Clear Communication is the Key

Communication is one of the most important ways in which we exert control. Many people with learning disabilities have difficulties with communication and these may contribute to challenging behaviour.

Expressing Yourself
The person may lack the vocabulary or the physical means necessary to convey the message they want. Imagine if you couldn’t:

- Say that you hadn’t understood
- Express a preference or need
- Tell someone how you feel

Understanding Others
We often think that people can understand more words than they can. People may need the context and situation to be able to make sense of what is happening. For example, understanding that it is time to go out because someone brings you your coat (rather than understanding the spoken phrase ‘we are going out now’) People may have a hearing loss, which can make communication even more difficult. Some abstract concepts are much harder to understand:

- Negatives (e.g. “not”, “don’t”)
- Time concepts (e.g. “yesterday”, “this afternoon”)

In English, what we say first is usually what we want the person to do first. Hannah becomes upset when she is expected to tidy her room and has not yet had her drink.

What might you do if you hadn’t understood?

What Helps

- A good understanding of the ways in which a person communicates and needs to be communicated with
- Making sure other people communicate in a way that the person understands (making good use of the context and situation, using simple language, providing additional forms such as objects, signs, symbols and photographs etc.)
- Responding consistently to what we think the person might be trying to communicate or need
- Thinking about good communication across all areas of the person’s life
- Thinking more widely about good communication environments

Jill Bradshaw
Lecturer in learning disability
Tizard Centre, University of Kent

People may also have difficulties because they are given too much language to process and only understand key words. They might interpret language literally.

Mother’s message - “You can have a drink after you’ve tidied your room”. Word understood by Hannah - ‘drink’ then ‘room’.

What’s different about these?

- The teacher’s message was ambiguous. The teacher should have said, “Ahmed, you’re going for a walk”, so that there were no misunderstandings.
- The mother’s message was clear. It indicated what was going to happen next and could be easily understood by the child.

‘Challenge’ is the newsletter of the Challenging Behaviour Foundation, supporting those caring for individuals with severe learning disabilities whose behaviour is described as challenging.
Thank you for all of your fantastic comments!

If you’d like to feature in this column we’d love to hear from you! Look out for our posts on Facebook.com/thecbf and @cbfdn, or send your comments to communications@thecbf.org.uk

Communication

Communication is central to all our lives, and most of us have a range of ways of doing this – including through speech, facial expression and body language as well as the written word. We communicate about our feelings and emotions, thoughts, fears, likes and dislikes, our actions and intentions – it has an impact on all aspects of our lives and our interactions with others.

For most of us, verbal communication is a very important communication tool – but my son Daniel does not communicate verbally. He communicates by signing and has a wide repertoire of signs (of course they are not text book signs - and many are his own!). He has the same things he needs to communicate about, but fewer means with which to do so. So it is essential that we find ways for him to tell us all the things he needs and wants to, and to make sure that he understands what we want him to know.

When he first started school, they focussed on teaching him to sign “please” and “thank you”. At home we tried to focus on teaching him to communicate “yes” and “no” – so that we could work things out by a process of elimination! Later on, at a different school, they were much more practical - they taught him “stop” and “finish” so he could control what was happening. Daniel is very sociable and enjoys interacting with a wide range of people in different situations – he has a wicked sense of humour and loves jokes and making people laugh. When he is supported by people who know him well, and can sign, he is able to indicate his needs, what he wants to do – even what he is remembering or thinking of.

But throughout his life an astonishing number of people who have supported him have not been able to sign – imagine what that would be like, to be supported by someone who doesn’t “listen” to what you are saying and pays no attention to what you are trying to communicate. I think if I was in that situation I would inevitably end up displaying challenging behaviour!

We need to think about what the key things are we need to communicate – a good starting point is to think about if you could only have 10 “words” what would they be? Mine would not include “please” and “thank you”. They would include yes, no, stop, happy, sad and help. In this edition of Challenge, which focusses on communication, I hope you find there is a range of information about communication that emphasises its importance and which shares practical information that will help.

Vivien Cooper OBE
Chief Executive and Founder of the Challenging Behaviour Foundation

Important Notice!

