

Creating a Responsive Environment

For People With Profound and Multiple Learning Difficulties

Jean Ware

David Fulton Publishers

Creating A Responsive Environment For People With Profound And Multiple Learning Difficulties

Dave Hewett, Melanie Nind



Creating A Responsive Environment For People With Profound And Multiple Learning Difficulties:

Creating a Responsive Environment for People with Profound and Multiple Learning Difficulties Jean Ware, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company Creating a Responsive Environment for People with Profound and Multiple Learning Difficulties Jean Ware, 2012-10-12 This revised and updated second edition aims to enable teachers and care staff working with people with PMLD in any context to create a positive interactive environment for the people with whom they work Using information from the latest research and from everyday practice the author discusses the different aspects of a responsive environment and suggests practical strategies that staff can use to create such an atmosphere *The Routledge Companion to Severe, Profound and Multiple Learning Difficulties* Penny Lacey, Rob Ashdown, Phyllis Jones, Hazel Lawson, Michele Pipe, 2015-04-10 The Routledge Companion to Severe Profound and Multiple Learning Difficulties is a timely and rich resource with contributions from writing teams of acknowledged experts providing a balance of both academic and practitioner perspectives The book covers a myriad of topics and themes and has the core purpose of informing and supporting everyone who is interested in improving the quality of education and support for children and young adults with severe profound and multiple learning difficulties and their families Each chapter contains careful presentations and analyses of the findings from influential research and its practical applications and the book is a treasure chest of experiences suggestions and ideas from practitioners that will be invaluable for many years to come The chapters include many vignettes gathered from practitioners in the field and are written specifically to be rigorous yet accessible The contributors cover topics related to the rights and needs of children and young adults from 0 25 years crucial features of high quality education characteristics of integrated provision and effective and sensitive working with families to ensure the best possible outcomes for their children Crucially the voice of the learners themselves shines through Historical provision that has had an impact on developing services and modern legislation aimed at improving provision and services are also discussed The contributed chapters are organised into six themed parts Provision for learners with SLD PMLD Involving stakeholders Priorities for meeting the personal and social needs of learners Developing the curriculum Strategies for supporting teaching and learning Towards a new understanding of education for learners with SLD PMLD This text is an essential read for students on courses and staff working in and with the whole range of educational settings catering for children and young adults with severe profound and multiple learning difficulties not just for teachers but also for support staff speech and language therapists physiotherapists psychologists nurses social workers and other specialists Profound Intellectual and Multiple Disabilities Jillian Pawlyn, Steven Carnaby, 2009-01-28 Children and adults with profound and multiple learning disabilities PMLD are among the most marginalised people in society They have some of the highest support needs and are most reliant on services This accessible text presents and promotes current best practice regarding interventions to meet the complex health needs of a person with profound multiple learning disabilities Practical in focus this

text provides evidence based guidance on meeting the complex needs of a person with PMLD. The text presents a range of complex health needs that a practitioner may face such as communication, nutrition, epilepsy, vision and mobility. Each practice focused chapter provides clear definitions of the condition with current evidence based best practice supporting the intervention. Written by a team of professionals who have wide experience and interest in this subject area, this text will be invaluable for all those working with and caring for those with profound and multiple learning disabilities.

Turning the Tables on Challenging Behaviour Peter Imray, 2008-03-25. Containing real life case studies, strategies for identification and handy hints and tips throughout, this is the authoritative guide to tackling challenging behaviour and working effectively with children, young people and adults with severe learning difficulties, SLD, profound and multiple learning difficulties, PMLD and autistic spectrum disorders, ASD. With a unique approach, the author stresses the need to diagnose not only the correct difficulty but the degree of learning difficulty for a lasting resolution, as well as tackling common behavioural problems such as attention seeking and task avoidance. Chapters are split into three specific areas: SLD, PMLD and ASD. SLD covering the Magnificent Seven, fundamental principles of challenging behaviour, strategies for correct identification of the main area of learning difficulty, improving teaching methods and strategies to resolve challenging behaviour, including handy hints and tips when things don't go to plan, extensive use of real case studies to illustrate strategies for resolution, guidance on writing your own Behaviour Management Programme. With its insistence that real and lasting change is both possible and achievable, this is an essential read for all professionals and parents/carers working with children, young people and adults dealing with the myriad of challenging behaviours.

Promoting Inclusive Practice Lani Florian, Richard Rose, Christina Tilstone, 2002-09-11. Current policy demands that mainstream schools seek to include pupils with special educational needs. This book takes a close look at how exactly this aim can be achieved by examining the various parts of the educational process. The book discusses the practicalities of inclusive education, the gap between inclusive policy and practice, a re-configured role for special schools, how the process of inclusion will develop beyond the classroom. Individuals who have learning difficulties are increasingly finding their place in non-specialist schools. This book considers the ways in which society can continue to support the process of inclusion as full time education leads on to employment and independent living. The text reflects current developments in thinking and practice and brings together a broad range of expertise and experience. It brims with enthusiasm for a positive approach that leads on to practical success.

