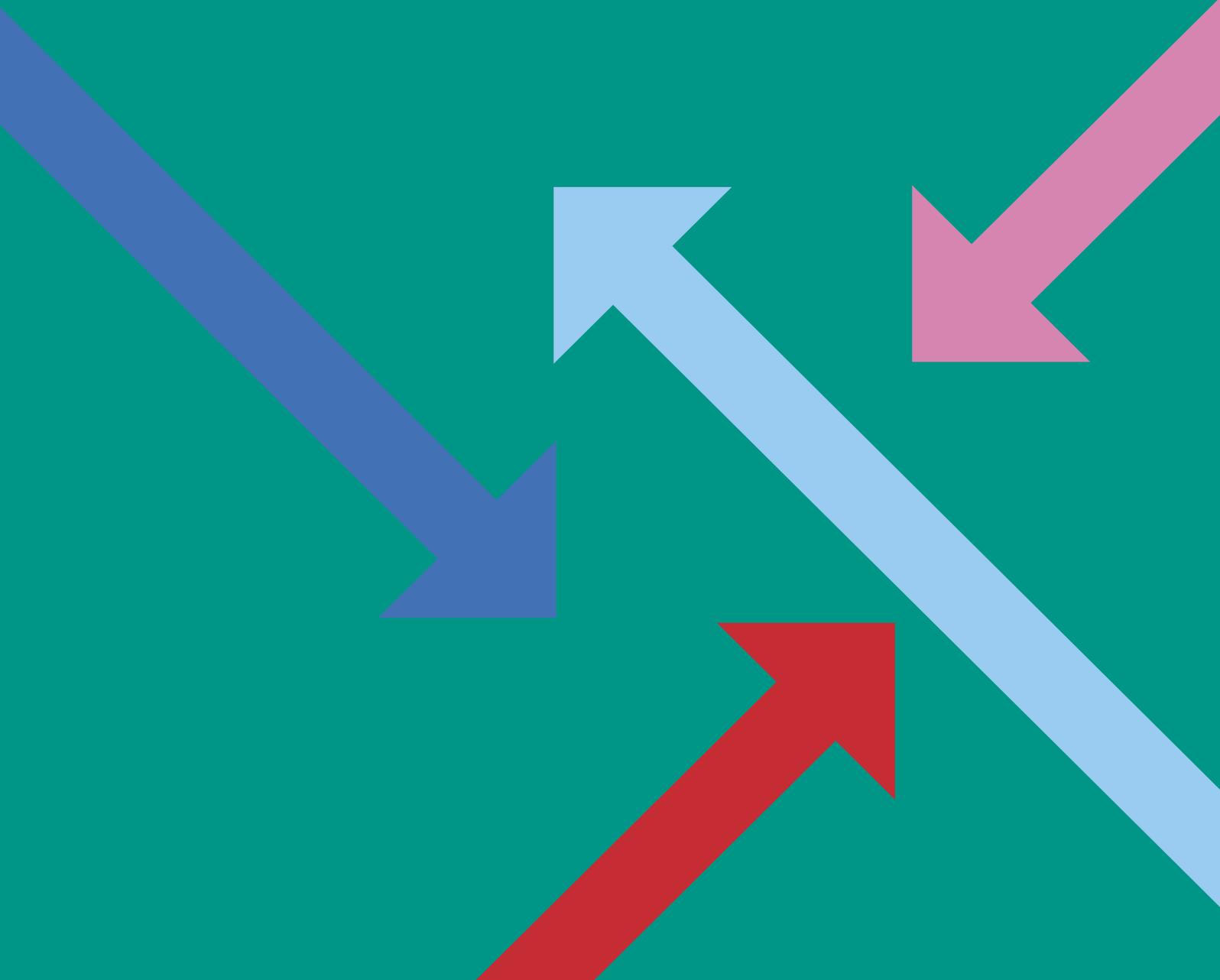




# Routes for Learning: Routemap explanatory note



## Context

The Routes for Learning Routemap supports practitioners in assessing learners with profound and multiple learning difficulties (PMLD). It covers the key learning priorities of communication and social interaction, interaction with the environment, and early cognitive development.

The key milestones which every learner is likely to pass are shown in orange boxes on the Routemap and learners can take different routes through various green boxes on the Routemap to reach these milestones.

## Changes to language

The original Routemap was published in 2006 and the feedback received during the process of updating it suggested that the language and terminology used could be made clearer and more accessible. In response to this feedback, you will see significant changes have been made. These changes have been made to communicate more clearly in the updated Routemap the behaviours that are being described; they do not indicate a change in the behaviours themselves.

## Numbering

In the updated version of the Routemap, you will note that Routemap box 8 (Responds to own name) has been deliberately omitted, but the numbering of the other boxes has been kept the same as the original. When updating the materials, we gathered feedback on Routemap box 8 and whether it should be moved within the Routemap or removed completely. It has been removed for several reasons as noted below.

- Evidence from records kept by practitioners suggests that this box is not typically achieved until much later than its position would suggest.
- Many learners are called by affectionate terms, especially by their main caregiver, which are not necessarily their given name; potentially leading to confusion.
- When assessing, practitioners have noted that it is difficult to identify whether the learner is responding to their name or to a familiar voice.
- Some practitioners have expressed concern that the suggestion that a learner does not 'know their own name' is unnecessarily hurtful to parents/carers.

The original numbering of all the other boxes on the Routemap has been retained in order to ensure clarity for practitioners as we transition from the old terminology to the new. Keeping the original numbering also avoids confusion for practitioners who are supporting the progress of learners who are already working within the Routemap. It ensures continuity for practitioners to record and reflect on learner progress over time as they begin to use the updated Routemap.

It should be emphasised that the boxes on the Routemap are numbered for ease of reference. Although the behaviours which are developmentally earlier have lower numbers, these numbers do not represent an expected sequence in which they are likely to be learned or in which they should be taught. The numbers on the Routemap simply provide an easy way to refer to the different behaviours. It's the behaviours described, and not their numbering, that form the basis for assessment to support learner progress and for professional dialogue between practitioners.

## **Routes between Routemap boxes**

The arrows which appear on the top half of the Routemap indicate routes that learners are likely to follow. Arrows do not appear on the bottom half of the Routemap because, as learners progress, the variety of routes they may follow expands considerably and it would be potentially confusing to indicate only some possible routes.

## **Routemap box 36 (Selects from two or more items)**

In updating the Routemap, the colour of Routemap box 36 has been changed from orange to green because the evidence suggests that 'Selects from two or more items' is not part of the sequence of the critical development milestones through which all learners pass.

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