

Additional Support Needs

Advice on the Implementation of Supported Units at Access 1

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This publication supports the implementation of SQA's new Access 1 supported units. To date, a series of six units in Healthy Basic Cooking, at this new level has been published and it is proposed that other units covering different curricular areas will be developed in the future. The design of these units has addressed the needs of those learners currently unable to achieve national certification through the existing Access 1 provision.

The following is the list of six SQA units in Healthy Basic Cooking at Access 1 where learners can achieve national certification with the appropriate level of adult support:

- DE67 07 Healthy Basic Cooking: Introduction to Kitchen Routines
- DE68 07 Healthy Basic Cooking: Use of Small Electrical Equipment
- DE69 07 Healthy Basic Cooking: Producing an Uncooked Meal
- DE6A 07 Healthy Basic Cooking: Producing a One-Course Cooked Meal
- DE6C 07 Healthy Basic Cooking: Producing a One-Course Cooked and a One-Course Uncooked Meal
- DE6D 07 Healthy Basic Cooking: Producing a Two-Course Cooked Meal

The units differ from other Access 1 provision in as much as they:

- describe varying levels of adult support to ensure engagement in the task for the learner
- recognise supported achievement for national certification
- describe the language and communication approaches which should be matched to individual learner need
- offer a multi-sensory approach to promote the richness of the learning experience
- offer opportunities for lateral as well as vertical progression
- incorporate assessment.

In the implementation of these units, it is envisaged that centres will adopt different models to take account of the varying needs of learners as well as the facilities and resources available.



SECTION 1**Planning the implementation at centre or departmental level**

Planning at centre or departmental level should identify:

- which unit or units will be delivered
- the learning and teaching approaches to be adopted
- the level of involvement of carers and (where appropriate and available) other professionals
- the facilities and resources required to support delivery
- staff training and development needs
- timescale for delivery
- longer-term strategies.

Possible models for implementation

Individual circumstances – such as learner need/ability, staffing levels and availability of resources/facilities – will determine which unit(s) will be offered by centres and how they will be delivered.

Some centres may decide to offer the units consecutively, starting at Unit DE67 07 'Introduction to Kitchen Routines', progressing to Unit DE6D 07 'Producing a Two-Course Cooked Meal', allowing gradual skill acquisition, development and consolidation. This model of delivery could enhance the opportunities for continued learning into adult life.

Other centres may decide to adopt a more integrated approach, by registering learners for more than one unit in the same session. An example of this might be a centre where learners achieved the outcomes of Unit DE67 07 'Introduction to Kitchen Routines' and Unit DE68 07 'Use of Small Electrical Equipment', through the delivery of Unit DE69 07 'Producing an Uncooked Meal'.

Alternatively centres may offer one or more specific units, selected to meet the individual needs of a particular learner or group of learners. An example of this may be a learner or learners, moving into their own accommodation, where it has been agreed with the carer, that an identified unit could contribute to increased independence. For other learners, undertaking a particular unit(s) may enhance their ability to gain employment, and for those with profound or multiple disability, their need for an enriched sensory learning experience would be met.

Learning and teaching approaches

A practical approach to learning

In deciding the learning and teaching approaches to be adopted, centres should give consideration to the richness of the learning experience, where learners' motivation and interest can be increased through a stimulating practical sensory experience.

Main teaching approaches

The two main teaching approaches that require identification and implementation are the appropriate language and communication approaches, together with the appropriate level of adult support. Neither one of these is independent of the other.

Language and communication

Identifying and implementing the appropriate language and communication approach is a prerequisite of effective learner functioning and could encompass the range of learner functioning from those who operate at an early sensory level, those operating to the 'object of reference' stage of development, to those with basic skills in language and communication.

While the following list is not exhaustive, the examples given illustrate the diverse range of communication approaches that may be required to meet an individual learner's needs.

1. In this example, some learners may require a range of step-by-step approaches – for example gesture, signing and oral instruction – to engage in the task. They are learners who will follow the sequence of the task given, for example:
 - 'on-body' gesture and sign communication (*see below) supported with step-by-step oral instructions
 - step-by-step oral instructions supported with gesture and sign.

