Learning Disabilities & CAMHS eBulletin

July 2012

ChiMat
Child and Maternal Health Observatory

www.chimat.org.uk

Welcome to the monthly Learning Disabilities & CAMHS eBulletin highlighting the latest resources relating to children and young people with learning disabilities who also have mental health needs which have been added to the Mental Health and Psychological Well-being Knowledge Hub in the last month.

This email includes a summary and link to each resource below.
If you would prefer to read a pdf version of this eBulletin, go to the eBulletins page on the ChiMat website.

To ask questions and share experience and ideas with colleagues, join the Learning disabilities & CAMHS network eDiscussion group which compliments this eBulletin.

Don't forget, you can now follow us on Twitter @ChiMatorguk

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- Young people

In the news

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BBC: A woman with learning difficulties 'retrains her brain'

A woman who was born with severe learning difficulties explains in this interview how she "built herself a better brain". Her brain training programme has now helped thousands of others to do the same. She says that research into neuro-plasticity inspired her to begin the process of training those parts of her brain that she felt weren't working.
http://www.chimat.org.uk/resource/view.aspx?RID=129124&src=LD

MHRA: 'Youth friendly' message on medicines for kids

Medicines for treating ADHD will now include information written with youngsters and teens in mind, thanks to work by researchers at the University of Leeds and the MHRA.
http://www.chimat.org.uk/resource/view.aspx?RID=129236&src=LD

NBCS: New education advice and support service launched

From 1 June 2012, the National Blind Children's Society is providing a new education advice and support service to empower, advise and support parents and carers of children and young people with a visual difficulty (including those who have difficulties and disabilities in addition to their visual impairment). The service aims to ensure that the children and young people's special educational needs are met throughout their education.
http://www.chimat.org.uk/resource/view.aspx?RID=129639&src=LD

AAA: Professor Patricia Howlin - 18 July 2012

Professor Patricia Howlin, Professor of Clinical Child Psychology at the Institute of Psychiatry in London, will be doing a live online Q & A with Talk about Autism on 18 July at 12pm BST. She will be answering questions about her work, outcomes for adults on the spectrum, and intervention programmes for autism.
http://www.chimat.org.uk/resource/view.aspx?RID=129699&src=LD

AAA: Autism training for schools

Ambitious about Autism is offering a new programme, developed by the Autism Education Trust (AET), of face-to-face training for professionals working across all education settings for pupils aged 5-16 years. The training is delivered in London by Ambitious about Autism (AAA) and by other organisations in other parts of the country.
http://www.chimat.org.uk/resource/view.aspx?RID=129700&src=LD

LDT: Warwickshire Police set up Safe Places scheme for Learning Disability Week

Warwickshire Police have shown their support for the campaign to end disability hate crime by setting up a scheme to provide 'safe places' for people with learning disabilities who feel vulnerable in their communities. The Safe Places scheme, launched to coincide with Learning Disability Week, gives vulnerable people a safe haven to go to if they feel unsafe in their community.
http://www.chimat.org.uk/resource/view.aspx?RID=129989&src=LD

CaF: Free training from the Challenging Behaviour Foundation

The Challenging Behaviour Foundation (CBT) has been awarded funding to offer free training workshops to the first 25 special needs schools to sign up.
http://www.chimat.org.uk/resource/view.aspx?RID=130167&src=LD

Enable Scotland: Open your mind, not your mouth

Scottish charity ENABLE Scotland has launched a three-year anti-bullying project aimed at school pupils to try and tackle the high instance of bullying of children with learning disabilities. The scheme includes an anti-bullying charter, written by young people, to which the charity hopes young Scots will pledge their support. Open your mind, not your mouth will provide workshops and presentations in schools across Scotland, delivered by young people who have a learning disability.
http://www.chimat.org.uk/resource/view.aspx?RID=130373&src=LD

DH: New working group to help families juggle work and caring responsibilities

A new government and employers' working group to help give carers the support they need to stay in work alongside their caring responsibilities has been announced. The group will explore how employers, statutory services and providers can work better together. It will look at how reform and innovation in the social care system and stimulation of the market in care services could help provide staff with the support they need.
http://www.chimat.org.uk/resource/view.aspx?RID=130399&src=LD

BBC: EEG brain trace 'can detect autism'