On the 5th of January 2015 our family support number will change 0845 602 7885 to a 0300 number. 0300 numbers are specifically for charities and not-for-profit organisations and will cost no more than the standard cost for a local call. We are changing because 0300 numbers are included in mobile bundles, so calls can be made to us using ‘inclusive minutes’. We will publicise our new number when we receive it in December.
In this edition of Challenge, the focus is on communication. Being able to express our needs, whether it is to say we are hungry or to make important life decisions, is a central part of all of our lives. The difficulties with communication often faced by people with learning disabilities can lead to challenging behaviour, as Jill Bradshaw’s article on page 1 discusses. Go to pages 4 and 5 to read about several alternative methods of communication, and how they can reduce the need for challenging behaviour and strengthen relationships. The CBF has produced information sheets and DVDs covering some of these topics – look at the ‘Resources’ section of our website or the Resource Order Form at the back of this newsletter.

We believe that communication difficulties should not be a barrier to the ability of individuals to understand and influence their environment, thus taking control of their own lives. The CBF has published a Guide to Advocacy that can be ordered free for family carers. The Guide is a practical tool for advocates in supporting a person with learning disabilities, to enable them to exercise their rights to the same life opportunities as everyone else. Services, too, have a distinct role to play, in making adjustments to ensure both equal access and ability to feedback. An article on page 7 outlines standards of communication which allow hospitals and residential settings to successfully meet the needs of individuals with learning disabilities.

As our ‘What’s On The Web’ column (page 9) highlights, technology is developing at such a rate that we are forever finding new means of communicating. Here at the CBF, this has meant updating our newsletter delivery, so it’s now possible to receive an electronic version. If you would like to receive the e-newsletter instead of, or as well as, the hard copy, call us on 01634 838739, or email info@thecbf.org.uk.

We are the charity for people with severe learning disabilities who display challenging behaviour. We make a difference to the lives of children and adults across the UK through:

- Information
- Supporting Families
- Workshops
- Driving Change

Our vision is for all people with severe learning disabilities who display challenging behaviour to have the same life opportunities as everyone else and, with the right support, to live full and active lives in their community.

Our mission is to improve understanding of challenging behaviour, empower families with information and support, and help others to provide better services and more opportunities to children and adults with severe learning disabilities who display challenging behaviour.

To access our information and support, or find out more about what we do, call 01634 838739, email info@thecbf.org.uk, or visit our website: www.challengingbehaviour.org.uk.

About Us

Hannah

My experience of staff working with Hannah is that they generally fall into two camps. There are those who enjoy her mischievousness, her sense of humour, her artistic talent. They enjoy her determined and quirky personality even when that means she may challenge, because behind every challenge is a reason, a communication.

The other camp are staff who just see her inability to speak, see her frustration, hear her loud noises and just want to quieten her or escape from her. They do not see the point in being with a young woman who often spends hours drawing, creating perfect illustrations without a noise. These staff often don’t last long in post, usually choosing to leave as they feel bored or unable to deal with long periods of what they consider ‘inaction’.

When working with staff I try to describe that to understand Hannah, you firstly have to enjoy ‘being’ with her. This can often mean just sitting in her room on the floor with her and engaging in some parallel play. This can mean something as simple as just watching a DVD with her (though you may never see the whole film, just selected favourite parts repeatedly), to drawing your own versions of her toys and film characters, which she will often giggle at, because I will lay odds your artistic talent is not as developed as hers.

Communication is more than words especially for those with autism and severe learning difficulties and those working with them. I would describe it as an exchange of ideas, emotions, feelings and actions, and because our young people are so wonderfully complex we have to just be with them, in their world, in their space, with their permission in order to understand their communication. ‘Being’ with someone is never wasted time rather it is precious time in which you can begin to understand them and they, you.

