

# **Professional Development Programme for BT and EPD1 Teachers in 'Special' Settings**

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**&**

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**Teacher Education for Inclusion  
St Mary's University College**

**29/4/2010**

# INITIAL TEACHER EDUCATION

Student



INDUCTION

1<sup>st</sup> Year teaching (BT)



EARLY PROFESSIONAL DEVELOPMENT

2<sup>nd</sup> & 3<sup>rd</sup> Years of Teaching (EPD1 & EPD2)



CONTINUING PROFESSIONAL  
DEVELOPMENT

# Context

- **Regional programme developed for BTs and EPD1s in “Special” settings (also includes transferring teachers)**
- **Regional Induction Special Educational Needs group (RISEN)**
- **Ethos**

# **“Special” Settings**

<b>MLD</b>	Moderate Learning Difficulties
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<b>SLD</b>	Severe Learning Difficulties
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<b>PMLD</b>	Profound and Multiple Learning Difficulties
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<b>SEBD</b>	Social, Emotional Behavioural Difficulties
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<b>SpLD</b>	Specific Learning Difficulties
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<b>ASD</b>	Autistic Spectrum Disorder
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<b>S&amp;L</b>	Speech & Language Difficulties
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<b>PD</b>	Physical Difficulties
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# **Membership of RISEN (variety of disciplines)**

- **Chair and Co-ordinator – Dr Brenda Montgomery Advisor SEN SEELB**
- **Secretary - Norma Perceval-Price –C2k**
- **Special School Principals**
- **ELB Officers (Induction and Special)**
- **Teachers (Practitioners)**
- **Education and Training Inspectorate (ETI)**
- **General Teaching Council Northern Ireland (GTCNI)**

# GTCNI – Charter for Education

**“We recognise the right of all engaged in the process of education to ongoing professional development appropriate to their needs.”**

# **GTCNI – Teacher Competences**

## **23 Teacher Competences**

- **Professional values and practice**
- **Professional knowledge and understanding**
- **Professional skills and application**

# **BT Programme for 2009/2010**

## **6 Days**

**Day 1                      Effective Classroom Management**

**Day 2                      Understanding and Managing  
Challenging Behaviour**

**Days                      ELKLAN Programme**

**3&4                      1. Language builders for the classroom  
                             2. Language builders for children with  
                             complex needs**

**Day 5                      ASD**

**Day 6                      Communication friendly classroom  
Self Evaluation  
An Introduction to EPD1**



# Example of BT INSET Day

## Day 2: Understanding and Managing Challenging Behaviour

- **Developing an understanding of challenging behaviour**
- **Raising awareness of mental health concerns in children and young people with SEN**
- **A practical approach to managing challenging behaviour**