* 'On-body' signing is often used with learners who have multiple and profound disabilities and a visual impairment. This sign vocabulary was developed from the learner's earliest attempts to communicate using movement interaction to build on their

personal patterns. The signs which underpin this whole communication approach have been simplified and are designed to give maximum auditory and tactile feedback, which makes them accessible to learners who have little or no sight. This method of communication was developed in the book *Movement, Gesture and Sign*, by Mary Lee and Linda MacWilliams, published in 1995. This book is now republished as *Learning Together: A Creative Approach to the Learning of Children with Multiple Disabilities and a Visual Impairment*. Details can be found at: www.royalblindschool.org.uk

2. In this example 'listening' and 'reading' are integrated, to support those learners for whom this approach is required. They are learners who will follow the sequence of the task given, for example:
 - step-by-step oral instructions supported with digital photographic sequencing
 - step-by-step oral instructions supported with symbolic sequencing
 - step-by-step oral instructions supported with symbolic sequencing and single written words
 - step-by-step oral instruction supported with single written word.

3. This example is included to support those learners who would function best following oral instruction. They are learners who will follow the sequence of the task given, for example:
 - an oral instruction for the entire task supported with gesture and sign
 - an oral instruction for the entire task.

Depending on the needs of the individual learner, tutors may incorporate the above approaches with either step-by-step demonstrations or with a demonstration for the entire task. While some learners may require 'low tech' aids, such as digital photographic or symbolic representation, others may require more sophisticated devices such as a 'Touch Talker' (www.prentrom.com) or a 'Dynovox' (www.dynavoxsys.com).

For those learners with significant language and communication delay or disorder, the involvement of the speech and language therapist would be beneficial in establishing the correct approach.

The support model

These Access 1 supported units have been designed for learners who will require a level of adult support to gain access to the learning experience. Support may be:

- physical, where the adult physically assists the learner, for all or part of the task
- verbal, where the adult offers verbal assistance for all or part of the task
- a combination of physical and verbal assistance for all or part of the task.

The support which could be given to a learner can vary widely. However, to facilitate unit delivery, the support levels have been condensed to nine levels and are as follows:

1. **Experiential 1 (E1)** – Learners functioning at this level will experience profound learning difficulties/multiple disability and will invariably have significant sensory impairment and/or significant motor impairment. These learners will require total adult support to engage in the sensory learning experience.
2. **Experiential 2 (E2)** – Learners functioning at this level will experience profound learning difficulties/multiple disabilities and will invariably have significant sensory impairment and/or significant motor impairment. These learners may, through familiarity of routine and total adult support, progress to functioning at Awareness level, where they demonstrate an awareness of what they are doing for some aspect of the sensory learning experience.
3. **Awareness (A)** – Learners functioning at this level will experience profound learning difficulties/multiple disabilities and will invariably have significant sensory impairment and/or significant motor impairment. These learners will require total adult support to engage in the sensory learning experience. They will be aware of what they are doing for many aspects of the task and may, through familiarity of routine and total adult support, progress to functioning at the Participation level for some aspects of the sensory learning experience.

4. **Participation (P)** – Learners functioning at this level will be aware of what they are doing and attempt to participate in aspects of the task. An example of this could be a learner who, on being presented with jug of juice and a beaker, may stretch out a hand towards the handle of the jug, indicating that they know they are about to pour, but may still require adult support to physically undertake the task.
5. **Constant Prompting (CP)** – These learners will be aware of what they are doing and will be able to participate in most or all aspects of the task, but will require constant prompting, either physical, gestural or verbal, to remain engaged on the task
6. **Reduced Prompting (RP)** – These learners can remain engaged on the task with a reduced level of prompting. An example of this could be the learner involved in preparing a sandwich, where through practice and familiarity of routine, they can follow the sequence of the task, but require to be prompted for some aspects of preparing the sandwich.
7. **Intermittent Support (IS)** – These learners, through familiarity of routine, have become independent in most aspects of the practical task but they may always require a degree of adult support for specific aspects of the task. An example of this could be the learner who can independently prepare the potatoes for boiling, put them in the pot and cover with water, switch on and set the cooker, but is unable to exercise the ‘fine judgement’ required to know when the heat should be reduced and requires adult support for this aspect of the task.
8. **Independent (Ind)** – These learners will initially have required a level of adult support for some aspects of the task, but through practice and familiarity of routine, have eventually become independent in all aspects of the practical task and maintained the skills learned.
9. **Cognitive Ability (CA)** – These are learners who may fall within what is recognised as the normal intelligence range, but because of significant motor impairment they will require total adult support to engage in the practical aspects of the task. Additionally, their cognitive ability allows them to understand either elements of the process, or the whole process.

Some of these nine levels of adult support are illustrated within the Scenarios following page 15.

For learners operating at the 'Experiential', 'Awareness', 'Participation', 'Constant Prompting' or 'Cognitive Ability' level, the support required will necessitate one-to-one adult support. However, for those learners who can operate with 'Reduced Prompting' or 'Intermittent Support', the adult may be able to work with more than one learner. For learners who are more 'Independent', an adult will be in a supervisory role.