Jane
Mother of Hannah
The world of communication is a tricky place for any child to navigate and this can prove to be a challenging area for children with severe learning disabilities. Our role as Speech and Language Therapists is to help find different ways for children to communicate their wants and needs and to provide families and supporting adults with the tools to help them. There are a range of varying strategies out there that can help support children with communication difficulties and it is important that you access a speech and language therapist to support you in deciding which method is right for you and your child. Children with these difficulties can present as requiring alternatives to verbal communication – we call this area augmentative and alternative communication or AAC. Systems range from:

**VOCA:**
Voice Output Communication Aids is an umbrella term for high tech devices that provide a verbal output. A child must have developed a good understanding of navigation and categorisation to be able to use a device functionally.

**Picture Exchange Communication System:**
This is a well-known visual system which helps the child to understand that they need to interact with others to request.

**Communication Book:**
For those children who enjoy interaction but are frustrated because they cannot effectively get their message across, this is a book of pictures which allows the child to point to their request alongside verbal output (if in place).

**Intensive Interaction:**
This system asks the supporting adult to copy the child’s actions in order to help them understand that they can influence others. This is the foundation to basic communication.

Children with severe learning difficulties can be supported through environmental adaptations to support their communication. Children with these difficulties often require support with:

- Attention and listening
- Expressive language
- Understanding of language
- Social communication

Speech and Language Therapists will often advise on a range of ideas to help support the home and additional learning and community environments. It is for this reason that working as a multi-disciplinary team (with other professionals) is essential in supporting these children. Ideas for supporting children’s communication can be as follows:

- Make it visual – children’s understanding is always better when you support key words with visuals i.e. photo graphs/ gesture/ objects
- Break down your language – in moments of frustration or distress children’s ability to understand language reduces. Try breaking instructions down into each part and providing pieces of information one at a time
- Waiting – asking questions and commenting is great, give children the time to formulate a response
- Opportunities – make sure that children have the opportunity to communicate - encourage them to request for things they can normally access independently, especially motivating activities

Communication has a key role to play in reducing children’s frustrations and providing a key into their world. Take every opportunity to think about the role communication plays for your child and speak to your speech and language therapist if you want some more advice.

**Della Chubb**
Highly Specialist Speech and Language Therapist (Severe and Complex Special Needs)

Della is an experienced speech and language therapist who is passionate about working with children with severe and complex special needs. She is currently supporting a number of special schools in Suffolk. Please contact her through CBF if you require any further information relating to supporting children’s communication.
We discovered Intensive Interaction when Rhys was about 12. He isn’t able to speak and has a limited understanding of language, and those barriers to communication were exaggerating his challenging behaviour. After hearing Dave Hewitt speak, we began trying the method of communication out on Rhys, and found that he responded well. I would describe it as going back to a mother-and-baby stage, where, instead of trying to teach a baby, the mother responds in a way that’s more natural. By mirroring his movements we found that he was engaging more with us, whereas before he’d been isolated very much into his own little world. Now we incorporate it into everything we do with Rhys, and it is our main form of communication.

Intensive interaction is one of the only approaches that allow somebody to develop at their own speed, in their own way. It helps to engage them in an interest in part of the world, rather than just imposing it on them. One of its main advantages over PECS or MAKATON is that it builds the understanding that to have a conversation you need another person. I think individuals can get quite frustrated when they walk around with picture symbols without knowing that they have to actually exchange them with someone in order to communicate.

Of course it can be difficult, for example if you’re in Tesco shopping, because it looks a little bizarre. Some of Rhys’ support staff who adopt a more formal approach have struggled with it. But when you do intensive interaction with Rhys, your reward is a beautiful smile and a lovely interaction, and that is the incentive to keep going and overcomes any feelings of looking silly!

Intensive interaction has helped Rhys develop from somebody who is very insular and self-focused to somebody who is able to cope with a changing environment. It has reduced his need for challenging behaviour, as it gives him a voice and helps him to feel like he’s in control of his environment. We are now much closer to Rhys, and he is closer to us. It has enabled Rhys to have a voice and take more control over his life. Because he can communicate, he is now involved in every activity in his home and community, from washing his clothes to going out to do the shopping!

