

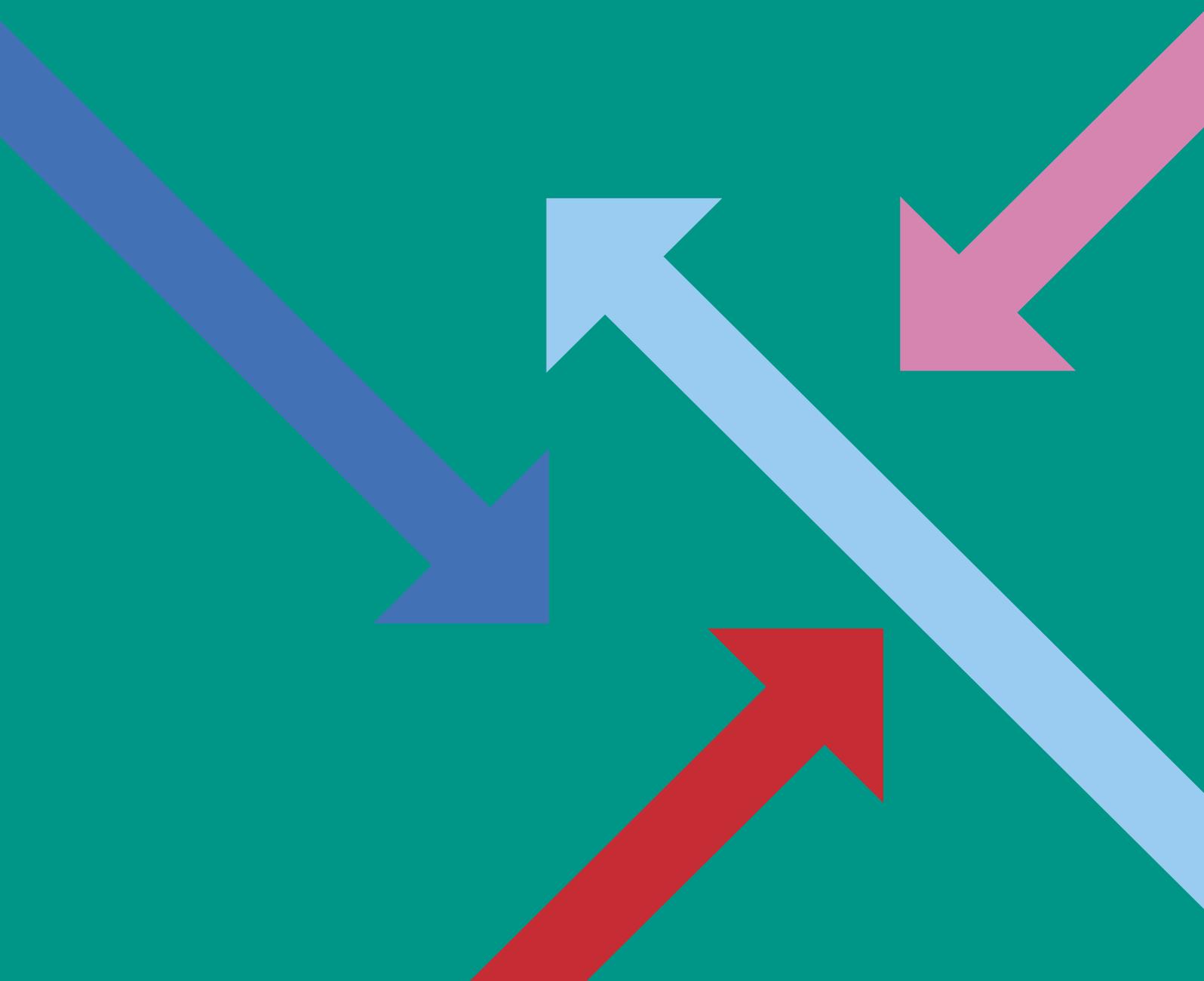


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Routes for Learning: Glossary



We are in the process of developing a glossary of terms to support practitioners who will be using the Routemap and wider Routes for Learning materials through the medium of English or through the medium of Welsh. Below, you will find some examples of definitions.

We would like to invite you to comment on the content of the terms so far. We would also welcome suggestions of additional terms you have identified from the Routemap, guidance and/or assessment booklet to be included in the final version of the glossary.

All comments should be sent to assessment@gov.wales.

