

PMLD LINK

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AUTUMN 1992

Issue No. 14

Christmas and New Year are times to take stock, and to look forward to the future.

What has been achieved for the education of pupils with pml during 1992? It is difficult at first glance to see how the Audit Commission Report and the White Paper have made a great deal of difference, except perhaps in the speed in which a statement will be drawn up. Closer examination of the documents, with their emphasis on accountability and 'means tested entitlement', indicates that urgent work is needed in order to persuade the government of their moral commitment to ensure that pupils with pml are allowed their fundamental rights and are recognised as partners in the education system. Recognised, in the sense that their disabilities are essential parts of themselves and should not be denied, and that they are part of society, and as such, should not be merely tolerated and accepted, but positively valued and celebrated.

One step towards being positively valued and celebrated is that pupils with pml are recognised in NCC's Guidance Nine. Judy Sebba and her team of seconded teachers, based at the Cambridge Institute, show in considerable detail how meaningful access to the National Curriculum can be achieved through the programmes of study. As teachers interpret the Guidance, the importance of not allowing individual programmes to be swept aside is paramount. The debate on what is a balanced curriculum for a pupil with pml is of crucial importance. So far the debate has centred on the delivery of the curriculum (the 'how'). Now is the time to return to the 'what' and to bring into sharper focus considerations of the whole curriculum which take into account individual disability, but at the same time allow access to the National Curriculum.

As a separate but interrelated issue, it is satisfying to reflect that great progress has been made by teachers on moulding and shaping an originally hostile National Curriculum into something that is, in the most part, applicable to pupils working at early developmental levels, but there is still more to be done, and teachers must continue to voice their concerns and express their feelings

Looking forward, the National Curriculum Council is responding to the second debate by collecting and monitoring evidence on access to the National Curriculum for specific areas of special educational needs. Among these are pupils with:

- exceptionally severe learning difficulties;

and

- pupils with physical and sensory problems

Already a series of seminars involving teachers, LEA advisers/inspectors, parents and governors has taken place and will be followed up with visits to schools in order that NCC officers may observe practice at first hand. As part of the dissemination process a newsletter and a series of regional conferences are planned in the late Spring. Through this monitoring exercise, there must be the opportunity to address the first issue of what is an appropriate balance in the content of the whole curriculum for pmld pupils based on a true acknowledgement of their individual disabilities. Hogg (1991) reminds us that these include perception, information processing, memory and motivation. 1993 should prove an exciting year in carrying on the debate, informing legislators, and ensuring that good practice is in place.

Looking ahead to the future content of PMLD Link, the next issue will focus upon challenging behaviour and pmld. and the following on rare syndromes. Please do send in articles, information and letters on these and any other topics. A special thank you to our contributors in this issue.

Finally, the editorial team would like to wish you all a happy and restful Christmas..

Christina Tilstone.

November 1992

References.

National Curriculum Council (1992) *The National Curriculum and Pupils with Severe Learning Difficulties*. Curriculum Guidance 9. York: NCC

Hogg, J (1991) 'Developments in Further Education for Adults with Profound Intellectual and Multiple Disabilities'. in Watson J. (Ed.) *Innovatory Practice and Severe Learning Difficulties*. Edinburgh: Moray House Publication.

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EUROPEAN INFORMATION SHARING ABOUT WORKING WITH PEOPLE WITH PROFOUND AND MULTIPLE DISABILITY

Readers may be interested to know that the recent political movement towards greater European unity has been reflected in a movement towards greater information sharing by Europeans with an interest in severe/profound and multiple disability. A group of European professionals and parents who have experience in the field of 'polyhandicap' (the French word for severe and multiple disability) have begun to meet together to compare ideas, approaches and problems. The group is composed chiefly of people from countries within the European Community, and is organised by M Jean-Jacques Detraux who is based in Brussels. Co-ordination of UK-based input to the group has been undertaken by Professor James Hogg of The White Top Centre, Dundee University. The working languages of the group are French and English, and the membership of the group tends to reflect this fact. Group membership so far has included people from France, the UK, Belgium, Luxembourg, Germany and Switzerland. The group which is multi-disciplinary in nature first met in Limoges in 1990. The following year a meeting was held in Dundee, while this year's meeting was in Luxembourg. The next meeting of the group is planned to take place in Switzerland in 1993.