A simple brain trace can identify autism in children as young as two years old, scientists believe.
http://www.chimat.org.uk/resource/view.aspx?RID=130406&src=LD

Scope: Fathers with disabled children feel marginalised

A new survey of UK dad carers by charities Scope and Netbuddy provides an insight into their experiences of looking after disabled children. It found that many fathers feel that they do not get the support they need and are left feeling marginalised. The survey shows that they are doing all they can to be involved but feel they face hurdles every step of the way. The report says that they want their voices to be heard, to be given more consideration in terms of support and to be acknowledged as having an important role as a parent, on a par with their female counterparts.
http://www.chimat.org.uk/resource/view.aspx?RID=130492&src=LD

TAC: Secret Agent Society training coming to London

Secret Agent Society (SAS) is a social skills intervention for educators, therapists and other professionals who work with children with high-functioning autism spectrum conditions such as Asperger's syndrome. It typically includes 12 weekly child and parent group meetings, a four-level computer game, teacher tip sheets and booster sessions. SAS can be used in school settings, community centres and private clinics. This espionage-themed programme is attracting international attention following a randomised controlled trial which found 76 per cent of children who did the programme improved from having significant social skill delays to showing skills within the range of most children.
http://www.chimat.org.uk/resource/view.aspx?RID=130545&src=LD

EDCM: Government plans to remove DLA and PIP from disabled people who travel abroad for more than four weeks

This article outlines what the Government is proposing in terms of Disability Living Allowance (DLA) and Personal Independence Payment (PIP) and explains how it is likely to affect disabled children and their families.
http://www.chimat.org.uk/resource/view.aspx?RID=130551&src=LD

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DH: Apply now for 2013-14 voluntary sector partnership awards

Applicants are invited to submit proposals to develop new, innovative approaches to health and care, actively share excellent practice or improve integrated care and efficiency.
http://www.chimat.org.uk/resource/view.aspx?RID=130847&src=LD

Guides and Practice

Reaching and supporting diverse communities: a guide to meeting the needs of people with learning disabilities and family carers, from newly arrived Black, Asian and other minority ethnic (BME) communities

This updated guide from the Home Farm Trust (HFT) is aimed at professionals working for people with learning disabilities, family carers and also for those who work in mainstream diversity and equality fields. HFT is a national charity supporting people with learning disabilities and their families.
http://www.chimat.org.uk/resource/view.aspx?RID=129116&src=LD

Communicating phonics: a guide to support teachers delivering and interpreting the phonics screening test for children with speech, language and communication needs

Aimed at Year 1 and Reception class teachers and SENCOs, this new guide suggests ways in which children with speech, language and communication needs (SLCN) could be supported to access the phonics test which will be administered to Year 1 children from June 2012.
http://www.chimat.org.uk/resource/view.aspx?RID=129202&src=LD

Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties

These advanced training materials are designed to support teachers in mainstream schools who wish to gain specialist skills for teaching pupils with autism spectrum disorders, dyslexia or specific learning difficulties, speech, language and communication needs, behavioural, emotional and social difficulties and/or moderate learning difficulties. The materials are presented in a series of downloadable reading resources compiled by the Institute of Education which are supported by interactive online elements, videos and audio clips.
http://www.chimat.org.uk/resource/view.aspx?RID=129937&src=LD

Sixteen

Sixteen aims to add a new approach to the provision of employment support for people with a learning disability in England. By offering solutions for people interested in delivering good quality supported employment, it aims to increase the capacity for job coaching to enable more people to obtain and keep a job. It has been established with the support of the Foundation for People with Learning Disabilities.
http://www.chimat.org.uk/resource/view.aspx?RID=130016&src=LD

CG142 - Autism: recognition, referral, diagnosis and management of adults on the autism spectrum

This clinical guideline offers evidence-based advice on the diagnosis and management of autism in adults.
http://www.chimat.org.uk/resource/view.aspx?RID=130493&src=LD

Moving On Well resource pack: improving transition practice for young people with complex health needs and disabilities

The Moving On Well good practice guide for health professionals and their partners (Department of Health, 2008) has now been piloted with young people who have complex health needs or disabilities, funded by the Department and the National Transition Support Programme. The project was driven by the experience and views of young people and their families. Occupational therapists and physiotherapists acted as key workers in supporting them, alongside other professionals and agencies. The project was independently evaluated and key messages and practical guidance for improving health transitions are included.
http://www.chimat.org.uk/resource/view.aspx?RID=130553&src=LD

Reports

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Expert guide to direct payments, personal budgets and individual budgets

This article explains what direct payments and personal budgets are and how they have been designed to give service users choice and control over their care and support. It also explains how social workers and other care staff have a role to play in the delivery of direct payments and personal budgets.
http://www.chimat.org.uk/resource/view.aspx?RID=129082&src=LD

Care – a stepping stone to custody?