Jackie, mother of Rhys, who has severe learning difficulties, epilepsy, and ASD
In the Summer Newsletter, we talked about outcomes after the first year of the Early Intervention Project (EIP), and what we planned to do next. The EIP is a joint project of the CBF and CDC (Council for Disabled Children), funded by the Department of Health, which aims to improve early intervention for children with learning disabilities whose behaviour is described as challenging. We believe that making a difference ‘top-down’, i.e. working towards policy change and national improvements to services, is useless if we don’t know what is happening on the ground. So, it is vital to us that we communicate with the people we are trying to support, to find out what their experiences are and what they would like to see changed.

We know that it can be difficult for young people with learning disabilities to get their voice heard. We also know that the best way to find out what young people with learning disabilities want and need is to ask them! The EIP ran a focus group to talk about the activities that the young people enjoy doing. The group discussed what helped them to do these activities, and what barriers they.

The graphic below shows the results of one of these focus groups, run in September with young people with learning disabilities aged 11-16. It lists many things that the young people enjoy doing – exactly what would be expected from a group of teenagers! Sadly, it is the case that accessing these activities can be difficult, because of issues like transport, worries about bullying, and lack of opportunity. Gaining insight into these barriers, as well as information about what makes accessing favourite activities easier and desired future activities, from the people who experience them is vital for us to implement the change that young people with learning disabilities want. These focus groups are an example of good practice in which individuals are supported to communicate their needs and wants, and so are crucially involved in improvements made to their lives.

The CBF and CDC also ran a video competition, asking for young people with learning disabilities to share a video with us answering (by whichever means they wished) these questions:

- What do you like doing outside of school?
- Why do you like doing it?
- What makes it hard to do these things?
- Who or what helps you do these things?

Keep an eye out for entries posted on our website and Facebook page! We plan on using these stories to work out what we (and others) can do to make it easier for young people to do the things they like, or to try something new. We hope these videos will influence the development of our project, and even help to kick-start national change.

If you would like to keep in touch with the work of the Early Intervention Project please join our email reference group for quarterly updates: earlyinterventionproject@thecbf.org.uk or contact the Project Manager, Jacqui Shurlock, on Jacqui@thecbf.org.uk or 01634 838739.
**Accessing Speech and Language Therapy (SLT)**

**Seeking Help**
If you care for someone who you think could benefit from SLT, there are multiple ways you can access therapy. If there is no in-house SLT at school or within a support provider, ask your GP or CAMHS/Community Learning Disability Team to arrange an assessment. You can also find a local SLT service here: [http://www.talkingpoint.org.uk/find-local-services](http://www.talkingpoint.org.uk/find-local-services)

**What to Expect**
The therapist is likely to spend the first session getting to know your child through play, and asking you questions. After that, one or more sessions should focus on a ‘formal assessment’, involving recording responses to set tasks. Based on results of the assessment, the therapist could refer you to another specialist; arrange for regular SLT sessions, and give you exercises to practice at home.

**How to Make the Most of SLT**
- Before appointments, explain where you are going to the person you’re caring for. Avoid telling them they ‘have to talk’, as this is likely to have the reverse effect!
- Do all of the home practice that is recommended
- Take an active interest – don’t be afraid to ask questions
- Encourage communication between the therapist and support staff/school teachers

**Further Support**
Sometimes waiting lists for SLT can be long, or you might feel that the therapy you’re receiving is inadequate. I CAN (at ican.org.uk) is a great place to find useful information and resources. You can call their enquiry service – 020 7843 2544 – to arrange a free phone call from a speech and language therapists.

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**Communication Standards: Good practice in services**

The ‘five good communication standards’ described below were published by the Royal College of Speech and Language Therapists in 2013, to ensure the needs of those with learning disabilities and autism in hospital and residential settings are met. The standards describe what should be in place in instances of best practice. They are intended to be used by families, professionals, and providers, so everyone knows what good communication is, and can recognise whether or not it is happening.

**There is a detailed description of how best to communicate with individuals**
This could be a communication passport, guideline or profile. The description has been made together with the individual and people who know them best, to develop an active and constantly evolving guide to understanding, expression, and interaction.

**Services demonstrate how they support individuals with communication needs to be involved with decisions about their care and their services**
Individuals are involved in decisions ranging from everyday choices to complex discussions about their future. Service providers ensure that all individuals can give feedback on services, by presenting them with accessible information and offering a range of communication options.

