

Multi Sensory

Multi Sensory Educational Forums
with a range of specialist speakers around the UK.
2008/9





The FORUM's

① Sparkle and Shine

Sharing excellence in Multi Sensory practice

7th November 2008 - MIC Conference Centre, Euston, London.

② Reflection and Investigation - Looking for clues

Sharing excellence in Multi Sensory practice

21st November 2008 - Manchester University, Chancellors Hotel, Manchester.

③ Multi Sensory Environments big and small

Validating current practice

24th April 2009 - Nottingham Forrest Football Club, Nottingham.

④ Multi Sensory Dialogue

Sparking and igniting interactions and communications for special learners

8th May 2009 - Royal Botanical Gardens, Edinburgh.

SPEAKER BIO's

1 - **Laura Waite** is currently a lecturer in Disability Studies at Liverpool Hope University with research interests in people with sensory impairment, Down syndrome and profound and multiple disabilities. She has worked in services for people with learning disabilities for over 20 years. Laura started her career in residential social work in the mid 1980s and managed a number of housing and day services. She later worked in speech and hearing therapy specialising in children and adults with hearing impairment, children with Down's syndrome and children and adults with profound and multiple learning disabilities. Laura moved back into Social Work at the end of the 1990s before moving into the voluntary sector where she spent four years working on the Multiple Disability Services for the Royal National Institute of the Blind.

1 2 - **Susan Fowler** is an Australian Occupational therapist and writer. She is the author of 'Sensory Stimulation - sensory focussed activities for people with physical and multiple disabilities' (2008.)

1 2 - **Mandy Williams** is a Senior Clinician – Occupational Therapist at the Communication Resource Centre – Scope, Melbourne, Australia. Mandy has worked in the areas of severe and multiple disabilities for more than 30 years. She is joint founder and joint editor of the Enhancing Communication and Participation through Sensory Stimulation (ECAPSS) Newsletter and was joint convener of the National ECAPSS Conference September 2001. She lectures widely in the area of sensory-focused approaches for people with high support needs. She has several publications to her credit including "Activities for Everyone – Art and Craft" (2003). Mandy has a particular interest in sensory assessment, sensory-focused activities and environments that encourage maximum opportunities for communication and participation.

1 2 3 4 - **Flo Longhorn** has worked in the International field of education in since 1970, with particular emphasis on special education, including expertise in severe and profound disabilities, challenging behaviour and special needs education. She is an acknowledged expert in multi

SPEAKER BIO's

sensory education and multisensory environments.

She has held senior management posts in education, including headships of UK special schools. She has a particular interest in how early development is closely linked to the senses and how this impacts on learning at any level of development.

Flo has published 15 books in the area of special education, all still in print, with two more in preparation for 2008.

She is an Advisory Consultant to the innovative 'T-t-sky' project on videotherapy and manager/editor of the special needs magazine 'Information Exchange'.

① ② ③ ④ - **Robert Orr** (MED (Human Relations) B.A. DipSpecialED (visual handicap) Cert Ed (NVQ Playwork) is the author of 'My right to play (2003)' a classic in observation of the world seen through the eyes of a child with special needs. He is an opponent of the MSR! A previous head teacher and RNIB advisor, Robert is well known in the special education world for his work with learners with profound disability.

① ② ③ ④ - **Richard Hirstwood** is a motivational and accomplished International presenter in the field of sensory learning. His extensive experience is based upon practical knowledge - giving him the insight into what works, and more importantly, what doesn't, in multi sensory practice. Regular sessions with children and adults in a variety of multi sensory rooms enables him to maintain this level of excellent practice. To date he has inspired early years practitioners, teachers and therapists across Europe, Asia, the Middle East, Australia and the America's.

① - **Alison Shorrock** is an occupational therapist/ researcher/manager of one of the largest MSR's in the country - SPACE, Preston. This centre has recently been successfully re-vamped and restored, using the most advanced equipment, based on on-going research at the centre.

① - **Pauline Lynch** is a senior teacher with ten years experience at Hope School in Wigan which caters for students with severe learning difficulties. She originally trained as a PE/Dance Teacher and delivered senior PE

SPEAKER BIO's

sessions in school. She teaches a class of students with profound and multiple learning difficulties and is currently developing a multi sensory curriculum.

② ③ ④ - Wendy Keays-Bright is the principle researcher for the Reactive Colours Autism project and Senior Lecturer in Graphic Communication and Design for the Interactive Media degree at the University of Wales Institute, Cardiff. Wendy worked in animation and moving image design for 25 years before becoming a freelance animation producer. Clients include BBC One, HTV West and S4C. She has presented her work internationally and continues to develop her interests and skills in the design of sensory technologies for marginalised groups - including those with special needs and autism.

② - Christopher Beaver is an architect and senior partner in ga architects, a private architectural practice specialising in special needs buildings and more particularly in the design of environments for children and adults with ASD. It was in 1996 that ga architects first became involved in designing for ASD. The first brief was to design a specialist

building for 12 children with profound ASD.

This met with some success and was viewed by many providers, all faced with the same problem of building a building that was robust yet still had some semblance of home. Christopher contributed an article to the Autumn 2003 issue of the NAS magazine, Communication, called 'Breaking the Mould' which was based on the building of this first ASD project. Since 1996 Christopher has worked on a number of residential and educational projects for children and adults with ASD and is keen to spread the word that there is still much to do. His message to providers is that these buildings are not cheap and that a lot of thought and experience has to go into developing a brief for the designer.

② ④ - Keith Park is a well-known dramatist, author and scriptwriter who works mainly with special and mainstream schools or special adults. He specialises in the earliest forms of interactive storytelling seen in pantomime, folk tales, poetry and Shakespeare. His book 'Interactive Storytelling: Developing Inclusive Stories for Children and Adults' won a major award at the Nasen education book awards.

SPEAKER BIO's

Keith has also written several books in collaboration with Nicola Grove, including 'Odyssey Now' and 'Macbeth in Mind', which were the first books to make classical literature accessible to people with severe disability.

③ - **Maria Robinson** is a nationally known writer, speaker and researcher. Author of two classic texts from the Open University Press 'From birth to one: the year of opportunity' (2003) and 'Child development from birth to eight: a journey through the early years' (2007). She is a regular contributor to the magazine 'Nursery World' with 12 major articles currently in progress on the theme of early years. A member of the Early Years Commission at the Centre for Social Justice, she is also on the board of the 'CBeebies' magazine. She has just completed an innovative early years film in conjunction with Siren Films, called 'The Wonder Years', out later this year.

③ ④ - **Les Staves** is a well known freelance consultant, author and trainer. He has had over 30 years classroom experience and has also been the head teacher of a special school. He is an acknowledged expert in the area of

mathematics for special learners, reflected in the acclaimed book 'Mathematics for children with severe and profound learning difficulties'. He is currently working on a project with the 'Equals' materials looking at P levels and numeracy.

③ - **Pauline Loftus** became interested in children with special needs whilst working in mainstream schools. She was appointed as teacher in charge to run a pre-school assessment unit in the 90's where she felt that, whatever the reason for the referral, most of the children came with either some sort of language/communication difficulty and/or behaviour issues. She was closely involved in developing innovative materials for 'The Routes for Learning' materials' for Wales. She hopes that the assessment materials will contribute to the building of a more inclusive assessment framework in Wales – acknowledging the abilities and needs of all children.

③ - **Richard Walter** is a experienced teacher and ICT coordinator. As part of the CAP project he held regular training days in/out of school to support the use of ICT with special pupils, and to develop staff skills in using ICT

SPEAKER BIO's

in relation to teaching pupils with PMLD. He always tries to develop colleagues interests and abilities through practical support in their classrooms, using team and joint teaching, individual and group training sessions - in fact, promoting people friendly ICT!

④ - **Juliet Goldbart** is a Reader in Psychology at Manchester Metropolitan University, UK, teaching primarily on Speech and Language Therapy programmes. Her research interests include communication in people with severe and profound intellectual impairment, explanatory models of communication development/disorders, exploring and developing the evidence base in communication impairment, Augmentative and Alternative Communication, and service delivery models. She has been involved in developing and running workshops for parents of children with severe and profound disability on communication, both in the UK and in India, where she has collaborated on a number of projects with the Indian Institute for Cerebral Palsy.

④ - **Suzanne Little** BA (Hons) BA PHIL Professional Studies, PGCE, is the multi sensory coordinator at Meldreth

Manor School. She has 11 years experience of teaching students with complex needs and 8 years of combining visual and multi sensory assessments and planning to create multi sensory approaches to curriculum activities. While working at Meldreth, Suzanne has specialised in the assessment of students with Multiple Disabilities and Visual Impairment (MDVI). She and colleagues at Meldreth have developed a multidisciplinary assessment framework which involves the whole team in taking a holistic view of the student with complex needs.

④ - **Sally Millar** is Joint Coordinator of CALL Scotland (Communication, Access, Literacy and Learning), at the University of Edinburgh. She is a speech and language therapist specialising in working with education staff to implement augmentative communication and ICT in schools. Her CALL work spans three main areas: specialist assessment and support of individual children with a wide variety of additional support needs, all with severe communication and/or writing difficulties; advice and training; and research and development work.

FORUM

Sparkle and Shine Sharing excellence in multi sensory practice

7th November 2008

MIC Conference Centre, Euston, London

Welcome to the Forum

9.30am

Flo Longhorn and Richard Hirstwood

ReacTickles: Using conventional everyday technologies to promote relaxation, playfulness and engagement for children on the autistic spectrum

9.40am - 10.35am

Wendy Keays-Bright

Principle Researcher for the Reactive Colours Autism Project.

This presentation will integrate practical insights and theoretical perspectives to offer a conceptualisation of technologies as ambient and playful, where the natural rhythms and modes of social communication can be explored in order to facilitate relaxation, engagement, and playfulness for young children on the autism spectrum.

The controlled Multi Sensory Environment

2.30pm - 2.50pm

Susan Fowler

DVD presentation

Coffee 11.00am - 11.25am

Choice of Workshop 11.25am - 12.25pm

Engaging very early communicators in the process of designing an MSE space - a sensory garden

Mandy Williams

Mandy will present her teams work in modifying sensory mapping techniques in order to record the responses of early communicators. This enables a person centred approach to be at the heart of MSE design.

or

Small is beautiful - multi sensory environments of learning for the individual learner

Flo Longhorn

Flo will take a dip into the sensory world of the hard-to-reach learner - presenting a wide range of strategies and materials designed to engage them with a 'wow' factor that is hard to resist.

Lunch 12.30pm - 1.30pm

The sound of sparkle, the smell of shine: the inevitability of multisensory encounters with the juicy world (with thanks to Meissner, Pacini, Rufini and Krause).

1.30pm - 2.15pm

Robert Orr, Independent Consultant and author.

Designing Environments for Children and Adults with ASD

2.15pm - 2.45pm

Christopher Beaver

Christopher considers principle issues for successful design, including the interplay of environmental and human factors and the balance between a happy, calm and friendly space, which is also robust.

Tea 2.45pm - 3.00pm

Choice of Workshop 3.00pm - 3.40pm

Using the Reactickles software

Wendy Keays-Bright

Themes addressed include:

- Creativity
- Thinking Skills and Problem Solving
- Language and Communication

- Working with Others
- Physical Development and Mobility

in order to address some of the pedagogical challenges of integrating playful experiences into current curriculum frameworks in the UK and the implications for practice.

or

Sparkling stimulation: case studies

Richard Hirstwood

Using recent video, Richard will show specific individual multi sensory interactions. His session will illustrate the uses of multi sensory equipment with students with high dependency needs. He will demonstrate new techniques to enable you to 'sparkle and shine' in your multi sensory environment.

Drama Rules - OK!

3.45pm - 4.00pm

Keith Park

Keith will be providing an interactive demonstration of poetry and drama, including extracts from Shakespeare, poems and pantomime.

Final Plenary 4.00pm

Close of Forum 4.15pm

FORUM

Reflection and Investigation - Looking for clues Sharing excellence in multi sensory practice

21st November 2008

University of Manchester, Chancellors Hotel, Manchester

Welcome to the Forum

9.30am

Flo Longhorn and Richard Hirstwood

Kept in the Dark

9.40am - 10.35am

Laura Waite

It has long been recognised that people with profound and multiple disabilities are at a higher risk of experiencing hearing and visual impairment. This presentation will draw on the latest research on what we know about sensory impairment in individuals labelled as having profound and learning multiple disabilities. It will consider how practitioners can utilise multi sensory environments to establish how people are using their sight and hearing and how we might assist them in further development of these skills.

Wombs, arms, cribs, treasure baskets and other stone age Multi Sensory Environments.

10.30am - 11am

Robert Orr

Robert robustly challenges the multi sensory studio and equipment approach, with insights into the earliest of multi sensory environments - and the most precious - human beings.

Coffee 11.00am - 11.25am

Choice of Workshop 11.30am - 12.25pm

The ESE Project - everyday sensory experience

Alison Shorrock

Alison explains that ESE is about being more aware of our sensory input into everyday living activities, making carers more aware of the value of this from morning until bed time.

or

Curriculum in the sensory studio

Pauline Lynch

Pauline is one of the innovators spearheading the work in Hopes new cutting edge 'studio'. This practical session will look at ways of developing themes to support curricula activities for hard to reach learners.

Lunch 12.30pm - 1.30pm

Choice of Workshop 1.30pm - 2.30pm

Licensed to Practice?

Mandy Williams

What skills does a MSE practitioner require? Mandy examines the critical knowledge required (neuroscience) about sensory processing that can make or break the success of any sensory focussed activity or programme. The importance of using a collaborative and person centred process is also explored.

or

Come and look hear!

Laura Waite

Following on from Laura's presentation on sensory impairment this practical workshop will look at how practitioners can develop their own visual and hearing assessment tools for use in MSE's.

The controlled Multi Sensory Environment

2.30pm - 2.50pm

Susan Fowler

DVD presentation

Tea 2.50pm - 3.05pm

**Recent innovations in multi sensory approaches to learning -
under the microscope of the neuroscientist**

3.10pm - 3.30pm

Flo Longhorn

Flo will see how recent multi sensory innovations fare under the microscope of the scientist with rigorous investigations - including Red Ted and sucking through straws...

Sparkling stimulation: case studies

3.30pm - 4.00pm

Richard Hirstwood

Using recent video, Richard will show specific individual multi sensory interactions. His session will illustrate the uses of multi sensory equipment with students with high dependency needs. He will demonstrate new techniques to enable you to 'sparkle and shine' in your multi sensory environment.

Final Plenary 4.00pm

Close of Forum 4.15pm

FORUM

Multi Sensory Environments big and small: validating current practice

24th April 2009

Nottingham Forrest Football Club, Nottingham

Coffee and registration 9.00am

Welcome to the Nottingham Forum

9.30am - 9.40am

Flo Longhorn and Richard Hirstwood

Early Brain Development

9.40am - 10.40am

Maria Robinson

This session will be thinking about how our brain grows and develops, what is 'in place' when we are born and how all our different day to day experiences help to literally 'shape it' to produce the unique person we are. There will be a brief overview of the overall structure and broadly how it all works. This will be followed by consideration of the way in which all the specific bits of information from our relationships with our carers and our interactions with the environment are 'pulled' together so that we experience events as a coherent 'whole' and this in turn influences our reactions.

Looking at the nature of progress

10.40am - 11.10am

Les Staves

Dictionaries define curriculum as the subjects taught in an educational institution. They also define 'progress' as 'development', or 'improvement', but when they want to illustrate an example they always seem to use a picture of onwards and upwards. So is education always about onwards and upwards on a subject scale? Do we always need to measure it in steps upon the ladder to be sure it has value?

Working with very special children teaches us a great deal when we observe their learning prevailing through many barriers to make tiny steps that are enormous achievements. Their lesson to us is that we have to respect that there are many ways of looking at progress. This session will provoke thought about wider perspectives.

Coffee 11.10am - 11.30am

Choice of workshop 11.30am - 12.30pm

ReacTickles: Using conventional everyday technologies to promote relaxation, playfulness and engagement for children on the autistic spectrum

Wendy Keay-Bright

This presentation will integrate practical insights and theoretical perspectives to offer a conceptualisation of technologies as ambient and playful, where the natural rhythms and modes of social communication can be explored in order to facilitate relaxation, engagement, and playfulness

for young children on the autism spectrum. These new techniques have tremendous relevance for other special children as well.

or

Sparkling stimulation: case studies

Richard Hirstwood

Using recent video, Richard will show specific individual multi sensory interactions. His session will illustrate the uses of multi sensory equipment with students with high dependency needs. He will demonstrate new techniques to enable you to 'sparkle and shine' in your multi sensory environment.

Lunch 12.30pm - 1.30pm

Backing best practise in multisensory education - innovative neuro-scientific and educational research

1.30pm - 2.00pm

Flo Longhorn

Flo will take a look at the latest research in neuroscience to see how the scientist can add a new dimension to multisensory approaches to learning. She will also look at recent educational research in multisensory education from around the world, with particular reference to learners with profound disability/autism.

Wombs, arms, cribs, treasure baskets and other stone age Multi Sensory Environments.

2.00pm - 2.45pm

Robert Orr

Robert robustly challenges the multi sensory studio and equipment approach, with insights into the earliest of multi sensory environments - and the most precious - human beings.

Tea 2.45pm - 3.00pm

Choice of workshop 3.00pm - 4.00pm

A practical approach to teaching children with profound and multiple learning difficulties (PMLD)

Pauline Loftus

One teacher's way to structure sensory stimulation in order to promote purposeful interactions at the expense of non-purposeful activity and to provide motivating consequences for the actions of the individual child by focusing on the major senses.

This workshop shows an innovative approach to teaching children with PMLD who are pre-intentional communicators. Firstly, there will be some theory and background on pre-intentional communication from a teaching perspective. Secondly, a practical approach will be shown on how a teacher (and her school) use a structured sensory curriculum in order to promote pre-intentional communications with children who have PMLD. This will highlight the importance of consistent and sensitive relationships for the learner.

or

Early Switch Skills

Richard Walter

This seminar is aimed at those working with children and young people who need to develop switch skills at a simple level. Richard will look at the basic principles underpinning switch access, the progression of basic switch skills linked to the early P levels, communication development and the physical and cognitive requirements to using a switch.

Richard will use case studies, video and practical ideas to demonstrate the development of early interaction and switch skills with these special pupils.

Final Plenary 4.00pm

Close of Forum 4.15pm

FORUM

Multi sensory dialogue: Sparking and igniting interactions and communications for special learners

Royal Botanical Gardens, Edinburgh

8th May 2009

Coffee and registration 9.00am

Welcome to the Edinburgh Forum

9.30am - 9.40am

Flo Longhorn and Richard Hirstwood

Doing it for a purpose

9.40am - 10.40am

Dr. Juliet Goldbart

Juliet Goldbart argues for a central role for parents and teachers in helping to develop intentionality in children with complex needs, and offers some ideas for techniques to try at home and school. She will argue that intentionality is the most important thing we ever learn!

Are you sitting comfortably? Now we're ready to begin...

10.40 - 11.10

Richard Hirstwood

Richard will demonstrate how to promote the key skills of anticipation, involvement, initiation and interaction through multi sensory story telling. Purposeful communication opportunities can easily be provided through the media of stories. Sit comfortably and enjoy!

Coffee 11.10am - 11.30am

Choice of workshop 11.30am - 12.30pm

ReacTickles: Using conventional everyday technologies to promote relaxation, playfulness and engagement for children on the autistic spectrum

Wendy Keay-Bright

This presentation will integrate practical insights and theoretical perspectives to offer a conceptualisation of technologies as ambient and playful, where the natural rhythms and modes of social communication can be explored in order to facilitate relaxation, engagement, and playfulness for young children on the autism spectrum.

or

Complex needs - Multi sensory approaches and team work

Suzanne Little

This practical workshop will look at individual assessment, person centred learning and team work within a multidisciplinary assessment. Suzanne will also look at the assessment and use of multisensory environments, based on Suzanne's experience at Meldreth Manor School, part of the SCOPE organisation.

or

Looking at the nature of progress

Les Staves

Dictionaries define curriculum as the subjects taught in an educational institution. They also define 'progress' as 'development', or 'improvement', but when they want to illustrate an example they always seem to use a picture of onwards and upwards. So is education always about onwards and upwards on a subject scale? Do we always need to measure it in steps upon the ladder to be sure it has value?

Working with very special children teaches us a great deal when we observe their learning prevailing through many barriers to make tiny steps that are enormous achievements. Their lesson to us is that we have to respect that there are many ways of looking at progress. This session will provoke thought about wider perspectives.

Lunch 12.30pm - 1.30pm

Shout, grab, jump, smell and glow!

The multi sensory X factor in sensing, perceiving and learning!

1.30pm - 2.15pm

Flo Longhorn

Delegates attending this workshop with Flo Longhorn, will find their brains and senses awakened with a 'wow' factor of multi sensory delights. This will lead them to consider how embedding a multi sensory approach in learning, has a dramatic effect on special learners.

Wombs, arms, cribs, treasure baskets and other stone age Multi Sensory Environments

2.15pm - 2.45pm

Robert Orr

Robert robustly challenges the multi sensory studio and equipment approach, with insights into the earliest of multi sensory environments - and the most precious - human beings.

Tea 2.45pm - 3.00pm

Choice of workshop 3.00pm - 4.00pm

Interactive Storytelling

Keith Park

Interactive storytelling began as a way of including people with severe and profound learning

disabilities in poetry, drama and storytelling events. It can be used with anyone, irrespective of disability. Groups of pupils with and without learning disabilities in the London area have had the opportunity to participate in workshops on stage at Shakespeare's Globe Theatre, and have looked at a number of plays including Macbeth, which will be demonstrated today. 'Parcel of Rogues' by Robert Burns will also feature.

or

May be not drowning, but waving?

Ensuring consistency in picking up and building on early communication signals

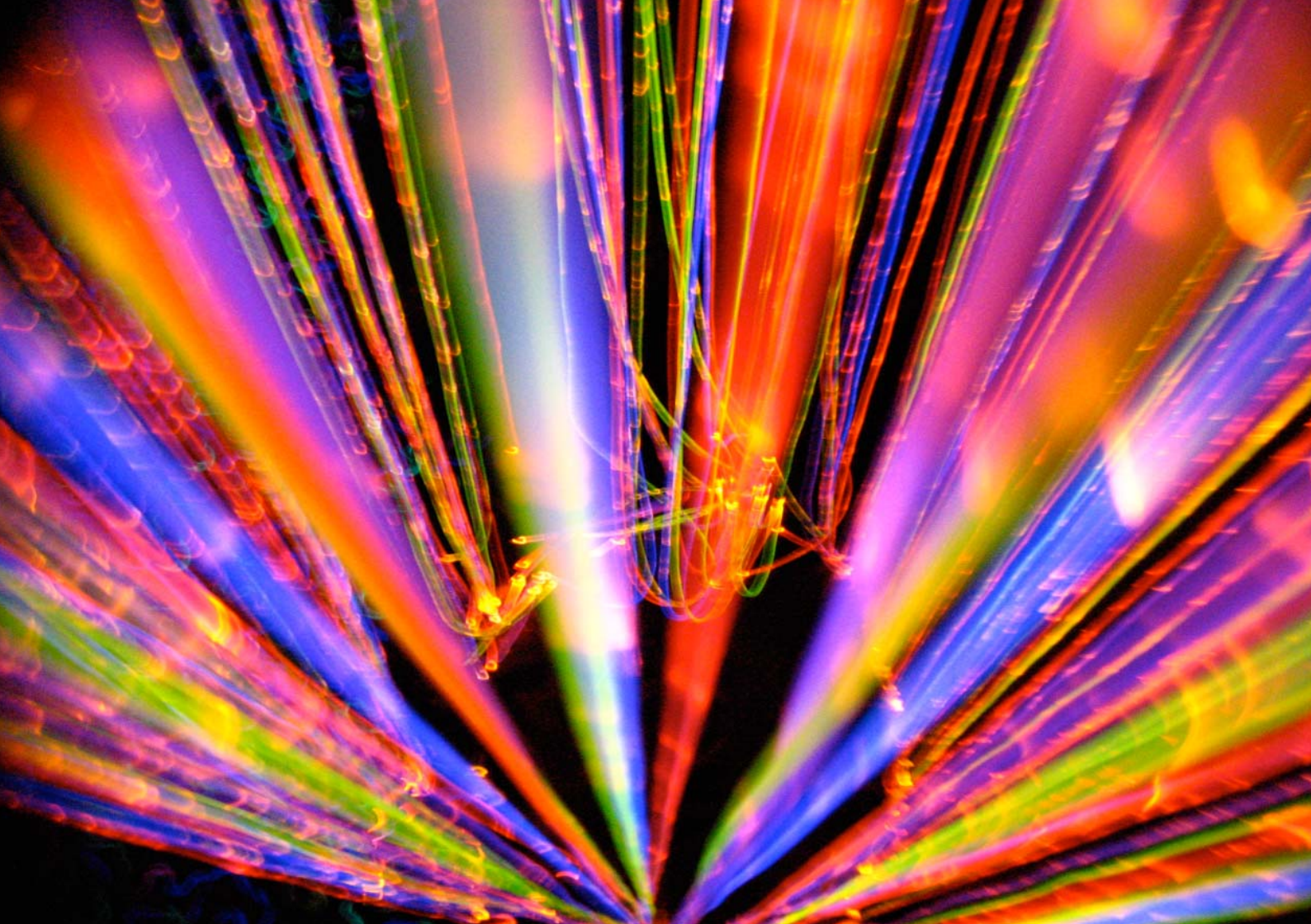
Sally Millar

When the singing game stops, Josie moves her right arm vigorously. She hits her neighbour so is moved further away...

For a child at the earliest level of development, the transition to intentional communication is not a single clear-cut step, and is greatly affected by the quality of observation and interaction in communication partners (a responsive environment). This workshop will explore some simple tools and techniques that can support consistency and information sharing in caregiving, interaction and play, including the Routes for Learning Assessment, Communication Profiles and Passports, and re-evaluation of simple technology routines, that can help to identify and clarify 'next steps' for communication development.

Final Plenary 4.00pm

Close of Forum 4.15pm





Costs

The cost for the London Forum will be £225
The cost for all the other Forums will be £199 each
Please note prices exclude V.A.T

Booking

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