Children in public care are disproportionately likely to find themselves in trouble with the law, compared to their peers. This qualitative study, commissioned by the Prison Reform Trust, explored the views of looked after children about the relationship between being in care and offending.
http://www.chimat.org.uk/resource/view.aspx?RID=129232&src=LD

Department of Health review: Winterbourne View Hospital interim report

The Department of Health has published an interim report as part of a review of events at Winterbourne View private hospital and a wider investigation into how the health and care system supports vulnerable people with learning disabilities and autism. The review was set up by Care Services Minister Paul Burstow following the BBC Panorama programme, broadcast on 31 May 2011, showing abuse of patients at Winterbourne View.
http://www.chimat.org.uk/resource/view.aspx?RID=130358&src=LD

A review of the results of the 2011/12 focused CQC inspection of services for people with learning disabilities

This report summarises work undertaken by the Learning Disabilities Observatory in support of CQC's review of services for people with learning disabilities in England. The CQC review involved the inspection of a sample of 150 services. The report concluded that:

- only one in seven of the current residents of these units were being supported in settings that were fully compliant with key regulations;
- an unacceptable number of patients with learning disabilities were resident in assessment and treatment units for very long periods of time;
- for every comparison made, units operated by NHS Trusts were more likely to be compliant than services operated by independent (primarily for profit) healthcare providers.

http://www.chimat.org.uk/resource/view.aspx?RID=130359&src=LD

The right start: reforming the system for children with autism - report on reform of the special educational needs and disabilities system by the All-Party Parliamentary Group on Autism

According to this report, too many children with autism and SEN and their families are being let down by the special educational needs (SEN) system and are struggling to access the support they need. The All-Party Parliamentary Group for Autism (APPGA) welcomes the Government's decision to reform the system, through the forthcoming Children and Families Bill but calls on the Government to ensure the changes will benefit all children with SEN, including those with autism. This report is based on a public survey and expert evidence from young people with autism, parents, teachers and other professionals. It offers key recommendations for a new system in which everyone with autism is supported to gain the skills they need to realise their aspirations and live full and independent adult lives.
http://www.chimat.org.uk/resource/view.aspx?RID=130433&src=LD

Local authority autism self assessment, 2010-11

This section of the Learning Disabilities Observatory's website gives the results of a self-assessment exercise undertaken by local authorities in response to guidance issued by the Department of Health. The Learning Disabilities Observatory collated the results. The aim of the exercise was to establish a baseline position against which to monitor progress in the implementation of the autism strategy, Fulfilling and Rewarding Lives. The assessment covers a wide range of aspects of local authorities' awareness of the position and problems of people with autism as well as the services they are providing to meet them.
http://www.chimat.org.uk/resource/view.aspx?RID=130730&src=LD

Research

Employment of young adults with disabilities in Dubai—a case study

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The authors investigated the implementation of the United Arab Emirates Federal Law regarding the employment of people with disabilities. They used a case study evaluation of an employment programme initiated by a private national landscaping company in Dubai providing training and employment opportunities for young adults with varied physical and intellectual disabilities. The study examined the effects of the programme since its inception in 2006, evaluating it with respect to employees' productivity and their psychological, behavioural, and professional development as well as the impact of the programme on the work environment and the society in general.
http://www.chimat.org.uk/resource/view.aspx?RID=129072&src=LD

Normalization fifty years beyond—current trends in the Nordic countries

The authors discuss recent developments in services for people with intellectual disabilities (ID) in the Nordic countries. They note that all of the countries saw important reforms during the 1990s, regarding both deinstitutionalisation and decentralisation. However, they posit that the litmus test of the reforms is not what happens during reform years, but after the reform energy decreases and political attention fades. Thus, developments after 2000 are of particular interest. The comparative analysis is based on research reviews in the five Nordic countries.
http://www.chimat.org.uk/resource/view.aspx?RID=129073&src=LD