# BT Day 2 Challenging Behaviour





# BT Day 2: Challenging Behaviour Tasks for pupils

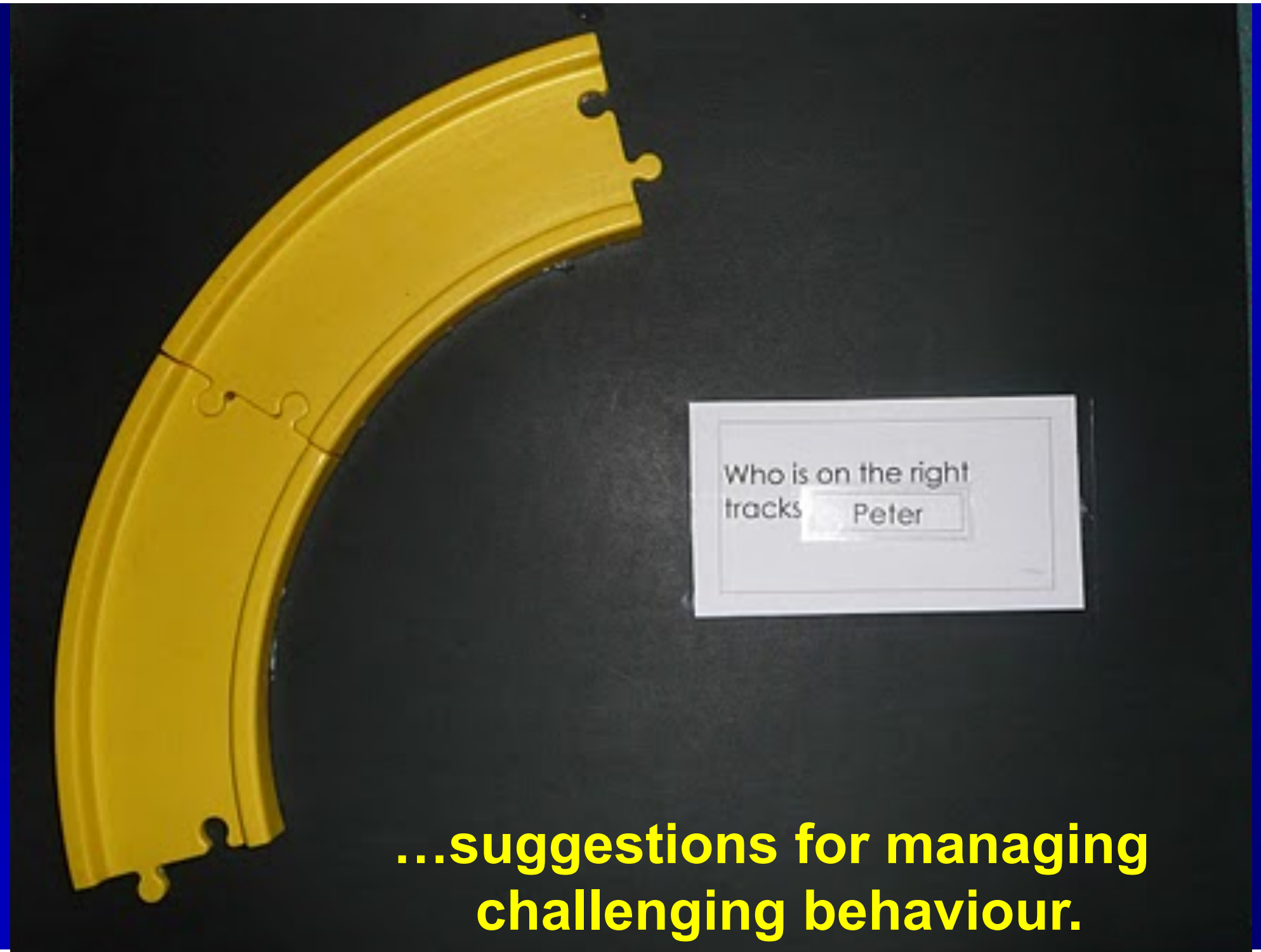




The helper today  
is Trevor



**Suggestions for managing  
challenging behaviour....**

A yellow curved puzzle piece is positioned on the left side of a black background. To its right is a small white rectangular card with a thin black border. The card contains the text "Who is on the right tracks" followed by a small white box containing the name "Peter".

Who is on the right  
tracks Peter

**...suggestions for managing  
challenging behaviour.**

# Examples of Evaluations

- “excellent background information leading to excellent display of materials and ideas for us”
- *“super practical ideas –balanced with theory”*
- “very valuable – nice to hear from other professionals”

# EPD1 Programme ....

## 3 Days

### Day 1

- Overview of 7 week EPD course
- Virtual Learning environment - Learning NI
- Using Power Point to create an interactive classroom resource



# .... EPD1 Programme

## Day 2

**Working on the resource and developing skills.**

## Day 3

- **Celebrating achievements**
- **Presentation of resources to Principals, VPs, Teacher Tutors, ETI, GTCNI and ELB Officers**
- **Adding your resource to the LearningNI library**



# EPD1 for Special 2010

## Content presented on weekly basis

LearningN.I.

home help search

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### EPD1 2010 for special needs teachers Content [ Edit ]

#### COURSE INFORMATION

Week 1: 12th-18th Jan 2010

- Week 1 tasks/expectations
- NOF UNIT1 LITERACY & RECORDING
- Nof unit\_2 Literacy and Recording

Week 2: 19th-25th Jan 2010

Week 3: 26th Jan-1st Feb 2010

Week 4: 2nd-8th Feb 2010

Week 5: 9th -15th Feb 2010

Week 6: 16th-22nd Feb 2010

Weeks 7& 8: 23rd Feb-9th Mar 2010

EPD2 (Shauna)

#### RESOURCE LIBRARY

#### YOUR PDA

# EPD1 for Special 2010

## Week 1 activities

Welcome to activities for Week 1!

