Supporting Aspirations

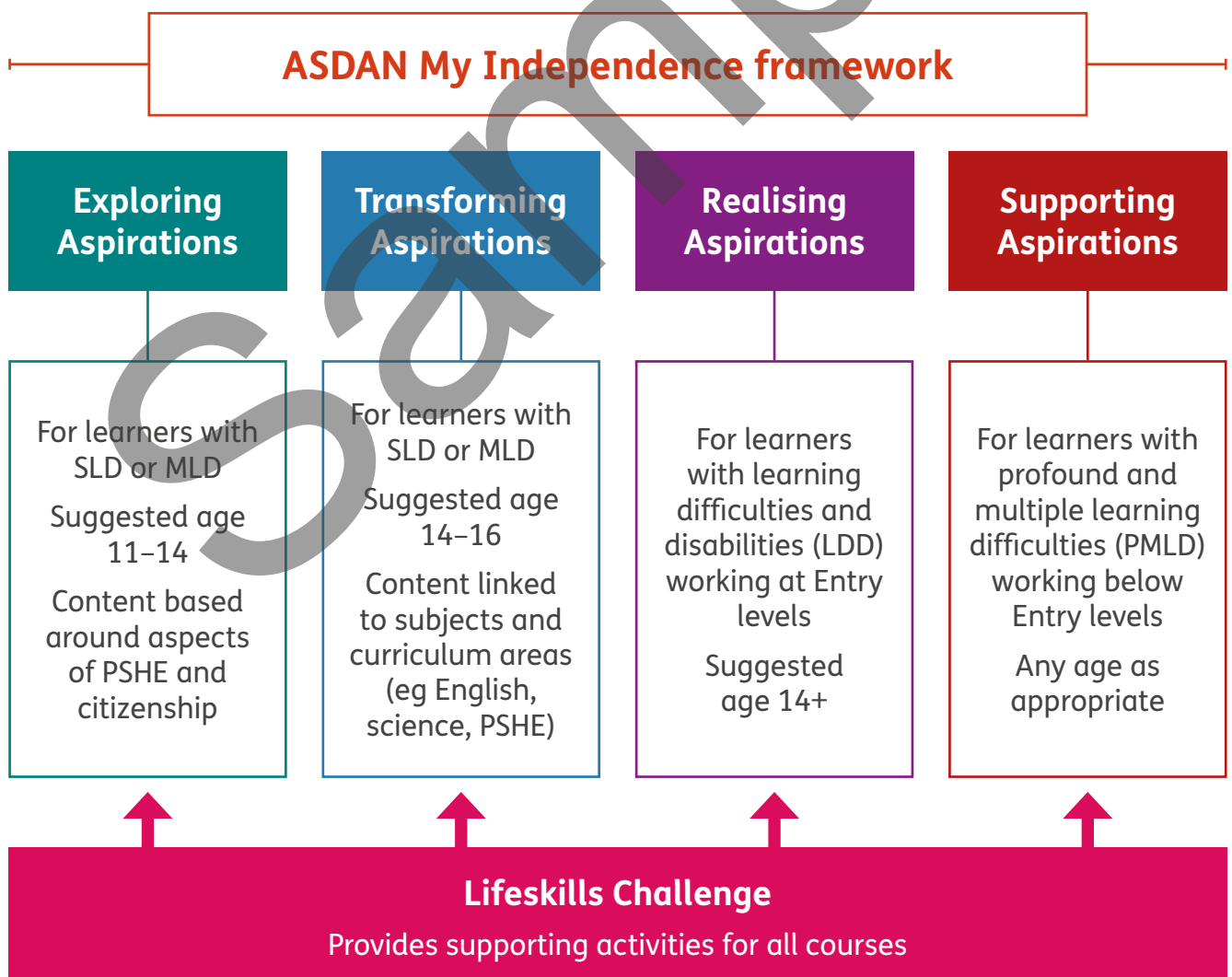Introduction to the tutor guidance and resources

ASDAN

My Independence framework

ASDAN's My Independence courses have been developed in partnership with the National Development Team for Inclusion (NDTi) and in consultation with ASDAN centres. The courses are mapped to the four Preparing for Adulthood pathways: friends, relationships and community; employment; good health; and independent living. This will enable centres to link learning opportunities to an individual's Education Health and Care Plan (EHCP) or Individual Development Profile (IDP) outcomes.

The courses will both inform the development of outcomes and provide evidence of achievement. The ethos of the courses is based on a person-centred approach, using person-centred planning tools to explore what is important for the young person to have good life outcomes. More information about the My Independence framework is available to centres as part of the **My Independence tutor guidance and person-centred planning toolkit**.