The Special Education Handbook Michael Farrell, 2012-08-06. What a terrific resource, comprehensive and current. This Handbook is a vital acquisition for all involved in special education programs. Dr Farrell writes clearly and with a practical flair. Highly recommended. Michael Arthur Kelly PhD, Associate Professor and Director, Special Education Centre, University of Newcastle, Australia. This acclaimed bestselling and comprehensive guide, now in a fully updated fourth edition, is an essential reference book for anyone involved with special education. All entries have been reviewed to reflect current practice and the book is enriched with extra resources, including

references to useful Internet sites Focusing on current educational frameworks in the United Kingdom and the United States of America the author has gathered into one A to Z volume a wide range of information essential to good practice in mainstream and special schools A thematic index helps the reader plot a course through topics of interest The broad themes and areas covered are basic terms ideas and values venues relating to special education and school organisation roles and responsibilities individual differences among learners with disabilities and disorders curriculum and assessment resources and technology pedagogy and classroom organisation therapy and care Presented in a handy quick reference format The Special Education Handbook also provides a coherent account of the complexities of special education combining a wealth of practical guidance with the latest research findings This clear and concise Handbook is indispensable for all those involved in special education including teachers teaching assistants parents administrators and others

Interaction in Action Dave Hewett, Melanie Nind, 2013-10-28 First Published in 1998 The authors aim in editing *Interaction in Action* is to follow up on the thinking and practical guidance contained in their previous work on *Intensive Interaction* They hope to illustrate that *Intensive Interaction* is not just something that goes on in hospital schools Here we see the approach used not only by teachers but also by speech therapists occupational therapists social workers psychologists and parents We see the approach used in people's homes as well as in education and day centres The contributors have been asked to share their insights the way they think about *Intensive Interaction* as well as the way that they do it This means that the chapters contain both reflective analysis and vivid description The contributions illustrate how *Intensive Interaction* has grown and developed as an educational approach and as a way of being with people and they illustrate the impact on all those involved

Promoting Positive Behaviour Tim O'Brien, 2013-12-19 First Published in 1998 Behaviour and all of its associated negative connotations is the most common topic of conversation in staffrooms across the United Kingdom *Promoting Positive Behaviour* seeks to refocus the debate on behaviour management a term this book challenges so that the individual is seen within the context of the wider school community its ethos and the curricular context in which learning for all pupils takes place

A Framework for Learning Caroline Allen, 2013-10-23 This book offers carers practitioners and managers a tried and tested structure for enabling adults with a range of complex needs to develop their individual skills and experience It also provides a flexible framework which is suitable for specialist colleges and training centers for people with learning difficulties

Educating Special Children Michael Farrell, 2008-04-28 This book is an authoritative overview of contributions from many disciplines to special education for young people with a wide range of disabilities It is a vital resource for students and professionals alike Professor Alan Carr Director of Clinical Psychology University College Dublin Ireland Farrell offers a comprehensive practical and applicable introductory text covering over 20 categorized learning disabilities LD ranging from cognitive to physical to emotional behavioral This book will benefit teachers and practitioners as a handy reference that does not oversimplify January 2009 CHOICE *Educating Special Children* is an indispensable companion for anyone requiring an

overview of provision that has proved effective for children with learning disorders and disabilities Dr Michael Farrell guides the reader through what can be labyrinthine complexities of special education providing educators with a road map to the most effective methods of provision currently being used By concentrating on individual disabilities and disorders and not relying on the education system of any one country Dr Farrell explores issues surrounding communication disorders and Autism and Asperger's Syndrome developmental coordination disorders reading writing and mathematics disorders disorders of conduct anxiety and depression attention deficit hyperactivity disorder mild moderate to severe and profound cognitive impairment sensory impairments orthopaedic and motor disabilities health impairments and traumatic brain injury In addition this authoritative text provides advice and support that is relevant to educating pupils in a range of settings The importance of multi professional working is explored and analysed Based on many years of experience and drawing on expertise from all corners of the globe this is the definite guide to special education today Learning Disabilities Helen Atherton, Debbie Crickmore, 2011-05-19 Learning Disabilities Toward Inclusion formerly edited by Bob Gates is one of the leading textbooks in this field It offers real ways to improve quality of experience for people with learning disabilities in all areas of life This new edition brings together a comprehensive and coherent collection of material from eminent authors with a wealth of professional backgrounds and roles Its contemporary focus reflects practice developments including the impact of changing policy and legislation on the nature and configuration of services The leading textbook for carers of people with learning disabilities A comprehensive overview of the field of learning disabilities care Well written accessible content Activities case studies diagrams and further resources including useful web links the embedding of key themes across chapters to draw diverse material into an integrated whole These are person centredness values the reality of practice the range of ability the range of services and national and international perspectives chapters on advocacy personal narratives and life story inclusive research risk safeguarding sensory awareness epilepsy and end of life care online case studies and activities with critical thinking questions and hot links to web resources to extend knowledge and understanding thereby facilitating learning a fully searchable customisable electronic version of the text to enable easy access and quick reference