Group meetings are conducted in seminar style, and have been composed of limited numbers of people in order to facilitate this approach. The focus of the most recent meeting was communication. Members of the group produced informal presentations describing the sort of approaches developed by them in their interactions with people with severe/profound and multiple disability. Examples of this included:-

- (i) a Belgian mother of a child with profound and multiple disability who showed a videotape indicating the patterns of communication between family members and her child.
- (ii) Professionals who pointed to the improvements in communication accruing to a multiply disabled child as the result of the use of technology.
- (iii) Carol Ouvry who outlined developments in the field of UK education, including the Sherborne method.
- (iv) Swiss residential workers who presented an approach, known as 'basal communication', derived from the work of Winfried Mall, whereby care-givers utilize touch, movement, shared breathing patterns and sound as a way of promoting communication with people with profound and multiple disability.

Sub-groups have developed from the main group, most notably a sub-group with an interest in ethics which is co-ordinated by a French doctor, Georges Salus, who plans that the group will develop a position paper on this topic. Overall, the meetings of this European 'Polyhandicap' Group are the beginning of an initiative intended to promote a broadly based appreciation of the experiences of European service providers, parents and academics. Hopefully, a European perspective on approaches and problems in the field of profound and multiple disability will highlight commonalities and divergences in experience and thereby help to inform future service provision, research and policy changes.

Judith Cavet, Senior Lecturer
Social Work Division
Staffordshire University
College Road
Stoke-on-Trent ST4 2DE

9 November 1992

CAN YOU PLEASE HELP?

It seems to be the proposal of our local authority to amalgamate the three existing special schools into one purpose-built school.

This school being divided into 3 parts; Primary, Secondary, and F.E. for a predicted population of 150-200 students.

This will mean a mixture of children with profound multiple learning difficulties, severe learning difficulties, moderate learning difficulties and physical handicaps being educated within one establishment.

As yet we have not found a similar regime in operation to discover whether this is a viable proposition.

Education Committee members have agreed to visit such a school if one exists to find out about the possible advantages and disadvantages of this system.

The staff at my school would be very interested to find out what we can, and possibly visit.

The proposal is essentially for financial reasons of course, but we consider it important to look at the educational issues involved, not least to discover how the children respond.

If you work in, or know of, or have any comments to make on such a school, I would be extremely grateful if you would take the time to contact me.

My school address is: Castle School

Goresbrook Road

Dagenham

Essex

The phone number is: 081-592-2738

081-592-7168

Thank you, Jenny Pattison

The following is an article by Susan Scarsbrook, Music/Performing Arts Co-ordinator at Brays School, Birmingham; originally published in *"Music News"* (September 1992).

"Delivering the National Curriculum to Students with Special Educational Needs"

The students I teach are aged 3 to 18. They all have a physical disability, and in some cases, a learning difficulty. I have been approaching the issue of delivering Music, as outlined in the National Curriculum Music document, to my students since January 1992, when I took up my present post. Initially, I was using the final report of the working party as a guide, and more recently, the document as it stands at present.

In the light of the document, it became clear to me that if I was to give all of my students access to performing and composing, and hence, provide them with a way into listening and appraising, I needed to give each individual student a method of music making. This method needed to be accessible, controllable and capable of development. For certain individuals, I needed to look no further than the usual musical equipment generally available in schools. Percussion instruments, recorders, keyboards, tape recorders, and piano all play a part in my teaching. In the case of certain other pupils however, the challenge was far greater and music technology has provided at least some of the answers.

Primary amongst the music technology I have found helpful has been "The Sound Beam". This is a piece of equipment which emits an ultra sonic beam. The beam, when broken by any part of the body, sends a signal to the midi keyboard, synthesiser, or drum machine to which it must be connected. The instrument in turn produces a sound. The sound beam can be adjusted to produce various effects, when using a keyboard some settings for example, produce a single major scale, others a chromatic scale. In using the sound beam, I have been able to increase the number of students who are able to actively partake in quite sophisticated music making.