There are four My Independence courses, each designed to support different groups of learners:

ASDAN My Independence framework

Exploring Aspirations	Transforming Aspirations	Realising Aspirations	Supporting Aspirations
For learners with SLD or MLD Suggested age 11–14 Content based around aspects of PSHE and citizenship	For learners with SLD or MLD Suggested age 14–16 Content linked to subjects and curriculum areas (eg English, science, PSHE)	For learners with learning difficulties and disabilities (LDD) working at Entry levels Suggested age 14+	For learners with profound and multiple learning difficulties (PMLD) working below Entry levels Any age as appropriate

Lifeskills Challenge
Provides supporting activities for all courses

Supporting Aspirations

Supporting Aspirations has been developed to meet the needs of young people with profound and multiple learning difficulties (PMLD). The aim of the Supporting Aspirations course is to better prepare young people with PMLD to plan for good life outcomes.

The Supporting Aspirations modules are mapped to the four Preparing for Adulthood pathways. This will enable educational providers to link learning opportunities to an individual's Education Health and Care Plan (EHCP) outcomes. The modules can both inform the development of outcomes and provide evidence of their achievement. The course is based on a person-centred approach, starting with what is important to the individual to have good life outcomes across the four pathways. Person-centred planning tools are embedded throughout the modules to explore and inform this process.

The module outcomes are based on what needs to be in place for a young person with PMLD to plan for the future and make a successful transition to new opportunities at college, adult social care, training programmes, employment or in supported living.

Course structure

The Supporting Aspirations modules are mapped to the four Preparing for Adulthood pathways; each pathway comprises three modules:

	Friends, relationships and community	• My community • My friendships • My relationships
	Good health	• My healthy lifestyle • My sensory and physical wellbeing • Understanding my behaviour
	Independent living	• Engaging with my environment • Looking after myself • My technology
	Employment	• My enterprise project • My work experience • My workplace visits

Centres can choose to deliver as many or as few modules as they wish. Completing all 12 modules will ensure that the young person has covered all four pathways and support progress towards good life outcomes. Centres may choose to deliver modules concurrently or consecutively, depending on the needs of the individual and the demands of their setting.

Module guidance

This document includes guidance for the Supporting Aspirations modules. This guidance is intended to support teachers and tutors in delivering the modules.

The table below shows the information provided for each module:

Aim of module	Information about the specific module. There is some repetition across modules in the same pathway as aims are related.
Format of delivery	Suggestions as to how the module can be delivered, with examples.
Suggested activities	Starter ideas to support the delivery of the module. Centres will already have activities in place and this will be highly personalised for individuals.
Support strategies and module templates	Advice on support strategies and completion of the module templates. Support strategies should be decided by the centre and should be relevant to the individual across different contexts.
Individual objectives	Advice for centres on setting individual objectives linked to the theme of the module.
Module outcomes	Specific outcomes for each module. They include the completion of module templates and providing evidence that the young person has been able to participate in the module activities.
Person-centred planning tools	Recommendations for person-centred planning tools that can be used to support the module.
Links between modules	Information on the links between the three modules within the pathway.
Useful links	Links to websites and online resources that may be useful to teachers/tutors delivering the module. These lists are not exhaustive and ASDAN does not make any recommendations about specific websites; these links are provided for interest and to support the development of activities within the modules. ASDAN has made every effort to ensure the resources provided in this guidance are accurate, up-to-date and relevant. ASDAN cannot take responsibility for web pages maintained by external providers.

Supporting Aspirations

Friends, relationships and community

Tutor guidance and resources

ASDAN

Friends, relationships and community pathway

The aim of the **Friends, relationships and community** pathway is to explore how an individual can form positive relationships, develop friendships and play a part in their community.

The Friends, relationships and community pathway comprises three modules:

- **My relationships** – this module will support the young person to engage in shared activities with others, where they have control and a sense of their own agency in determining events around them
- **My friendships** – this module will support the young person to build and sustain friendships that they have chosen and enjoy
- **My community** – this module will identify how and where a young person can access different types of communities, becoming active citizens who can contribute and shape the communities they are a part of

Completion of these modules will include the completion of an **Inclusion profile** for each learner. This pathway profile includes all the relevant information a young person will need to take with them to a new setting and in preparation for adulthood. More information about the pathway profile can be found on page 5.

Working with learners with PMLD

It is common that people with profound and multiple learning difficulties (PMLD) will develop relationships with people who provide care and learning opportunities due to their complex health and support needs; this is explored in the **My relationships** module. Young people will also develop relationships with their peers, which can develop and change with time; this is explored in the **My friendships** module.

This pathway does not cover sexual relationships; it is highly unlikely that a person with PMLD would be able to give informed consent. Any such cases would require a mental capacity assessment and a multi-agency approach to safeguard the young person. Sexualised behaviour that causes concern should be addressed by appropriately qualified staff and is not a subject for accreditation.