Brief report: pointing cues facilitate word learning in children with autism spectrum disorder

According to the authors, children with autism spectrum disorder (ASD) reportedly have difficulty associating novel words to an object via the speaker's gaze. It has also been suggested that their performance is related to their gaze duration on the object and improves when the object moves and becomes more salient. However, there is a possibility that they have only relied on the object's movement and have not referenced the speaker's cue (i.e. gaze direction). The current study with children with ASD and typically developing children aged 6–11 years demonstrated that adding another speaker's cue (i.e. pointing) improves the performance of children with ASD. This suggests that additional speaker's cues may help referential word learning in children with ASD.
http://www.chimat.org.uk/resource/view.aspx?RID=129081&src=LD

Oral language and narrative skills in children with specific language impairment with and without literacy delay: A three-year longitudinal study

This longitudinal study compared the development of oral language and more specifically narrative skills (storytelling and story retelling) in children with specific language impairment (SLI) with and without literacy delay. The researchers followed 18 children with SLI and 18 matched controls with normal literacy from the last year of kindergarten until the beginning of grade 3 (ages 5–8).
http://www.chimat.org.uk/resource/view.aspx?RID=129642&src=LD

Effect of phonological training in French children with SLI: perspectives on voicing identification, discrimination and categorical perception

Researchers investigated the effect of discrimination training in children with specific language impairment. Identification, discrimination and categorical perception was evaluated and results showed strong difficulties in all task prior to the training. They found that performances improved as early as the first training sessions.
http://www.chimat.org.uk/resource/view.aspx?RID=129645&src=LD

Autism severity and qualities of parent–child relations

The aim of this study was to examine how the severity of autism affects children’s interactions and relationships with their parents. Participants were 25 parent–child dyads that included children with autism aged from 4 to 14 years. The severity of the children’s autism was assessed using the calibrated severity metric of the Autism Diagnostic Observation Schedule.
http://www.chimat.org.uk/resource/view.aspx?RID=129648&src=LD

Who participates in support groups for parents of children with autism spectrum disorders? The role of beliefs and coping style

In this study, 149 parents of children with autism spectrum disorders (ASD) completed online questionnaires measuring their beliefs about support groups and ASD, coping style, social support, mood, and use of support groups. Those currently using parent support groups (PSGs) reported using more adaptive coping strategies than both parents who had never used PSGs and parents who had used PSGs in the past.
http://www.chimat.org.uk/resource/view.aspx?RID=129656&src=LD

SENCOs: vanguards or in vain?

In Sweden today, special educational needs coordinators (SENCOs) are educated at universities to help resolve educational problems related to children in need of special support at three levels; that is, the organisational level, the classroom level and the individual level. Prior to the 1990s, special teachers were the occupational group that worked primarily on an individual level and children's school problems were seen as individual deficits. SENCOs can be seen

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as vanguards in changing an educational system from primarily focusing on an individual perspective to a broader focus on the entire learning environment. The overall aim of this study was to investigate possible changes within a school system when the introduction of a new occupational group, SENCOs, challenges established structures.
http://www.chimat.org.uk/resource/view.aspx?RID=129758&src=LD

Loneliness among students with special educational needs in mainstream seventh grade

The goals of this study were twofold. The first aim was to explore loneliness prevalence in typically developing students, students with ASD and students with motor and/or sensory disabilities in mainstream 7th grade in Belgium. The second aim was to explore the relations between number of friends, friendship quality, social self-concept on the one hand and loneliness on the other for each of these three groups, and to compare them across groups.
http://www.chimat.org.uk/resource/view.aspx?RID=129988&src=LD

Brief report: compliance and noncompliance to parental control strategies in children with high-functioning autism and their typical peers

This study examined children's compliance and noncompliance behaviours in response to parental control strategies in 20 children with high-functioning autism (HFA) and 20 matched typically-developing children. Observational coding was used to measure child compliance (committed, situational), noncompliance (passive, defiance, self-assertion, negotiation) and parent control strategies (commands, reprimands, positive incentives, reasoning, bargaining) in a clean-up task.
http://www.chimat.org.uk/resource/view.aspx?RID=129992&src=LD