1. Please read the NOF booklet for literacy (choose from booklet 1 or 2 whichever best meets the needs of your pupils.)

- Think about what curriculum resource you will create.
- Think about how to make it interactive **without including children's photos.**
- On Day 3 you will publish this resource into the LearningNI library so that it is available to others.

2. Literacy Discussion –

1. Share one literacy strategy you use in your classroom
2. Describe the resource you will create
3. Describe your target audience and how it will meet their needs.
4. Describe the purpose of your resource in relation to the curriculum.

3. Begin to plan and gather resources/photos/

# Weekly Discussion Topics

EPD1 2010 for special needs teachers

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## EPD1 2010 for special needs teachers Discussions

Status	Discussion name	Date	Owner	Postings
	Wk 6 Interactive Resource	15/02/2010	Mrs Norma Price	30 total (0 new)
	Wk 5 Celebrating Success in the Classroom	08/02/2010	Mrs Norma Price	25 total (0 new)
	Wk 4 Revised curriculum	02/02/2010	Mrs Norma Price	28 total (0 new)
	Week 3 Challenging Behaviour	25/01/2010	Mrs Norma Price	35 total (0 new)
	Week 2 Working with other adults	19/01/2010	Mrs Norma Price	32 total (0 new)
	Week 2 Creative Commons	19/01/2010	Mrs Norma Price	19 total (0 new)
	Wk1 Literacy Resource	27/11/2009	Mrs Norma Price	48 total (0 new)
	Day1 Welcome!	27/11/2009	Mrs Norma Price	52 total (0 new)
	Technical Support	27/11/2009	Mrs Norma Price	1 total (0 new)

# Week 3: Challenging Behaviour....

 **Nicolé**

**Miss Stanfield** ( in reply to Mrs Price )

26/01/2010 09:00

Hi everyone,

My class this year has a few children who display challenging behaviour (4 out of the 7 have had input from behaviour support)! I am going to just concentrate on one little boy though - don't want to ramble for too long!

This little boy is known throughout the school for various reasons, one being that he has a tendency to try to escape(!) from the classroom, or anywhere else, and therefore has to wear reins all the time. He also has ADHD so finds it very difficult to concentrate, which can make group activities hard to do.

On first meeting him it was quite clear that although he could not speak he really wanted to be able to communicate. I spoke to the SLT team who, at first, were unwilling to work with him because of his lack of concentration. They suggested that we worked on it in class first. So myself and my two classroom assistants started to use Makaton with him. He really picked this up very quickly and we made a PECS type book for him. Everyone was surprised how quickly he picked this up, and we were all delighted. This time when I went to SLT they decided he was ready to have speech therapy. This little boy has changed so much from the this time last year and is so much more content in his environment. I really think that giving him a voice has helped. Don't get me wrong there is still a lot of challenging behaviour there, but he doesn't try to escape any more!

Has anyone else found that giving their pupils a way to communicate has helped with challenging behaviour?

# ...Week 3: Challenging Behaviour

 **Re: Nicolé** Miss Stroud ( in reply to Miss Stanfield ) 26/01/2010 20:09

just wondering - does he still have to wear the reins? does anyone know why he was trying to escape? what does his parents think about the reins? what age is he? :)



 [Modify](#)  [Delete](#)  [Lock](#)  [Reply](#)

 **Re: Re: Nicolé** Miss Stanfield ( in reply to Miss Stroud ) 27/01/2010 08:48

He tries to run to the music room, so this is used as a reward for positive behaviour. He still wears reins when we are out of school or going for a walk round the school. However, this year we have been increasing the amount of time he doesn't have to wear them. He is 6 and his mum uses the reins at home as well. Should probably have mentioned that he has weak shoulder joints that can become dislocated very easily which is why reins are used.