Assessment: formative and summative

Some centres will use a process of internal Formative Assessment to support the overall Summative Assessment for national certification. These internal records would highlight the ongoing progress of learners, particularly for those who achieve in very small steps.

Assessment of these units is based on the level of adult support which the learner requires to access the activity. The SQA national unit specification has a Summative Assessment Recording Sheet in Appendix 1 to facilitate recording the learner's performance in each of the performance criteria.

Codes, which take account of the level of adult support required, are also given in each unit as part of Appendix 1. Staff who are familiar with the learner should decide the level of adult support that will be necessary to allow the learner full access to the learning experience and record their achievements using the appropriate code.

The Recording Sheet in Appendix 1 of the units allows three assessment sessions to be recorded. Depending on the ability and needs of individual learners the level of support may vary between the assessment sessions for some or all of the performance criteria of each unit outcome. For some learners the level of support may be constant.

Some learners, operating at one level, may for some or all of the task move to a higher level of operation. This is illustrated in Scenario 1, where a learner functioning at 'Experiential Level', moves to 'Awareness Level' for part of the task.

However, some learners who, through practice and familiarity of routine, become less dependent on adult support to achieve the unit outcomes, may have assessment for certification delayed till the optimum level of functioning is achieved.

In deciding when to undertake the final assessment session in order to determine the overall level of achievement, centre staff should give consideration to other factors that might affect learner performance. Examples of factors that might be considered are time of day, general health, weather, or any other adverse circumstance.

Where learners require different levels of adult support for different parts of the unit, centre staff should use their professional judgement in deciding the overall level of achievement

The Summative Assessment Recording Sheet will be retained by the learner and centre as evidence of the level of achievement. The level achieved will not be shown on the National Certificate. It is important, therefore, when learners transfer from one centre to another, for example moving from school to college or other adult provision, that the Summative Assessment Recording Sheet indicating the level of support required by the learner to achieve the unit should be made available to the receiving centre.

Multidisciplinary team approach to implementation

The need for and the composition of a multidisciplinary team approach to unit implementation and delivery will be dependent on the needs of the individual learner.

The following is a range of professionals and others who may be involved with the student and could contribute to some extent to the planning process:

- the learner
- the parent/carer
- educational psychologist
- speech and language therapist
- physiotherapist
- occupational therapist
- dietician
- medical officer/nurse/psychiatric services
- social worker
- support assistant
- teacher of sensory impairment
- teacher of bilingual children
- teacher/lecturer

Contributions from the range of professionals to the planning process in adult services may vary from area to area, but may be available in some instances through community-based specialist teams.

Resources and facilities

In planning for the implementation of the units, centre management will consider the financial implications of resourcing, both human and technological.

Staffing

In planning implementation for the units, centre management will require to tailor unit delivery to the level of staffing in terms of availability and expertise.

Apparatus and equipment

The material resourcing for implementation will address such issues as the range and availability of large and small kitchen equipment, such as cookers, microwaves, dishwashers, kettles and blenders, as well as the range of everyday utensils and crockery required for food preparation and production.

Some centres may have limited resources and would need to be more selective in identifying the unit or units for delivery. For example, a centre with no kitchen area with cooker or microwave may consider offering Unit DE67 07 'Introduction to Kitchen Routines' and Unit DE69 07 'Producing an Uncooked Meal'. In such instances, learners undertaking Unit DE67 07, could achieve Outcome 1, 'Carry out basic hygienic procedures to prepare a simple snack', by washing and drying hands either at a classroom sink or by using a basin and then putting on protective clothing. Similarly, they could achieve Outcome 3, 'Produce the simple snack', by preparing an uncooked snack such as a sandwich.

Alternatively, centres with limited resources and facilities may consider delivering the unit 'off campus'. An example of this might be a local arrangement between two schools or a school and a college, where one centre is able to use the facilities and resources of another.

These are only two examples illustrating how some centres might overcome what appear to be insurmountable difficulties in respect of limited resources to ensure learners' access to national certification at Access 1.

Unit 'running costs'

The funding of day-to-day 'running costs' for the purchase of ingredients will vary from centre to centre.

Some centres may provide the full funding of all purchases. These centres may also decide to integrate a unit in Healthy Basic Cooking at Access 1 with another life skills programme where learners are actively involved in shopping for the ingredients required.

Other centres, with more restricted budgets, may need to ask learners to contribute to the cost of the ingredients.

Resources to support language and communication

Production of the appropriate resources to support the language and communication needs of individual learners is generally time consuming as well as generating additional costs. In planning, centres may also need to consider the range of additional purchases, such as software programmes and user licences for symbolic systems, digital cameras, laminators, together with paper and ink cartridges, all of which are required for the production of language and communication resources.

