

Fully immersed – progress working for 20 years with an individual who had been in an institution since infancy and how he has helped to develop approaches to learning.

Marion Cornick

Presentation for IABA 2009 Brisbane

Abstract

Sharing life with an individual like Charlie for more than 20 years has taught us more than we have taught him! Charlie was admitted to a long stay hospital as a three year old when his parents could no longer cope and there was then little support in the community. The hospital was planned for closure in 1988 and Charlie was the last patient to be placed. The Loddon School opened during that year and Charlie was the first child in the school. Charlie has a diagnosis of ASD/ autism, profound learning disabilities, extreme hyperactivity syndrome, and a wide range of seriously challenging behaviours. Over the years he has responded to the choices and experiences offered to him and he now lives with two other young men in a fully staffed Liaise Loddon house in the community. Some residual problems remain but he is well-liked and staff continue to support him with new experiences, giving him choice and responding to his preferences. However our assessments and evaluations of our work to support Charlie have led to major changes in the way the school operates. So this presentation will demonstrate some new ways of working as well as share something of Charlie's life.

*Charlie is not his real name.

Key words

Autism, challenging behaviours, positive practice, PLLUSS, The Loddon Day, PROACT-SCIPr-UK®, quality of life.

Background

'Giving every child the chance to be the best that can be, whatever their talent or background, is not the betrayal of excellence – it is the fulfilment of it. The challenge for education in the 21st century is to give the common basics of citizenship and working life to every pupil while developing and nurturing the unique talents of each pupil.' David Miliband 2004.

Charlie's early life until he was almost 13 was spent in a long stay institution as at that stage in the 1970s there was little support for families with a disabled child and other children in the family. Needing to give so much attention to a toddler with such a range of disabilities and extreme challenges became an impossible task. Inevitably the relationship with the parents and other three children became distant and occasional, but has become much closer in the years since Charlie moved into the school at 12 and then later into a residential care home where he now lives with two other young men.

Charlie's disabilities included profound learning disabilities, seriously challenging behaviours associated with autism/ASD and severe hyperactivity

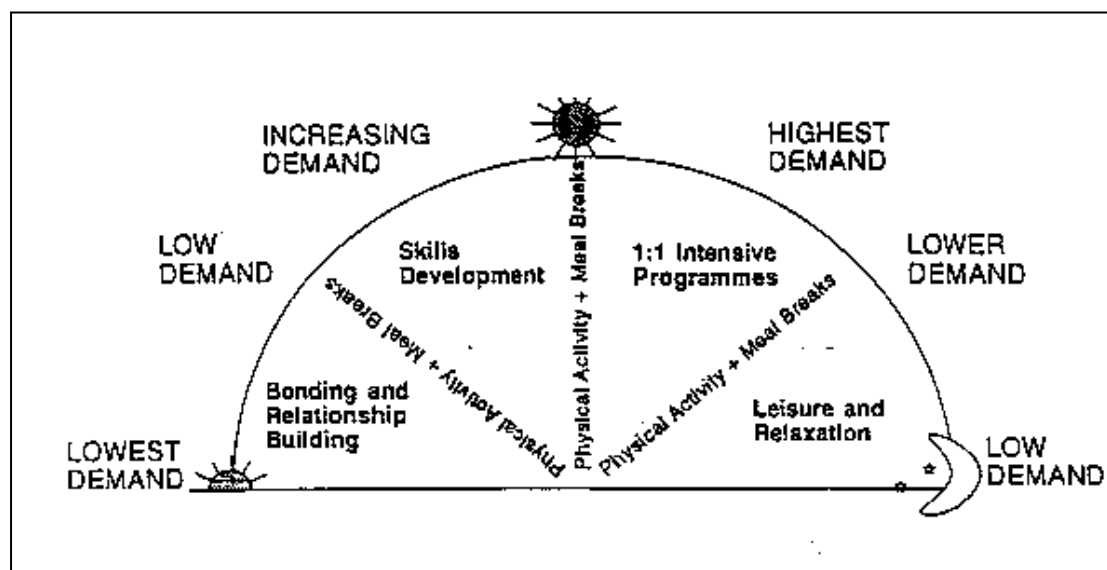
syndrome/ ADHD/OCD. Much about these conditions was unknown at that time and especially concerning the sensory aspects of autism and the life-long nature of the disability and its characteristics. Charlie became the last child to leave the hospital when it closed and the first child to come to the newly founded Loddon School in late 1988. He demonstrated his extreme skills as he stripped in seconds, climbed to the tops of cupboards and walked along the highest points of the room – when he wasn't running like the wind in the garden. His challenges included hair-pulling, shrieking, smearing faeces, grabbing clothes and other people's food, eye-rolling, biting, pushing, pulling, punching, tipping any thing in his wake and stripping his clothes, licking and finger weaving, pacing and lining things and people up, and a total commitment to straightening items. Charlie is still non-verbal, but now understands two information-carrying words in familiar contexts, and can use functionally a limited range of Makaton signs.

