

P.M.L.D. LINK

WELCOME TO P.M.L.D. LINK!

The presses have finally rolled issue number one. Lambert has kindly provided the introduction to this issue. We have tried to focus on useful contacts, mainly to generate material. We can only assume that there has been so much action that people have not had time to drop us a line about the development of their action plans!

Well, whilst basking on sunny beaches this summer, why not reflect on your achievements, and pen your thoughts! The future of P.M.L.D. Link rests with you.

Can I remind everyone that for future issues a stamped addressed envelope will be required. Why not send it to Barry at Blythe School now while you remember.

I apologise in advance for spelling errors and issues that are multi-coloured. We have enlisted the services of volunteers, and are using up odd scraps of photocopying paper.

Thanks to Molly (from Guernsey) and Isabelle (from Portugal) for their positive comments about the course. Molly is hoping to spend a few days on the mainland soon, visiting various establishments.

Have a good summer break everyone. We look forward to hearing from you next term. If there is enough information the next issue is scheduled for December, 1988.

Barry Carpenter

July, 1988.

Please send contributions to P.M.L.D. Link and S.A.E.'s to:

Barry Carpenter,
Blythe School,
Packington Lane,
Coleshill,
Birmingham B46. 3JE.

INTRODUCTION

Colleagues,

I am privileged to be asked to introduce this, the first edition of PMLD Link. In doing so I take this opportunity to thank Barry Carpenter and Mary Evans who kindly offered to edit, print and despatch this termly newsletter. But, make no mistake, they cannot function without your support. For many years D.E.S. course members have asked H.M.I. how they can keep in touch and the only answer has been through the membership list. PMLD Link provides a unique way of keeping in touch and also disseminating interesting practice and experiences. What we shall need is a regular supply of brief details of useful, equipment and resources, relevant book references, brief details of developments within your school as well as short accounts of trips out of school with your pupils. If colleagues require greater details they will be able to contact you. It is always a matter of concern that, frequently, developments in curriculum and organisation remain locked up in an L.E.A. or school and we are in danger of re-inventing wheels rather than, in our innovations, complementing those of others. Colleagues, it shouldn't happen from now on if you provide Barry and Mary with a steady supply of materials accompanied by your name, address and school.

I wish PMLD Link success and increasing strength in the years to come.

S.G.L. Bignell
H.M. INspector

NEWS.....

of folks.....

Carol Ouvry (author of 'Educating Children with Profound Handicaps') has a new job. Carol is going to Castle Priory College, Wallingford, Oxford as tutor organizer. (Look out for an increase of P.M.L.D. courses!)

Carol has made several requests:-

Have any schools completely disbanded their p.m.l.d. classes into s.l.d. classes? (replies to Carol - 2, Rotherwood Road, Putney, London. S.W.15)

Is anyone using, or has used, Room Management in p.m.l.d. classes? If so, could they please contact Peggy Walpole and Barbara Guin at Paddock School, Priory Lane, Putney, London. S.W.15 (01-878-1521). They would like to hear other people's experiences with this form of organization.

In the latest issue of British Journal of Special Education, Judy Sebba asks for information on age appropriate materials for adult p.m.l.d. Carol wonders if anyone replied. If so, would they like to share their ideas in P.M.L.D. Link?

In the same issue of B.J.S.E. there was an article concerning 'Interaction as a Curriculum'. Carol is visiting Harperbury Hospital School, and has offered a brief write-up for the next P.M.L.D. Link.

Dave from Widnes has submitted the enclosed article, "Man cannot discover new oceans". Dave writes, "Although presented to a group of primary teachers I found the general philosophy most interesting, and pertinent to the education of children with P.M.L.D. Indeed the DES course surely moved many of us away from the shore (as referred to in the title). Could it be that 'P.M.L.D. Link' will offer a few compass bearings to the new oceans?"

Christina Kirkman Ross contributed the enclosed poem, "Every time my bum get warm", at the end of the P.M.L.D. course.

....of new technology

See the attached sheet of Resources for P.M.L.D. Information Technology prepared by Paul Roberts, Co-ordinator for Computer Development at Blythe School.

....of books

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Flo Lonhorn's book 'A Sensory Curriculum for Very Special People' was published in June by Souvenir Press. A practical book full of lots of ideas.

Flo recommends the following for "hug massage" - (something we all need!) 'The Little Book of Hugs' by Kathleen Keating. Published by Angus & Robertson. Cost: £3.95.

