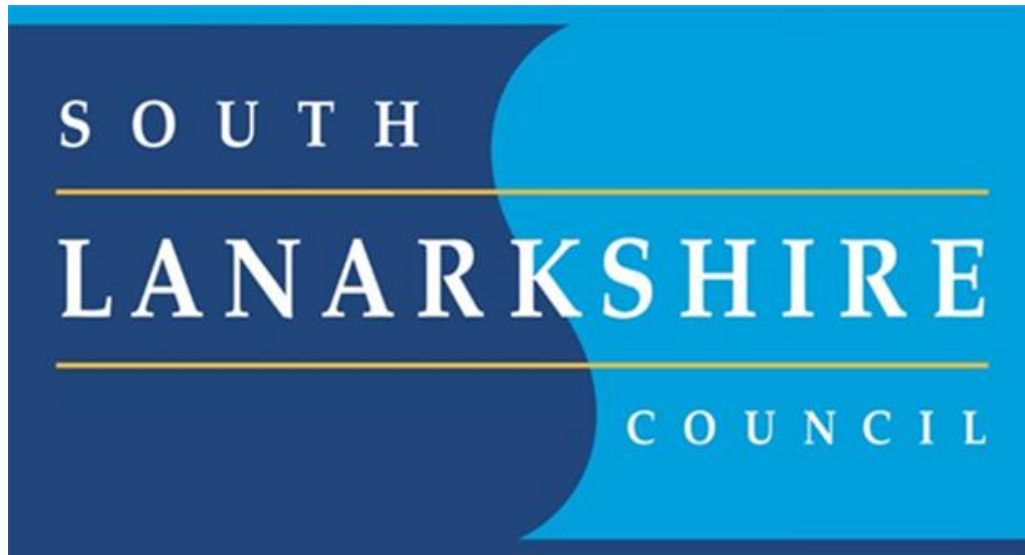
East Renfrewshire EPS

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The Learner Skills Profile

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South Lanarkshire Council
Psychological Service

What is the Learner Skills Profile?

A solution-oriented framework which can be used to identify support for neurodivergent learners which focuses on a young person's strengths and barriers to learning.