How these resources are produced will depend on the individual centre. Some centres may have access to specialised support staff (perhaps a technician or a speech and language therapy assistant) who will be responsible for resource production. Other centres may have to produce the resources themselves.

For many learners undertaking these units, the implementation of the appropriate resources and approaches, in respect of language and communication, is a prerequisite for all learning and must therefore be deemed a priority throughout the planning process.

Staff training and development opportunities

School and college management should consider the staff training and development needs of the staff responsible for delivering the units. It is important that management in delivering centres has a structured plan for unit implementation and this could include the involvement, where appropriate, of the Staff Development Coordinator. Some teaching staff may decide to allocate part of the 35 hours of Continuous Professional Development time to support unit implementation.

Those centres with experience in the delivery of the derived Access 1 units, or the recently published independent Access 1 units, may be comfortable and confident with the National Qualifications processes, but unfamiliar with the learning and teaching approaches required for the effective delivery of these new Access 1 units.

Conversely, centres unfamiliar with the processes of National Qualification and with little or no experience of delivering at the existing Access 1 provision may be highly experienced in the learning and teaching approaches outlined in these new Access 1 units.

Centres may consider local arrangements whereby a mutual sharing of skills and expertise could address some of the staff development needs. This could take the form of joint in-service training, at centre or local authority level, reciprocal visits and the sharing of ideas, practice and resources.

Timescales

While many centres will have considerable experience in planning the implementation and delivery of units for national certification, for many others the delivery of units that allow learners access to national certification will be a new and challenging experience. Planning timescales should therefore take account of staff confidence, where centres pace the implementation of units to match the experience and confidence of staff.

Other areas for consideration may be the needs of individual learners or groups of learners, where the opportunity to undertake one unit over a prolonged period would be to their benefit. Examples of this could be:

- a learner who may, through practice and familiarity of routine, become more proficient in some or all of the outcomes, thus achieving the unit at a greater level of independence
- a learner who is operating at experiential or awareness level, where there is a need to ensure that the sensory learning experiences are rich and varied.

Individual centres will vary in their timetabling arrangements and the structure and organisation of the timetable will, to some extent, dictate the timescale of unit implementation. Some centres may timetable on a weekly basis while others may timetable for 'blocks' of time during certain periods of the year. When planning the implementation and delivery of a unit or units, centres should consider the organisation of the timetable.

SECTION 2

Scenarios

The following scenarios illustrate a notional range of learner type; the levels of adult support required to allow engagement in the activity; the language and communication approaches that could be used; recording and assessment procedures; the resources required; and the involvement of other professionals and carers.

It should be noted generally that learners would normally be described in terms of their strengths and interests. However, in the scenarios illustrated, emphasis has been given to the range of difficulties which learners may experience so that centre staff can give due consideration to how barriers to access and learning may be overcome.

Scenario 1

Experiential 2 (E2)

Learners functioning at this Experiential level will experience profound learning difficulties/multiple disabilities and will invariably have significant sensory impairment and/or significant motor impairment. These learners may, through familiarity of routine and total adult support, progress to functioning at Awareness level, where for some aspect of the sensory learning experience, they demonstrate an awareness of what they are doing.

Learner A has been registered for Healthy Basic Cooking: Unit DE67 07: 'Introduction to Kitchen Routines', Access 1.

She is 16 years of age, has multiple disability and profound learning difficulties. She has limited movement in her hands and is unable to grasp or hold independently; has no verbal communication skills; is deemed to have a significant visual impairment; and is tube fed. She accesses all learning experiences through her sense of smell, touch and hearing and requires total adult support to engage physically in any activity. She indicates her likes by blinking and her dislikes by closing her eyes and turning her head to the side.

At her last Annual Review, those attending were of the opinion that she should be given access to national certification as a matter of entitlement and inclusion. The supported units in Healthy Basic Cooking were selected because they offered the opportunity to gain national certification within an age-appropriate curriculum.

Given her many difficulties it was essential to select units for Learner A that would offer a multi-sensory approach. The school nurse expressed surprise that a unit involving food production should be offered to a learner who was tube fed. The senior psychologist reminded all present that his daughter, in her fourth year at the local comprehensive, studying for Standard Grade Home Economics, and was in the habit of bringing home food prepared in class in a Tupperware container. Why should Learner A be any different?

To ensure that Learner A achieves Unit 1, 'Introduction to Kitchen Routines', the teacher, support assistant, and other professionals involved with Learner A (for example speech and language therapist, physiotherapist, occupational therapist along with Learner A's carer) meet to discuss which approaches and resources are required to support her.