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 **Re: Re: Re: Nicolé** Miss Stroud ( in reply to Miss Stanfield ) 27/01/2010 10:58

ok thanks - sorry for all the questions :)



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 **Re: Nicolé** Mrs OWENS ( in reply to Miss Stanfield ) 28/01/2010 09:55

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# Week 5: Celebrating success in the classroom



## celebrating Achievement week

Miss Atkinson ( in reply to Mrs Price )

12/02/2010 11:51

hi all

Ah i dont really know what to talk about...so hope what i do is right. one thing i have really worked on is communication with my staff, its hard in room as i have three classroom assistants and a general assistant and two of my CA's job share, so quite a lot of staff. I find that every week either on wednesday ro thursday rotated each week i hold a full staff meeting which means all staff are involved and we sit down talk things through, agendas coming up, things in the room, any problems etc and sit down and go through everything. this has really helped if anyone has any ideas on the topic etc we ahre and agree, as we all have ideas and make sure everyone is listened to. It works well and also gives staff a chance to catch up on the weeks goings on.

The Children

I felt that having a full PMLD class, the children miss out on having the experience of celebrating achievement and understanding the concept of a certificate saying well done. This year we developed a pupil of the week board in the room and on it we have medals and a picture frame with the children's picture. Along with this the children recieve a certificate in assembly were the other children acknowledge theri achievement. We also have a talking photo album we send home with the child with picture etc showing why they have been choosen as pupil of the week. The parents love this and love sharing and reading the book with the children, it gets them involved in what is going on in school. A good homework idea!!!



Modify



Reply



## Our achievements

Mrs Price ( in reply to Mrs Price )

Do you know that teachers are the worst at celebrating their own successes? We undermine our own feeling that they really aren't any good. Just by reading what you have all done gives me gr doing a fantastic job. Keep sharing your success...keep communicating...and well done! Nor



Modify



Reply

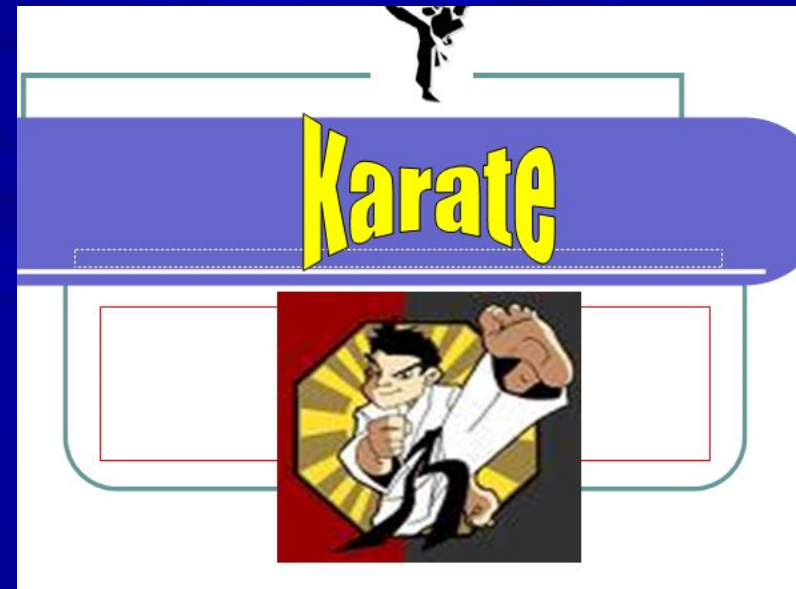


Roll call



## Examples of interactive resources

Feeling Frustrated





# Examples of Evaluations

.....I now feel much more confident about using both PowerPoint and LearningNI. I will definitely use PowerPoint as a teaching tool in the future."

"I found the interactive discussions very useful and it was very helpful to discuss problems and solutions with other teachers. I was able to make suggestions to others and learn from the experience of others."

"The main problem I experienced was getting the time to log on and take part in discussions..., something always seemed to crop up in school (as it generally does!) and I would get side tracked."

# Getting it right...!



# Challenges

- Higher percentage of BTs subbing
- Range of special settings
- Increasing number of children and young people with SEN in mainstream schools (70%)

# Online Capacity Building for mainstream

SENCO development online - 2 cohorts  
completed

Plans to support BTs and EPD1s in  
mainstream

# Professional Development Programme for BT and EPD1 Teachers in 'Special' Settings

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