Links between modules

The three modules within the **Friends, relationships and community** pathway are interlinked and provide a holistic approach to all aspects of a young person's health and wellbeing. They can be completed as standalone modules, but will be most effective if all three are undertaken in the order above to develop an **Inclusion profile**. This can be used in preparation for moving onto a new setting or working with new staff and peers.

Inclusion profile

ⓘ This profile is all about how I can be included.

My name:

Date developed:

My photo:

This profile provides information about how I communicate and how I want to be included in friendships and social relationships.

It will support me to be an active citizen in my community and plan for good life outcomes as I move into adulthood.

It contains:

- My communication passport

- My friendship profile

- My citizenship profile: Now and Next

My relationships

Aim of module

This module provides a learning opportunity to explore how a young person with PMLD chooses to and is enabled to form positive social relationships. This group of young people will frequently have difficulty in initiating, developing and sustaining relationships with people around them. Impairments in cognitive and social functioning are made more challenging if staff are not aware of using strategies that enable the individual's communication preferences to be heard and acted upon.

In this module, young people can explore different types of relationships resulting in the development of a **Communication passport** (see page 12) to support the way relationships can be formed and maintained in the future. Advice and guidance from a qualified speech and language therapist (SALT) would be beneficial when creating and reviewing the Communication passport; centres may already have templates they can use.

Developing the communication skills that are necessary to form social relationships rely on staff who know young people well and can interpret their communication style. Developing contingency awareness and contingency responding are milestones in cognitive and communication development. Staff who are able to interpret meaning from an individual's body language, vocalisations, head movements, gestures and behaviour directed to themselves and others are key in supporting the development of expressive and receptive communication skills. It is use of these skills, along with having the appropriate opportunities and reasons to communicate that will enable positive relationships to be built and sustained.

When young people move on from one setting to another, the very specific knowledge of how a person communicates and builds relationships can come to an end. Communication skills built up over years can be rapidly lost and this puts the young person at risk of isolation, possibly increasing behaviours of concern (eg self-harm, withdrawal from the wider world). This may lead to a person being thought of as difficult to reach, which will further compound their isolation.

It is common that people with PMLD will develop relationships with people who provide care and learning opportunities due to their complex health and support needs; young people can also develop relationships with their peers (see **My friendships** module).

This module draws extensively from the use of intensive interaction (see Useful links on page 14) – an approach pioneered by practitioners who wanted to find ways to reach people who were not engaged with the world around them. Staff who have received training in intensive interaction will be familiar with this approach and this will be helpful, but this training is not essential to deliver this module. Staff who know the young person well and are good at using an intuitive approach with them will be able to provide the support required for learners to achieve the module.

My friendships

Suggested activities

The learning activities used to complete this module will depend on what motivates and encourages the individual to want to communicate and build friendships with others.

For young people with PMLD, this will require a responsive environment with the best resource being the communication skills of staff who are working with the young people. Individuals should have access to any alternative and augmented communication (AAC) devices (eg iPads, switches) that will support their communication and staff must know how to support the young person to use them effectively. The **Communication passport** (see My relationships module) will provide this information.

Activities may have a common theme and take place in a group setting with personalised targets and outcomes for individual young people. The **Important to, important for** and **Relationship circle** person-centred planning tools decide on suitable activities with the right people providing support.

Ideas for activities

The activities should be based on what the young person finds motivating; there is more chance of building a friendship when people are doing something together that is fun and meaningful to them, where they share their enjoyment together.

For example:
- Sitting with someone at break and lunch times
- Inclusive sports activities – being in a team with others
- Sensory story-telling and drama games – dressing up and seeing others dress up
- Art activities – where there is a collaborative piece of work or messy activities
- Music – using call and response, recording vocalisations and playing them back to make a song out of them, being sung to, listening to music with someone with a similar taste
- Cooking – exploring ingredients; selling items on a stall or shop
- Going on social trips (eg cinema, swimming, parks, museums, out for a meal)
- Spending time together relaxing (eg listening to music)
- Sharing technology on a touch screen or iPad
- Switch technology – call and respond, turn taking and playing games
- Music and movement – enjoying the same kind of music together

> **i** Centres may wish to use activities from ASDAN's **Lifeskills Challenge** to structure the suggested activities. More guidance on using Lifeskills Challenge to support Supporting Aspirations modules can be found in the members area of the ASDAN website.