In addition to the sound beam, other elements of music technology have proved useful. These include a multi-track portastudio, which I have used to encourage good listening skills during composition sessions, and quite a variety of software, particularly that which works in conjunction with a computer touch screen. The various technologies I have mentioned above have become very precious tools in my attempts to deliver the National Curriculum entitlement of my students. I have found however, that considerable care is needed to keep sight of initial aims and to avoid falling into the trap of technology for its own sake, often simple decisions have proved to be very powerful. The cross curricular approach fits into this category.

The cross curricular approach is particularly helpful to those children whose learning difficulties are their major obstacle in gaining access to the National Curriculum. By pairing together the main musical elements of, for example, high and low, in terms of pitch, the high and low in terms of space in movement, my colleagues in movement education and myself have enjoyed creating a music and movement scheme which benefits students in both areas of curricular activity.

Finally, in delivering the National Curriculum Music entitlement to my students, I have found an amount of simple interpretation to be essential. I read "sing" to mean "sing, play or move", and I have concentrated on those elements of the document that are statutory. The non-statutory examples are clearly aimed at mainstream education.

We have a long way to go in both music and special education in terms of delivering the National Curriculum, but with an inventive approach, I am certain that the very vast majority of my students can have access to the National Curriculum which is theirs by right!

S.L.D. SERVICE
Lancashire Education Authority
Longwood
Bank Hey Centre
Heys lane
Blackburn
BB2 3NW

16th November 1992

Dear M/s Ouvrey

In the course of my work for the SLD Service with Lancashire Education Authority I have come into contact with a small number of children who have been diagnosed as having Angelman's Syndrome. As I'm sure you are aware, this is a relatively recently diagnosed syndrome and is somewhat rarely encountered.

Consequently the parents feel totally isolated and somewhat desperate for positive support and contact with other parents who are in the same situation. They also feel in great need of help, advice and support from professionals who have any experience, however limited, in dealing with children who have this syndrome.

I am offering to be a point of contact for anyone who feels they can offer assistance of any sort or who know of any parents of children with Angelman's Syndrome who would be interested in meeting other parents who are similarly placed. My business address is as above and the phone number is Blackburn (0254) 692435.

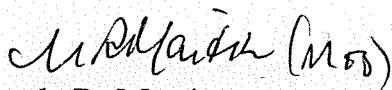
It must be said that some of these parents are in the Angelman's Syndrome Association based in Portsmouth but feel they are unable to receive the support they feel they need. This is partly due to the distance they live away from that area.

I would be most grateful if you can find room for this 'appeal' in the next issue of PMLD Link - if I am too late for that one, perhaps there will be room in the one following.

I might add that I have spoken to Paul Baker (Manchester) about this matter and he said that he would also mention it to you when he sees you some time in the very near future.

Many thanks and best wishes

Yours sincerely



Ursula R. Martin.
Advisory teacher.

THE USE OF SOCIAL INTERACTIVE ROUTINES IN THE CLASSROOM.

In numerous schools throughout the country there is a tradition of pupils coming together at the beginning of the school day. In many classrooms the gathering may be functional, as when registers are marked; or it may serve an organisational purpose, as when pupils are given instructions. In some classrooms this whole group activity may be valued for social reasons and in others it may be used to develop speaking skills. In this article a brief account is given of how the morning gathering developed into a major part of the communication curriculum.

This situation arose mainly because it was necessary to find a subject on which to base a dissertation and which would involve a group of four pupils with profound learning difficulties but who are all ambulant. There was a need to conduct some action research in the classroom and it was felt that the subject should be communication because of its prime importance for pupils with profound learning difficulties. The writings of John Harris helped to formulate ideas for the research subject:

"The views of Bruner and Nelson indicate that for children to make sense of the world around them they need to be involved in social routines which have a clear structure and which facilitate communicative interactions between the child and his caretakers/teachers."