The key early challenges at the school were concerned with ensuring a positive life experience for Charlie, but also keeping him and the staff safe. Charlie was a small strong wiry child who ran and climbed with ease and had no sense of danger. Staff were often approached and dragged by the hair from room to room, so staff needed to work in pairs at all times and soon learnt that hats and head-scarves gave some time and some protection to avoid painful injuries. Charlie found anything that was not straightened a challenge and would attempt to straighten hair, clothes, furniture, food, uncross legs, pull sleeves down, and try to rearrange body parts to his liking. At times he would sleep at night, but he could often go for several days and nights without sleep and then catch up with a weekend or a couple of days in bed. These cycles of behaviour extended to many of his challenges and we were able to document the various cycles and begin to predict them. His diet was also different from the usual, as he often preferred to eat only one food at a time. So for example he would eat only meat, or only oranges, or just greens, but rarely a mixed meal – another cycle. This could continue for days or even weeks. So he was a stressed and anxious young man and needed our support to enable him to settle, relax and enjoy a new life with freedom and choice.

The Loddon School was established as a fully residential school to educate and provide residential care for children who presented an inordinate challenge at home and who had already been excluded from a number of provisions and schools. The early philosophy was based on personalised care and support ensuring that children learnt in an environment where they could relax and learn skills for life. The programmes included intensive interaction, relaxation and communication skills, at least one-to-one staff ratios, positive working without punishment and using only methods which worked from strengths and involved matching the child to his preferences for staff and locations to learn. The round-the-clock programme was divided into 15 minute segments maximising learning opportunities in his chosen environments. Learning included a physical activity, snacks and meals, an outdoor activity and programmes of learning with a focus on communication, relationship building and play, and functional skills which would directly impact on the

child's everyday life. Such intensive and demanding work necessitated a change of staff each hour and this avoided staff burn-out.

The Loddon Day



We soon realised that Charlie was the most hyperactive in the morning and that he usually just needed to run and cycle and climb and run again despite efforts to engage him otherwise. Our attempts to engage him in formal learning were futile until after lunch so we devised a programme called 'The Loddon Day' which we found supported not only his needs, but also other adolescent children who were joining the school. Unlike a usual school programme where intensive learning takes place early in the day and relaxed activities in the afternoon, The Loddon Day turned the day upside down. Mornings became low-demand, child led, with a focus on free physical play, relaxation activities such as massage of hands and feet, music and sensory activities with snacks given hourly to try to keep blood sugar levels even and avoid extreme bursts of energy. Charlie's preference was to run in the grounds, to climb and to ride a tricycle. He would ride round and round and run and then come in for a snack and he learnt that grabbing his coat was an indicator that he wanted to go outside again. After lunch at midday he was much calmer and became increasingly cooperative and ready to attempt tasks in the formal classroom. These tasks were mostly designed to teach the use of real life objects rather than the usual special school puzzles and table-top activities. He enjoyed sensory activities, photos, making snacks, and working on signing in the naturalistic settings. Sorting activities would include sorting his own socks into pairs for example and putting them away after the laundry. And all 'learning' activities for all the children were based in making sure they had a functional purpose which would lead to real life skills. For example Charlie learnt to push a wheelbarrow loaded with hay, straw or food for the donkeys and sheep. This was a skill in balance and needed hand-eye coordination using both his hands. This was also non-compatible with the target hair-pulling behaviour! This skill later enabled him to push a cart round the local super market without tipping it, getting in it or flying around the store.