**Staff value and use competently the best approaches to communication with each individual they support**
Key qualities in staff include genuine goodwill, a willingness to learn, and the desire to build positive relationships with individuals. Members of staff understand the need to adapt the way they communicate appropriately, and are supported in learning how to do so most effectively.

**Services create opportunities, relationships and environments that make individuals want to communicate**
An ideal environment is one in which individuals feel like they belong, and live valued, happy lives. This is made possible if interactions go beyond meeting wants and needs, to include fun and the opportunity to talk about hopes, dreams and fears. This could involve non-verbal interactive approaches that allow meaningful social contact.

**Individuals are supported to understand and express their needs in relation to their health and wellbeing**
The rights of those with learning disabilities to equal healthcare must be recognised, in terms of adjustments made by staff before appointments and discussions about health. Resources such as health passports and action plans are widely used, and staff members are receptive to different ways in which individuals can express pain and other health problems.

You can read the full article at [www.rcslt.org/news/docs/good_comm_standards](http://www.rcslt.org/news/docs/good_comm_standards)
Communication DVD

‘We sometimes think that these children are being naughty, when actually it’s their only means of communicating... Until we find a different way they’ve got no choice really.’

Family Carer

Communication is one of the ways in which we interact with people and control our own environment, but for children and adults with learning disabilities this can be a frustrating struggle. The CBF’s Communication and Challenging Behaviour DVD is all about communicating with children and adults with severe learning disabilities and the link between communication and behaviour.

The 45 minute DVD tells the stories of Rhys, Laura, Sean, and Isobel, and the links between communication and their behaviour. Interviews with family carers and a speech and language therapist discuss some common communication difficulties; describe different communication approaches; explain how improving communication can reduce challenging behaviour, and demonstrate the importance of all carers working together.

Now that it is 7 years old, and both technology and communication methods have moved on, the CBF is planning to update the DVD. We want to show people how new technology can aid communication, such as apps on touch screen devices enabling people to make choices. There are also types of communication that families have told us they use that aren’t currently included in the DVD, like intensive interaction and signing. You can help us to update our resource and follow developments in the project by visiting the CBF’s Communication and Challenging Behaviour DVD page, which we will keep updated.

Q: I’ve bought an iPad mini to use as a communication aid for my son. Can anyone recommend a case to protect it from being dropped, thrown etc.?

A1: My daughter’s college has recommended either ‘Big Grips’ which comes with a shoelace, making them very portable or the ones with grip handles at either side which can be found by searching for ‘iPad cases for kids’ on Amazon.

A2: We bought the iAdapter iPad Protective Amplified Case. My daughter broke the sound connection pretty quickly and managed to snap the plastic screw holes. We then found the Griffin Survivor on Amazon for around £30. We were still able to use the iAdapter screen protector with it; the iPad has been in the bath on several occasions and without the screen protector it would not have survived. She’s been using this combination for over two years now.

A3: We use the Griffin Survivor Case. Go to Amazon for the best deals. It’ll cost about £32 and you can choose the colour.

Q: Our daughter goes through quite a few PECS (Picture Exchange Communication System) folders as the metal loops break easily when thrown. Has anyone found something more robust?

A1: We had a similar problem and I ended up making my own. I bought a cheap flexible plastic A5 metal ring binder folder and stuck Velcro strips onto the front of it. I then inserted the original pages from the broken PECS folder into the new one. This worked fine and saved us a fortune!

A2: We made small laminated cards for our son and tied them together with a shoelace, making them very portable. To begin with we used photos of objects (his favourite toys or the toilet), and later we included printed words, symbols and simple matchstick pictures (a man climbing the stairs). You can even stick photos to thin cardboard and cover them in sellotape.

Recommendations for specific products in this article are made by people on our Email Network; inclusion doesn’t constitute endorsement by the CBF. Readers are encouraged to evaluate the benefits and risks of each product before use.

These questions and answers are taken from our email networks. Want to join the debate? Membership of the networks is free to both families and professionals supporting children or adults with severe learning disabilities.