Inclusion is Dead Peter Imray, Andrew Colley, 2017-05-18 Cover Title Copyright Contents 1 Setting the scene 2 What is educational inclusion 3 Current perspectives and practice 4 The defining learning characteristics of PMLD and SLD 5 The pedagogical imperative 6 The curriculum imperative 7 The capabilities imperative 8 The social imperative 9 Conclusion and a way forward References Author index Subject index *Learning Disability* Grant, Gordon, Ramcharan, Paul, Flynn, Margaret, 2010-05-01 *Learning Disability* uses a life cycle approach to show how those with learning disabilities can be helped most at different stages in their lives *A Sensory Approach to the Curriculum* Judy Davis, 2013-04-15 Written by a teacher with many years of experience with pupils with PMLD this book offers a well tried approach to delivering the curriculum with particular emphasis on the core subjects It aims to complement and supplement existing material and

provides a useful resource for busy teachers **Foundations of Special Education** Michael Farrell, 2009-07-13 A unique cross disciplinary critique of the foundations of Special Education Covers legal conceptual medical pharmacological neuropsychological social behavioural cognitive psychotherapeutic psycholinguistic technological and pedagogical foundations Provides examples of how each foundation provides insights or practical contributions to special education generally and to specific disabilities and disorders in particular Delivers information across all major types of disorder disability in a single volume creating a must have reference for anyone involved in special education training research or teaching **Special Teaching For Special Children? Pedagogies For Inclusion** Lewis, Ann, Norwich, Brahm, 2004-11-01 This book is indispensable reading for students policy makers researchers and professionals in the field of special educational needs and inclusion **BOOK JACKET** **Intellectual Disabilities - E-Book** Helen Atherton, Debbie Crickmore, 2022-03-13 This leading textbook previously known as Learning Disabilities aims to further the practice of professionals and agencies who support people with intellectual disabilities It emphasizes the strengths rather than deficits of people with intellectual disabilities highlights the crucial role of family and friends and places individuals firmly at the heart of everything that impacts them Intellectual Disabilities Toward Inclusion centres on the concepts of respecting the personhood of people with intellectual disabilities and their rights to holistic health and to live their best lives Most of the 27 chapters are co authored by respected international authors and the content has been fully updated to reflect contemporary policy legislation and service configuration This unique text will challenge and reframe typically held views and provides an international focus that recognizes we have much to learn from the experiences and perspectives of other nations around the world Comprehensive overview of the field relevant to contemporary practice Content organized around three central themes Who am I Maximizing my health Living my best life Well written and accessible Artwork and perspectives of people with intellectual disabilities bring content to life Authors from a range of professional backgrounds representing Australia Austria Germany Iceland Ireland Malta the Netherlands Norway South Africa Spain the UK and the United States Activities case studies diagrams and useful web links Additional material in an online resource complements reader activities found throughout the text **New Perspectives in Special Education** Michael Farrell, 2012 New Perspectives in Special Education opens the door to the fascinating and vitally important world of theory informing contemporary special education It examines theoretical and philosophical orientations such as positivism poststructuralism and hermeneutics relating these to contemporary global views of special education **Curricula for Students with Severe Disabilities** Phyllis Jones, 2017-03-16 Students with severe disabilities comprise 2 percent of the population of learners who are impacted by intellectual communicative social emotional physical sensory and medical issues Increasingly however teachers are required to meet the challenges of creating a pedagogical balance between an individual student s strengths needs and preferences and core academic curricula The need to embrace the current initiative of curriculum state standards in the debate of

curricula relevance breadth balance and depth for students with severe disabilities is not just timely it contributes to the evolving debate of what constitutes an appropriate curriculum for severely disabled learners Curricula for Students with Severe Disabilities supports the development of greater understandings of the role that state curriculum standards play in the pedagogical decision making for students with severe intellectual disabilities The book first discusses the nature and needs of these students the curriculum for this group of learners and the recent contributions of state curriculum standards before presenting narratives of real classrooms teachers and students who have meaningfully integrated state curriculum standards at the kindergarten elementary and high school levels

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