And, of course, don't forget Carol Ouvry's excellent book 'Educating Children with Profound Handicaps'.

* "All my own Work" - the p.m.l.d. art book Barry mentioned (and lost!) on the course. We have retrieved a copy, and it has done the rounds of those people who requested it. If anyone else would like to photocopy it please contact Barry Carpenter at Blythe School.

'Computer Assisted Development for children with P.M.L.D.', J.A. Tait; G.V. Graham; G.T. Watts. Available from: Kinder School, Bassetlaw Hospital, Worksop, Notts.

....of interesting resources

'Heathcraft' in Huddersfield sell the most wonderful feathers and glittery objects - ideal for sensory stimulation. They are about to produce a catalogue which can be obtained from:

Heathcraft,
26/27 Byram Arcade,
Westgate,
HUDDERSFIELD, HD1 1ND.
Tel: 0484 513990

'Pot pourris' by the score can be obtained from:

Chawton Forge Herbs and Fragrances,
2, Oakley Drive,
Overstone Road,
Moulton,
Northampton, NN3 1UH.

The Hindley Tanfield Light Stimulation room we heard about on the course had largely been constructed by 'Liteworks'. Their representative, Richard Hirstwood, is happy to visit school to display products, and discuss your school's needs. His address is:

Richard Hirstwood,
66a, Yorkshire Street,
Morecambe,
Lancs. LA3 1QF

From Mary Evans, Blythe School, Coleshill, Warwickshire.

Since the P.M.L.D. course in April the action plan for Blythe School has included:

1. A meeting to disseminate the course content to the staff. Afterwards the staff decided what they would want to include in our P.M.L.D. in-service course for the next academic year 1988-89.
2. Twelve staff attended Warwick University for a demonstration by Phil Ellis who has developed computerised equipment for 'Touch in Sound' music (he gave a lecture at the P.M.L.D. course). Some of this equipment has already been ordered for school.
3. A representative from 'Liteworks' gave a demonstration of visually stimulating equipment to the school staff - (this was a follow-up to the talk given by Hindley Tanfield staff during the P.M.L.D. course) - more details on the I.T. resources list. Various equipment and switches have been ordered by the school.
4. Three staff made a day visit to St. John's School in Bedford, run by Flo Longhorn, whose special interest is in sensory curriculum. She has recently had a new book published called 'Sensory Curriculum for very special people'.
5. A date has been arranged next term for an Ed. Psychologist and myself to give a talk to the school staff about children with emotional and behavioural problems.
6. The transition of our post-16 P.M.L.D. students into our Further Education Department is going extremely well. At present they are spending 1½ days per week in the F.E. Unit for them to become accustomed to their new surroundings, and for the F.E. staff and students to be relaxed when handling them, organising classroom space etc. The 'befriending' process of P.M.L.D. student and S.L.D. student has been very successful. During a week of day trips to local places of interest some of the F.E. students were invited to go along with the P.M.L.D. students. Next term the P.M.L.D. students will be going to a morning to North Warwickshire Technical College for music.

Some Resources for P.M.L.D. I.T.

1. TGW Software Developments Kinder School Bassetlaw Hospital, Worksop, Notts
Tel 0909 472831 ext 290

Do very good visual stimulation and training and cause/effect software
£30 for 10 disks plus an excellent 100 page book describing the implementation
of visual stimulation software.
2. Alan Bickerstaffe Hilltop School Larch Road Maltby S. Yorks 566 8AZ
Tel 0709 813386
Vision Box software for very early visual stimulation eye contact and tracking
facility to run programs in automatic sequence £25 for 10 disks has also
produced Sound Box suite of programs for Aural stimulation.
3. Litework Mr R. Hurstwood 66a Yorkshire St Morecambe Lancs LA3 1QF
Tel 0524 831153

Not computer based but have produced an excellent modular switching system
which can be run in various modes on /off, latch, timer with varying sensitivit
to control any device upto 5 amps via a 3 pin plug using a variety of switches
touch, movement sound.

Also various visual stimulation devices, carousel slide projectors fibre optics
bubble tube, tracking tube etc etc.
4. Brilliant Computing. PO box 142 Bradford BD3 0JN
Tel 0274 632223/491544
497617
Early switching cause/effect and matching programs 'Switch On' and 'First Steps'
also produce a variety of switches, joystick interface box etc.
5. Research Centre for the Education of the Visually Handicapped produce a regular
newsletter offer advice and have produced a variety of software for visual
stimulation matching and sequencing.