The areas which require consideration are:

- the space available in the designated base to accommodate a wheelchair or other equipment
- the food to be prepared/cooked to meet the needs of a learner who uses her sense of smell, touch and hearing to access all learning experiences
- basic kitchen equipment/utensils and specialised equipment
- the type and level of adult support required to ensure engagement in the activity
- the approaches and resources needed to support language and communication
- assessment.

The space available in the designated base to accommodate a wheelchair or other equipment

The physiotherapist in discussion with staff made a recommendation that Learner A should carry out this activity in her wheelchair, but due to restricted space, movement around the base should be kept to a minimum. To overcome this restriction, the adult would bring the ingredients to an accessible area and support the learner to collect them.

The food to be prepared/cooked to meet the needs of a learner who uses her sense of smell, touch and hearing to access all learning experiences

The food selected for preparation/cooking concentrated on those foods which provided good tactile experiences, strong aromas and offered opportunities for auditory stimulation.

Several snack meals were chosen, to ensure that needs were met within a rich learning experience and the following three snacks are given as illustrations of an enriched sensory approach to experiential learning.

The first snack chosen was toast with an anchovy paste. Learner A was supported to:

- feel the bread before and after toasting
- smell the bread before and after toasting
- hear the toaster 'pop'
- hear the toast being cut into quarters
- smell the anchovy paste.

The second snack was stewed apples with cinnamon and cloves. Learner A was supported to:

- feel the apple before and after peeling
- smell the apple before and after peeling
- feel the cinnamon and cloves before grinding
- hear the cinnamon and cloves being ground
- smell the cinnamon and cloves after grinding
- smell the apples with cinnamon and cloves once stewed.

The third snack was sliced tomatoes and onion salad with fresh rosemary dressing. Learner A was supported to:

- feel the tomato before and after slicing
- smell the tomato
- feel the onion before peeling
- hear the onion being peeled
- feel the onion after peeling and slicing
- smell the onion before peeling and after peeling and slicing
- feel and smell the fresh rosemary
- smell and feel the vinegar
- smell and feel the olive oil
- hear the blender as the oil and vinegar are blended
- smell the dressing once prepared.

Basic kitchen equipment/utensils and specialised equipment

The occupational therapist advised that Learner A should be supported to use a range of basic equipment, utensils and ingredients on her wheelchair tray. She also advised that Learner A could access aspects of the food preparation using a 'Big Mac' switch (www.rjcooper.com) to operate a blender and a grinder to experience 'cause and effect'.

Use of a 'Dycem' (www.dycem.com/nonslip) mat was recommended to ensure that plates and bowls did not slide on the wheelchair tray.

The type and level of adult support required to ensure engagement in the activity

Since it is deemed that Learner A has a significant visual impairment, care has to be taken to prepare her before any activity is undertaken. This is done by gentle touching of her hand, using her name and giving a simple verbal prime, that an activity is about to begin. As her motor impairment precludes any independent involvement in the activity, she therefore requires total physical adult support to engage in any task.

The following illustrates how this should be undertaken, when the snack involves the learner cutting toast:

Outcome 3: Produce the simple snack
PC(e): Prepare the snack safely and hygienically

- gentle stroking of her hand while quietly saying her name
- taking her hand and putting it on the toast while using her name and saying 'toast'
- gently putting the knife in her hand, while using her name and saying 'knife'
- guiding her hand (hand over hand) to cut the toast, while using her name and saying 'cut'.

The approaches and resources needed to support language and communication

The speech and language therapist has advised staff that Learner A is at the 'objects of reference' stage of development. This means that to support her communication needs, she requires to touch/feel an object that is directly related to the activity in which she is about to take part. This object should signify to her what is about to take place. She therefore requires a 'signifier' to be identified for each type of curricular activity.

To promote her understanding of which lesson is about to take place, staff using appropriate language support her to hold and feel an object which relates to Healthy Basic Cooking, prior to leaving her normal base. She is then supported to hold and feel an identical object attached to the door of the area used for cooking.

Throughout the entire learning experience staff use 'objects of reference' while at the same time saying the name of the object and where appropriate, describing its use.

Assessment

Photographic evidence has been collected throughout the duration of the delivery of the unit to support staff's formative assessment of each performance criterion and outcome.

Detailed 'in-house' assessment records have highlighted that Learner A has certain preferences. Since she closed her eyes and turned her head to the side when presented with sliced onions to smell, staff therefore knew that she did not like the smell of onions. However when the blender or grinder was operating Learner A indicated her pleasure by blinking.