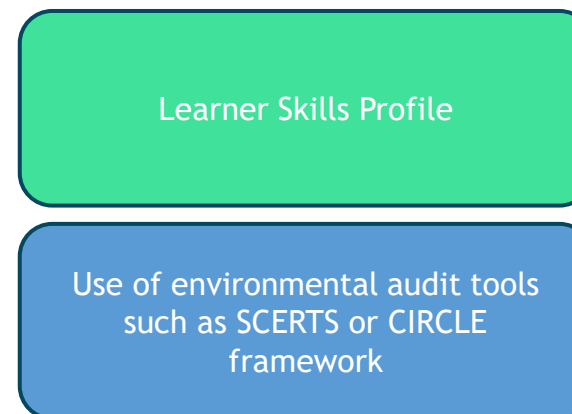
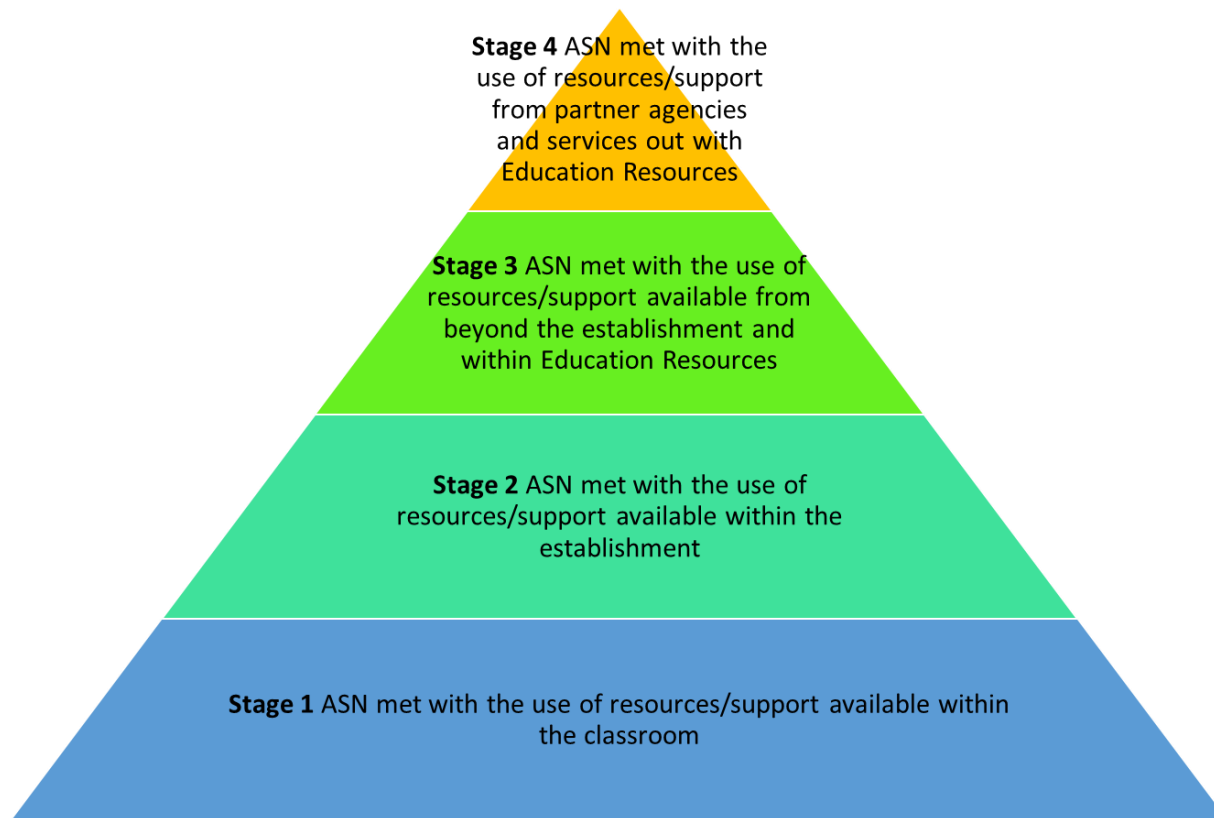
Devised as a response to a gap in available assessments and interventions in the service.

Noted the increase in conversations with education staff regarding children with neurodivergent presentations and co-morbidity.

Acknowledgement that not all children have a diagnosis, and for some families this is not a route they are pursuing.

Awareness that within Scottish education, the focus is on meeting the needs of the child rather than providing a label.

The Learner Skills Profile as part of Staged Intervention





What is neuro-affirming practice?

Being neuro-affirming means that you believe in a strengths and rights-based approach to developmental differences and aim to provide support and adaptations that affirm the child's neurodivergent identity.

(NAIT, 2023)

Development of the Learner Skills Profile

Use of a solution-oriented framework consistent with service delivery

Ayrshire and Arran FASD document: 9 brain domains - collapsed into 7 - removing brain structure and combined academic and cognitive skills

Consistent with ESSENCE model (Gilbert, 2011) which Health is moving towards

Addition of guidance booklet with suggested interventions



Taken from: Ayrshire and Arran *Understanding Foetal Alcohol Spectrum Disorder: What Educators Need to Know* (2019)

Learner Skills Profile

Learner Skills Profile



EDUCATION RESOURCES
Psychological Services
Principal Psychologist: Sam March

Learner Skills Profile

Pupil's Name: _____ Date of Discussion: _____

Discussed by: _____

Current Situation/pen picture of the child or young person:

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1

Overview of Strengths and Challenges

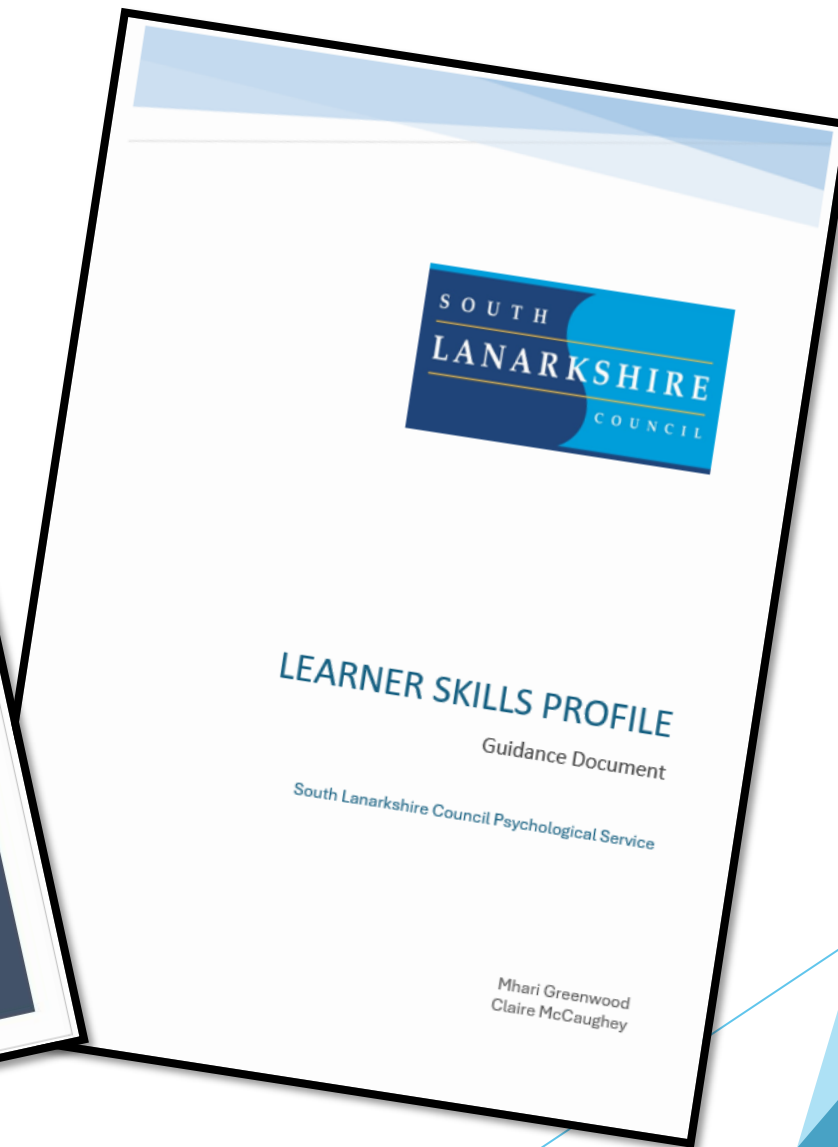
Profile of strengths, challenges, and possible interventions:

	Strengths	Challenges arising	What has worked?	Possible interventions
Executive Function - Planning, sequencing, problem solving and organisation; starting and ending tasks; self-monitoring - Impulsivity - Emotional regulation - Coping with transition/change; shifting between tasks - Learning from mistakes; understanding consequences; understanding cause and effect - Understanding abstract ideas and concepts - Managing time				
Sensory and Motor - Making sense of what is going on around <u>them</u> - Under or over-reactive to sensory input (light, noise, touch, smell, taste, movement) - Gross and fine motor skills - Coordination - Muscle tone - Proprioception - Interoception				
Academic/Cognitive Skills - Language/comprehension - Reading/writing skills - Thinking and reasoning skills: verbal, non-verbal, visuo-spatial. - Processing Speed - Number skills/ mathematical concepts: understanding time/<u>money</u>				

Next Steps and Action Plan

Next Steps and Action Plan			
What do I need to find out more about?			
What knowledge or skills do I want this young person to develop?			
What can I try (from possible interventions identified in the table above)?			
How will I know things are beginning to get better? What will I notice?			
Date for Review:			

Supporting Documents



Where are we now?