(Harris, 1988, p.134)

Harris gives an example of a social routine in school as being the arrival of pupils in the morning and states that such a frequently occurring activity can become well established in a pupil's mind. Adults know from their own experience that in any new situation they may be tense and, in trying to make sense of the situation, may not assimilate all important information. Conversely, in familiar situations a person may be more relaxed and more willing to participate with confidence. Likewise, with pupils in school, as social routines become familiar, comprehension increases, anticipation can develop and responses should be enabled. The action research was planned to test this hypothesis.

Before the research could begin decisions had to be made concerning the format of the morning social routine ('hello'

routine) and literature was used to inform decisions. It was found that the following points should be considered when planning and implementing the routine:

1. The routines should involve familiar adults.
2. They should make use of songs and rhymes as part of a multi-sensory input.
3. They should involve simple props as part of a multi-sensory input.
4. The adults must be sympathetic to the pupils responses.
5. The routines should be differentiated for each pupil.
6. They should follow the same sequence of events but the pupils should be allowed to negotiate their own role, i.e. they should be interactive.
7. The routines must give the pupils success.
8. The routines may become increasingly complex.
9. The adults must encourage the pupils to interact to the best of their ability.

The 'hello' routine was devised:

1. Tap the tambourine repeatedly to indicate time to start.
2. Encourage the pupils to sit down.
3. Tap the tambourine quietly to calm the atmosphere.
4. Adult: "Who wants to say hello?" The pupil to make contact e.g. give visual attention (open-ended)
5. When a pupil has been identified the tambourine is offered to the pupil.
6. The pupil is allowed to respond to the tambourine in any way. (open-ended)
7. The 'hello' song is sung and the adult offers eye contact and smiles at the pupil.
8. At the end of the song the tambourine is taken back.
9. Adult: "Give me your hand and say hello". Adult offers upturned hand.
10. When the pupil has given, or been prompted to give hand, adult: "Hello" and allows time for personal interaction. (open-ended)
11. Each pupil is given a turn.

Possible progressions were also planned:

1. To encourage the appropriate use of the tambourine.
2. The pupil to be encouraged to make further effort to initiate

their turn.

3. The pupils to reach for the tambourine.
4. The pupils to give back the tambourine.
5. Encourage the pupils to watch each other.
6. The pupils to pass the tambourine to each other.

The action research was concerned with making direct observations of the routine so that a record of the pupils' responses could be made. A baseline was built up over a three week settling-in period at the beginning of term and the actual research period lasted for eight weeks. The routine was carried out almost every day and lasted approximately fifteen minutes. It was expected that, after such a short research period, the pupils may not have made any discernable progress, but this was not the case and some of their achievements are listed below:

Pupil 1.

Put the tambourine to her mouth less often.
Began to tap the tambourine during the song.
Got up from her seat less often.

Pupil 2.

Smiled and sat down on her seat on hearing the signal.
Responded to a verbal request.

Pupil 3.

Began to bang the tambourine.
Put his hand into an upturned offered hand.

Pupil 4.

Sat down on a chair on hearing the signal.
Tapped the tambourine on his knee throughout the song and stopped at the appropriate time.
Handed back the tambourine at the correct time without any prompt.
Offered his hand at the correct time without any prompt.
Signed 'please' (introduced in another context) to ask for his turn.

N.B. This pupil demonstrated that he had learned the sequence of events within the routine and began to initiate each event.

This routine has been continued after the research period came to an end and pupil achievements are still being recorded. In

addition to the social interactive routine (hello) two other types of routine were introduced but only brief details are given.

1. The Object Routine aimed to encourage appropriate interaction with objects as well as communication. It was felt that the pupils were better able to focus attention on objects when stimuli was limited and therefore the whole group are encouraged to interact with only one object at a time. The pupils' favourite object routine uses a ball and they have begun to enjoy holding, rolling, kicking, and dropping the ball.

2. Event-marking Routines aimed to inform the pupils as to what was going to happen next and these routines always used objects as cues. For example, before the pupils went swimming they were given armbands to hold for a brief moment before they left the classroom. Although one pupil began to smile when the armbands were brought to him we have no way of knowing whether he was anticipating any event.