Autism spectrum disorder reclassified: a second look at the 1980s Utah/UCLA Autism Epidemiologic Study

The purpose of this study was to re-examine diagnostic data from a state-wide autism prevalence study conducted in the 1980s to investigate the impact of broader diagnostic criteria on autism spectrum disorder case status.
http://www.chimat.org.uk/resource/view.aspx?RID=129993&src=LD

Training family carers in reactive strategies within a PBS framework

A key characteristic of positive behavioural support (PBS) is the recognition of the need to consider both proactive and reactive strategies in developing interventions for challenging behaviour. In contrast to paid carers, the training needs of family carers in relation to reactive behaviour management are given little attention, in both literature and practice. This study examines the effectiveness of the delivery of training in bespoke physical interventions to six sets of family carers and explores their experiences of undertaking the training.
http://www.chimat.org.uk/resource/view.aspx?RID=130021&src=LD

Positive behavioural support and the UNCRPD

Positive behavioural support (PBS) is an evidenced-based therapeutic approach that places a person's behaviour within an ecological context and focuses on preventive strategies that address the behaviour through the use of environmental changes and skill teaching. PBS is also a values-based approach that is consistent with human rights as documented in the UN Convention on the Rights of Persons with Disabilities (CRPD). This paper explores the relationship between PBS and the CRPD, and discusses some of the implications of CRPD on PBS practice.
http://www.chimat.org.uk/resource/view.aspx?RID=130022&src=LD

Students with special needs and 1:1 computing: a teacher's perspective

To better understand the growing trend of 1:1 learning, researchers conducted an evaluation of a laptop initiative in 18 North Carolina high schools. The goal of the study was to provide information about the value of the initiative to enhance student learning, as well as to identify challenges to the successful implementation of 1:1 programmes, strategies for meeting those challenges, and services and supports needed to enable successful programs throughout the state. This paper focuses on ways in which the initiative enhanced the learning experiences of students with disabilities in areas such as communication, reading ability, assessment, organisation and confidence.
http://www.chimat.org.uk/resource/view.aspx?RID=130040&src=LD

Questioning the benefits that coloured overlays can have for reading in students with and without dyslexia

Visual stress is frequently identified and alleviated with coloured overlays or lenses. Previous studies have associated visual stress with dyslexia and as a consequence, coloured overlays are widely distributed to children and adults with reading difficulty. However, this practice remains controversial. The authors investigated whether overlays have advantageous and reliable benefits for reading in undergraduate students with and without dyslexia.
http://www.chimat.org.uk/resource/view.aspx?RID=130042&src=LD

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Assessing the effectiveness of positive behavioural support: the P-CPO project

According to the authors, despite an emerging evidence base, the existing literature on positive behavioural support (PBS) has been criticised on a number of grounds. The P-CPO project was designed to establish a pragmatic, ongoing database that could be used within clinical services to routinely collate the impacts of PBS intervention and address deficits in the current literature. A variety of standardised and novel measures were employed to track the impact of PBS intervention on behaviour, quality of life and use of restrictive practices in three centres in the UK and Ireland.
http://www.chimat.org.uk/resource/view.aspx?RID=130067&src=LD

Factors influencing quality of behaviour support plans and the impact of plan quality on restrictive intervention use

The quality and effectiveness of the support provided to people with disability who show challenging behaviour can be influenced by the design and content of their behaviour support plans (BSPs). This study examined some of the factors that might influence the quality of behaviour support plans and the impact of quality of BSPs on the use of restrictive intervention.
http://www.chimat.org.uk/resource/view.aspx?RID=130069&src=LD

Destination unknown? Transition to adulthood for people with autism spectrum disorders

This article draws upon a range of research evidence in order to explore the process of transition to adulthood for people with autism spectrum disorder (ASD). It provides a brief overview of extended and complex youth transitions in different cultural contexts, with particular reference to Scotland. It also highlights particular patterns of vulnerability for people with ASD.
http://www.chimat.org.uk/resource/view.aspx?RID=130079&src=LD

The epidemiology of pharmacologically treated attention deficit hyperactivity disorder (ADHD) in children, adolescents and adults in UK primary care

The aim of this study was to investigate the annual prevalence and incidence of pharmacologically treated ADHD in children, adolescents and adults in UK primary care.
http://www.chimat.org.uk/resource/view.aspx?RID=130135&src=LD