After several sessions of using the blender, staff noted that Learner A began to blink when presented with the 'Big Mac' switch (www.rjcooper.com). For this part of the activity, she had progressed from experiential to awareness level. Having noted this progression, staff decided to delay undertaking the summative assessment, in the expectation that with further experiences Learner A would progress from 'Experiential' to 'Awareness' level in other parts of the activity.

Scenario 2

Constant Prompting (CP)

These learners will be aware of what they are doing and will be able to participate in most or all aspects of the task, but they will require constant prompting, either physical, gestural or verbal, to remain engaged on the task

Learner B is almost 15 and is just about to start third year at school. She has an Autistic Spectrum Disorder. She has very rigid behaviour patterns and requires a high level of adult support to ensure engagement in unfamiliar activities. Her word recognition skills are good and because she operates more effectively using written as opposed to verbal or symbolic instruction, staff provide her with the written sequence of the practical activity.

She likes working in the kitchen, but tolerates a very limited range of food, most of which is high in either saturated fats or sugar. She has in the past been encouraged to eat fresh fruit and vegetables but refused to try them. A recent school medical has highlighted that she is twenty kilos over her ideal weight for her height and age.

The school arranged a meeting involving the carers, the community dietician and the senior psychologist. It was agreed that extending her tolerance of foods to include the healthier options should be treated as a priority. To support her health needs, the dietician offered a range of healthy-option meals and snacks. It was accepted that the extent to which her condition impinged on her ability to tolerate change would necessitate a very gradual and well planned programme. The school staff and psychologist discussed how to achieve a gradual introduction of healthy options into Learner B's diet.

She brings a packed lunch to school each day and she has Home Economics on her timetable each Thursday morning, so it was decided that that time would be used for her to make her own snack lunch to be eaten in the school dining area. The school decided to register her for Healthy Basic Cooking: Unit DE069 07, 'Producing an Uncooked Meal'.

To ensure that Learner B achieves Unit DE069 07, the following issues were discussed:

- the range of foods to be included in meal/snack preparation
- the strategies to be involved to support her to try unfamiliar foods
- the type and level of adult support she would require

- the resources to address her language and communication needs
- the level of collaboration between home and school
- the assessment of Learner B's progress.

The range of foods to be included in meal/snack preparation

In the first instance it was decided that Learner B would continue to bring in her own packed lunch, but the chocolate crispy cake would be omitted and the school would involve her in preparing one item of fresh fruit, a very small piece of which would be substituted for the cake. Once she had learned to tolerate the very small piece of fruit, the amount would gradually increase. Long-term planning identified the following range of healthy-option snacks:

- one-fruit salad with low fat yoghurt
- two-fruit salad with or without yoghurt
- open sandwiches with a variety of toppings
- sandwich or roll with a variety of fillings
- selection of cold meats with a variety of salads.

The strategies to be involved to support her to try unfamiliar foods

When preparing the fruit, staff would encourage Learner B to touch, look at and smell the fruit, and once prepared she would be encouraged to taste one very small piece. Once she had consistently eaten a very small piece during preparation, a small portion of the prepared fruit would be included in her packed-lunch box. The member of staff supporting her at lunch would also have a lunch box with a portion of the same fruit. This gradual process would continue to promote tolerance of a wider range of foods.

The type and level of adult support she would require

Learner B requires adult support to ensure that she engages in the task. The difficulties she experiences in making the transition from her classroom to the Home Economics room mean that she must be well prepared before moving, so that she knows where she is going, which member of staff will be working with her and what she will be doing. She will initially show a reluctance to engage in the new task, but with staff giving gentle encouragement, using gesture, sign and written instruction and (where appropriate) physical support, Learner B will eventually follow the sequence of the task. Consistency of approach from all staff working with her will be necessary if Learner B is to make progress.

The resources to address her language and communication needs

Learner B functions most effectively when following instructions using written sequencing.

The example given illustrates how she could follow the sequence of Outcome 1, 'Prepare to make the one-course uncooked meal', in the preparation of a banana or an orange:

- two flash cards, one with the word 'orange' and the other 'banana', with the verbal instruction '(B) you choose', using gesture to support this if appropriate.
- flash cards with the words 'chopping board', 'knife' and 'plate', with the verbal instruction '(B) you collect', using gesture to support if required.

The level of collaboration between home and school

Learner B raids the cupboard where the biscuits are kept at home. Her carer has agreed that once Learner B will tolerate eating either a banana or an orange, the cupboard will be emptied and the selected fruit substituted for the biscuits as an evening snack. The school will keep the carers informed of all progress made in extending the range of fruits Learner B has tried in school; and the carers will keep the school informed as to how things are progressing at home.