Apart from the achievements already mentioned there have been other advantages in using routines as a teaching medium:

1. It has been noted that skills developed within the routines have been generalised to other situations.
2. Slight variations to the routines can be made without the pupils seeming to be confused.
3. Familiarity with the pupils' responses enables staff to notice any slight change in behaviour and it has been found that changes occur frequently enough to keep staff highly motivated.
4. The routines provide a format in which pupil behaviour can be shaped towards more complex or more appropriate behaviours.

Staff feel that the pupils enjoy all of the interactive routines and the detailed observations taken during the period of action research seem to demonstrate their worth.

Jan Kirby
Quince Tree School
Staffs.
October 1992

Reference

Harris, J. (1988) Language Development in Schools for Children with Severe Learning Difficulties. Beckenham: Croom Helm.

R.E. FOR THE INDIVIDUAL WITH PMLD

On the face of it R.E., with its emphasis on learning about different faiths, and on examining moral and spiritual issues, appears to offer very little to the pupil or student with PMLDs.

However, it is possible to see R.E. as providing important learning opportunities that may be missed across the rest of the curriculum. Such opportunities spring out of a consideration of which needs we are trying to meet in the school environment. Certainly, we provide a range of learning experiences that stimulate the senses and encourage the development of early movement, communication and cognitive skills. But although we make reference to social development in our planning of schemes of work and individual objectives, the emotional life of the individual with PMLDs is, I would argue, given scant regard.

If we believe in 'normalisation' or 'access' to the experiences the rest of us take for granted, then we should view the emotional life of those with PMLDs as having equal significance to that of the rest of us. R.E. provides us with an opportunity to reflect that importance in the daily life of the the school.

Seeing R.E. as a means of reflecting the rights of people with PMLDs to a full emotional life demands imagination and care on behalf of the teacher. There are a number of 'ways in' to providing meaningful experiences that will allow those with PMLDs to experience and examine feelings in a safe environment. One way is to use cues or activities that can be identified with basic feelings like 'happy' or 'sad' and maybe check if these feelings have changed over a session. Another is to provide experiences during a session that may allow different feelings or memories to surface. Such methods imply and acknowledgement of the full existence of an inner life of all individuals. It also leaves room for religious feelings such as awe and wonder.

It is also possible to 'work in' materials from various cultures and faiths - particularly if either has played a significant role in the emotional and social experience of individuals. Developing a sensory context for exploring a faith or culture also allows for the use of a thematic approach - e.g. 'strange v. familiar'. By taking such a theme over a term (or half term) a range of experiences can be provided that enable the pupil or student to explore, or even share, emotional responses to stimuli.

If a developed emotional life is a prerequisite to progress in key curricular areas, then the positive effects of R.E. can be widespread. I am piloting this approach at Jack Taylor School this year, and I am conscious of the need not to be over-interpretive of pupil responses, as well as to make staff

aware that this is one session where, initially, we are not working towards objectives that are any more than experiential. Consciously trying to share feelings lies someway off for many of my pupils, but the strength of their personalities convinces me that R.E. can be used to meet their need to develop their emotional lives.

Philip Goss, Jack Taylor School, Ainsworth Way, Boundary Road, London NW8 OHY

URGENT

TEACHER FOR PMLD CLASS

MOORCROFT MIGHT BE THE PLACE FOR YOU

Moorcroft School Hillingdon, West London is looking for a teacher (Incentive "B") for a class of 5 pupils (aged 7 to 17) with profound and multiple learning difficulties - are you the person for the job?

Moorcroft is approaching an exciting time, with plans for becoming a secondary SLD school with a new building closely linked with a mainstream school hopefully to be agreed shortly.

At present the school caters for approx. 60 pupils with severe and profound learning difficulties aged 3 to 19. Strenuous efforts are made to integrate pupils with PMLD with their peers whenever possible, and to provide an appropriate curriculum including use of "dark room" facilities and other sensory work.

We need a teacher with some experiences in this field and to take responsibility for this class, plus an area of the curriculum. You will find us a supportive team to work with in a strictly friendly atmosphere. Team teaching with another experienced PMLD teacher is planned.

Interested? Phone Headteacher Mary Geddes on 0895 236430, even if you can't start in January.

Outer London Allowance paid.

Head Teacher:
Ms MARY GEDDES,
B.A.Hons, P.G.C.E., A.D.S.E.