Accidental actions	(Gweithredoedd damweiniol) Accidental actions are actions which are voluntary (i.e. under the control of the doer) but which are accidental in their effect (e.g. a learner moves their arm slightly and contacts a Bobo doll which makes a noise).
Autonomy	<p>(Ymreolaeth) In a practical sense, autonomy is the ability of an individual to direct how he or she lives on a day-to-day basis according to personal values, beliefs and preferences. In an educational setting, it involves the learner making informed choices about the activities in which they engage (See 'Theme 10: Acting to engage others' of the Routes for Learning: Assessment booklet). The idea of autonomy has a strong relationship with that of the inherent dignity of all human beings. In philosophical terms it is generally understood to refer to the capacity to make informed, uncoerced decisions (Stanford Dictionary of Philosophy). The ability to be autonomous, and make decisions, can be supported and developed. Routes for Learning includes autonomy as the final milestone; albeit in a rather limited sense. Examples of autonomy within the context of Routes for Learning include:</p> <ul style="list-style-type: none">• a learner deciding that they were thirsty and wanting a drink – they manage to attract a practitioner's attention through pulling at their clothes, and then selecting the symbol for 'drink' when offered a choice on an E-Tran frame• a learner keeping their mouth firmly closed when offered lunch in the noisy dining hall but eating when a practitioner, experimenting with potential reasons for their behaviour, tries offering them lunch in a quiet environment. <p>Autonomy can continue to be developed as the learner moves beyond Routes for Learning (e.g. into adult settings).</p>

Cause and effect	Cause and effect (contingency awareness) is used as a shorthand for understanding that a specific action causes a specific effect (e.g. that pressing a switch will cause a toy to begin working or that hitting some hanging chimes will cause a noise). It is also likely learners who have achieved cause and effect will show signs of pleasure or excitement indicating that they are aware that it is their action which has caused the reward.
Coactive involvement	(Gwneud rhywbeth ar y cyd â'r dysgwr) Coactive means acting together, and in the context of Routes for Learning is used to mean the practitioner moving with the learner (e.g. swaying backwards and forwards with the learner in a song such as 'Michael row the boat ashore'). If involvement is coactive both people are actively participating to some degree (see page 11 of Routes for Learning: Guidance).
Contingency awareness	See 'Cause and effect'.
Immediate environment	(Amgylchedd sy'n union o'i amgylch) The immediate environment is the environment (e.g. objects, people, surfaces) which surrounds the learner. The learner is likely to be able to reach objects in it with a small movement (e.g. moving a foot forward slightly).
Joint attention	(Talu sylw ar y cyd) Joint attention occurs when two people (e.g. the learner and the communication partner) share interest in an object or event (e.g. through gestures or gaze) and also share an understanding that they are both interested in it. It is not a request to obtain an object but rather the sharing of pleasure or interest in something. This skill plays a critical role in social and language development (see also 'Theme 7: Being sociable' of Routes for Learning: Assessment booklet).
Little Room	(Ystafell Fach) The 'Little Room' is a space originally devised by Dr Lili Nielsen in which a child can explore his or her environment safely. Toys and other everyday objects which provide strong sensory feedback are suspended from the ceiling with elastic cords and the child is free to explore and experiment with what he/she discovers while moving hands and legs. Items should be sturdy and safety must be taken into account. For children with some vision, items can be brightly coloured. Cardboard boxes should not be used to create little rooms, as it is crucial to be able to observe the child in the Little Room, as well as to provide adequate ventilation. (Adapted from www.pathstoliteracy.org/blog/remembering-lilli-nielsen-and-her-legacy-active-learning .)
Olfactory	Relating to the sense of smell.

Personal identifier	(Nodwedd bersonol) A personal identifier is something which enables an individual to be identified, usually when in close proximity to the learner. This is ideally an integral part of the person (e.g. long hair, a beard). However, it might be a distinctive perfume. The assumption is that it may assist recognition, perhaps particularly where the learner has sensory impairments.
Proprioceptive	(Propriodderbyniaeth) Proprioception refers to the body's ability to perceive its own position in space (e.g. a learner's awareness that they are being gently swung in a blanket). Other examples of proprioception include: <ul style="list-style-type: none"> • being aware of the surface on which you are lying (e.g. a relatively hard resonance board or a soft blanket) • feeling safe and supported in an appropriately adjusted chair.
Reactive environment	(Amgylchedd ymatebol) Reactive environments, surfaces, materials and objects are those which are designed to provide exaggerated effects for minimal effort (e.g. space blanket, resonance board).
Resonance board	(Bwrdd synhwyrdd) A resonance board is a thin piece of wood on which the child is laid. It provides sensory feedback by vibrating and echoing when the child moves, encouraging movement and vocalisation.
Supported	(Gyda chymorth) In the context of Routes for Learning, the term 'supported' is used to indicate that the practitioner is scaffolding the learner's response by: <ul style="list-style-type: none"> • arranging the environment to meet the learner's requirements (e.g. ensuring that the learner is appropriately physically positioned) • providing the learner with a clear, or even exaggerated, opportunity to take turns • prompting the learner to respond and have a turn • interpreting the timing of the learner's response as their turn • remaining physically close and present throughout the session.

Mae'r ddogfen yma hefyd ar gael yn Gymraeg / This document is also available in Welsh.