

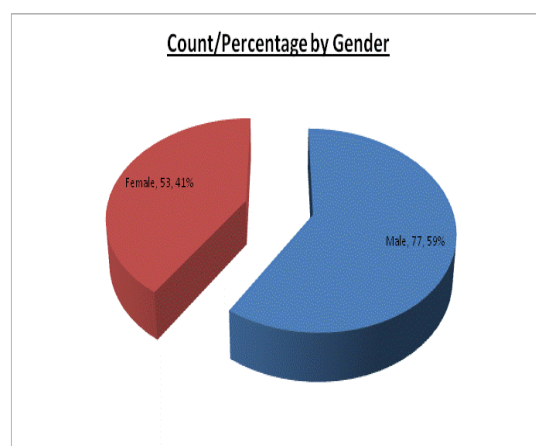
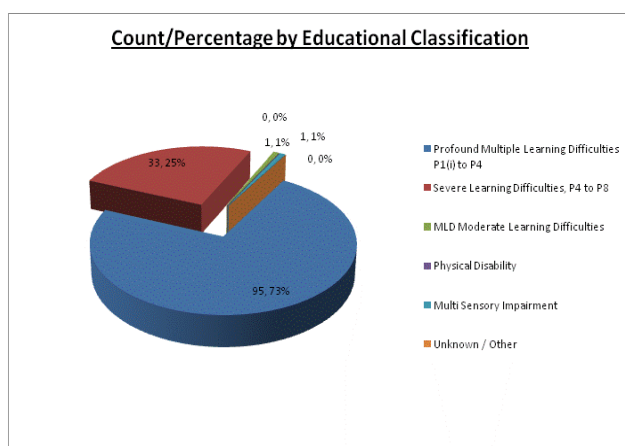
The MOVE Programme: Research and Development An Interim Report

Relatively little research has been done on ways to improve the attainment of children with Complex Learning Difficulties and Disabilities. These projects are intended to help address this by exploring how senior leaders in education, health and care provision can approach the issues associated with Complex Needs and disabilities to promote and evaluate the achievement of children. The specific research questions are based around the following issues:

- What are the key drivers for establishing positive outcomes for children with Complex Learning Difficulties and Disabilities?
- What approaches are important for engaging the whole team around the individual?
- What do parents and carers value from leaders in supporting their children’s needs?
- What influence will our research have on the leaders in education during this time of dramatic change in the education system of the country?
- How can leaders promote the commissioning of services and Transdisciplinary working to support the needs of children with Profound and Complex needs?
- What are the implications from our research on the provision of joint commissioning and professional development for all involved with our target population?
- What are the implications of our research for the Directors of Children’s Services and their strategy and development?