Although on one occasion he did jump into a freezer and speedily enjoyed a pint of cream!

Recent research in the UK has highlighted the fact that teenagers do in fact concentrate better in the afternoon and do need more sleep in the morning. Research at Brasenose College Oxford by Professor Russell Foster and in Monkseaton High School in North Tyneside has led at least one UK secondary school to revise its time-table and to focus core work after 11.00am. So Charlie was probably right twenty years ago and our close observations noted this and against much external criticism we put the strategy into place. We have found this strategy to have worked for many of the children in the school and have now further developed this into the PLLUSS programme (Positive Learning for Life Using Supportive Strategies.)

Multi-Element planning

Whilst we were developing a programme and through our work with IABA looking for possible solutions to the challenges for Charlie we became increasingly interested in the work of Gary La Vigna et al and Multi-Element planning and so we ensured we completed a full functional analysis and developed a range of supportive programmes for Charlie. If we could find the functions of his behaviour we could give him more appropriate support. However the functions of his cyclical behaviour were many and varied and included challenges learnt in his early life and its early separations, his life in an institution, autism and profound learning disability as well as his being non-verbal. These difficulties had led him to use a range of behaviours in an attempt to make sense of his world and to maintain sameness. So OCD, aggression, hyperactivity, non-compliance and escape in particular gave him strategies to avoid any demands made on him and can all be seen as Charlie's strategies for coping with the range of really terrifying experiences he had had and was still having as a child with the most severe autism. He was further disabled by the whole range of problems associated with autism and in particular the sensory concerns and all the consequent anxieties and stress.

After a full assessment the intervention plan was further developed to include the following ideas. Charlie coped and slept best in a smaller room and on his own. Large rooms seemed to increase stress and hyperactivity and he settled better and was more relaxed in a smaller room with recognition of his preference for a minimalist environment. 'Things' in the room were intensely irritating to him and he would throw them out of the door. Cupboards reached to the ceiling but he still climbed on window frames and could not cope with curtains. Windows were protected with poly-carbonate and venetian blinds between the frames offered privacy and dignity without the irritation of dangling curtains which could not be straightened. He would even spend time straightening his bed frame and bed clothes, often eating threads and any 'fluff' he found. His own room became his refuge when he was most distressed and was a haven for him. In the outdoors he also 'tidied' and had to be closely supervised to avoid eating unpleasant items found along the roadside.

He seemed to enjoy being around other children and closely observed them, but never interacted with them although he became amused by their distress or antics. His personalised day time programme was structured and predictable in a group of four children supported by four or five skilled staff including teachers, speech therapists, and psychology assistants. These staff from a variety of professions worked together as a team contributing equally to the formation and the delivery of the programme. Partnership working was and is a feature of the work of the school where all staff work together with the children whatever their key-role as professionals. So teachers work at weekends on rota and can often be seen serving meals and preparing special diets so they know and understand the whole life of the child. The programme was delivered to the children individually and they were often not in the classroom at all, but attempts were made to start and end the day together as a class. The daily schedule of activities planned with The Loddon Day in mind included domestic skills such as mopping and sweeping, table wiping and drink preparation as well as opportunities to interact with other children. The daily programme was presented in picture form and activities were taught TEACCH style with sequence cards and jigs to support learning and prompt skills. He was shown what was 'to happen next and then after that....' – so he was not confused by the plan of the whole day. Although like most of the children he liked to put the school vehicle into the programme at every opportunity. Now the environmental support plan explains all this clearly to everyone who visits the school, but then 20 years ago people were sceptical and ignorant about the very special visual learning needs of children with ASD. Recreational activities in the school included trips out to town and to the local countryside either as individuals or in small groups, long walks with the therapy-registered school dogs, grooming the donkeys, shopping for snacks and clothes, sensory activities with slides and swings, and lots to touch and feel picnics, sand and water play. Charlie really liked water play and the swimming pool, but this led to a most dangerous event when he held his teacher at the bottom of the pool to keep her straight and to sort out her flowing hair by ripping it out – fortunately a high staff ratio saved the day and her life! Further safety strategies were put in place following this event and immediately risk assessed and staff fully trained!