Application forms are available to download at www.challengingbehaviour.org.uk or email network@thecbf.org.uk.
News

A roundup of what’s been happening

22 Care Staff Charged with Offenses Including False Imprisonment and Ill Treatment of Vulnerable People with a Learning Disability

On October 7th seven people, all senior managers of Atlas Project Team Limited, were charged with conspiracy to falsely imprison and conspiracy to ill-treat vulnerable adults residing in their care homes. 15 more staff were charged on October 28th. These charges follow allegations surrounding the treatment of eleven residences at homes in Veilstone, Gatooma, and Teignmead in Devon, 2010-11. Mencap and the CBF have expressed their deep concern at the shocking allegations of abuse, and called for all those responsible to be held to account.

Read more on our website: www.bit.ly/atlascharges

Mencap’s Hear My Voice Campaign

The votes of people with learning disabilities will help decide who runs the country for the next 5 years, but their voices are rarely heard, and issues affecting them seldom discussed. As the 2015 General Election approaches, Mencap have launched the Hear My Voice campaign, calling for people with a learning disability and their families to share their messages with candidates.

You can read the Hear My Voice manifesto here: www.bit.ly/hearmyvoicemanifesto

King’s Fund Barker Commission

On 4th September, the final report of the ‘Commission on the Future of Health and Social Care in England’ was published. The commission discusses various key needs, including that of making it easier to identify and receive entitlements, and individualising care regardless of diagnosis.

The commission can be downloaded from: www.bit.ly/barkercommission

Proposal for a PBS Academy

Professors Richard Hastings and David Allen, with contributions from a small team including CBF’s Viv Cooper, have authored a proposal for a Positive Behaviour Support Academy for England (PBSAE). The PBSAE would aim to provide a national infrastructure of sustainable, local services supporting those with learning disabilities and challenging behaviour. Specific goals include: ensuring competent, evidence-based support; reducing the number of individuals in ATUs, and eliminating the need for people to be sent away from their community. The authors estimate that an investment of about £2.5million will be needed to carry out Phase 1 (improving access) and Phase 2 (creating sustainability) of the proposal, which would develop over 3 years.

The paper is available from Professor Hastings’ blog: www.bit.ly/PBSAE

Challenging Behaviour - National Strategy Group Meeting

On October 17th, the CB-NSG held one of its twice-yearly meetings in London. Chaired by CBF CEO Viv Cooper, the CB-NSG is an action-focused group of professionals and individuals with learning disabilities and their families. The group works together to enable children and adults with learning disabilities and behaviour described as challenging to get the right support to have a good life.

October’s meeting included meetings and workshops covering a range of topics focused on skills, development and leadership. Anyone can sign up to be an Associate Member of the CB-NSG and receive updates by email – get in touch on nationalstrategygroup@thecbf.org.uk or call 01634 838739. Find out more at www.challengingbehaviour.org.uk/strategy-group

Innovative, interesting or useful resources available free online

Social Care Jargon Buster

Do you ever struggle to understand the technical language used in social care settings? This resource, by Think Local Act Personal and the Social Care Institute for Excellence, has definitions for a list of 52 commonly used words. www.bit.ly/carejargonbuster

Interactive Apps

This website has a huge list of communication, sensory, learning, and fun apps, which provide useful tools and hours of amusement for technology-lovers. There are also reviews, tips, and recommended websites. www.bit.ly/netbuddyapps

Pictures and Signing

The Signalong Group are running ‘Freebie Friday’, which means every week you can download free resources from their homepage, here: Bold: www.signalong.org.uk. You can also find all manner of picture cards to print on www.bit.ly/picturecards

Dave Hewitt on Intensive Interaction

In her article on page 5 of this newsletter, Jackie Edwards mentions that she first heard about intensive interaction from Dave Hewitt. On YouTube there are some fantastic videos in which he explains the method, and provides commentary over videos of the method in action. Here is a small selection…

- What is intensive interaction?
  www.bit.ly/-intensiveinteraction
- Who is intensive interaction for?
  www.bit.ly/intensiveinteraction2
- Jessica and Lana doing intensive interaction:
  www.bit.ly/intensiveinteraction3

Easy Read News

United Response publish an easy-read news magazine every month. This uses accessible language combined with symbols and pictures, so could be a good resource to keep up with what’s going on in the outside world, especially in the build-up to the 2015 General Election!

www.unitedresponse.org.uk/easy-news

Found something interesting online you’d like to share? Email it to communications@thecbf.org.uk, post it to our Facebook page or tweet it to us @CBFdtn.