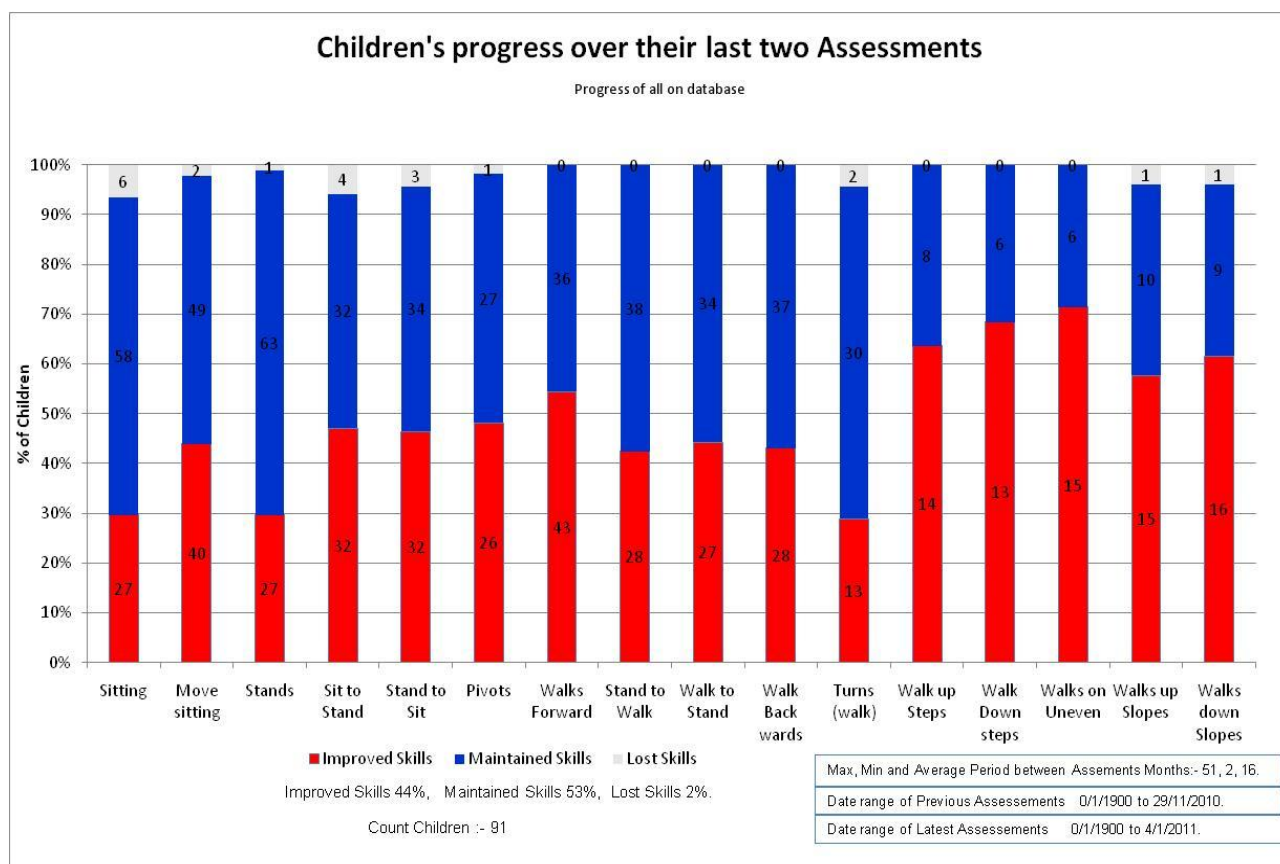
Project 19

Project 19 is based around analysing the data provided by Page 19 of the MOVE Assessment Profile and Mobility Passport. There are currently a sample of 128 individual participants being assessed as part of this study. Of these 91 have more than one assessment and 26 who have had their initial assessment and are being followed up as part of this longitudinal study. All milestones have been “weighted” according to difficulty and challenge to achieve.



The table below shows progress of individuals with more than one assessment on the data base between their last two assessments. The average time between assessments is 16 months.

Results show that 44% of participants improved their skills, 53% were working toward the next motor milestone, or were maintaining skills and 2% had regressed in skills due to medical/surgical events.



Links with CASPA and other evaluation of cognition and learning projects:

Early evidence is showing that progress in cognition and learning is enhanced for all participants on the MOVE Programme where sufficient data is available for evaluation to take place, i.e. three or more assessments on Project 19 and two/three years of comparative data from monitoring and evaluation processes.

One of our Regional Centres of Excellence has been able to extrapolate some comparative data for pupils with complex learning difficulties and disabilities over a two year period that looks at moderated progress in Language, Communication, Mathematical and Physical skills between a group on the MOVE Programme and another group who are not. The trend line of improvement for the group on the MOVE Programme indicates a greater rate of progress than the non MOVE group of around one P level per year. In some individuals, movement has taken place from the PMLD educational classification to SLD, which is exceptional progress.

The Team Member Questionnaire:

Questionnaires have been distributed to a sample of team members around the individual that are designed to evaluate the overall impact of the MOVE Programme on the individual and members of the team. The feedback, so far, is shown below.

Using the MOVE Programme has given the participant more control over their body?

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
0%	2%	4%	33%	61%

The MOVE Programme has increased the participant's decision making?

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
0%	0%	30%	46%	24%

The participant is now more involved in his/her learning?

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
0%	0%	20%	48%	32%

Throughout the MOVE Programme, equal weight has been given to the views of each member of the team?

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
0%	2%	14%	40%	45%

One of MOVE's key aims is collaborative working: the Programme has helped achieve this?

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
0%	0%	2%	40%	58%

The MOVE Programme has improved the quality of life for the individual?

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
0%	0%	0%	33%	67%

The MOVE Programme has improved the quality of life for the family and primary care giver?

Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
0%	2%	21%	44%	33%

What is the research telling us? Impact and evidence

Project 19: currently 97% of participants on the MOVE Programme registered on our database have either improved or maintained their skills between their last two assessments and that there is a trend of enhanced development in cognitive skills and learning in language, mathematical and physical skills.

For those that experienced a regression due to the nature of their disability, the MOVE Programme will be adapted to their changing needs, ensuring that they can once again work on developing increased independent mobility.

Team member questionnaires: between 70% and 100% of respondents either agree or strongly agree with the outcome questions, with only a maximum of 2% disagreeing with any of the outcomes.

Using these simple methods of qualitative analysis, a picture can be gathered of even the smallest changes in attainment over a period of time. This can enable those working with children and young people with complex needs to capitalise on an individual's learning so far, and create robust, challenging and realistic learning objectives for the future.