In order to develop these safe coping strategies for Charlie to avoid events such as hair pulling and grabbing people, a number of plans were put in place. The more comfortable he became with school and the setting, the easier he became. However some problem behaviours seemed resistant to change and still endure 20 years later occurring still in cycles when his mood changes and he becomes distant and more anxious. These cyclical behaviours include the sensory issues that cause stress to people with ASDs. Getting to know him and to be able to read the signs - such as when he rolls his eyes up into his head - and then changing the setting, the staff or location are in general the best strategies with staff supporting each other and ensuring that they are all safe. Positive re-inforcers were explored and needed to be revised frequently as preferences changed but in general Charlie responded best to change of location and physical activity with calm supportive staff he knew and trusted. Strategies using Intensive Interaction supported increased confidence both for Charlie and for his staff team and he

became increasingly able to communicate his needs using Makaton signing, body language and his own ways of sharing information with staff he knew best.

Despite all the worries and concerns Charlie remained a favourite with staff and all were very sad when he reached 18 and had to leave the school. By the time he left the school he was able to enjoy some whole days without incident and to be meaningfully engaged in a variety of activities including meal preparation, table setting, clearing tables, helping outside with the donkeys, listening to music, using classroom equipment and putting it away, enjoying social events, walking and cycling with staff support, all without running off, absconding or dangerously climbing up walls and on to roofs or high places. Even coping at times without straightening staff clothing, hair or body parts. All this was achieved without the need for any restrictive physical intervention.

The PLLUSS programme and PROACT-SCIPr-UK®

The programmes in the school have developed too as a result of individuals like Charlie who do not respond to a regular school day – nor gain much from it. We often wondered what we are doing with children in a classroom and how that is preparing them for real life as adults and so over the past five years or so the school has moved away from a classroom structure to truly personalised education where ‘Every Child Matters’ and we recognise that every child is different. So a school without classrooms has been achieved and is the most appropriate way to prepare the children for their lives in adult settings.

Loddon has always tried to provide individualised learning within the classroom structure, but within the constraints of the National Curriculum and the varying political pressures to teach all subjects including foreign languages and history! Parallel activities enabled children like Charlie to continue with activities even when they were unable to make it to the classroom with a strategy of taking learning to the child. But the activities were usually the choice of the teacher driven by the National Curriculum. Could we work with the children to escape from the ‘sacred’ institution of the classroom?

Rejection from previous classrooms reinforces behaviours which ensures avoidance of learning and encourages reluctant learners to use a wider range of strategies to avoid responding to an adult agenda or to be in a classroom. It seemed we were engaged in a pointless exercise and feedback from adult placements suggested most pupils leave special schools ill-equipped for adult life in addition to their problems of lack of understanding and an inability to co-operate. We were gaining nothing from the exercise of teaching children how to behave in a classroom.

A revolution was necessary in the school when several children ‘flopped’ to their knees refusing to move at the classroom doors and refusing all attempts to make it into school or to engage in parallel activities. They were spending their days avoiding learning activities and negative behaviours from past

experience of schools were being reinforced. Such a waste of precious learning time.

In a key speech in May 2004 David Miliband, who was Secretary of State for Education, outlined the UK government's position on personalised learning and said there are five key components to 'Every Child Matters' :

1. *Personalised learning should enable the pupil to learn 'by focusing teaching and learning on the aptitudes and interests of pupils' and by 'really knowing the strengths and weaknesses of individual students.'*
2. *Personalised learning should build on individual need.*
3. *Every student should enjoy curriculum choice, a breadth of study and personal relevance.*
4. *It means a radical approach to school organisation with the 'whole school team taking time to find out the needs and interests of students.'*
5. *The local community should be involved to drive forward initiative and innovation.*

This speech finished with the hope that we will have an education system *'where the system is moulded around the child, not the child around the system'*. (Miliband 2004)

So at last we could move away from the conventional National Curriculum and the classroom and respond to the actual learning needs of each child. We always ask the question, 'If the child does not complete the task who will?' For many tasks the answer will be 'no one' since there is no consequence if colouring a shape, or building yet another plastic tower, or threading the same beads again and again. However shoes need to be put on to access the community, clothes need to be worn to go the swimming pool, snacks need to be prepared, tables need to be cleared at the end of a meal, and the TV needs to be switched off at the end of the programme.

