



Leading learning and skills

## Invest to Change Post Training Evaluation

### What skills and Knowledge have you gained from attending this training?

- Lots of useful information about helping people to learn best who have learning difficulties
- Increased knowledge on a range of disabilities
- What to consider when working with a particular client group
- How I can help the young person
- What signs to look out for
- Some of the activities I do with my learners are recommended by Ged and his team
- I enjoyed all the training days and felt that I learnt a lot more than I thought I did
- Biological and developmental social issues amongst young people: the challenges they then face and how to tackle them
- Effects of drug use
- I am more confident in working with dyslexic students and am more knowledgeable in other types of difficulties such as dyspraxia and dyssemia X2
- I have learnt how young people with a variety of conditions might feel when being interviewed or put in a formal learning environment
- I have a better understanding of how the teenage brain develops and what helps or hinders this
- This helped to look at the reasons why young people behave in a certain manner, but also suggested coping strategies of dealing with various types of behaviour
- A much clearer understanding of the characteristics and behaviours attached to LDD, ASD and ADHD x2
- I have acquired a better understanding and knowledge of Autism Aspergers and the different forms of dyslexia X2
- New understanding of the learning difficulties that the NEET group will present will present with and also ways of tackling their difficulties, from assessment, to skills and strategies
- Found out information relating to assessment of learner needs and in particular dyssemia
- A better understanding of how we as PA's can provide support and how we can work with other agencies in doing this
- Knowledge of classroom behaviour and motivational triggers
- The approach to dealing with young people requires some preparation and the Lombard sessions presented a host of techniques and insights into the working of young people's brains and attitudes. The knowledge imparted provided the delegates with "tools" to effectively engage and maintain young people interest through their support
- Have seen what could be available in terms of therapeutic work – but am frustrated by lack of funding to make this a reality for many needy young people
- Day 1 - Understanding of child development to adulthood – how the brain works; the affects of nature, nurture and substances
- Day 2 – Looking at how the above affects our work with our client group and how we can be more effective
- Day 3 – Continuing with the above – particularly in relation to the Neet and those with learning difficulties. Recognising people in society who have different morals, attitudes and behaviours and why these people can be excluded from activities without us realising

- Recognising different learners needs and how to incorporate them into lessons

**How has the training impacted on your practice?**

- I have picked up lots of useful tips that I will implement into my teaching practice
- It has provided strategies to enable me to better work with this client group
- We have implemented some of the approaches towards our learners, I particularly liked the art logo and this goes down well with the group
- Greater awareness of issues – easy to identify possible issues in clients
- I have changed the handouts I use with dyslexic students to be more visual.
- I have prepared handouts for other team members on some of the topics covered during a staff development sessions
- I am more confident to try different approaches with learners identified with learning differences and am using the support already available in the college more
- It has helped me to be aware of the sort of support needs to include in a S139a so that I can try to get the right type of support for a young person.
- I would try printing out action plans on coloured paper and am more aware of what I wear and the environment I work in with clients
- I have used some of the strategies to good effect
- Made me more aware of the background factors attached to the learning styles/abilities of pupils in school and those I see post school
- I am now more sensitive when working with LLDD young people and try to communicate on a level that they will understand
- I now have an awareness of learning difficulties- dyssemia etc. this will mean that learners now coming through can be identified and supported appropriately
- Allows me (as assessment tutor) to identify and support learners who may demonstrate needs under the dyssemia rating scale
- Has made me re-evaluate my work with young people with SEN and related; more creative approaches are required which I hope to be able to instigate in the future
- I am now more sympathetic to learners with SpLD and I am trying to look at ways in which to support this in the classroom environment and also when placing learners within employment
- Provided an opportunity to improve the practice of WBL providers and to encourage them to recruit learners with learning difficulties and disabilities
- Found the sessions very useful – although a relatively long course it was necessary to look at the bigger picture and in fact still only an introduction to this complex area of work.
- Very relevant to our client group and particularly the hardest to help and subsequent NEET group.
- Good understanding of why people become 'hard to help' examples of dyslexia and related conditions became more meaningful – I actually came across a specific example the next week of a teacher in a review meeting not understanding why a pupil wrote down "rubbish" when copying from a whiteboard
- To integrate younger students with older students to get a more positive learning for younger students and understanding individual students difficulties both personally and in the home environment and how to try and help them overcome these