Challenge 2014 Winter 9
GET INVOLVED

Photo Challenge Winners!

Throughout the summer, we ran the Great Big Little Photo Challenge. Every week we sent out a different theme which related to the work we do to make a difference to the lives of people with severe learning disabilities and behaviour that challenges, and asked you to send us a photo based on that theme. We received so many fantastic entries, judging was an incredibly difficult task, but we can proudly present the winning photos! Congratulations to Jessica, who sent in the winning photo (left) under the theme ‘voice’, and to runners-up Linda and Alfie (middle) and Keith and David (right), with their ‘sharing’ and ‘ability’ photos.

Sainsbury’s Charity of the Year

A huge thank you to Sainsbury’s in Chatham, Kent, who have elected us their charity of the year! They will be helping us with some fundraising and information-sharing activities, like bag-packing with the Scouts and running in-store information stands. If you know of a company local to you who might be interested in doing something similar (e.g. Asda and Waitrose take nominations for their Green Token awards), get in touch with Laura at laura.brown@thecbf.org.uk.

Local Champions

Over the last year, we have been travelling up and down the country, training volunteers to be CBF Local Champions. A massive thank you to all of the Local Champions who have already represented the CBF, running information stands and workshops at conferences.

‘I found the experience of running discussion groups on challenging behaviour as a Local Champion really interesting. The family carers told me they found it useful, and I got something from it too, from listening to new ideas and different ways of thinking’

Sharon Byrne, CBF Local Champion, after attending a Prader-Willi Syndrome Association conference

Next year, we are running Volunteer Workshops in Newcastle, Northampton and Manchester for people who want to join the CBF’s volunteer team as a Local Champion or Family Linking Scheme volunteer. Email volunteering@thecbf.org.uk for more information.

Recent Fundraising

Nuts Challenge

A team of adventurous supporters took part in the gruelling NUTS Challenge on our behalf this summer. They raised a staggering £564! If you would like to take part in the next challenge please email fundraising@thecbf.org.uk.

Team CBF: Run or Dye

Team CBF staff and friends took part in Run or Dye at Hever Castle, Kent, on October 4th. The team successfully avoided the rain (though not the dye) and raised over £300!

Terri’s Skydive

In early October, Terri Baldock rather bravely jumped out of a plane at 12,000 feet in the name of the CBF! Terri has so far raised over £300 – well done Terri and a big thank you from everyone at the CBF.

The Challenging Behaviour Foundation is the charity for children and adults with severe learning disabilities whose behaviour is described as challenging and those who support them. We rely on people donating their time and money to us to continue our work.
Thank you
We would like to say a massive thank you to Martin, who has been volunteering with us since April 2012. Martin carries out a range of jobs to do with our resources, including processing orders, keeping stocks replenished, making packages for events, and helping with newsletter mailing. Thanks, Martin!

100 Club Winners
Recent winners of the CBF 100 club, winning £25 each were:

July 2014
Chris Parsons,
Canterbury, Kent

August 2014
Maureen Whitehead,
Bristol

September 2014
Mr & Mrs J Cooper,
Sevenoaks, Kent

Have your say
We welcome articles from parents and professionals. Please get in touch if there is something you would like us to write about.

Disclaimer
While every care is taken in the compilation of this newsletter, the Challenging Behaviour Foundation cannot be held responsible for any errors or omissions, nor accept responsibility for any goods or services mentioned.