The initial Learner Skills profile has been positively received within our service and our schools.

Feedback highlighted a need for a child friendly version to support pupils to participate and share their views.

My Learner Skills Profile (Children and Young Person's views document) has been piloted with 6 young people on our caseload.

My Learner Skills Profile being piloted by EPs in the service.

My Learner Skills Profile

- ▶ Adapted language
- ▶ Reduced the busyness of the page
- ▶ Added visuals
- ▶ Introduced videos



Initial session

- ▶ How would the pupil like to be asked their views and share their views
- ▶ Introduction to the My Learner Skills Profile

My Learner Skills Profile

Name	
Age	
Discussed with	

How would I like to be asked my views:	
☐	Talking
☐	Writing/Drawing
☐	Using Technology

How would I like to give my views:	
☐	Talking
☐	Writing/Drawing
☐	Using Technology

Introduction

Everyone learns in different ways. There are some things that you find easy that another person may find difficult. This booklet is designed to help you write down your strengths, the things you are good at, and your challenges, the things that you might find hard. We also want to find way to help you with the things that you find difficult so that you can get the most out of your learning.

Workbook example

- ▶ Executive Functioning
- ▶ Sensory preferences and motor skills
- ▶ Thinking and learning skills
- ▶ Living and social skills
- ▶ Focus and attention
- ▶ Language and communication
- ▶ Memory

Sensory Preferences and Motor Skills

We have 8 senses – 5 you may be aware of: Sight, Smell, Taste, Hearing and Touch; and 3 you may not be aware of: Proprioception, Vestibular and Interoception

Motor skills are the different ways that you can move your body.

Look at this list. What things do you think are your strengths, and what things do you need help with?

Sight/ Vision 		Proprioception 	
Smell 		Vestibular/ Balance 	
Taste 		Interoception 	
Hearing/Sound 		Gross Motor Skills 	
Touch 		Fine Motor Skills 	

Other things:

Strengths

Challenges

Useful Strategies

Action Plan

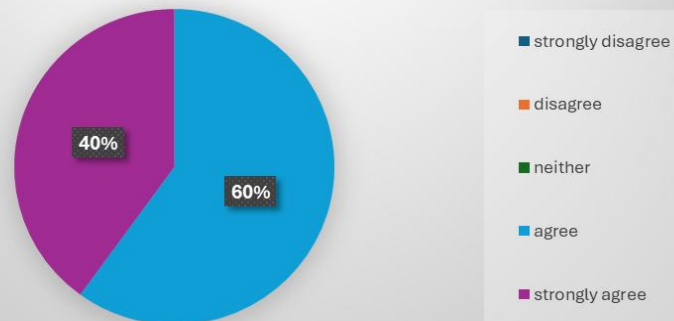
- ▶ Links with Action Plan in the Learner Skills Profile.
- ▶ Allows the child/young person to feed into the skills that *they* would like to develop and strategies that work for them.

Action Plan			
I think it would help me if the adults found out more about...			
I want to learn more about...			
The skills I want to develop are...			
I will know things are beginning to get better because I will notice...			