My community

Module outcomes

The outcomes for this module are:

- I have a **My citizenship profile** that shows the different communities I am a part of and how I contribute to them
- I have identified activities and events that I am already a part of and how I can continue within them
- I have identified activities and events external to my wider community (ie outside of my centre) that I would like to be a part of in the future and there is a plan for these to happen
- I have been an active citizen by contributing to an event or activity in an active citizenship project

Person-centred planning tools

The following person-centred tools can be used to support the module:

- **From presence to contribution** – to show where, when and how an individual is being an active citizen within their communities
- **Perfect week** – to identify what activities and events the individual would access if they could have a perfect week
- **Relationship circle** – to be shared at home
- **Matching support** – to identify what good support looks like for a young person
- **Communication chart** – to indentify what a young person is trying to communicate
- **Working, not working** – ongoing throughout the module
- **Important to, important for** – being included in different communities, ongoing throughout the module

Useful links

- https://www.ndti.org.uk/resources/useful-tools-top/the-inclusion-web
- https://www.preparingforadulthood.org.uk/downloads/friends-relationships-and-community
- https://www.scie.org.uk/publications/guides/guide16/messages/capacity.asp
- http://qualitycheckers.org.uk/about-aqc/quality-checking-tools/six-keys-to-citizenship

My community
Module outcomes checklist

Learner name:

✔

I have a **My citizenship** profile that shows the different communities I am a part of and how I contribute to them.

☐

I have identified activities and events that I am already a part of and how I can continue within them.

☐

I have identified activities and events external to my in the wider community (ie outside of my centre) that I would like to be a part of in the future and there is a plan for these to happen.

☐

I have been an active citizen by contributing to an event or activity in an active citizenship project.

☐

I have a completed **Module completion log** for this module.

☐

Completed by:

Date:

Supporting Aspirations

Good health

Tutor guidance and resources

ASDAN

Good health pathway

The aim of the **Good health** pathway is to provide a holistic view of health that encompasses all aspects of a young person's social, emotional, mental and physical wellbeing.

The Good health pathway comprises three modules:
- **My healthy lifestyle** – this module will enable the young person to participate in activities that promote their wellbeing and continue these into their adult life.
- **My sensory and physical wellbeing** – this module will enable the young person to have the support they need from specialist professionals to maintain and improve their health.
- **Understanding my behaviour** – this module will enable the young person to have pro-active strategies to reduce behaviours of concern, to prevent social isolation and promote mental wellbeing

Completion of these modules will include the completion of a **Health and wellbeing profile** for each learner. This pathway profile includes all the relevant information a young person will need to take with them to a new setting and in preparation for adulthood. More information about the pathway profile can be found on page 5.

Working with learners with PMLD

People with profound and multiple learning difficulties (PMLD) will have a wide range of health and wellbeing needs. Most will require ongoing and everyday support to meet these needs, including support from staff who know them well and are trained to deliver individualised programmes and use specialist equipment.

Understanding what a healthy lifestyle means for a young person with PMLD will be highly personalised and will change over time as they grow and develop; their needs change and so do their preferences for activities that promote wellbeing. Understanding how an activity is linked to the individual's wellbeing should be discussed by staff who know the young person well and to provide the evidence required to ensure these activities can continue in the future.

Links between modules

The three modules within the **Good health** pathway are interlinked and provide a holistic approach to all aspects of a young person's health and wellbeing. They can be completed as standalone modules, but will be most effective if all three are undertaken to develop a **Health and wellbeing profile**. This can be used in preparation for moving onto a new setting or working with new staff and peers.

Health and wellbeing profile

ℹ This profile is all about how I stay well and healthy.

My name:

Date developed:

My photo:

This profile tells you about the people who support me to do this and who you need to contact if I am unwell

It contains:

- Important information about me
- My health and wellbeing
- If I am unwell
- If I need to go to hospital

As well as:

- My healthy lifestyle plan
- My sensory and physical wellbeing plan
- My positive behaviour support plan

My healthy lifestyle

Aim of module

This module provides a learning opportunity for young people with PMLD to explore the activities that they can be involved in that promotes their health and wellbeing.

Health and wellbeing in its broadest sense is any aspect of a person's life that impacts on their ability to function to their maximum potential. This can involve activities that promote physical health and feel good emotionally, being part of social activities where one is included and accepted and taking measures to reduce the possibility of mental ill health, such as anxiety and depression.

Activities to promote a healthy lifestyle for someone without an identified disability is a familiar concept in western society. The links between physical activity and mental health are widely debated and an active lifestyle is promoted for children and young people to prevent issues such as obesity and anxiety.

For a disabled person, having access to resources and activities that promote a healthy lifestyle can be more challenging. For a person with PMLD, health may be restricted to a medical model of disability with a focus on assessment and treatment. For people with life-limiting conditions this can mean long periods of time in hospital or attending appointments with a range of specialists whose aim is to maintain functional skills and prevent illness and deterioration. Access to these services are a vital part of a person's life but only one part within a holistic model of health.

This module is based within a social model of disability, with a focus on access to opportunities for a healthy lifestyle based on what is meaningful to the person. This also relates to the wider definition of safeguarding that is concerned with the health, wellbeing and human rights of children and young people. Diagnosing mental health conditions in people with PMLD is complex as people are often unable to verbally express their feelings or have access to 'talking therapies' that can support with mental health issues. If a person has a mental health issue, a referral to clinical psychology should be made to support assessment and treatment.