**Overall please describe the benefits of the training to the organisation**

- Enhanced my knowledge and enabled me to improve my work with this client group
- Very informative speaker Ged Lombard who has a vast amount of knowledge and experience. Pas can learn so much from him and hopefully use in accordance with caseloads
- With the knowledge I have gained I feel that I am in a better position to support the young person with more empathy
- Improved service to client
- Improved knowledge on a subject that I thought I knew something about, but realised I knew very little despite being in education for the past 20 years
- Greater awareness of **why** clients need additional support and **what** they might need. This gives us better ammunition to use when approaching training organisations on behalf of clients and trying to negotiate appropriate training for them
- A better understanding of young people's behaviour including what factors either external or

internal can affect behaviour and what can be done to deal with these issues. Hopefully now these strategies will improve retention and increase achievement

- Helps us understand our clients better, and tailor our service better to their needs
- I think the training should be essential for all GMCP PA's to attend as the majority of young people will work with LLDD young people and if they have completed this training they will be more knowledgeable and sensitive around these issues when working with these young people and completing Section 139a's.
- Raising of awareness and the possibility to increase the scope of initial assessment and use the rating scale resource
- It will allow me to record (on behalf of the organisation) specific learner support needs
- Broader understanding of how LDD's impact on a YP's life and development and the types of approach and support that would be more appropriate for this cohort
- Excellent benefits as I am now able to support learners in much more depth and recognise specific learning difficulties. Learners more likely to progress than before
- An excellent series of sessions to open the minds of those working with young people and present them with methods and attitudes that providers can develop that will enable them to work more effectively with young people in general and with LLDD in particular
- Potentially could have a massive impact on our NEET group and also motivating young people at an earlier stage or referring them to more appropriate learning opportunities to their needs. I would also welcome the opportunity to access any further related training as I have a particular interest in the psychology of learning and also work in a special needs school alongside my mainstream work
- To make a more equal learning environment for all students

#### **What additional training on LLDD would you find useful?**

- Behavioural issues
- Any as this is my main client group so always try to attend any training for updated information
- Screening for complex and specific learning difficulties. This was mentioned by Ged who is hoping that in time all Advisers will go through
- I personally would like to do the training to become an assessor and support the young people to be diagnosed instead of wander from pillar to post without any support
- Assessment methods for determining the additional needs discussed on day 2
- Any new research that provides evidence of how learners learn best and examples of learning that is working in this area
- Colour therapy
- More on autism because numbers of young people diagnosed with ASD appear to be rising generally and one of the schools I work in is changing from MLD or SLD from Sept 2010 so these clients will form a significant part of my caseload
- I would like a more in- depth training, making me aware of more techniques I could use when interviewing LLDD clients. I would also like to complete the screening for Complex learning difficulties that Ged offers as I feel this would benefit my role as a Trainee PA2 (SEN) greatly, due to the nature of the young people my role works with
- I would be interested in training to be an assistant psychologist as mentioned by Ged Lombard
- What support is available locally
- More practical approaches that PAs can use with this client group
- Further training on how creativity can assist with learning – possible workshops would be useful. Also further sessions on ADHD and Autism
- To continue with more in depth information on the complex disorders and classroom management techniques
- On sources of practical support – but am aware lack of funding makes this difficult
- Training needs to be delivered by a professional who understands the day to day need of both our organisation and our client group and has also worked clinically with people with LLDD. Ged was an excellent tutor with good delivery skills
- The first 2 courses prior to the one I attended