So it was important to decide what children needed to learn and in what locations. The areas of importance which need to be part of every child's programme can be grouped under the following headings:

1. Lifestyle enhancement
2. Communication
3. Independence
4. Transitions
5. Leisure and wellbeing
6. Relating and interacting
7. Access to learning and understanding

Some children are unable to access the classroom as a result of behaviours learned to avoid demands, a lack of any understanding, and a lack of understanding of an adult agenda or the need to follow instructions and be compliant. All the very challenges Charlie presented. However real skills for

life should be an essential component of any school programme in order to prepare children for adult placements in the local community.

Barriers to learning and establishing learning needs

This process included identifying barriers to learning in terms of access skills, communication and restrictive or challenging behaviours. The school staff established the 'learning needs' of each child in multi-disciplinary whole staff meetings where education staff, teachers, assistants, psychologists and residential support staff worked together bringing their own knowledge and observations of each child. There was a focus on activities each child was known to enjoy and prefer – activities which would motivate them to learn and ultimately follow another person's agenda. The next stage was to map each child's learning needs, considering preferred and motivating activities. These were mapped using 'spiders' and then finally a new spider was written so that learning needs and preferred activities were written as learning outcomes.

It was important to establish which activities were the most likely to motivate each child and then to find a way to persuade the child to get to the activity in the first place in order to access the learning even when we knew it was a preferred activity. If we could motivate the children with activities they were known to really enjoy then we could gradually introduce our agenda and adult direction. So if a child had a daily struggle to get dressed what would persuade him to dress himself at speed? If the answer was swimming then what other relevant learning could we include in the whole swimming experience? These outcomes might be different for that child but could include waiting, showering, communication, proximity tolerance, handling objects, improving fitness and exercise. So the 'who else will do it?' test can be applied to this activity.

'Decisive progress in educational standards occurs when every child matters: careful attention is paid to their individual learning styles, motivation and needs; there is rigorous use of pupil target- setting linked to high-quality assessment; lessons are well paced and enjoyable; and pupils are supported by partnership with others well beyond the classroom.' (David Miliband speech at North of England Conference, Belfast 8 January 2004: Personalised learning: building a new relationship with schools.)

Accurate baseline assessments were needed in order to establish learning outcomes of new activities. Each child had a daily booklet containing all the agreed learning outcomes to be taught through the day in the setting and with the staff which staff felt the child preferred. Sometimes there were unplanned positive outcomes and these too were recorded. They often related to unexpected social skills such as a child voluntarily sharing or joining a group in an activity unprompted. Recording also included photos, videos, certificates of achievement for Assessment and Qualification Alliance (AQA) units, review reports and documentary evidence witnessed by more than one staff member.

The first cohort of three children showed an average improved attendance of 80% at all sessions suggesting that the activities were indeed their preferences. This was an increase in three months from an average of less

than 50% attendance at lessons within the classrooms. All children made measurable progress through prompt levels and the most outstanding was progress from total resistance to any kind of prompting in the first month to complete independence in the seventh month. So this was indeed progress since these children had resisted attempts to attend classroom activities regularly before the commencement of the project. Data even showed a significant reduction in specific challenging behaviours.

To enable school to happen wherever the child chooses the school has developed the 'mobile classroom'. Each child in the school has a rucksack back-pack which is named so the child can recognise his own with a name and photo of the child on the outside. Inside is a book of laminated photos of all the locations and activities for that particular day along with symbols, a 'finished' box, incidental activity materials, a story book, some sensory activities, Velcro-jigs, oils for hand massage, a change of clothes, the timetable for the day, favourite toys, a few snacks, pencils and the programmes, recording sheets and lesson plans for the teacher. The teacher collates these at the end of the day and prepares for the following day. Children have learnt to recognise their own bags and to carry them – a good skill as well as a help for children with autism who need deep pressure and weight so a by-product has been the carrying of the rucksack giving a positive feeling to the children. This 'mobile classroom' also reflects the school bags of their siblings at home so presents a regular positive image. Bags are collected by the child at the early morning assembly and accompany the child through the day even to the snack café where communication cards are traded for real snack items chosen by the child. The programmes are further extended into evening activities, meal times, and trips out at weekends.

By providing a child with autism with as many motivating opportunities as possible throughout every day a sense of control is developed in the child as well as the confidence to be a willing participant in a wider range of chosen activities all with learning outcomes which reflect their learning needs. PLLUSS aims to incorporate novelty into the child's daily timetable by varying the activities, staffing and groups once the child is responsive to the programme. Challenging behaviours decreased throughout the school once the full programme was implemented and in particular behaviours associated with avoidance and escape. Qualitative data show that children are more involved in activities and that they are more cooperative and willing to engage in activities. The programme has been developed within the adult homes in the community so that truly personalised activities reflecting choice and preferences have been further extended with taster sessions of new activities. The whole person approach of PROACT-SCIPr-UK® has been adopted as the philosophy of the homes with every adult having a full functional analysis to support the choices of activities, the home, the staff and the location of the activity.

Adult life for Charlie

When Charlie reached school leaving age at 18 a newly established home in the community was found by his local authority, which promised to continue

the work of the school and was committed to positive approaches without the use of 'Control and Restraint' techniques which are designed to control behaviours and may inflict pain, but ensure control rather than support by the staff members. However less than three months later, when we visited him, we felt the placement was breaking down and were concerned by his weight loss, and lack of spirit. His housemates were very able older men with mental health issues rather than autism and learning disability so the programmes were not planned with Charlie's needs in mind. His only activity seemed to be a daily walk to the local shop to buy cigarettes for the other residents!

Following discussion with his social worker we were able to bring him back to a new home in the local community, which we ourselves were in the process of registering. He was very excited to return to us and to staff he knew from school, but on the first morning when his 'old' care manager went into his room and said 'good morning' she was shocked when he sprang out of bed and went down to the floor face down in a prone position placing his hands up behind his back! This was the clearest indicator of the treatment he had endured for three months and told us all we needed to know about the failed placement. So a tough experience for him and difficult to put into the past. But again taught us, both as a school and provider of adult services, that we should develop homes around the needs of the children, as they grow into adulthood. We cannot depend on other providers with varying philosophies to continue the positive work with our young adults who are still so fragile.

Charlie is now 32 and has lived in one of our Liaise homes in the community since he was 19. He lives with two other young men and near to others who shared life with him at school and in his teenage life. His house is situated next to farmland so he is able to walk daily and enjoy the outdoors. He has a room of his own, a large garden and staff who like him and with whom he has built positive relationships. He has chosen for himself walking boots and likes to go out with favoured staff often walking five miles or more each day. He also enjoys going to the pub for a drink and to the shops locally or in town, and still prefers 'clearing up' and sorting/tidying type activities. Current programmes include horse riding, swimming, assisting with cleaning the home's vehicles, and how to use his own CD player. He has opportunities to meet other service-users at drama, music and film clubs held locally so he meets up with people he has known for 20 years. He also helps with a range of tasks which involve clearing away and tidying type activities which are his passions. For example taking out the garbage, recycling tasks, stacking chairs, putting away and sorting laundry, clearing tables, and tidying leaves in the garden as part of his gardening activities.

Recently he has started a job with a job coach at the school where the large Animal Centre there needs assistance with poop-scooping and clearing the paddocks, fetching hay and straw and assisting with animal care tasks. He is enjoying this and has now learnt to keep rubber boots on for the whole task. This is a great achievement for Charlie and we are hoping he will further develop skills so that he can begin to work independently there. The work of the school includes much outdoor activity so Charlie's assistance is most

welcome and he is comfortable there in an environment he knows well with lots of space and where he feels that he is an adult.