The assessment of Learner B's progress

Two distinct assessment records will be kept for Learner B. One will relate directly to her tolerance of food both at home and school and the other will be a formative assessment of the skills required to achieve the outcomes of the unit and support the summative assessment for national certification.

It should also be noted that although this is a practical activity and the school does not want to impinge on the quality and richness of the learning experience by asking learners to complete worksheets, in this particular case, because Learner B is motivated by the written word and likes to write, some part of the assessment of her performance will involve her in completing appropriate school-designed worksheets.

Scenario 3

Intermittent Support (IS)

These learners, through familiarity of routine, have become independent in most aspects of the practical task but they may always require a degree of adult support for specific aspects of the task. An example of this could be the learner who can independently prepare the potatoes for boiling, put them in the pot and cover with water, switch on and set the cooker, but is unable to exercise the 'fine judgement' required to know when the heat should be reduced and requires adult support for this aspect of the task

Learner C is almost 20 years of age and he has just completed his first year on a part-time college placement. He has Down's syndrome and although he has good receptive language and understands most verbal instruction, his expressive language is fairly limited and his speech difficult to understand. Learner C has very good practical skills and once he has practised a practical task he can, using symbols, follow the sequence of the routine. From time to time he loses concentration and needs a reminder to complete the task.

During his first year in college he has been following a programme on 'Independent Living Skills', where the focus has been on shopping at the local supermarket, and producing a healthy one-course cooked meal. His lecturer has reported that he shows an interest in meal production and has very good basic cooking skills.

Learner C's parents run a small family restaurant and at weekends he often spends time 'helping out' in the kitchen. At a recent planning meeting involving college staff, the Special Needs Careers Officer, Learner C, his parents and his social worker, it was agreed that Learner C should be considered for supported employment, and (given his interest and ability in cooking) that some kind of kitchen work would be a possibility. Learner C has stated that he would like to work in his family's restaurant and his parents are in agreement with this.

To ensure that Learner C achieves Unit DE68 07, 'Use of Small Electrical Equipment in Food Preparation', those attending the meeting discussed the following:

- where Learner C would undertake the unit
- the type and level of support he would need
- the range of small electrical equipment to be used

- the range of ingredients to be used
- the appropriate teaching resources to be used to support his literacy needs
- how to assess Learner C's progress.

Where Learner C would undertake the unit

Since the purpose of registering Learner C for this unit was to prepare him for future employment, it was decided that initially he would undertake the unit in the college Home Economics department, with the college liaising with his parents so that the skills being developed in college could be transferred to the restaurant kitchen. To enhance his ability to transfer skills acquired in college to the restaurant, the college would organise Learner C's timetable so that he could spend some time practising skills in the college catering department.

The type and level of support he would need

Although he was fairly independent in following the sequence of the task, it was recognised that as Learner C could lose concentration from time to time, he would need an adult to supervise him, to ensure that he completed the task. This would involve the adult in reminding him to continue with the task and physically undertaking any part of the task which Learner C was unable to complete on his own. This would include:

- reminding him to wash his hands before handling food, as he sometimes forgets to do this.
- checking that his hands are properly dried and helping him if needed, before using electrical equipment
- giving him verbal reminders of what he is supposed to be doing if he loses concentration
- reinforcing all aspects of safety, as required, while Learner C is using electrical equipment.

The range of small electrical equipment to be used

Having identified the range of tasks that Learner C could possibly undertake in the restaurant it was decided that he would use the following electrical equipment in college:

- food processor
- microwave oven
- coffee percolator.

The range of ingredients to be used

To support the tasks required for working in the restaurant, Learner C will be involved in using the food processor to prepare the ingredients for coleslaw and vegetables for soup, the microwave to defrost and the percolator to prepare fresh coffee.

The appropriate teaching resources to be used to support his literacy needs

As Learner C had very limited word recognition skills it was decided that he would be given the sequence of each outcome in symbolic form, using, for example 'Board Maker' (www.mayer-johnson.com). The example given illustrates how he could follow the sequence of Outcome 2: 'Use the electrical equipment to produce the meal/snack', where the item to be produced is coleslaw.

Symbolic sequence of:

- the ingredients to be used
- the equipment needed
- the process of using the food processor safely and hygienically
- combining the ingredients to produce the coleslaw.

How to assess Learner C's progress

It was decided that the college would be responsible for the Summative Assessment for the purposes of national certification, but Learner C's family would contribute to the ongoing assessment as he would be undertaking work directly related to the unit, in the restaurant. Video evidence would also be used to support final assessment.