The development of reading skills in young partially sighted readers

Young learners with severe visual impairments are restricted in many ways, and psychologists and special needs teachers require information about the nature and extent of the possible educationally handicapping effects. This article reports the use of a longitudinal approach to measure how reading development is affected in these children and to uncover the relationships with and among other cognitive factors.
http://www.chimat.org.uk/resource/view.aspx?RID=130144&src=LD

Diagnosing autistic spectrum disorder in the age of austerity

Diagnosing autistic spectrum disorder is a challenge, typically involving myriad professionals. In the current climate the authors explore how diagnosis is managed in the real world by professionals. Using semi-structured interviews they thematically analyse data from psychiatrists, paediatricians and educational psychologists.
http://www.chimat.org.uk/resource/view.aspx?RID=130374&src=LD

An evaluation of the My Way transition programme

The aim of this paper was to evaluate the effectiveness of the My Way transition programme. The programme was evaluated over a two year period via interviews with a range of stakeholders. The evaluation focused on outcomes for young people, experience of the transition process, differences in the cost of care packages and an exploration of what was different about the My Way approach.
http://www.chimat.org.uk/resource/view.aspx?RID=130405&src=LD

The 'transition cliff' in the administrative prevalence of learning disabilities in England

This paper reports on the age-specific administrative prevalence of learning disabilities in England. The researchers found that there is an abrupt decline in the age-specific administrative prevalence of learning disabilities at the point of transition to adult services and suggest that this highlights the existence of a 'hidden majority' of adults with learning disabilities.
http://www.chimat.org.uk/resource/view.aspx?RID=130409&src=LD

Mental health difficulties among young people on the autistic spectrum in mainstream secondary schools: a comparative study

Young people on the autistic spectrum may be at an increased risk of developing mental health difficulties, but to date research evidence has been equivocal and/or inadequate. The aim of this study was to document the mental health

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profiles of adolescents on the autistic spectrum, and to identify factors that contribute to difficulties in this area.
http://www.chimat.org.uk/resource/view.aspx?RID=130428&src=LD

Involving young disabled people in the research process: the experiences of the PIE research project team

Young disabled people are still rarely involved in the research process, despite an increasing emphasis on their inclusion as participants. The Participation in Education (PIE) project examined how disabled children with little or no speech could be involved in their education. The project team worked with an existing group of young disabled people to develop ways in which they could take part in the research process.
http://www.chimat.org.uk/resource/view.aspx?RID=130437&src=LD

Evaluating preterm infants with the Bayley-III: patterns and correlates of development

This study investigates the Third Edition of the Bayley Scales of Infant and Toddler Development (Bayley-III) and: (1) early patterns of neurodevelopmental performance among preterm infants 8–12 months of age; and (2) correlations between known risk factors and neurodevelopmental outcome of preterm infants in this cohort.
http://www.chimat.org.uk/resource/view.aspx?RID=130442&src=LD

Effects of child characteristics on the Autism Diagnostic Interview-Revised: implications for use of scores as a measure of ASD severity

The Autism Diagnostic Interview-Revised (ADI-R) is commonly used to inform diagnoses of autism spectrum disorders (ASD). Given the time dedicated to using the ADI-R, it is of interest to expand the ways in which information obtained from this interview is used. This study examines how algorithm totals reflecting past (ADI-Diagnostic) and current (ADI-Current) behaviours are influenced by child characteristics, such as demographics, behavioural problems and developmental level.
http://www.chimat.org.uk/resource/view.aspx?RID=130453&src=LD

Locally developed and emerging practice

FPLD: Get a Plan Cornwall

Get a Plan in Cornwall was set up just over five years ago to build capacity for person centred planning in Cornwall, and to offer sign posting, information and practical support to individuals, families and professionals interested in developing person centred plans and circles of support. The project has evolved and now supports the implementation of personal budgets in Cornwall. This article gives examples of how Get a Plan works.
http://www.chimat.org.uk/resource/view.aspx?RID=130071&src=LD