People with PMLD who have limited body movements and one or more sensory impairments will require activities that are adapted and accessible to them. This could involve attending a group that is specifically designed with PMLD in mind such as rebound therapy or it could be attending and participating in a social activity that the person enjoys, is inclusive to their needs and enables them to fulfil their social and emotional needs, such as attending a football match, concert or going out for a meal with family or friends.

When young adults go through a period of transition to new settings, the risk of social isolation can increase as activities may no longer be available to them after the age of eighteen. It is important that settings explore how a young person can continue to do what promotes their healthy lifestyle when they reach this age and into adulthood. Having this information will support decision making about the type of settings and support a person will need when they move into adult services.

My sensory and physical wellbeing

> **For example:**
>
> A young person has difficulties in swallowing and has an eating and drinking plan developed by a speech and language therapist (SALT). Staff who work with the young person are trained to deliver this plan, which involves using adapted cutlery, using social cues before eating and drinking times, following a seating plan and providing a blended diet.
>
> This is one programme or intervention that is provided for the young person; they also have a physiotherapy plan, an occupational therapy plan and a visual impairment plan.

A young person's ability to learn what is expected of them and being able to anticipate what is going to happen within each of these programmes or interventions will rely on how staff are trained and can deliver them.

There maybe days when people find it easier to work within their programmes or interventions, or days when it is more challenging; this could be due to a range of factors (eg sleep patterns, general health status, mood, distraction, changes of staff, changes to routine). Staff need to be aware of how, if possible, to mitigate these factors in order to provide the best opportunity for the person to learn how to make progress within their programmes and interventions.

Suggested activities

The activities will be determined by the programmes and interventions that an individual is working on. In all cases, staff must follow the multi-agency professionals' programmes or interventions and report any concerns to the appropriate member of staff.

The following examples show how a young person could be involved in their programmes or interventions:

- A person turns their body from side to side while staff place a sling under them before they use a hoist
- A person accepts thickened drinks from a spoon by opening their mouth when they feel the spoon on their lips
- A person swallows their medication when prompted
- A person with a visual impairment reaches for a musical item
- A person allows a hand/head massage to support them to regulate their senses
- A person transfers from a chair or a wheelchair

> **ⓘ** Centres may wish to use activities from ASDAN's **Lifeskills Challenge** to structure the suggested activities. More guidance on using Lifeskills Challenge to support Supporting Aspirations modules can be found in the members area of the ASDAN website.

Understanding my behaviour

Individual objectives

Each young person will have an individual learning plan or similar in their setting. Where possible these objectives should be used within the module to support the young person's educational development.

Staff may choose to set specific objectives for the module, especially as certain skill development will lend itself to specific tasks (eg I will replace reaching out and hitting staff with a high five, at least twice a day, with staff I know well) and this will appear within the young person's individual learning plan. This can be added to the **Module completion log**.

Module outcomes

The outcomes for this module are:

- I have a completed **My positive behaviour record** that provides information on behaviours I use to express myself, which are of concern to others.
- I have a completed **My positive and pro-active behaviour support plan** that provides information and strategies to support me to replace behaviours of concern with positive behaviours.
- I am working within **My positive and pro-active behaviour support plan** to reduce, replace and cease behaviours of concern.
- I have added **My positive and pro-active behaviour support plan** to my **Health and wellbeing profile**.

Person-centred planning tools

The following person-centred tools can be used to support the module:

- **Like and admire** – at the start of the module
- **Working, not working** – ongoing throughout the module
- **Important to, important for** – to identify what will motivate a young person
- **Matching support** – to understand how different staff can affect a young person's behaviour
- **Good day, bad day** – to understand what behaviours are seen on a good or bad day
- **Matching support** – to understand why different staff might experience different types of behaviour
- **Communication chart** – to identify and record what the young person is trying to communicate through behaviours

Understanding my behaviour Module outcomes checklist

Learner name:

✔

I have a completed **My positive behaviour record** that provides information on behaviours I use to express myself, which are of concern to others.

☐

I have a completed **My positive and pro-active behaviour support plan** that provides information and strategies to support me to replace behaviours of concern with positive behaviours.

☐

I am working within **My positive and pro-active behaviour support plan** to reduce, replace and cease behaviours of concern.

☐

I have added **My positive and pro-active behaviour support plan** to my **Health and wellbeing profile**.

☐

I have a completed **Module completion log** for this module.

☐

Completed by:

Date:

Supporting Aspirations

Independent living

Tutor guidance and resources

![ASDAN logo]

Independent living pathway

The aim of the **Independent living** pathway is to enable young people to build skills that enable self-determination and control over their lives.