Telephone:
UXBRIDGE 36430

MOORCROFT SCHOOL
HARLINGTON ROAD
HILLINGDON
UXBRIDGE, MIDDLESEX
UB8 3HD



Jacksons Lane Community Centre
Archway Road London N6 5AA
Telephone 081 340 5226

HEALTH AND SEX EDUCATION

Image*In*Action is a project which works in schools and colleges in London using drama and active learning techniques to teach health and sex education to young people with learning difficulties.

In consultation with parents, governors and through direct work with students and teachers we have found a creative way to teach this subject which we feel is extremely accessible.

One of the schools that the project is working in is Jack Taylor School in Camden, the project has been in the school one day per week since June 1991.

A group of five students with profound and multiple learning difficulties, three school staff and two Image*In*Action artists have been successfully working on health and sex education issues for three terms.

The overall aim for this group was ^{to} recognise that the group were all young adults and that the work should be appropriate to their needs and sexual maturity i.e. the women were menstruating and the men were fully developed and had facial hair.

The aims for this group also included:-

- : To establish a structure which the students would 'recognise' and feel safe in which had an adult focus.
- : To encourage awareness of own gender (women and men, not girls/boys)
- : To increase recognition of body parts, including sexual body parts.

The structure and tone of each session was as follows:

- : Introductory music - an auditory cue that this was health and sex ed.
- : Welcoming song which included some encouragement of group interaction.
- : Gender identification work, in single sex groups.
- : Experiential work.
- : Body parts awareness.
- : Relaxation / free style time, followed by a good-bye.

Staff were encouraged to use a minimal amount of speech throughout the session and for 'instructions' to be given in a scripted way so that the students could focus on the activities rather than the verbal language.

It has been difficult to evaluate the work with the students and this has been a continuous theme throughout the artist supervision sessions. It has been possible to look at individual student responses as a positive indication of the work i.e. eye contact, looking at objects, choosing seats in the circle, smiling, remaining with the group and tolerating changes of activity.

The most significant change has been in the staff and artists attitudes in becoming aware that it is possible to make sex and health education accessible and appropriate for students with profound disabilities.

ODYSSEY NOW "Not Only Words"

An interactive project designed for people with profound, severe, or multiple learning disabilities, and those who work with them.

The idea for "Odyssey Now" arose out of interactive group work with people with profound and multiple learning disabilities. The games we played were fun - but were becoming somewhat meaningless without an overall framework. We began to develop story based themes, and this led to the idea of adapting a traditional tale, and presenting it through a series of games. We chose the "Odyssey" because the tale of Odysseus's adventures on the way home from Troy has been such a rich source for stories, poems, art and music over the centuries; and is packed with actions and adventures. No background knowledge of the story is needed, and no specialist skills in drama, art or music - our aim has been to build on what staff are already doing with client groups.

The project consists of over 40 interactive games, in 7 episodes from the story of Odysseus. It is illustrated with slides from the National Gallery, and suggested music, each chosen to evoke a different atmosphere. Resources are simple, and ready to hand - sheets, torches, wedges, plastic balls. The activities are designed to develop functional communication skills between peers, and are linked to both a system of record-keeping, and to attainment targets from the National Curriculum, for people working in schools. A symbol version of the story, and ideas for associated projects, such as artwork, are part of the package.

The project is appropriate for both children and adults, and can be used with mixed ability groups, and in integrated settings. At present, only some of the activities have been tried out, and we are looking for a few centres to pilot the project, prior to publication. If you would be interested, please contact us at the address below.

Nicola Grove & Keith Park
Department of Educational Psychology & Special Educational Needs,
London University Institute of Education,
25 Woburn Square,
London WC1H 0AA.

The Old Fleece



THE OLD FLEECE is a holiday centre for people with Severe Learning Difficulties. It is our intention to meet the needs of your group, whether they are profoundly handicapped, or more able and who would enjoy an Activities Holiday.

LOCATION Stanley Downton is a small rural hamlet, but we are close to Stonehouse and Stroud for shopping. Stonehouse also has an excellent G.P.

THE ACCOMMODATION (maximum 15 people) is all on the ground floor. There are 4 bedrooms (some with bunks), a bathroom, a kitchen with a washing machine and tumble drier. A sitting/dining room with a colour T.V. and a telephone. Outside there is a grassed play area and a garden playroom.

CATERING

Full Board (Breakfast, Packed Lunch and Evening Meal). All the food is fresh and where possible home grown. meal times are arranged to suit you and if your group has profoundly handicapped people, mealtimes can be arranged so that staff eat later.

Self Catering provides the opportunity for groups to practise Home Economic skills.

ACTIVITIES HOLIDAYS offer the opportunity to Ride, Sail and Hike. This is a very popular holiday for the energetic! For those who wish to arrange their own activities there is a wealth of places to visit, the Cotswolds, the Forest of Dean, Bristol, Bath, Weston-super-Mare, somewhere for all!

FOR ALL INFORMATION ON HOLIDAYS AND BOOKINGS PLEASE CONTACT

RICHARD & PATTY LATHAM
THE OLD FLEECE
STANLEY DOWNTON
STONEHOUSE
GLOUCESTERSHIRE GL10 3QS

Telephone Number: 0453 825287

TACPAC

**The sensational new sensory awareness pack for children with
profound and multiple learning difficulties.**

**Easy to use by parents, teachers, nursery nurses and care staff.
TACPAC consists of three audio cassettes containing specially
composed music to fit the eighteen activities of the pack.**

**Created *by teachers for teachers* working with special needs children,
TACPAC offers relaxing, stimulating, exciting and captivating tactile
sensations communicated through ordinary household equipment
and familiar readily available objects.(eg: Feather dusters & straws!)**

**TACPAC is hailed as the long awaited activity pack
specifically created for use in schools by teachers of
PMLD children.**

**For further enquiries, contact Mr Chris Pierre,
The Consortium,
Jack Tizzard School, Finlay Road,
London SW6
Telephone: 071-736-8877.**

TACPAC will be available from January 1993 (£19)

**"Every child should have this. It should be on the national curriculum."-
(Teacher in a Special School.)**

**"I have never seen J...concentrate for so long."-
(Classroom assistant in Special School.)**

**"I have never looked forward to an activity as much as
Tac-Pac. The child I work with usually avoids eye
contact and physical interaction but during Tac-Pac the
change is amazing - he gives a wholehearted response
and total concentration. Indeed at the end we are both
left with this wonderful warm feeling in both mind and
body." Classroom assistant in a Special School**

SHERBORNE FOUNDATION - RESOURCE LIST

FILMS

In Touch(1965) Movement for mentally handicapped children

Explorations(1971) Movement for drama

A Sense of Movement (1976) Movement for mentally handicapped children

A Matter of Confidence (1988) Movement for children and parents in a socially deprived area

Building bridges (1982) Movement for mentally handicapped adults

Good Companions (1986) Movement for normal and handicapped children (video)

Distributed by Concord Video and Film Council, 201 Felixstowe Road, Ipswich, Suffolk IP3 9DJ Tel: 0473 715754

PUBLICATIONS

Sherborne, V. (1990) Developmental Movement for Children: mainstream, special needs and pre-school Cambridge, Cambridge University Press

Chapters contributed to the following books:

Drama and Theatre in Education

Editors: Hickson & Dodd
Jeome, amm 1071

Creative Therapy

Sue Jennings
Kemble Press 1983

Movement and Child Development

K. Holt
Heinemann 1975

Physical and Creative Activities for the Mentally Handicapped (3 chapters) Cambridge U P 1979

Editor G. Upton

Physical Education for Special Needs

Editor L. Groves
Cambridge U P 1979

Papers:

Movement Analysis and its Application in Trends and Developments in Physical Education: Proceedings of VIII Commonwealth and International Conference. Glasgow 1986

Movement Observation and Practice in International Perspectives in Adapted Physical Activity Human Kinetics Publishers Inc. Champaign, Illinois, U.S.A. 1987

Further information can be obtained from: GEORGE AND CYNDI HILL
1 The Vale, Parkfield, Pucklechurch, Bristol BS17 3NW
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Royal National Institute for the Blind

Leisure Resource Day

**for People Involved with Adults
who have Visual and Learning Disabilities**

Tuesday 23 February 1993

10.30 am until 4.00 pm

Leisure is a vital part of all our lives. We need opportunities to enjoy ourselves and have fun. Sadly, many adults with visual and learning disabilities have unnecessarily limited lives - often because the people involved with them do not know where to turn for advice and new ideas.