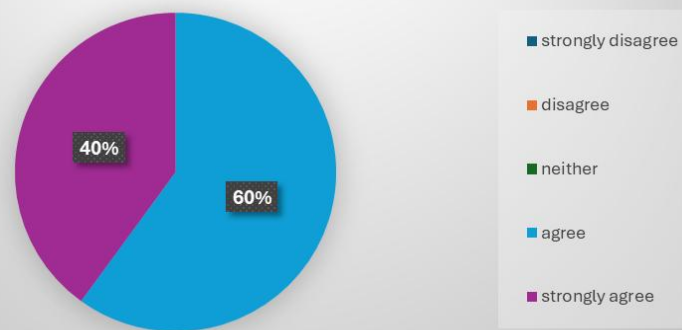
I would like to review this plan _____

Feedback from children and young people

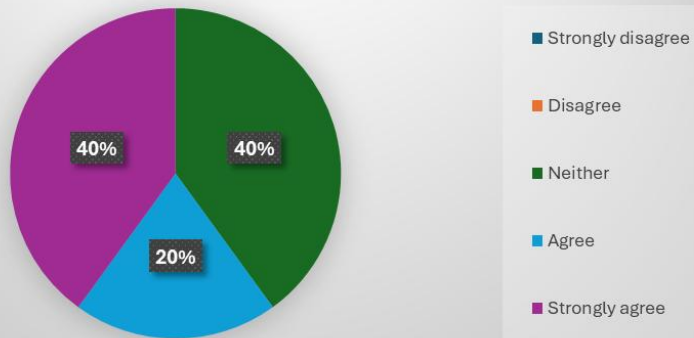
**Using My Learner Skills Profile has
helped me to share what my strengths
are**



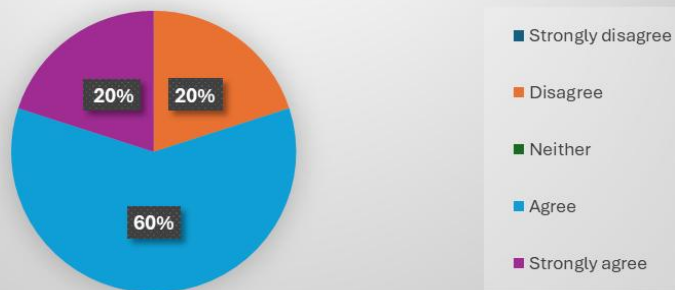
**Using My Learner Skills Profile has
helped me to share what my challenges
are**



Using My Learner Skills Profile has helped me to share what strategies I use to help me when I experience challenges



Using My Learner Skills Profile has helped me to share what strategies other people can use to help me when I experience challenges



Feedback from
children and
young people

Feedback from children and young people

What did you find most helpful about the learner skills profile?

2 words
'anything
else?'

it's been
helpful
talking to
someone

it gives you
time to think
about what it
is and how it is
good

everything
was helpful

most of it

Feedback from children and young people

What did you like about the learner skills profile?

colours
and
pictures

front cover needs to
be more colourful,
not brown,
strengths/challenges
/strategies - need to
be brighter, neon
colours

good to
understand

front cover –
awesome, the
little pictures
are cool

don't think
anything
needs to be
changed

Feedback from children and young people

Do you have any suggestions about what we can do to improve the learner skills profile?

make the
background a
colour

make it more fun
– more colours,
cool back cover

change the
colours

Adaptations

Changed order of sections

Different digital version for those young people who was to type their views

Modified language for literal thinkers

Having options for the way they record things

Thank you & any questions?

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Session 1 Mentimeter

Learner Profiles: What kinds of profile tools do you currently use in your LEA?

My autism profile

Circle SCERTS GIRFEC
paperwork

Circle

CIRCLE, SCERTS

SCERTS

Circle

Circle participation scale
being rolled out this year
Some still use the ABLE
Wellbeing assessments
SCERTS

Developing a similar tool
Identity autism and me
Circle Scerts

Learner Profiles: What kinds of profile tools do you currently use in your LEA?

Autism - level up

SCERTS Teaching
talking Cognitive
abilities profile

Circle

Glasgow: we have Learner
Observation Tool. Created
with inspiration from the
CAP about 10 years ago.
Also use the CAP

How do they help to identify and support additional support needs?

Using child's views to inform planning

Identify clear areas of focus for intervention Provide strategies for support to schools Greater understanding of a child's strengths and areas where support is required

Provide structure to the discussion - prompts can be helpful in ensuring helpful assessment info is gathered. Can make clear links between assessment and strategies.