The Independent living pathway comprises three modules:

- **Looking after myself** – this module will enable the young person to develop self-care skills that promote being in control and having the support they prefer when needed
- **Engaging with my environment** – this module will enable the young person to actively participate in their environment, promoting engagement and intentional communication
- **Using my technology** – this module will enable the young person to use technology to engage with others and their environment, developing understanding of cause and effect

Completion of these modules will include the completion of an **Independent living profile** for each learner. This pathway profile includes all the relevant information a young person will need to take with them to a new setting and in preparation for adulthood. More information about the pathway profile can be found on page 5.

Working with learners with PMLD

The modules within the Independent living pathway are all concerned with building skills that enable self-determination and control over one's life.

Many people with profound and multiple learning difficulties (PMLD) will have physical and multi-sensory impairments that reduce their ability to engage with their environment. This can result in a state of learned helplessness, which is described in the **Looking after myself** module. Most people will rely on care and support for all aspects of everyday living and may have learned to wait for things to happen to them, rather than with them.

For young people with PMLD, having communication skills with which to express their own feelings and choices is perhaps the most important independent living skill. People with PMLD will have communication outcomes within their EHCP and can work on their **Communication passport** within the **My relationships** module (see Friends, relationships and community pathway).

Alternative and augmented communication (AAC) is a broad term to describe the many approaches that can be implemented to improve communication for people who do not use verbal communication. The use of AAC is recognised as a means to encouraging engagement throughout all of the modules within the Independent living pathway. Ensuring young people have access to equipment and resources for this is detailed in the **Using my technology** module.

Independent living profile

ℹ️ This profile is all about my independent living skills.

My name:

Date developed:

My photo:

This profile provides information about my independent living skills. This will support me to plan for good life outcomes as I move into adulthood.

It contains:

- How I can look after myself

- How I can engage with my environment

- How I can use technology

- Other ways I can be independent

Looking after myself

Aim of module

This module provides a learning opportunity to explore how a young person with PMLD can develop skills to look after themselves, appropriate to their level of ability.

In this module, young people will have opportunities to explore what they can do for themselves and how they can be actively involved in getting the type of support that works best for them.

Many people with PMLD will require daily support for basic everyday tasks (eg eating, drinking, personal care). For some people this will include using equipment such as hoists, standing frames and wheelchairs.

This reliance on others to provide care and support in nearly all everyday situations can result in a state of learned helplessness. This is when a person learns, through repetition, that they are powerless so they make no effort to change or escape from their situation. This is not about people being lazy; it is a result of complex interrelated factors, such as:

- assumptions that a person can't do something because they have a learning disability
- staff wanting to be as helpful as possible, because that is what doing their job well is about
- parents and carers showing their love and care by attending to a person's needs
- time pressure to make certain things happen at a certain time during the day
- a belief that because someone hasn't done it yet, they won't ever be able to do it

These factors, together and individually, result in people with PMLD being denied the experience of learning to do something for themselves. This reinforces the idea that disabled people cannot look after themselves and need to rely on others for all aspects of their self-care. This is a stereotype that will perpetuate when people leave school and enter college or adult services. It will form the reputation that the person takes with them into adult life and can determine what kinds of activities and opportunities are available.

Having control over your own body and how others are caring for you is seen as a major contribution to positive mental health and wellbeing. It is unlikely that people with PMLD understand the concept of being supported, but we know that people do respond to the type of care they receive, and that they have preferences for the type of person that provides this and the approach used.

This module focuses on what people can do rather than what they cannot. Traditionally independent living skills have been viewed as learning to manage money, cook a meal, go shopping, travel on your own or look after your own home. For a person with PMLD, it must be seen as levels of engagement with activities that happen as part of daily life. These will be highly personalised to the individual, their abilities and the contexts they are living in. What people with PMLD can and cannot do for themselves may change depending on their environment and who they are with – this is perfectly acceptable. We all behave differently depending on where we are and who we are with. This module provides an explicit opportunity to explore where independence can be developed and how this can be built upon.

Engaging with my environment

Suggested activities

The learning activities used to complete this module will be highly dependent on the individual's preferences. It is unlikely a person will be motivated to engage if the activity holds no interest for them. There will be a much higher chance of success if the activity is fun, the person enabling the activity knows the person well and has a good relationship with them, and the environment is accessible and inclusive.