- Why not come to RNIB's Leisure Resource Day?
- Find out about resources and organisations who can help you improve the quality of life for people.
- Watch videos and hear presentations about projects and activities.
- Meet others informally who work with adults with visual and learning disabilities.

Information about exhibitors, details and times of videos and presentations will be available from Gill Levy nearer the time. Instructions on how to get to RNIB will be posted to people on request. Tea, coffee and biscuits will be available throughout the day.

Place RNIB
 224 Great Portland Street
 London
 W1N 6AA

Telephone 071-388 1266

Further information from:

Gill Levy ext 2449
Julia Wensley ext 2275
Julie Robinson ext 2251
Alan Whetherly ext 2330

Everyone welcome - for part or all of the day.

Admission free



David Fulton Publishers

NEW BOOK NEWS

Special Curricula Needs

Edited by Keith Bovair, Barry Carpenter, and Graham Upton

This work, published in association with the National Association for Special Educational Needs (NASEN), is about recent developments in education which create opportunities for children with special educational needs to have access to the National Curriculum. Some of the papers which make up this work have been published recently in the British Journal of Special Education, others have been commissioned. The edited papers provide relevant information and examples of good practice.

Written by educators, it demonstrates ways in which children with special educational needs can have access to the core and foundation subject areas of the National Curriculum.

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Redefining the Whole Curriculum for Pupils with Learning Difficulties

Edited by Judy Sebba, Richard Byers and Richard Rose

This book is about issues in the education of pupils with learning difficulties in the light of the introduction of the National Curriculum. It examines the relationship between the established curriculum, for pupils with learning difficulties and the National Curriculum. It redefines the relationship between the established curriculum for pupils with learning difficulties, the whole curriculum and the National Curriculum within the context of personal and social development.

Particular themes running through the book include inclusive schooling, the ways in which the individual needs of pupils can be met through group work and planning for meaningful pupil involvement.

The book

- provides an overview of current thinking in the education of pupils with learning difficulties
- draws examples from wide-scale practical experience in schools
- challenges current assumptions in the education of pupils with learning difficulties

ISBN 1-85346-226-8 Metric Royal 8vo 144 pages

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Modern Languages for All

Maggie Bovair and Keith Bovair

In the wake of the Warnock Report and recent Education Acts, pupils with special educational needs are for the first time being given the opportunity of learning a language alongside other students. Language teaching is a late arrival to the integration process, and language teachers face a tremendous challenge if they are successfully to modify their approach to cater for their new pupils' special needs.

This book will help teachers provide access to modern languages across the whole ability range. Based on the premise that the vast majority of special-needs children have acquired fluency in their own language, and are therefore eminently capable of achievement in another, it sets out to assess the likely problems teachers will face and to provide guidelines, strategies and techniques for overcoming them.

The book is written for today's busy teacher: many of its activities and ideas need the minimum of preparation and materials, and there are a large number of sample worksheets to provide examples.

Points covered in depth include:

- *encouraging the child with learning difficulties*
- *organising the teaching space*
- *breaking down tasks into manageable items*
- *playing games to facilitate learning*
- *presenting work geared to Statutory Attainment Targets.*

This timely book will be invaluable to both language teachers and those already involved in teaching children with special needs.

The Authors

Maggie Bovair is a teacher of modern languages, and has considerable experience in the teaching of children with special educational needs. **Keith Bovair** is Lecturer in Special Education and Educational Psychology at the University of Birmingham, and has worked extensively with children with learning, emotional and behavioural problems both in Britain and the USA.

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1. Modern Language Teaching: A historical perspective
2. Problems and Solutions
3. Practicalities: Where to teach
4. Guidelines for Teaching
5. Skills
6. Games for Language Learning
7. The Way Ahead: Entitlement for all

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