Reviewing targets

Good at gathering YP voice, feathering their perspective. Listening to CYP in a meaningful way

Provide a wider awareness of strengths and needs than consultation sometimes does alone as tools open areas of ability for consideration that perhaps hadn't been considered/discussed

Allows you clearer ability to evaluate impact

Helps clarify targets for priority focus when there's lots going on

Learner observation tool and CAP: Highlight what's working well in the current environment/relational dynamic/mediation strategies; what next steps are for intervention; review of impact

Use these tools to drill down to specific/detailed understanding of strengths and needs. Supports discussion and understanding with staff / parents. Engaging for children (children's versions)

Always time

Can be tokenistic - not used properly can lead to a bit of a tick box rather than gathering true rich assessment.

What opportunities do tools like the learner skills profile offer?

A good tool to get an overview from different perspectives. Other more specific tools can support further assessment/intervention if necessary

What are the barriers or challenges of using such tools?

Can help to structure a conversation and start thinking about skills and particular changes or strategies that might help develop skills

Time to work with cyp

Time and staff availability to work collaboratively on something like this

Time consuming - choose carefully when to use

Schools feeling confident to use it Schools feeling overwhelmed by paperwork Time!

Can take quite a bit of time to get through thoroughly

Individualising to a young person (knowing them well enough)

Can sometimes be too narrow a view of the child if seen as an exercise just to get through

Adapting concrete examples to explore domains to different developmental stages and contexts. (A bit like the CAP)

Important to emphasise to stakeholders that the 'outcome' of this is dynamic....it's how the YP is responding in the current context.

Relying on neuroaffirming practice of practitioner delivering intervention

Gathering YP Views: As a service, on a scale of 1-5, to what extent do you include young people's views in planning and reviewing their support?



What methods do you currently use to gather young people's views about their support needs?

Talking mats

Pupil voice for CICS
Wellbeing assessments
Talking mats Pupils
attending tacs

Include young people in
meetings about them Staff
working alongside pupils to
gather their views with different
tools depending on the needs
arising

Scaling Mapping the
Landscape GMWP

Lots of nurseries use
mosaic approach

-We have a child views
toolkit -I think we are trained
to always raise the question
in consultation

School wellbeing cards

School wellbeing cards
Consultation questions
Discussion cards

Person Centred Planning,
pupil view is built in to TAC
framework to ensure part of
discussion

Meet them when
possible if feel views
missing

Well being cards gmwP

Observations from
those who know the
child best

Wellbeing cards
Strength cards

I use circle secondary
with child

Find it very difficult to get the
views of very young children,
esp if nurrodivergent, rely on
interpreting behaviour- but that
is influenced by adult
perspective

Nurturing me

Child tour of class /
nursery Work sheets

Talking mats, observation,
gmwp, nurturing me,
wellbeing cards, mapping
the landscape,

What creative methods have worked well for gathering the view of young people with additional support needs?

person centred planning
-PATH Nurturing Me Ask
the parents!

Dynamically playing
games and chatting as
we play

Try asking carers - what
would she say if she
could?

Like strength cards Use
of puppets and
motivating toys

PowerPoint of characters
from film, talking about
characteristics - how is up
like / not like, would they like
to be like

Body voting,
observation of choices
over time

Playing board games

Sitting alongside and
playing their game - enter
their digital world?

As an EPS what would you like to do next in the areas of developing learner profiles and/or gathering young people's views?

Would love to trial and
contribute towards your
evaluation

Looking to create a child
friendly version of CIRCLE
participation scale

Include more on YP
views in the profile

Session 2 Mentimeter

What kinds of profile tools do you currently use in your LEA?

Risk and Resilience
Profiles from EBSA
Horizons

Sensory Profile 2

Teaching Talking

Teaching talking

Glasgow motivational
wellbeing profile

Teaching talking

CIRCLE

CAP assessment pupil
profile tool

Up up and away Scerts
Circle

Strength
cards/wellbeing cards

Up Up and Away

Sensory checklists,
SCERTS

What kinds of profile tools do you currently use in your LEA?

Developmental profile
developed by SCERTS

CIRCLE, self-determination
theory, Be Well Survey,
wellbeing planning tools,
Boxall Profil, SELF profile,
sensory profiles

Vineland

Teaching Talking
SCERTs Talking Mats
Sensory Profile

My World Triangle

Myself as a Learner. PCP.
Wellbeing. Teaching Talking.
Circle. Strength cards.
Nurturing Me. CAP. EBSA.