Ideas for activities

Centres should use a range of activities to promote the understanding of cause and effect. Activities should be chosen based on the needs and preferences of the individual, for example:

- Intensive interaction turn-taking games (eg burst-pause sequence)
- Hide and seek games
- Mirroring
- Using gross or fine body movements to make an item move or make a sound (eg mobiles, large balls, parachute games, rolling items down a tube, knocking items down, stacking them up, using containers to load and unload)
- Arts and craft messy activities (eg using paint, clay, foam, materials)
- Arts and craft activities using a touch screen or switch (eg art and design apps)
- Choosing between two motivating activities by using a switch to make a choice
- Making a simple toy turn on and off
- Using the natural environment (eg opening and closing doors, pressing buttons on a lift)
- Using an everyday item for a self-care task (eg cutlery, cup, clothing, washcloth)
- Making sounds or visual changes through turning electrical items on and off using a switch (eg screen, blender, hoover, bubble tube, spotlights, fans with ribbons or bells attached)
- Using apps on an iPad for cause and effect (Switch Road Map by Ian Beam, see Useful links on page 35)
- Call and response activities using instruments and vocalisations
- Sensory exploration of items (eg colour, sound, texture, smell, shape). Items can be low-cost items sourced from discount shops or similar; centres should always check the size, shape and materials that are given to learners who like to explore with their mouths
- Use items to make sensory boxes – see Pinterest for inspiration for themed boxes
- Sensory stories – using items that stimulate the senses to tell a story
- Turn-taking games with staff and peers (eg when I do this, you do this back to me)
- Drama games – using dressing up, music, props and people

> ℹ️ Centres may wish to use activities from ASDAN's **Lifeskills Challenge** to structure the suggested activities. More guidance on using Lifeskills Challenge to support Supporting Aspirations modules can be found in the members area of the ASDAN website.

Using my technology

Individual objectives

Each young person will have an individual learning plan or similar in their setting. Where possible these objectives should be used within the module to support the young person's educational development.

Staff may choose to set specific objectives for the module, especially as certain skill development will lend itself to specific tasks (eg I will use a switch to turn the blender on and off in my cookery session) and this will appear within the young person's individual learning plan. This can be added to the **Module completion log**.

Module outcomes

The outcomes for this module are:

- I have a **My technology profile** that provides information on the technology I can use, how and why I use the technology, support strategies, positioning and where to access the technology
- I am working with my technology to increase my understanding of how I can control my environment.
- I have completed the **How I use technology** section of the **Independent living profile**, which informs people what I can do now and how I prefer to be assisted

Person-centred planning tools

The following person-centred tools can be used to support the module:

- **Like and admire** – at the start of the module
- **Important to, important for** – to identify what will motivate a young person
- **Working, not working** – to identify if the technology a young person is using is right for them, ongoing throughout the module
- **Matching support** – to identify which staff can support a young person
- **Communication chart** – to identify what a young person is trying to communicate

Using my technology
Module outcomes checklist

Learner name:

✔

I have a **My technology profile** that provides information on the technology I can use, how and why I use the technology, support strategies, positioning and where to access the technology.

☐

I am working with my technology to increase my understanding of how I can control my environment.

☐

I have completed the **How I use technology** section of the **Independent living profile**, which informs people what I can do now and how I prefer to be assisted.

☐

I have a completed **Module completion log** for this module.

☐

Completed by:

Date:

Supporting Aspirations

Employment

Tutor guidance and resources

ASDAN

Employment pathway

The aim of the **Employment** pathway is to explore the contribution an individual can make to a workplace or in employment and how best to provide good support planning.

The Employment pathway comprises three modules:

- **My enterprise project** – this module enables the young person to practise different roles that promote their contribution to a workplace or micro-enterprise.
- **My work experience** – this module enables the young person to engage and respond to different workplace environments.
- **My workplace visits** – this module enables the young person to practise employability skills that are meaningful to them.

Completion of these modules will include the completion of a **Vocational profile** for each learner. This pathway profile includes all the relevant information a young person will need to take with them to a new setting and in preparation for adulthood. More information about the pathway profile can be found on page 6.

Working with learners with PMLD

For people with profound and multiple learning difficulties (PMLD), the term **employment** in the context of the pathways should be understood as encompassing the full breadth of what employment can mean. For example:

- paid employment
- supported employment
- self-employment (eg micro-enterprise)
- work experience
- supported internship
- voluntary work

While it is highly unlikely a person with PMLD would be employed full-time (ie five days a week, eight hours a day) this should not preclude a participation and involvement in the world of work, which can offer a fulfilling and meaningful opportunity to a young person. Having a job as part of a regular routine supports valuing the contribution of people with PMLD as active citizens of society; it creates opportunities to promote inclusion and challenge assumptions around a deficit model of disability.

Practitioners have often struggled with making this happen, the transition to adult services and post-school opportunities remains challenging for young people, parents, carers, schools, colleges and wider health and social care services. Priorities have focused on ensuring people's basic needs can be met and employment has not been perceived as relevant or achievable.

Vocational profile

ℹ This profile is all about me in the workplace.

My name:

Date developed:

My photo:

This profile provides information about the contribution I can make to a workplace. This will support me to plan for good life outcomes as I move into adulthood.

It contains:

- My qualities, interests and support

- My work history, job roles and duties

- My workplace requirements

- Planning my day

- My contribution

My enterprise project

Aim of module

This module aims to support a learning environment where young people have an opportunity to use their abilities and positive qualities to explore what working life can mean for them.