Selly Wick House 59 Selly Wick Road Birmingham B29 7JE Tel 021 471 1303
6. Derek Harrison

Compact System of switch, operated programmes for cause/effect and matching using
switches, micromike and concept keyboard Blue File.

"Man cannot discover new oceans unless he has the courage to lose sight of the shore"

From whatever posture we consider the current education dilemma, there is documented evidence in profusion that we have been here before. There is clearly a growing divide amongst those who are concerned about the standard and quality of education, and what the implications of that mean for teachers and children. There are those on the one hand who would determine the relative importance of different aspects of learning, of the relative value of the function of different parts of the brain. On the other hand there are those who are concerned to develop every element of learning, the whole person, the whole brain. In my terms mind and spirit working harmoniously together.

There is one part of me in my mind which has to do with my ability to see cause and effect, to follow a logical argument, to reason, to deduce and infer, to memorize and to calculate. There is, of course, the other part of my mind which has to do with my personal relationships, fear and happiness, enthusiasm and apathy, my love, my hatred, the quality in my life, my spirit. The idea that the one part of my mind which can be measured, is of more importance than the other part, and that it can be developed at the expense of the other appals me. The idea that one part of my mind may be left undeveloped without nurture and exercise denies all recognized research and understanding into the workings of the mind throughout the world in the last one hundred years. For unless children, people, grow up with the capacity to direct their creative talents and energies throughout the broad spectrum of their understanding and develop their emotional potentialities, there will continue to be violent explosions of frustration in some and a degeneration into vegetating apathy in others, a poverty that imprisons the spirit.

We have some knowledge of how to measure and test some parts of the workings of the mind, those aspects governed largely by the left hemisphere activities of the brain, spelling, punctuation, accuracy in table tests, facts in history. But what turns learning facts in history into being an historian? What brings about an awakening to the rhythm and flow of language in poetry? How does one acquire the fascination in mathematical patterns through which number bonds reveal their order? How is sensitivity recognized in music or art, creativity and initiative developed in the exploration of science? These human characteristics are centred in the right hand hemisphere of the brain and their significance and function there is that they have a profound effect upon the activity of the left hand hemisphere.

How is it then that today we are moving faster and with greater determination to attach more importance to the characteristics and function of the left hemisphere, the core curriculum, the subjects central to that core, the teachers who teach it and the children who are good at it whilst ignoring the balancing needs of the right hemisphere. Is it because the essential characteristics of the right brain defy measurement, measurement which for most of us would evaluate the way life really is?

It is because you here today are less likely than any other members of the teaching profession to make these harmful distinctions. It is because we share a common belief that a child matters for what he or she is, at least as much as for what he or she knows, that I ask you now to stand up with me and speak out about the principles we share, the practices we own, the beliefs we hold. They are not old fashioned and outmoded but are founded in a rigorous pedagogy of understanding the needs of the learner, the goal of all meaningful education. I suspect and I know that today, tomorrow, these values will be tested and questioned by others, measurers to whom, of whom, we must all take account. But their view is only to test that small part of learning which is appropriate to testing, a view of education and the learner which is outmoded and inappropriate.

Our world is rapidly changing day by day, hour by hour, and we must and will change with it. The values, standards and attitudes on which we have based our understandings and our beliefs are the foundation upon which we will reach out to discover new oceans, new horizons, new opportunities. In order to achieve those goals we must determine new roles for the teacher as a facilitator and enabler to learning, for in that analysis we will be judged to have done the very best we can by those to whom we really take account, the children we teach. We teach them today in order to help them to take up their rightful place, a meaningful place, in our world.

Roger Cole
Cumberland House
Wellington
Lincoln LHSOHR

18th April 1988

'Every Time My Bum Gets Warm'

Every time my bum gets warm
They expose it to the cold;
And when I'm slipping into sleep,
They throw me in a mould.
Sometimes my head is in the air,
Sometimes its on the floor;
And where they put my hands and feet,
I'm really not quite sure.
I love the one who picks me up
And whispers in my ear;
But all the others seem to think I'm deaf,
Or just not here.
They blot me out with blackness,
And stun me with bright white.
They stick my hands in soothing slime,
Then stab them so I fight.
When my body shakes and shivers,
I giggle till I cry;
But I don't know how it happens,
As no one tells me -
Why?

Christina Kirkman Ross