Microsoft forms tailored
for individual pupils

Self-determination
theory

Sensory profile

ABAS

Nurturing me

Scerts in action

Provides framework for
identifying strengths, areas
of need and planning next
steps

What opportunities do tools like the learner skills profile offer?

Better understanding of strengths and support needs

Supports planning for individual needs

Opportunities to focus on strengths

Pupil voice

Planning based on specific needs. Authentically including young person.

Empowering young people

GIRFEC focus

Can help identify specific areas of need and can be helpful to inform feedback to school/parents

Helps to identify where the learner is at and appropriate next steps

Supports next steps and intervention methods which schools are shouting for

Easier way to discuss strengths and needs from child's perspective without any label

Strengths focused and empowers cyp voice

A useful framework to effective collaboration and triangulation of information

Pupil voice enables more pupil centred interventions

Structured approach that ensures meaningful and supportive language is used

tracking and monitoring of supports

Gives opportunity to focus on what a pupil can do rather than what the find difficult, supporting how we can move forward in support

Creates a focus on gathering oupil voice

Helps you find out a bit more detail - less vague. Supports you to consider a variety of aspects and record the details.

Values the YP voice by writing it down

What are the barriers or challenges of using such tools?

"We've already done that"

Time

Time you've got to spend with YP

Just time

Sometimes hard to gain holistic view, natural biases

Mindset - inner voice of the child in understanding their own strengths. Perception of overwhelmed teachers

timing to feedback and information is then held by us.

Used as a 'tick-box' approach - we've done it so what now?

Perceptions around paperwork in schools, with leadership teams/guidance staff who already feel a burden of referrals and submissions

YP who are so stuck and unmotivated may struggle to respond to the questions. If they have a negative mindset on life and are very untrusting, don't have many hobbies or interests

Time to complete the assessment Skill to implement the assessment understanding of next steps in learning

Readiness

These tools can sometimes unintentionally lead to within child views and solutions unless there is a "when child does X, adult does Y" lens

Perceived workload

Educators can vary in their ability to develop SMART targets

How well the person completing the profile knows the child.

Can lead to age not stage mindset when considering development e.g. teaching talking - I scribble out the age groupings

It can be hard for competing viewpoints to sit alongside each other easily

Time to meet young person and adults. Value of the tool not always recognised. People wanting an immediate intervention rather than based on assessment of need.

Educators don't necessarily know enough about child development to create meaningful targets

As an EPS on a scale of 1-5 to what extent do you routinely include young people's views in planning and reviewing their support?



What creative methods have worked well for gathering the view of young people with additional support needs?

School well-being cards

Talking Mats

TalkingMats

Mosaic approach
Talking mats

Physical activities -
moving round the room
along a Likert scale

Person-centred plan -
PATH

Pupil friendly versions of
CIRCLE inclusive classroom
and participation scales

Mind maps

Character discussions
(speaking in the 3rd
person)

Sculpts. Nurturing Me.
Strengths cards.

Exploring Situations and
Problems Cards (ESP
Cards) - storyboarding their
full day

Ipad - photos as means
of communicating

PCP / map

School triggers
questionnaire

Working collaboratively with
outside agencies to
maximise on existing
relationships

Scavenger hunt of
interests and challenges

Blob tree

Communication book

Lego - building their
ideal school

Person centred planning
e.g., PATH

Mapping Landscape

Individual Microsoft
Forms

As an EPS what would you like to do next in the areas of developing learner profiles and/or gathering young people's views?

More consistency across practice

Create a consistent framework within our service to gather young persons views - particularly on the impact of EPS

Using more creative approaches

To try and gather the views of all YP

Consider alternative approaches discussed today

Within our office, gather creative ways to gather young people's views.

Implement the use of a profile that covers a range of profile information all in one plane

Gathering views in a non tokenistic manner. How can this be structured but also adaptable for the child