This can help to identify future potential opportunities for a young person to develop a micro-enterprise based around their personal interests and hobbies or where a supported employment opportunity or voluntary work would be appropriate. This module lends itself to a group activity where young people try out different roles and activities that builds on their strengths and qualities.

Format of delivery

The enterprise project should be based on a young person's interests or on a common theme that a group of young people can relate to. It may be appropriate to base a project on a young person's special interests or on ideas related to it.

This module can be planned and delivered as a regular part of a young person's weekly timetable. If a group enterprise project is developed it would be beneficial that the same people work together each week. If a micro-enterprise project is developed for one person this could take place flexibly based on times of the week that work for the individual.

To decide on a theme staff should undertake the **Like and admire** and **Good day, bad day** person-centred planning tools to help decide what kind of activity would motivate and engage a young person.

For example:

A young person really enjoys meeting lots of new people and being outside of the classroom; when taken on trips or visits within the setting, staff observe the young person becomes more engaged in the world around them. Their expressive communication is more apparent and they lift and turn their head when hearing different sounds. This observation could lead to developing an enterprise project that involved delivering items to people or collecting items for a purpose.

Alternatively, in a group project, this person could take on an 'outward facing' role by conducting market research, delivering marketing materials or providing customer service. The key is that they find the activity meaningful and it promotes their physical, social, emotional and cognitive needs.

For young people for whom the opposite is true there will be different roles to fulfil depending on their abilities and what motivates them to engage.

My workplace visits

Workplace visits could include:

- **Supermarket** – for those that like being in busy places, meeting people, exploring items, passing items, stacking and packing.
- **Children's nursery or school** – for those who like seeing and hearing children, and being in a busy and noisy environment
- **Spa centre** – for those who like calm and relaxing environments
- **Farm** – for those who like animals, machinery, getting messy and having space
- **Local park** – for those who like being outdoors, gardening, machinery and having space
- **Local council offices** – for those who like being indoors, meeting people, phones, computers and leaflets
- **Older people's centre or nursing home** – for those who like meeting people, games and music
- **Library** – for those who like quiet spaces, books, other media and organising things
- **Museums** – for those who like observing, feeling items, meeting people and quieter places
- **Bus station** – for those who like buses, transport, busy or noisy places and lots of visual stimulus
- **Shopping centre** – for those who like being inside, noisy places, different shops and being in large groups of people
- **Places of worship** – for those who like quiet places or being with groups of people
- **Garden centre** – for those who like being outdoors, plants, getting messy, water, soil and smells
- **Café** – for those who are interested in food and drink, clearing up, and meeting people
- **Airport** – for those who like planes, loud noises, large spaces and people watching

> **ℹ** Centres may wish to use activities from ASDAN's **Lifeskills Challenge** to structure the suggested activities. More guidance on using Lifeskills Challenge to support Supporting Aspirations modules can be found in the members area of the ASDAN website.

Support strategies and module templates

Young people working towards Entry level will have a wide range of learning support needs. Many young people with PMLD will require physical support and a skilled communication partner to access the world around them.

The type of support required and the frequency with which this is provided may fluctuate during the module activities. Support will be highly personalised to the individual and staff may need to explore a variety of strategies and adapt these in order to ascertain what works best.

These high levels of dependency may be unlikely to change throughout a lifespan or may

My work experience

Module outcomes

The outcomes for this module are:

- I have a completed **My work experience record** based on what worked for me on the placement, the support I needed and how this can be used to support future employment opportunities
- My work experience is based around my interests, talents and qualities and how I can contribute in a workplace – and is evidenced by my level of engagement in the placement and the job role I have completed
- I have good support strategies that work for me in my work experience placement
- My participation in work experience has supported the development of my **Vocational profile**

Person-centred planning tools

The following person-centred tools can be used to support the module:

- **Like and admire** – at the start of the module
- **Good day, bad day** – at the start of the module
- **Matching support** – at the start of the module
- **From presence to contribution** – at the start of the module
- **Decision making profile** – at the start of the module
- **Working, not working** – ongoing throughout the module
- **Important to, important for** – ongoing throughout the module
- **Perfect week** – to show how employment activities can fit into the young person's week

Useful links

- [↗] **https://www.preparingforadulthood.org.uk/downloads/employment/vocational-profile-workbook.htm**

My work experience
Module outcomes checklist

Learner name:

✔

I have a completed **My work experience record** based on what worked for me on the placement, the support I needed and how this can be used to support future employment opportunities.

My work experience is based around my interests, talents and qualities and how I can contribute in a workplace – and is evidenced by my level of engagement in the placement and the job role I have completed.

I have good support strategies that work for me in my work experience placement.

My participation in work experience has supported the development of my **Vocational profile**.

I have a completed **Module completion log** for this module.

Completed by:

Date: