Current Awareness Service

Edited by Josie Edwards and Kate Brackley

British Institute of Learning Disabilities
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www.bild.org.uk

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Items for inclusion are welcomed. They should be posted to Josie Edwards at the above address or emailed to j.edwards@bild.org.uk

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Books and Resources

Autism

Ashley S
The Asperger’s Answer Book

This is a reference-style book authored by an experienced child psychologist. It is written in a manner that allows you to dip in and out, or read it from cover to cover. It goes a long way to answering every question you who may find yourself asking, as it covers virtually every topic, and it uses an upbeat positive approach in the responses. It is well written, informative and easy to read. It has an excellent resource section at the back of the book, and some really useful charts that may be helpful to take along to school, doctor or paediatrician appointments as a reference point and reminder of your child’s strengths and weaknesses. The chapters on social skills, thinking patterns and emotional intelligence are extremely useful and interesting as they describe how a child with Asperger’s may think and feel and react to different situations, how they may learn to feel and express empathy, and what is Theory of Mind and the differences in development of ToM between neurotypical children and children with Asperger’s

Sourcebooks
ISBN-10: 1402208073
www.sourcebooks.com

Lawson W
The Passionate Mind

In entirely accessible terms, the author lays out her groundbreaking theory of Single Attention and Associated Cognition in Autism (SAACA), an approach that explains autism in terms of the unique learning style of individuals on the autism spectrum. She shows that whereas neurotypical people can easily shift their attention from one interest to another, those on the autism spectrum tend to focus on a single theme at any one time. This leads to a deep, intense attention. Wendy describes practical outcomes for individuals, families, educators and employers. She shows that when this unique learning style is understood, valued and accommodated, individuals on the autism spectrum can be empowered to achieve their fullest potential.

Jessica Kingsley Publishers, 2010
ISBN: 9781849051217
Tel: 020 78332307
Email: post@jkp.com
www.jkp.com
**Children**

Mortimer H

*So, I’ve got Dyslexia...now what?*

Suitable for children from about 7 to 14 years old, the book provides a framework that will enable an adult and child to work through the sections together, remove some of the mystery that often surrounds dyslexia, and take a pragmatic approach to dealing with it. In her usual accessible style, the author looks at the difficulties experienced by children with dyslexia, explains the assessment process, the help you can get and the things children can do for themselves. Full of useful, practical advice with prompts and charts to complete, this will provide children, parents, carers and teachers with an understanding of dyslexia and the issues (and misconceptions) surrounding it.

QEd Publications
Tel: 01785 620364
Email: orders@qed.uk.com
www.qed.uk.com

Ernsperger L

*Just Take a Bite: Easy, Effective Answers to Food Aversions and Eating Challenges*

One of the common complaints from parents of children with autism spectrum disorders is their children have picky eating habits. Some children eat only a few foods or foods from only two food groups such as meat and grains/carbohydrates, others refuse to try anything new, and some go on eating the same food in the same manner over long periods of time. Parents are bewildered what to do; they worry about their child’s nutrition, health and development. This book answers the question why these children have the eating concerns that they do. Their solution is a three-part plan to increase the variety of food in the diet and make eating a more pleasant experience.

Future Horizons, 2004
www.fhautism.com
Communication

The Frenchay Screening Tool for AAC

The Frenchay Screening Tool for AAC has been developed by some of the country’s leading experts in the field of AAC. It brings a range of assessment areas together in one simple tool and can be used by a range of professionals. It can be used in any setting suitable by the client and ensures that onward specialist referral is robust and meaningful, providing a good baseline of communication skills.

Communication Aid Centre
Tel: 0117 3403946
Email: cacfrenchay@nbt.nhs.uk

Ethnic Minority

Training For All

Training For All has worked with the third sector BME (Black and Minority Ethnic) organisations supporting people with learning disabilities to develop a series of easy to use protocols for organisations. The project supports people working in these organisations to access and benefit from high quality training. The project aims to encourage commissioners, training providers, qualification developers and awarding bodies to review their practice to ensure that training can be accessed by people from a range of ethnic backgrounds. Those delivering training also need to reflect the needs of these organisations and those working within them in their practice.

To assist with this the Training For All project has developed a series of protocols for Commissioners/Training Developers, trainers and BME/CVS organisations to ensure that any training undertaken is reflective of these needs. These protocols are free and can be accessed from the Training For All website.

www.bmetrainingforall.org.uk
Friendship

Collins S
Supporting Relationships and Friends

This book is for staff who support people in residential services or their own homes. It includes information on supporting a person to establish and maintain friendships, and deal with any self-esteem issues. The book also outlines specific laws and codes of conduct regarding privacy, confidentiality and equal opportunities, and explores questions around sex, risk assessments and professional boundaries.

Jessica Kingsley Publishers
ISBN: 9781849050722
Tel: 020 78332307
Email: post@jkp.com
www.jkp.com

General

I Can Do It

This publication is an exciting record of what can be achieved in the lives of people with learning disabilities with determination and the right support. It gives examples in a colourful, easy read style with photographs of success stories of eight people living in the West Midlands. There is also a fascinating account of a Victorian Museum shop providing employment for some people with learning disabilities, and a description of a project supporting people from Black and Minority Ethnic communities to access more cultural activities.

Taking Part
Tel: 01952 597434
www.takingpart.co.uk
Mental Health

Candle

Child and Adolescent Mental Health (CAMHS) and New Directions in Learning Disability and Ethnicity (Candle) is a training resource for frontline workers looking at the interaction between mental health, adolescence and ethnicity. The resource can be downloaded for free from the website of ARC project Clear Thoughts which looked at wider aspects of Mental Health.

www.cleartoughts.info

Personalisation

You are in charge

This booklet is about being in charge of your life and any support that you need. It tells you how self-directed support works and where you can get help. There is also a booklet for your family called Being in Charge.

ENABLE Scotland
Tel: 0141 2264541
Email: enable@enable.org.uk
www.enable.org.uk

Being in charge

This booklet is for family carers of people with learning disabilities who may need support from health or social care services to live at home, or work or take part in local communities. The Scottish Government wants to make sure everyone gets the support that is right for them and that people are able to have a bigger say in what happens in their lives. That is why it is now possible to have self-directed support.