Conclusions

The work in both the school and the homes for the adults continues to develop and we can say that after 20 years the early pupils like Charlie showed us the way 'to dive into positive practices' so that we feel fully immersed in 2009 with still deeper waters to test.

Charlie still has days which are problem days when he pushes staff and straightens people and things, causing bruising and damage, but we feel he is still learning and is certainly content in the home he knows so well with staff he really likes, doing the activities he chooses. He is a real character always trying to straighten his own clothes as well as ours and sometimes having to cope with sore feet as a result of pacing running and bouncing, but overall he appears content with his life in familiar surroundings and with some of the staff he has known for more than twenty years. Sadly his early days reflect the lack of support given to families as recently as the 1970s, but the experiences of school and his adult life have extended his choices and given him positive relationships with his family and within the home as well as a wide range of skills and activities to encourage a fulfilling life. A recent assessment using the *BILD Life Experiences Checklist* demonstrated clearly the wide range of activities enjoyed by Charlie compared with the general population, and the weaknesses are associated with autism and include lack of close friends or a partner, attendance at church and at the moment 'a paid job' – he is an apprentice in his job role! But his Dad is really excited to have all four of his children working!

Instead of addressing behaviours 'head-on' in a behavioural approach we have learnt to address Charlie's anxiety and experience of life made even more disabling with the overwhelming and enduring effects of autism. Reducing his stress leads to improved participation and fewer challenges, so the opposite of 'the vicious cycle' has become 'a positive life' for Charlie – and the others who have followed Charlie through the school and into adult life over the past twenty years.

As important are the ideas Charlie has given us as we have tried to ensure he leads an incident-free positively fulfilled life and in particular we have learned from him more about autism. This has given us major elements to include in staff training and developments such as PROACT-SCIPr-UK®, PLLUSS and The Loddon Day, with low arousal approaches, sensory support and the fact that the classroom is not needed. We can demonstrate improved learning without ever taking a child into a traditional classroom, and this has now even been recognised by our inspectors. All of these developments now benefit so many other children and staff, not only in the school and our residential homes, but across the UK as we teach the ideas in many settings. We have learnt together as Charlie's progress reflects the progress made by The Loddon School and Liaise Loddon Ltd since 1988.

References

- Ager A, (1998) *The BILD Life Experiences Checklist* BILD
- BBC Horizon programme (2009) *Body clocks and the school day featuring the work of Professor Russell Foster*
- Cornick M, with Rookes K and Young L Loddon (2005) *PLLUSS Personalised learning for life using supportive strategies beyond the sacred classroom into truly individualised education* SLD Experience BILD
- La Vigna Gary W, Donnellan Anne M, Negri-Shoultz Nanette, Fassbender Lynette L. (1988) *Progress without Punishment* Teachers College, Columbia University
- McDonnell Andy, *Low arousal approaches – personal advice*
- Miliband D (2004) *Choice and Voice in Personalised Learning, DFES Innovation Unit/Demos OECD on Personalising Education (speech)*
- Nind, M and Hewett D (1994) *Access to communication: Developing the Basis of Communication with People with Severe Learning Difficulties through Intensive Interaction* London : David Fulton Publishing
- PECs Pyramid Educational consultants UK Ltd
- PROACT-SCIPr-UK® (1988) *The Whole Approach Training delivered by The Loddon School. Accredited by BILD*
- Schopler E, (1970) *TEACCH (Treatment and Education of Autistic and related communication – handicapped children)* University of North Carolina USA
- Walker M, (1983) *The Makaton Vocabulary; a decade of research and practice XIX congress of the International Association of logopaedics and phoniatrics, Scotland August 1983*

Special thanks for support over the years to Linzi Holt, Georgina Rickard, Janet Bromley and Karen Rookes

See also the websites of The Loddon School and Liaise Loddon Ltd

www.liaise.co.uk

www.loddonschool.co.uk

www.proact-scipr-uk.com