Information for parents, families and carers

All Party Parliamentary Group on Autism

This website contains information about the role and work of the All Party Parliamentary Group on Autism (APPGA) which states its objectives as "to raise awareness of issues affecting people with autism and Asperger syndrome, their families and carers; to raise Parliamentary awareness of autism; to campaign for changes to government policy to benefit people with autism and Asperger syndrome and improve diagnosis or, support for, people with autism and Asperger syndrome".
http://www.chimat.org.uk/resource/view.aspx?RID=130432&src=LD

Events

For details of these and many other events see the Calendar of Events on the ChiMat website

Clinical training on the Autism Diagnostic Observation Schedule (ADOS)

The Autism Diagnostic Observation Schedule is a standardised observation designed to assess behaviours related to autism or autistic spectrum disorder. This training workshop is intended for clinicians interested in an introduction to the ADOS and is a first step for researchers in the process for establishing reliability. It uses a mixture of group lecture,

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demonstration, and scoring, as well as live practice using and administering the ADOS.

Location: London
Start date: Monday, 16th July 2012
http://www.chimat.org.uk/resource/view.aspx?RID=129089&src=LD

Positive behaviour support to support people who challenge

This event is for people who work in services that support people with intellectual disability and autism where the principles of positive behaviour support would be useful to apply in practice and for people who have responsibility for implementing or reviewing behaviour support strategies across services. This event will explore policy, environmental and organisational issues, as well as discussing how strategies can be used to promote positive behaviour. Participants should have a basic understanding of the principles of positive behaviour support and have experience of applying some of those principles within their own practice.

Location: Sheffield
Start date: Monday, 16th July 2012
http://www.chimat.org.uk/resource/view.aspx?RID=130520&src=LD

Where do we go from here? History, theory and values in learning disability services

Participants will consider the challenges faced by those who work with people with learning disabilities, and seek to gain a better understanding of these challenges within a theoretical, ideological and historical context. They will be encouraged to reflect on their own professional and personal values, and the way in which these are expressed in their clinical work. They will consider the implications of the workshop for their professional role in learning disability services, and ways in which they can work with the system for the benefit of clients. Reference will be made throughout to a wide range of psychological theories.

Location: London
Start date: Wednesday, 18th July 2012
http://www.chimat.org.uk/resource/view.aspx?RID=130525&src=LD

Spectrum's 2012 Pearl Conference

This one-day conference will use research and experience, to provide details of positive and informative practical methods of dealing with autism spectrum disorders. It will provide a forum for experts to share their knowledge, with a series of high profile and well-resourced speakers, who will share their personal insights on autism, from their own experiences and professional research.

Location: Tremough Campus, Falmouth
Start date: Friday, 27th July 2012
http://www.chimat.org.uk/resource/view.aspx?RID=131098&src=LD

SCERTS introduction and next steps two day workshop

SCERTS is an innovative model for working with children and young people with autism spectrum disorder (ASD) and their families. It provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships. It is also designed to help families, educators and therapists work cooperatively as a team, in a carefully coordinated manner, to maximise progress in supporting a child.

Location: London
Start date: Wednesday, 5th September 2012
http://www.chimat.org.uk/resource/view.aspx?RID=130508&src=LD

FASD – Implications for practice

This one day workshop will look at what FASD is, how it impacts not only the affected individual but the family, carers and professionals around them and the reality of the implications for education, for healthcare and for social work practice. This day is aimed at those working in paediatrics, occupational therapy, speech and language therapy, nursing, social workers, teachers and other education / schools workers, early years, childcare and health visiting as well as midwives, GPs and those working in the fields of psychiatry and psychology.

Location: Bury St Edmunds
Start date: Friday, 14th September 2012
http://www.chimat.org.uk/resource/view.aspx?RID=130460&src=LD

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Special educational needs conference

This conference focuses on the Government's response to the consultation on the Green Paper, drawing upon learning from three SEN Pathfinders, changes to the Ofsted Framework and best practice examples of delivering SEN in a mainstream setting. The conference includes:

- effectively delivering a single assessment across health, education and social care
- the use of personal budgets in an educational context
- identification, intervention and inclusion of SEN in a school setting
- partnership approaches to transitions beyond school leaving

Location: London
Start date: Monday, 24th September 2012
http://www.chimat.org.uk/resource/view.aspx?RID=129496&src=LD

Epilepsy training for education and social care professionals (Plymouth)

This one day childhood epilepsy course covers the educational, behavioural and psychosocial issues that may accompany this condition. This study day will be of particular interest to SENCOs, teachers, classroom assistants, support workers, carers, foster carers, social workers and Connexions personal advisors.

Location: Plymouth
Start date: Thursday, 4th October 2012
http://www.chimat.org.uk/resource/view.aspx?RID=129157&src=LD

Mentalization based therapy for parental conflict (MBT-PT)

The Tavistock Centre for Couple Relationships, in collaboration with the Anna Freud Centre, has developed this application of mentalization based therapy for use with parents in conflict - parenting together (MBT-PT). The course will cover the theoretical and research base of mentalization based therapy with parents in conflict. There will be an introduction to some of the core clinical skills used in MBT-PT together with a focus on the clinical practice of MBT-PT. The course runs on 5 October and 12 October, with an additional optional advanced practise day on 19 October.

Location: London
Start date: Friday, 5th October 2012
http://www.chimat.org.uk/resource/view.aspx?RID=129780&src=LD

Women and girls on the autism spectrum

This conference aims to further the discussion around the possible under-diagnosis of women and girls with autism, which is an overwhelmingly male diagnosis. It has even been described as the 'extreme male brain'. But why do women only make up one in four of those diagnosed with autism? Are women really less likely to have autism or are they just slipping through the net? Could it be that they are just better than their male counterparts at adapting to social situations or are simply more skilled at pretending not to have autism?

Location: Birmingham
Start date: Tuesday, 16th October 2012
http://www.chimat.org.uk/resource/view.aspx?RID=130542&src=LD

Positive About Autism (Sheffield)

This training course is for everyone who wants a positive introduction to a sometimes complex condition. Positive About Autism aims to inspire confidence and give participants ideas for new ways of working. They will have the opportunity to explore the autism spectrum through case studies, video, group work and presentations. The course will look at sensory processing and sensitivity differences and present some direct and environmental approaches and tools participants can use.

Location: Sheffield
Start date: Wednesday, 17th October 2012
http://www.chimat.org.uk/resource/view.aspx?RID=129301&src=LD

Principles and practice of working with individuals on the autism spectrum

This is an undergraduate course run by the University of Cumbria in partnership with the National Autistic Society. This

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practice-based, six-day course (one day for six weeks) explores ways of working with people with autism and Asperger syndrome in a range of settings. The course is aimed at professionals and practitioners from health, education and social care, but is also relevant to parents. The course begins on 31 October and ends on 5 December 2012.

Location: Lancaster
Start date: Wednesday, 31st October 2012
http://www.chimat.org.uk/resource/view.aspx?RID=130550&src=LD

Positive about behaviour (London)

This course is described as 'a springboard to a positive understanding of difficult behaviours in autism' and aims to give participants tools to help understand difficult behaviours and create a low arousal environment in which children and adults with autism feel safe. They will gain an understanding of how environmental and individual setting conditions influence behaviour and understand the role of positive learning in reducing behaviours which affect development and wellbeing.

Location: London
Start date: Tuesday, 6th November 2012
http://www.chimat.org.uk/resource/view.aspx?RID=130555&src=LD

Epilepsy training for education and social care professionals (London)

This one day childhood epilepsy course covers the educational, behavioural and psychosocial issues that may accompany this condition. This study day will be of particular interest to SENCOs, teachers, classroom assistants, support workers, carers, foster carers, social workers and Connexions personal advisors.

Location: London
Start date: Thursday, 8th November 2012
http://www.chimat.org.uk/resource/view.aspx?RID=129158&src=LD

Positive About Autism (Manchester)

This training course is for everyone who wants a positive introduction to a sometimes complex condition. Positive About Autism aims to inspire confidence and give participants ideas for new ways of working. They will have the opportunity to explore the autism spectrum through case studies, video, group work and presentations. The course will look at sensory processing and sensitivity differences and present some direct and environmental approaches and tools participants can use.

Location: Manchester
Start date: Thursday, 6th December 2012
http://www.chimat.org.uk/resource/view.aspx?RID=129302&src=LD

ChiMat eBulletins

Working with partners, ChiMat produce a number of eBulletins to keep you up to date:

- ChiMat Knowledge Update on children's, young people's and maternal health
- Mental Health and Psychological Well-being
- Learning Disabilities & CAMHS
- Perinatal and Infant Mental Health

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