ENABLE Scotland
Tel: 0141 2264541
Email: enable@enable.org.uk
www.enable.org.uk
Personalisation and Adults with Learning Disabilities: A Guide to the Literature

NHS Evidence has produced a guide to promote the personalisation agenda for adults with a learning disability. The guide aims to identify and summarise literature and tools to help professionals use the personalisation agenda. It includes a glossary of terms, links to relevant documents and links to reviews and evaluations of pilot programmes and resources and toolkits.

www.library.nhs.uk/learningdisabilities

Positive Behaviour Support

Hardy S and Joyce T
Challenging Behaviour

This user friendly and accessible resource emphasises the importance of respecting people using services, their families and carers. It aims to support those working in services, to empower service users and to improve the quality of care. The authors developed this material with every effort to adhere to the charter that has been developed by the Challenging Behaviour National Strategy Group.

Pavilion
Tel: 0844 8805061
www.pavpub.com

Collins S
Supporting Positive Behaviour

This book is a guide to working with people who have challenging behaviour. It address the reasons for challenging behaviour and asks whether it is fair to give people this label, when they are not given the appropriate tools to communicate. The book’s most in-depth chapter looks at ways to minimise or prevent challenging behaviour. It includes a checklist of environmental issues and third party actions that could prompt challenging behaviour, along with simple solutions to reduce conflict.

Jessica Kingsley Publishers
ISBN: 9781849050739
Tel: 020 78332307
Email: post@jkp.com
www.jkp.com
Elven B H

No Fighting, No Biting, No Screaming

This practical book explains how to reassess difficult situations and offers easy and effective strategies for eliciting positive responses without resorting to restraint and punishment. Based on the successful low-arousal approach, it is a proven method of stepping away from distress and towards calm, improving the quality of life of everyone involved. Helpful examples covering a wide range of developmental disabilities from Autism to Down’s Syndrome illustrate the positive changes that can be achieved.

This empowering book will be invaluable to anyone attempting to deal with unproductive behaviour in individuals with developmental disabilities, whether at home or in a professional environment.

Jessica Kingsley Publishers, 2010
ISBN: 9781849051262
Tel: 020 78332307
Email: post@jkp.com
www.jkp.com

Services

Rhodes B

More to Life than Services

If the people who need support are to be saved from the poverty and loneliness that typifies their lives under our current regimes a different pattern of thought is required. The good life begins and ends with relationships, and their security is embedded in community. The leadership of managers and skills of practitioners need to be focussed on these aspects of the individual’s life and capitalising on the gifts and talents of the people and the assets that are abundant in us all and our communities.

Livethroughfriends
Tel: 01594 826700
Email: info@livethroughfriends.org
www.livethroughfriends.org/
Transition

Yellin S and Bertsch C C
Life After High School

This book is a useful resource for helping disabled students and their families plan for continuing education after high school. It addresses the specific needs of physical, mental, and learning disabilities, covering how to work with guidance counsellors, how and when to take standardized tests, and the specific attributes that a college or university needs to have to help the disabled learner succeed. A list of further resources guides students and their families towards additional sources of information and support, and stories of students with disabilities who have made the transition from high school to future education or the workplace are included throughout.

Jessica Kingsley Publishers, 2010
ISBN: 9781849058285
Tel: 020 78332307
Email: post@jkp.com
www.jkp.com
Digital

Abuse

‘Sticks and Stones’ campaign

Stephen Fry is spearheading a campaign calling for people to pledge “not to use words that can hurt, offend and stigmatise” people with learning disabilities or mental health problems. The ‘Sticks and Stones’ campaign was launched on April Fools day by the 5 Boroughs Partnership NHS Foundation Trust, a provider of mental health and learning disability services in Cheshire. Other celebrities backing the campaign are former boxer Frank Bruno and footballer Phil Neville. The site now has over 14,000 pledges. To add your own pledge please visit the website.

www.stampoutstigma.co.uk

Down’s Syndrome

Yo, Tambien

This is a Spanish movie about Daniel, a man with Down’s syndrome, who has just graduated from university, and got a job. For him, the next logical stage in his life is to find a wife and start a family. The tone of the movie is sweet and gentle, while tackling the serious issues of the hopes, dreams and fears of someone with Down’s syndrome. The movie does a great job of showing us that, difficult as life can be for Daniel, the fact he has a loving family around him allows him to cope pretty well with the prejudices people level against him on a daily basis. As the movie progresses we soon see that their ability to see through outward appearances and treat each other as ‘normal’ is what they value so much in each other. Finally, a central theme of Yo, Tambien is that of sexuality. A subplot of the movie concerns two other young people with Down’s syndrome falling in love and starting a relationship. The mother of one of them is appalled at this: concerned about the prospect of them taking the relationship “too far”. The film takes a potentially tricky topic: that of the relationship between those with Down’s syndrome and their own sexual identity, and deals with it in a warm, funny and insightful way.

www.yotambienlapelicula.com
Monica and David

This film follows the first year of marriage between an enamoured young Floridian couple. They talk of their dreams of children and careers, experience moving into their first flat and discuss their parents’ worries for their welfare. They are also a young couple with Down’s syndrome. The documentary film, directed by Monica’s cousin, Alexandra Codina, offers an intimate peek into Monica and David’s lives as they transition into married life and as they try to balance independence with assistance.

www.monicaanddavid.com

Family

See The Difference

Contact a Family has joined forces with the not-for-profit video site See The Difference, where you can view videos which appeal to raise money for a specific project.

You know exactly where your money goes and then ‘See The Difference’ you make through feedback that Contact a Family will give on that project.

www.seethedifference.org/charities/contact-a-family

Making Contact

More than 7,000 people from around the world use this site to speak to other families and share their experiences of having a child with a rare disorder or long-term health condition. A number of people at Contact a Family have been working very hard in the background unseen, and MakingContact.org now has a fabulous new look. Parents should be able to find a friendly family to link to from anywhere in the world.

www.makingcontact.org

Health

Dysphagia – Experiences of people with swallowing difficulties

This is a free 15-minute film containing interviews with people who suffer from dysphagia, and with their carers. The film looks at the wider aspects of the condition such as social implications. You can also access a number of related articles published in the Royal College of Nursing Publications journals.

www.learningdisabilitypractice.co.uk
Easy Health Information

This website gives health information which is easy to understand. Topics included are: health problems and illness, staying healthy, getting help with your health, what to do in an emergency, and useful people to contact. It includes very useful video clips of many scenarios.

www.easyhealth.org.uk

Housing

Triangle Housing

Founded on the values of choice, dignity, empowerment, inclusion and respect, the Triangle Housing Association (THA) is a registered housing association that is one of the largest providers of supported living services in Northern Ireland. Its mission being ‘to deliver quality housing and appropriate support to people in need, promoting equality and opportunity for all’, THA is a charitable agency, employing over 200 people and supporting more than 800 service users. The organisation also supports research and evaluation. For example a CD-based staff training toolkit on social inclusion has been developed and evaluated. This was an outcome of the study by McConkey and Collins described above. A positive aspect of the site is its user friendliness. Features include a ‘browse-aloud’ facility.

Triangle Housing Association
Tel: 028 27666880
Email: info@trianglehousing.org.uk
www.trianglehousing.org.uk

Human Rights

Dignity Drive

This is a bilingual interactive tool for learning about the Human Rights Act. Dignity Drive puts each of the Articles of the Act into everyday context by looking at how they affect real people and why they are therefore so important. In Dignity Drive each of the residents has a story to tell about how the Human Rights Act protects their rights. At each home you will find a case study, and real life examples of how human rights can make a difference to ordinary people. It can be used in training sessions or workshops, or as a stand-alone resource which individuals can complete on their computer workstations.

www.equalityhumanrights.com/dignitydrive
Leisure

Digilink

Every Link Counts is a charity based in Bridgend consisting of people with learning disabilities and their parents to support people with disabilities to access mainstream social activities. Digilink is a film and new media social enterprise, specialising in the production of accessible information. It is run by and employs members of ELO (Every Link Counts) and the information produced is made by people with learning disabilities.

www.digilinkwales.co.uk

Personalisation

Online Resource

In Control has launched dedicated web pages for its organisational members, including provider agencies, community organisations and businesses. Members have their own password to pages where they can find guides, ready-to-use presentations, tools and templates. Members are able to learn from each other, help solve each other’s problems and showcase their work.

www.in-control.org.uk/membership

Services

Social Enterprise

Two websites were officially launched on 19 October at Portcullis House. They are free to use and run by a service user and a carer. There is an Independent Advisory Group consisting of service users, service providers and people/organisations working in social care from whom guidance can be received.

Local Carers
Tel: 07943 132000
Email: LocalCarers@live.co.uk
www.LocalCarers.org.uk
**Syndrome**

**New Interactive Foetal Alcohol Spectrum Disorders (FASD) Online Course**

This comprehensive user-friendly FASD Course will increase your knowledge and understanding of FASD, help prevent FASD and better support those affected. There is no charge for the Course. If you would like a CPD Certificate at the end of the Course, a small admin fee will apply.

www.nofasuk.org/OnlineCourse/foetalalcohol.com.htm

**Prader-Willi Syndrome Association Conference DVD**

PWSA Taiwan recorded most of the presentations given at the four day 7th International PWS Conference held in Taipei in May 2010. They donated the recording to allow parents and professionals who could not attend the conference to see the presentations and get updated information about PWS. The recordings, which are unedited, are being mailed all over the world, but IPWSO only request donations if people receiving them can afford to and wish to contribute to the IPWSO mission.

Giorgio Fornasier  
Email: g.fornas@alice.it

**Discussion Forum**

The PWSA (UK) discussion forum has moved sites. The forum is the place to exchange views, ask questions, and just simply to chat about PWS (and non-PWS) issues.

www.pwsa-uk-community.org
Articles

Abuse

Ashley S

Bullying in the 21st Century

Disabilities, visible and invisible, create a high vulnerability to social rejection. Schools are increasingly promoting empathy and kindness to children with visible disabilities, protecting them from ostracism, rejection and bullying. It is relatively easy to teach children to not make fun of a child with a wheelchair, walker or hearing aid. Disabilities that can not be seen, however, are not so easy to dissuade children from targeting. Children with invisible disabilities that impact their social skills tend to generate little empathy or patience. Oftentimes children with social problems can appear to be their own worst enemy when it comes to fitting in socially. It might seem then that the way to avoid being the target of ridicule and rejection is to fade into the background so that you do not call attention to yourself. Yet passive children are amongst those selected for public forms of rejection and taunting. Like moths drawn to the light, children who are prone to pick on others seek out socially week peers. Just how they identify who among the playmates is weak is not entirely clear. However, children who are anxious, unsure and do not assert themselves in play may be vulnerable to being targeted, as are overly sensitive children who cry easily.

The Lime
(3), p20-27, October 2010

Ageing

Webber R et al

Staff responses to age-related health changes in people with an intellectual disability in group homes

The study identified several factors related to whether a resident could stay ‘at home’ or would need to be moved to residential aged care (nursing home) including: nature and extent of group home resources, group home staff comfort with residents’ health changes, staff skill at navigating the intersection between the disability and ageing sectors, and the supervisor’s philosophy of care. The ability of older people with an intellectual disability to ‘age in place’ is affected by staff knowledge about and comfort with age-related illnesses, staff skills at navigating formal services, staffing flexibility, and the philosophy of group home supervisors. Despite the growing international concern for the rights of people with disability, participation in decision making about what was best for them was almost nonexistent. Rather, decisions were made based on what was considered to be in ‘the best interest’.

Disability & Society
Vol 25(6), 657-671, October 2010
Arts

Marquette J M
Recovering Emotional Well-Being for Teens and Young Adults with ASD through Art Making

This article describes the wealth of benefits that artistic creativity can bring to young people on the autistic spectrum. The expression theory holds that art communicates something in the realm of feelings and emotions. The artist expresses and transmits their feelings through means of movement, lines, colours and sounds.

The Autism File
(37), p86-90, 2010

Assistive Technology

Gillen S
Designed For Living

Assistive technology is improving the lives of people with learning disabilities. Telecare, fingerprint locks, alarms, touchscreen electrical appliances, epilepsy sensors, environmental controls such as flood sensors... the list goes on. All over the country assistive technology is being used to reduce reliance on carers, boost independence and, in many cases, provide care that maximises the privacy and dignity of people with learning disabilities.

Learning Disability Today
p30-33, July 2010
Children

Ernsperger L

**Just Take a Bite! Easy, Effective Answers to Food Aversions and Eating Challenges**

Due to the variety of defining characteristics of resistant eaters, an assessment should be conducted by a multidisciplinary team which includes the parents, teachers, therapists and physicians. Depending on the individual needs of the child, several factors may be contributing to problems with eating, including food neophobia or fear of new foods, environmental factors, cultural beliefs, oral-motor delays and sensory processing disorder. A thorough review of the child’s medical history and assessment of oral-motor delays by trained professionals is necessary before beginning a treatment programme. A collaborative team approach to assessment and treatment will ensure that a written plan is implemented across settings and throughout the child’s day.

The Lime
(3), p45-48, October 2010

Down’s Syndrome

Adenwalla M

**Helping Children with Down’s Syndrome Thrive**

Oftentimes, when parents seek out Early Intervention therapies for their child, they are told their child will grow out of it, slow progress is expected because of their medical diagnosis, or they are too young to benefit from therapy.

As an Occupational Therapist who has worked with New York City’s Early Intervention programmes, the author experienced that an early start enables children with developmental delays to reach their milestones, improve outcomes in learning and motor skills, and help families develop strategies to support their child. In the UK, NHS services can sometimes be limited or variable based on neighbourhood.

The Lime
(3), p36-38, October 2010
Dyspraxia

Munson M

Dyspraxia... What?

This article describes the symptoms and daily struggles of living with dyspraxia written by a man with the condition himself. It is full of encouragement and hope with the clear message that we should all celebrate our differences.

The Lime
(3), p6-9, October 2010

Forensic

Brackenridge I and Morrissey C

Trauma and post-traumatic stress disorder (PTSD) in a high secure forensic learning disability population: future directions for practice

Literature on trauma and post-traumatic stress disorder (PTSD) has neglected the needs of people with intellectual disability, particularly those in forensic settings. The National Centre for High Secure Learning Disability Services at Rampton Hospital conducted a service evaluation on aspects of trauma experience and post-trauma symptoms in the current population. File information and self-reports indicated that most individuals had experienced a great deal of lifetime trauma, typically multiple types of abuse. There was limited information about the events themselves, and there was no information to suggest that any trauma-specific assessments had been used to measure trauma exposure or symptoms. PTSD as a diagnosis was rarely considered, and there was little consideration of trauma-specific interventions. While some individuals said that their experiences had resulted in a lot of distress, others could not talk about the past at all. This paper discusses the problem of assessing past trauma and response in a forensic intellectual disability population, and future directions for practice in forensic services. The service under study plans to address the needs of patients who have experienced trauma and abuse by conducting routine structured assessments, offering adapted evidence-based psychological interventions where appropriate, and providing trauma-specific education of staff to promote a compassionate approach.

Advances in Mental Health and Intellectual Disabilities
Vol 4(3), p49-56, September 2010
Friendship

Hughes R

What are friends for?

Although the Growing Friendships campaign has not yet featured people with profound and multiple learning disabilities specifically, it has already highlighted two good reasons why we should. The first is that friendship is generally considered to be one of life’s ‘good things’. If we value friendship then surely it must be right that we strive to enable people with PMLD to share in it.

Learning Disability Today
p18-20, July 2010

Health

Keats T

Developing an anticipatory healthcare calendar

This article discusses the problems faced by people with learning disabilities who have complex health needs and how a staff team developed a unique tool for improving health surveillance and access to health care. It describes the design and piloting of the tool, and makes recommendations regarding the improvement of anticipatory health care for vulnerable patients.

Learning Disability Practice
Vol 13(8), p34-38, October 2010
Krahn G et al

**Developing a Health Surveillance System for People With Intellectual Disabilities in the United States**

Adults with intellectual disabilities (ID) experience poorer access to quality healthcare and poorer health outcomes than people without ID. They are most likely to live with complex and poorly managed health conditions, have limited access to quality healthcare, receive cancer screenings at lower rates, be obese, have undetected vision and hearing problems, and be at risk for overuse of psychotropic medications. While health disparities appear endemic, there remains a dearth of population-based information, leading to lack of recognition of this problem by policy makers, public health, and even healthcare professionals. Efforts to address these disparities are insufficient, owing in part to the challenge of documenting the problem’s scope and nature. In the U.S., little progress has been made on obtaining related population-based data.

*Journal of Policy and Practice in Intellectual Disabilities*  
Vol 7(3), p155-166, September 2010

**Inclusion**

Shiers B

**Borderline Learning Difficulties and the Impact On 16-19 Year Olds**

A growing group of people who do not ‘fit’ the ‘Learning Disability’ criteria are being failed by current contracting and funding arrangements leading to increased social exclusion. Current funding does not recognise the time and human resources needed to address specific requirements. Some changes towards economic independence may take several years. Other individuals may require an ongoing low level of support once they are in the workplace to sustain their viability within that setting.

*Llais*  
(97), p8-11, Autumn 2010
Medication

Unwin G L and Deb S

The use of medication to manage behaviour problems in adults with an intellectual disability: a national guideline

This article describes a national guideline for the use of medication in the management of problem behaviours in adults with an intellectual disability. As problem behaviours in this group are common and medication is often prescribed ‘off licence’, it is important that a framework is established to direct this practice. The article describes a guideline development project that is of importance because it is the only national guideline in the area. It also highlights important issues in clinical practice in the field, and addresses the current evidence base on the effectiveness of psychotropic medications in the management of problem behaviours. There is a lack of good research evidence to support use of medication for problem behaviours.

Where medication is used for this purpose, it should be used with a clear rationale, following a thorough assessment of the individual, and carefully monitored, and withdrawal should also be considered. People should always be given information in a way that they understand, and they should be given choices about their treatment.

Advances in Mental Health and Intellectual Disabilities
Vol 4(3), p4-11, September 2010

Raghavan R and Patel P

Ethical issues of psychotropic medication for people with intellectual disabilities

There is over-use of psychotropic medication with people with intellectual disabilities. Many of these individuals do not have the capacity to understand and retain the relevant information about the use and effectiveness of medication. Professionals and health care practitioners need to be fully aware of the ethical and legal issues in the use and administration of psychotropic medication.

Advances in Mental Health and Intellectual Disabilities
Vol 4(3), p34-38, September 2010
Deb S and Gomez A

**A case series on the use of risperidone for the management of aggression in adults with intellectual disabilities**

Antipsychotic drugs are often used outside their licensed indication to manage aggression in adults with intellectual disabilities in the absence of a diagnosed psychiatric disorder. The current case series shows that antipsychotics could be effective, but they are often used with non-drug measures and sometimes cause side-effects. Clinicians do not always carry out a thorough assessment followed by a formulation before prescribing medications, as recommended in the national and international guides. It is also apparent that clinicians did not carry out tests to detect side-effects of risperidone such as metabolic syndrome. Clinicians should use psychotropic medication for a minimum period of time and at the lowest possible dose, and should consider non-drug management of aggression at the outset and at a regular interval.

**Advances in Mental Health and Intellectual Disabilities**


Bonell S and McCarthy J

**A case study of a young man with intellectual disability, mitochondrial disorder, epilepsy, autism and psychosis: how did we decide which psychotropic drug to use?**

This case report highlights the complex factors in prescribing psychotropic medication for people with intellectual disability with significant co-morbid physical and mental health problems. The case study is of a young man with a mitochondrial disorder, secondary sensory impairments, mild intellectual disability, epilepsy and autism spectrum disorder who developed a psychotic illness.

The report focuses on the use of psychotropic medication in this man and discusses the issues regarding psychotropic medication that need to be considered with service users and their carers.

**Advances in Mental Health and Intellectual Disabilities**

Vol 4(3), p45-48, September 2010
Mental Health

Velthorst E et al
*Disability in people clinically at high risk of psychosis*

The purpose of this study was to investigate whether baseline differences in disability are present in those who do and those who do not make a transition to psychosis in a group clinically at high risk and whether disability is a risk factor for transition.

The British Journal of Psychiatry
Vol 197(4), p278-284, October 2010

Chester R
*Diagnosing Personality Disorder in people with learning disabilities*

Service users are susceptible to developing personality disorders, but for them the diagnosis can be particularly difficult. The author reviews the debates about diagnosis, treatment and management of these conditions and describes developments in the relevant services.

She suggests that as treatment for these clients is thought to be impossible, they are at risk of experiencing overly restrictive practices unless learning disability and mental health staff have appropriate training and agree to work together.

Learning Disability Practice
Vol 13(8), p14-19, October 2010

Parenting

Ash A
*Happy Families*

Research evidence indicates that families where one or both parents have a learning disability face many problems bringing up their own child. They often live in unsatisfying housing in neighbourhoods where they are harassed, excluded or exploited. They may lack access to the information about childcare and parenting they need, in formats they can understand. They may be judged negatively by some professionals who doubt they will ever be good enough parents. Parents, in turn, may be hostile, untrusting and threatened by contact with services, and hence behave in ways that alienate professionals.

Learning Disability Today
p14-16, July 2010
Resettlement

Martin L and Ashworth M
Deinstitutionalization in Ontario, Canada: Understanding Who Moved When

The results of deinstitutionalization are well known, but less information is available on the process of deinstitutionalization itself. This study sought to understand the process of deinstitutionalization in Ontario by examining the timing of individuals’ transitions to the community and the characteristics of individuals who experienced a change in the timing of their move. Data used were based on census information collected between 2005 and 2008 using the interRAI Intellectual Disability assessment instrument on all persons residing in Ontario’s specialised institutions. Analyses of characteristics at baseline by the anticipated transition year revealed the existence of significant differences between the groups.

Journal of Policy and Practice in Intellectual Disabilities
Vol 7(3), p167-176, September 2010

Hubert J and Hollins S
A Study of Post-Institutionalized Men With Severe Intellectual Disabilities and Challenging Behaviour

The closure of the old “mental handicap” hospitals in the UK has opened up opportunities to improve the lives of institutionalized people moving to campus group homes, and group and other homes in the community. To examine the aftereffects of moves from institutions to small group homes among adults with challenging behaviours, the authors undertook a study designed to help understand the post-deinstitutionalization experiences and needs of a group of 20 men with severe intellectual disabilities and challenging behaviours who previously resided in a hospital’s “locked ward”. Ethnographic methods were used, involving participant observation in the original residence and later, in their new homes. It was found that the men’s lives had improved in material terms after taking up residence in their new homes, but there were limitations on other significant changes in their lives.

Journal of Policy and Practice in Intellectual Disabilities
Vol 7(3), p189-195, September 2010
Sensory Impairment

Newsam H et al

Sensory Impairment in Adults With Intellectual Disabilities – An Exploration of the Awareness and Practices of Social Care Providers

The shift in the model of care for individuals with intellectual disabilities (ID), with an increased emphasis on inclusion, has resulted in their general health needs being met in community settings. This includes the assessment and treatment of vision and hearing. Community-based social care staff are well placed to ensure that sensory impairments (SI) are identified and managed as part of individualized care plans. The authors explored staff awareness of issues relating to SI.

Topics included the identification of needs, the process of screening, impact of SI on quality of life, consequences of failing to identify needs, frequency of checks, barriers to effective identification, diagnosis and management of SI, advice seeking, and adaptations to practice.

Journal of Policy and Practice in Intellectual Disabilities
Vol 7(3), p211-220, September 2010

Syndrome

Brock M and Hatton D

Distinguishing features of autism in boys with fragile X syndrome

The purpose of this study was to review research literature to identify behaviours that appear to distinguish males with Fragile X Syndrome/autism from those with Fragile X Syndrome only and to determine if these behaviours actually identify a subgroup with Fragile X Syndrome/autism in a sample of 60 males with Fragile X Syndrome. Based on a literature review of specific behavioural features that appeared to distinguish males with comorbid Fragile X Syndrome/autism from males with only Fragile X Syndrome, specific items from behavioural questionnaires were selected as potential predictors of autism, and backwards regression analysis was used to identify a combination of items that best predicted autistic status.

Journal of Intellectual Disability Research
Vol 54(10), p894-905, October 2010
Maas A P H M et al

**Sleep disturbances and behavioural problems in adults with Prader-Willi syndrome**

Temper tantrums, insistence on routine, skin-picking, obsessive traits, mood swings and stubbornness are characteristic behaviour problems often observed among individuals with Prader-Willi Syndrome. Also sleep disturbances, more specifically excessive daytime sleepiness (EDS) and sleep apnoea, are common in individuals with Prader-Willi Syndrome.

*Journal of Intellectual Disability Research*  
Vol 54(10), p906-917, October 2010

**Transition**

Gillan D and Coughlan B

**Transition from Special Education into Postschool Services for Young Adults With Intellectual Disability: Irish Parents’ Experience**

The authors conducted a study to address gaps in the literature regarding parents’ experiences of the transition of their child from social education to preschool mainstream services. Specifically, this study sought to explore the nature, factors, and psychological impact of their child’s transition to post-school services. To achieve these aims, a qualitative, grounded theory approach was employed in which semi-structured interviews were conducted with a small sample of parents of children with mild intellectual disability living in the southern region of Ireland. The results indicated that the transition process was generally experienced as stressful, uncertain, and problematic, particularly in terms of the bureaucratic aspects. The experiential shift from school to vocational training and employment emerged as the most salient in parents’ perceptions.

*Journal of Policy and Practice in Intellectual Disabilities*  
Vol 7(3), p196-203, September 2010
Workforce

Lernihan E and Sweeney J
Measuring levels of burnout among care workers

The aim of this study was to investigate whether staff caring for people with learning and communication disabilities experience feelings of emotional exhaustion or lack of achievement or need to depersonalise by distancing themselves from clients. Sixty nine direct care workers at an organisation providing residential and day care services to people with communication difficulties and an intellectual disability were interviewed about their experiences.

Learning Disability Practice
Vol 13(8), p27-33, October 2010


Events

BILD is hosting the following one day training events on a variety of subjects over the next few weeks. For information on these please use the following contact:

BILD
Tel: 01562 723025
Email: learning@bild.org.uk
Website: www.bild.org.uk

**Autism**
Exploring sexual and social understanding for people with autism spectrum condition
23 November – London

Mental health and autistic spectrum condition
3 December – Kidderminster

**Personalisation**
Choosing staff to support you
19 November – Kidderminster

Supporting people with learning disabilities and family carers
29 November – Kidderminster

Positive risk management in the personalisation agenda
8 December – Kidderminster

**Positive Behaviour Support**
Advanced positive behaviour support and autistic spectrum condition
16 November – London

Principles of positive behaviour support and autistic spectrum condition
22 November – Kidderminster

Risk assessment and behavioural audit – reducing restrictive practice
30 November – Newcastle

Principles of positive behaviour support
2 December – Kidderminster
Workforce
Using new qualifications to develop the learning disability workforce
11 November – Kidderminster
18 November – London
26 November – Doncaster

Understand how to support individuals with autistic spectrum conditions
1 December – Kidderminster

Abuse

Disability Hate Crime Matters
18 November – Swansea

This is a conference event delivered in partnership by South Wales Police and Disability Wales to raise awareness of disability related harassment and to consider multi-agency solutions and good practice to effectively address its causes.

Disability Wales
Tel: 029 20887325
Email: info@disabilitywales.org
www.disabilitywales.org

Safeguarding Vulnerable Adults Conference
22 November – London

This event will provide delegates with the knowledge and tools to help effectively scrutinize and shape local safeguarding practices. The government’s ‘Big Society’ vision resonates with the core principles of the safeguarding agenda, where there is a shared social responsibility for supporting and empowering individuals so that they can determine how they wish to be safeguarded.

Dave Eastman
Capita Conferences
Tel: 020 72020597
Email: dave.eastman@capita.co.uk
Forced marriage of people with learning disabilities – a safeguarding issue?
30 November – Nottingham

In 2009 the Forced Marriage Unit of the Foreign Office commissioned the Ann Craft Trust to undertake research into the safeguarding issues arising from individuals with learning disabilities being forced into marriage. This work was commissioned in recognition by the Forced Marriage Unit that a relatively high proportion of the victims of forced marriage had a learning disability. The findings of this research, together with recommendations relating to safeguarding practices, will be published later this year. This conference aims to: share the results of this research, explain and discuss the Guidance arising from the research, hear from the Forced Marriage Unit about its experiences in working with learning disabled victims, and consider specifically the legal issues relating to forced marriage and how these impact on professionals supporting learning disabled victims.

Tel: 0115 9163104
www.ccclimited.org.uk

Advocacy

Giving Us a Voice

1 November – Exeter
3 November – Nottingham
11 November – Newcastle
16 November – Preston
12 January 2011 – Birmingham
13 January 2011 – Cambridge
20 January 2011 – Brighton
25 January 2011 – London
3 February 2011 – Leeds

BILD and Mencap and ARC are working together to promote advocacy among black and ethnic minority communities. It is a project which involves asking people what kind of support they are getting with various areas of their lives. We want to hear about what is going well and what is not going so well with the aim of improving the services currently received. We are going around the country to see people on the above dates.

www.givingusavoice.org.uk
Stronger Together
25 November – London
2 December – London

Stronger Together is a new approach to leadership for learning disability advocacy groups, supporting them to be more effective in their local communities. It is a joint initiative between BILD and Community Sector Coalition. Through Stronger Together we will be sharing advice and ideas that help advocacy groups to unlock their hidden ‘people power’ and be more successful. It is a chance for you to look at how you work together, what everyone’s roles and responsibilities are, how you work with other community groups and how you support self advocates to become leaders in their community. Learning about leadership can help you to understand about how your group works, show any areas that can be developed, and take action with others to make a difference in your group and the people you support.

Email: k.holland@bild.org.uk

Autism

The Undiscovered Workforce
30 November – London

This is a one-day conference to give employers practical guidance and opportunities to discuss best practice relating to recruiting and managing people with autism. It will examine some of the supports and modifications that can help someone with autism, which can be as simple as greater flexibility in the interview format or working environment.

Tel: 0115 9113367
www.autism.org.uk/conferences/workforce2010

Designing Environments For Children And Adults With ASD
23 November – Reading

This event will include discussions on security and design from an autistic perspective. It will cover how design can impact the experiences and behaviour of children with autism, giving examples of good and bad design.

ga architects
Tel: 020 89604418
Email: Richard@ga-architects.com
www.ga-architects.com
Carers

Planning Ahead Event
26 November – Bromsgrove

This is an event which will provide information and an opportunity for discussion, for older family carers of people with learning disabilities.

Judy Adams
Tel: 01905 26500/01905 751340

Dementia

Learning Disabilities and Dementia – A Conference
12 November - Milton Keynes

The conference will allow you to access the latest information and gain practical experience in this increasingly important area through a workshop based interactive day supported by experts in the field.

BILD
Tel: 01562 723025
Email: learning@bild.org.uk
Website: www.bild.org.uk

Employment

Workforce Employing people on the autism spectrum
30 November – London

Autism (including Asperger syndrome) is a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It is estimated that around 1 in 100 people in the UK has autism. This means employers are likely to come into contact with people with the condition, whether as colleagues or job applicants. It is important that companies know their legal obligations regarding equal opportunities and have the right tools to successfully recruit and manage people with autism. This unique one-day conference will give employers practical guidance as well as an opportunity to discuss best practice and learn key skills and techniques for recruiting and managing people with autism.

www.autism.org.uk/conferences/workforce2010
Forensic

Assessment and Treatment of Forensic Issues in Adults with ADHD and ASD
7 December – London

Individuals with autism spectrum disorder (ASD) and attention-deficit hyperactivity disorder (ADHD) can have associated forensic difficulties. However, many clinicians and professionals in forensic services feel unskilled in the assessment and management of forensic risk in individuals with ASD and ADHD, or in the assessment and management of ADHD or ASD. This conference will offer participants the opportunity to acquire evidence-based knowledge regarding the prevalence and presentation of forensic difficulties in ASD and ADHD. It will identify cost-effective treatments for this clinical population, including pharmacological, social and cognitive behavioural interventions.

Institute of Psychiatry
Alessandra Scotti
Tel: 020 78480694
Email: forensic.teachingunit@kcl.ac.uk

General

Learning Disability Today
8 December – London
16 February 2011 – Manchester

Learning Disability Today is a unique exhibition established 10 years ago, and has grown to be the biggest exhibition on learning disabilities in the UK. The Valuing People Now strategy is based on the belief that people with learning disabilities are people first, and that they have the right to live their lives like any others, with the same opportunities and responsibilities. Learning Disability Today shares these aims.

Pavilion
Tel: 0844 8805061
www.pavpub.com
The Third Sector in 2010: The Challenge and Opportunities of the Big Society
30 November – London

The content of the conference will include: What will the new ‘Building a Stronger Civil Society’ Strategy and the ‘Big Society’ initiative mean in practical terms for organisations across the third sector? How can charities, voluntary organisations and social enterprises ensure they retain their unique and valuable characteristics of independence, campaigning, and strong community ties whilst developing the partnerships and infrastructure necessary for the challenging times ahead?

Jon Fuller
Tel: 020 70962920
Email: Jonathan.Fuller@westminster-briefing.com

Building Bridges Winter Training Schedule

Building Bridges Training are an independent and experienced user-led training company. Each training team includes two people with learning disabilities. They are delivering four popular training events as follows:

Making a difference to parents with learning disabilities
10 December – Birmingham

Community connecting for people with learning disabilities
7 January 2011 – Birmingham

How to deliver person centred support
17 January 2011 – Birmingham

Understanding equality and diversity when supporting people with learning disabilities
24 January 2011 – Birmingham

Email: mail@building-bridges-training.org
www.building-bridges-training.org
Legal

Understanding Community Care Law for Disabled Adults
7 December – Bangor
12 January 2011 – Swansea

The course is intended to help people (with no prior knowledge) understand the Unified Assessment process for identifying the health and social care needs of adults. The course is aimed at delegates whose role involves working with or caring for adults with all types of community care needs. How social services departments access a person’s health and social care needs under the community care legislation will be explained from a practical perspective. The course will also consider the provision of Direct Payments and also what remedies may be available where someone is unhappy with the outcome of the assessment.

Learning Disability Wales
Tel: 029 20681160
Email: training@learningdisabilitywales.org.uk
www.learningdisabilitywales.org.uk

Mental Health

Child and Adolescent Developmental Neuropsychiatry and Neuropsychology Conference
10 December – London

The central theme of this conference will be the specialist mental health needs of children and young people with developmental disorders. There will be a focus on understanding what services are needed and some of the assessments and treatments that may be provided, as well as how recent advances in knowledge about developmental disorders are affecting treatments.

Shirley Beguinot
The Mitchael Rutter Centre
Tel: 020 32283835
Email: shirley.beguinot@slam.nhs.uk
Person Centred Planning

Community Connecting
9 December – Cardiff

Person Centred Planning has been used very successfully over the past 5 years within services to give people with learning disabilities more choice and control over their lives but for many something is missing. People remain heavily reliant on the paid people in their lives with very few unpaid ‘true’ friendships based on mutual respect and common interests. Successful circles of support have proven difficult to get going or maintain and many people are still feeling isolated in their communities. This course is designed for people with learning disabilities, those that provide direct support, family members and friends of people with learning disabilities and people with responsibility for planning direct services.

Learning Disability Wales
Tel: 029 20681160
Email: training@learningdisabilitywales.org.uk
www.learningdisabilitywales.org.uk

Positive Behaviour Support

Trauma informed care
9 December – Birmingham

This event will introduce the concept of Trauma informed care and look at how this model can be developed in services for people who have learning disabilities. The model proposes that trauma may be a factor in the onset of behaviours that challenge, but also that the response of services and supports can make things worse by delivering interventions that are in themselves traumatic including restrictive physical interventions and seclusion.

BILD
Tel: 01562 723025
Email: learning@bild.org.uk
Website: www.bild.org.uk
Sensory Impairment

Functional Vision Assessment and people with learning disabilities
10 November – Leeds

1 in 3 people with a learning disability have sight problems, much of which might be undiagnosed or unnoticed by others. For people to reach their potential getting the right eye care is vital. SeeAbility’s eye 2 eye team has created a Functional Vision Assessment pack specifically for supporters who work directly with people with learning disabilities or people with profound and multiple learning disabilities. A Functional Vision Assessment recognises potential sight problems and can provide vital information when supporting people with learning disabilities to access eye care services.

www.lookupinfo.org

Services

Who Cares Wins!
2 December – Chesterfield

This 2-day conference will address how service providers can demonstrate excellent outcomes, value for money and how their services improve the quality of life for people with a learning disability. It will look at how as a sector we need to celebrate the achievements of the people we support and expose the damage to individual lives that cutting cost can cause.

Liz Soames
Email: conference@arcuk.org.uk
www.arcuk.org.uk
Sexual and Personal Relationships

**Sex and wellbeing**
23 November – Glasgow

This programme has been developed to explore some of the sexual health and wellbeing issues faced by young people with learning disabilities and will focus on good practice in health, social care and education settings.

Tel: 0141 2010441
www.gla.ac.uk/departments/developmental/cpd/newcourses

**Volunteering**

**Volunteering – Get involved**
20 November – Cardiff

This is an one-day conference by the Down’s Syndrome Association looking at the benefits of volunteering for people with a learning disability. The day will look at how volunteering has benefitted people; how to find local volunteering opportunities; personal stories from Northern Ireland; stepping stones to work – could volunteering lead to a paid job?

Lesley Alabaf
The Down’s Syndrome Association
Tel: 0845 2300372
Email: lesley.alabaf@downssyndrome.org.uk
www.downs-syndrome.org.uk
Workforce

Developing the Adult Social Care Workforce Conference
10 December – London

This event will provide delegates with the opportunity to discuss new and innovative solutions to meeting workforce needs. This timely conference offers an excellent opportunity to hear best practice on recruiting, training and retaining a talented and diverse pool of employees who are valued and encouraged to provide the best service. Following the publication of the White Paper, *Equity and Excellence* and with the adult social care workforce set to almost double in the next fifteen years, it is imperative that key stakeholders work together to integrate services, support carers and promote personalisation.