Scenario 4

Cognitive Ability (CA)

These are learners who may fall within what is recognised as the normal intelligence range but because of significant motor impairment will require total adult support to engage in the practical aspects of the task. Additionally, their cognitive ability allows them to understand either elements of the process, or the whole process.

Learner D has cerebral palsy, uses a wheelchair propelled by an adult, has very little voluntary movement and no verbal communication skills. He uses 'eye pointing' to indicate choice if objects are involved or 'Yes' and 'No' flash cards to respond to questions. He has a good level of reading skills and staff have devised a system of communication using this strength. He is deemed to be above average intelligence, is fully aware of all that is going on around him and often frustrated at not being able to do what he wants, or by the failure of others to understand his needs and wants. Those who know him well know that within his capabilities he is fiercely independent and strongly resents being treated in a patronising manner.

He is 18 years of age and ready to make the transition from school to adult provision. Finding a placement that meets his physical, emotional and intellectual needs is proving to be difficult. Moreover he lives in a very small flat with his mother, where there is no room for tracking or a hoist to assist with moving and handling him. After years of lifting him herself, Learner D's mother is now suffering from severe back problems and is no longer physically able to look after her son. Plans are under way to move him into his own supported tenancy.

At a recent Leavers' Planning Meeting involving Learner D, his mother and a number of other professionals, it was decided that to support him in his move to his own tenancy, the school would register him for Unit DE67 07 'Introduction to Kitchen Routines', Unit DE68 07 'Use of Small Electrical Equipment' and Unit DE6A 07 'Producing a One-Course Cooked Meal'. The outcomes of the first two units would be achieved through Unit DE6A 07. This would give him the opportunity to prepare for greater independence, while at the same time allowing the school to identify the range and type of kitchen equipment best suited to meet his needs in the new tenancy.

To ensure that Learner D achieves Unit DE6A 07, 'Producing a One-Course Cooked Meal', those attending the meeting discussed the following:

- the space available in the designated base to accommodate a wheelchair or other equipment
- basic kitchen equipment/utensils and specialised equipment
- the incorporation of language and communication and adult support approaches
- assessment.

The space available in the designated base to accommodate a wheelchair or other equipment

The home economics base had recently been upgraded and refurbished to take account of access for wheelchair users. The space available allowed free movement around all areas of the room. Cupboards were at the correct level to allow access and hydraulically operated 'rise-and-fall' units incorporated the hob and sink. The oven was designed to be accessible to wheelchair users. This layout had been decided after full discussion involving the architect, home economist, occupational therapist and physiotherapist. The home economist, occupational therapist and physiotherapist would be involved in monitoring and evaluating the suitability of the kitchen layout and equipment for Learner D, so that they could advise on adaptation required for the new tenancy.

Basic kitchen equipment/utensils and specialised equipment

Since Learner D has limited voluntary movement, specialised 'switching' has been purchased to facilitate independent use of the range of small electrical equipment. The home economics base has been equipped with kitchen utensils and cutlery for use by people with motor impairment. Height-adjustable tables are used as work areas.

The incorporation of language and communication and adult support approaches.

Learner D functions at a cognitive level where it is essential that the language and communication approaches are incorporated consistently within the adult support required. He uses written sequence cards to indicate the stage of the process by 'eye pointing' to the correct phrase or sentence.

The following illustrates how this should be undertaken when the ingredient involved is carrots being prepared for making soup and using the food processor.

Outcome 1: Prepare to make a one-course cooked meal

PC (d): Prepare the ingredients using the equipment and utensils safely and hygienically

- the adult asks Learner D to select the correct card from the set of cards showing the sequence of using the food processor. For example: plug in, switch on at mains, switch on at equipment
- the adult may plug in the equipment and switch on at mains
- the adult will connect the electrical equipment to the 'Big Mac' switch (www.rjcooper.com)
- Learner D will select the next stage in the preparation process using the sequence cards for the task to indicate that the carrot should be put in the food processor
- the adult will physically support him to lift the carrot and put it into the food processor
- Learner D will select the next stage in the preparation process using the sequence cards for the task to indicate that the equipment should be switched on
- the adult will physically support him to reach for the 'Big Mac' switch (www.rjcooper.com) to operate the food processor.

Assessment

Assessment for Learner D will be based on his cognitive ability where he demonstrates his knowledge and understanding of the process for each unit outcome. In recording Learner D's achievements in this unit, centre staff should note where he has achieved the outcomes of the other two units for which he has been registered.

Video and photographic evidence of his involvement in these practical units could be profitably used in staff-training sessions for care staff who will be supporting him in his own home.