Dave Eastman
Capita Conferences
Tel: 020 72020597
Email: dave.eastman@capita.co.uk
News

Arts

African Congolese band

Staff Brenda Bilili is one of the hottest bands around. This acclaimed African 8-piece is fronted by five middle-aged wheelchair users (one of them a champion arm wrestler), and backed by three able-bodied musicians, including Roger Landu, a former street kid who plays his homemade satonge (a one-string electric ‘lute’ made from a tin can) like Jimi Hendrix. Their music has won them 5 star reviews and many fans. Last year, they sold out the Royal Festival Hall, an unprecedented feat for an unknown band.

www.elfrida.com

Assistive Technology

Independence through Innovation

Some ways towards achieving independence have been devised by a technology company. One of these is a Schedule Assistant, ideal in the work place, for clients who need constant reminders to undertake tasks at a given time; there is now a diary programme available which uses images and recorded messages to inform the user that they should do something. The recorded message can be with a voice known to the user and the image a symbol or photograph of an object. So for example the reminder to perform a work based task could be the voice recorded by the user’s supervisor saying “It’s time to sort the mail” accompanied by an image of a stack of mail envelopes.

Another aid is a Visual Assistant which is a task prompting programme. It plays back pre-authored prompting scripts to guide the user through a task. Typically a task is a series of steps each of which comprises an image, usually a photograph or short video of the user themselves undertaking the task step in the environment where they will be working, together with a recorded instruction. This will often be a voice of someone known to the user.

By using highly personalised instructions the user becomes more identified with the process and will have been involved in the preparation of the instruction set. The key to this approach is that once the user becomes more familiar with the operation of the device and responding to prompts, this in effect becomes a transferrable skill in its own right, meaning that over time further tasks can be introduced much more cost effectively.
Also useful is the Emergency Location Service which is essentially about being able to find and help someone who has encountered a problem when they are out and about. They might have wandered out of a familiar area and become lost or they may be confused and unaware of their situation. This service can be particularly useful when used in conjunction with travel training in the first stages of independent travel.

A similar useful product is the Wayfinder which uses a GPS (Satnav) enabled mobile phone to give simple audio visual instructions to help independent travelling. The instructions are contextual in that they use the GPS determined location to ensure that they are appropriate to the situation. Images can show landmarks along the way, and verbal and visual instructions can relate to the actual location.

Halliday James  
Tel: 0121 6616806  
www.hallidayjames.com

**Children**

**Whizz-kidz Ambassador Network**

As well as making new friends and trying out sports and leisure activities, young disabled children will be able to take part in life skills training. There are also sessions available on communication skills, media training, public speaking and preparing a CV. As a key part of their life skills programme, Whizz-Kidz offers young people aged 14 or over the opportunity to do a work placement. Working in partnership with companies all around the country, young disabled people will learn new skills and get their first insight into the work place. Whizz-Kidz young Ambassador clubs take place around the country during school holidays or at weekends.

Tel: 0800 1513350  
www.kidz-unlimited.org.uk
Employment

Aspirations for Life

Aspirations for Life is a campaign to raise aspirations and expectations of all involved with children and young people with learning disabilities, with a particular focus on employment. Lead by Paradigm and Pure Innovations it is funded until March 2011 by the Department for Education as part of the Valuing Employment Strategy. Local people with learning disabilities who have had the opportunity to attend an OCN accredited Train the Trainers Course developed by Paradigm’s partners Skillnet and Building Bridges, will be employed as co-trainers. The campaign will challenge perceptions, highlight positive role models and promote a desire to work. A web-based toolkit of training aids and resources, that can be used nationally once the campaign is over, will be developed and widely available in April 2011 to ensure the work continues.

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Funding

ACT Foundation

ACT provides grants to individuals and other charities, mainly in the UK, with the aim of enhancing the quality of life for people in need, especially people with physical and learning disabilities. Grants generally fall into the following areas: building, equipment, and financial assistance – towards the cost of short-term respite breaks at a registered respite centre.

www.theactfoundation.co.uk

LankellyChase Foundation

The Foundation focuses on areas of social need to help the most disadvantaged in society to fulfil their potential. The five key areas which are funded by the foundation are: the arts; breaking cycles of abuse; and local people, local places.

www.lankellychase.org.uk/
Media

“No Limits” project

North Manchester FM has launched a scheme to get people with disabilities involved in radio. The NO LIMITS project is being co-ordinated by North Manchester FM and funded by North West Together We Can. The scheme will involve training volunteers over a 10 week period in all aspects of radio broadcasting and production, culminating in a brand new weekly NO LIMITS programme. Volunteers will attend regular training sessions, support meetings and one on one sessions which will provide new skills, techniques and build confidence in a safe, fun and accessible environment. Volunteers will be trained to produce and present a weekly live one hour show independently including how to plan, use the desk, research and interview on the radio. They are looking for around 15 volunteers to get involved in the scheme and encourage people from all backgrounds, ages and ethnicities. The station will be working closely with other local groups including Adult Social Care, Manchester LINK and the voluntary and community sector.

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Personalisation

Self Directed Support

A personal budgets peer-mentoring initiative has been launched by a council. The scheme enables people new to self-directed support and personal budgets to get advice from a pool of 14 personal budget users. Wokingham Borough Council, which runs the Choice Champions scheme, hopes it will enable people to learn from others about what it is like to have a personal budget. The scheme will be for adults who are either entering the self-directed support system for the first time, or who are receiving support from the council but are about to switch to self-directed support.

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Peer Brokerage

HAIL is working with the National Brokerage Network to deliver a practical 8 week training course to support people with a learning disability to become Peer Brokers. This course will support students to develop the tools and skills they need to set up peer brokerage in their local area. During the course the participants will develop: online community map that shows people where things are in their local area and tell them what other people think about them; a database of people who live in the same area that can be used to match who wants to do the same things or would like to share support; good ways to tell people about what they are doing; and an understanding of their role as a peer broker and to learn the skills they need to deliver peer support in their area.

www.hailtd.org/personalisation-training

Training

Skillnet Group

This group is a social enterprise supporting people with and without learning difficulties to work together to make differences and develop projects – particularly to support people to be more independent, move into work etc. They have a very diverse funding base and develop partnerships with other organisations – particularly mainstream ones, believing that if you stay small but work in collaboration you can keep to your original values.

www.skillnetgroup.co.uk