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Resource order form

Please note that all of these resources can be downloaded free of charge on our website: www.challengingbehaviour.org.uk

All our information and resources relate to the care of individuals with severe learning disabilities who are described as having challenging behaviour. We are happy to send resources free of charge to parents/unpaid carers.

| CHALLENGING BEHAVIOUR DVD RESOURCES |
|-------------------------------|----------------|
| Everybody Matters DVD         | £31.50*        |
| An Introduction to Challenging Behaviour: DVD | £31.50* |
| Self-Injurious Behaviour: DVD | £31.50*        |
| Communication & Challenging Behaviour: DVD | £31.50* |
| Challenging behaviour – supporting change: DVD | £63.00* |

Learn about the causes of challenging behaviour, and how to use a functional assessment to put appropriate positive behavior support strategies in place. (Two disc set)

*Free to parents/unpaid carers. Registered charities: DVDs £16.50 (or £33.00 for Challenging Behaviour – Supporting Change). Price includes postage & packing in the UK only. Outside UK p&p £7.50 per item.

| CHALLENGING BEHAVIOUR INFORMATION SHEETS |
|----------------------------------------|----------------|
| Understanding Challenging Behaviour: Part 1 | £31.50* |
| Finding the Causes of Challenging Behaviour: Part 2 | £31.50* |
| Positive Behaviour Support Planning: Part 3 | £31.50* |
| Communication and Challenging Behaviour | £63.00* |
| Health and Challenging Behaviour | £63.00* |
| The use of Medication | £63.00* |
| The use of Physical Interventions | £63.00* |
| Specialist Equipment and Safety Adaptations | £63.00* |
| Impact of Caring on Families | £63.00* |
| Planning for the Future | £63.00* |
| Further Information for Family Carers | £63.00* |
| Ten Top Tips | £63.00* |
| BASIC INFORMATION PACK (consisting of the 12 information sheets listed above) | £12.00* |

The following additional information sheets are not contained in the basic information pack but may be downloaded from the Challenging Behaviour Foundation website or ordered separately:

| Do We Have to do This Alone? A FAQ on Circles of Support | £1.00* |
| Difficult sexual behaviour amongst men and boys with learning disabilities | £1.00* |

SUB TOTAL CARRIED FORWARD

*All resources are free to parents/unpaid carers. Prices include postage and packing in the UK only.

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**IN-DEPTH RESOURCES**

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**8 Ways to Get a House**
A guide to help families think about the different types of accommodation and how they are funded. £12.00*

**Planning Your House**
This guide has been developed to enable families to work with others to plan for future housing needs. £12.00*

**A Guide for Advocates (England and Wales)**
A comprehensive, practical guide for professional advocates; or family carers advocating for their family member. £16.00*

**PBS Study Pack for Schools and Colleges**
The Positive Behaviour Support study pack is designed for teachers to increase understanding of behaviour. Note: This resource is only available for schools and colleges. £45.00

**Planning for the future: information pack**
England / N Ireland / Wales £10.00*

For anyone planning for the future of children aged 12 and upwards (transition), or concerned about the support needs of adult family members.

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**DONATION - please consider a donation to support our work. All proceeds go towards helping families caring for individuals with severe learning disabilities whose behaviour challenges. Thank you.**

*All resources are free to parents/unpaid carers. Prices include postage & packaging in the UK only. Outside UK p&p £7.50 per item.

Please consider making a donation to help us support more families. If you would like to donate regularly, please tick here ☐ to receive a standing order form.

Gift Aid means we can claim back the tax on your gift (25p for every £1 you give) at no extra cost to you. Please tick here ☐ to confirm that you would like CBF to claim tax paid on this gift and any eligible past or future gifts.

Please note that to be eligible for gift aid you must pay at least as much UK income tax as the amount that will be claimed by all charities you donate to within the tax year.

Please indicate if you are a parent or unpaid carer. If you are a registered charity please provide your charity registration number.

**Your personal data may be held on computer and will be kept in accordance with the Data Protection Act 1998 under which we are registered as a data controller. This data will not be passed on to any third party without prior consent.**

If you do NOT want to receive this, please tick here ☐

Please make cheques payable to the Challenging Behaviour Foundation and return to the Challenging Behaviour Foundation, The Old Courthouse, New Road Avenue, Chatham, Kent, ME4 6BE

Alternatively, go to www.challengingbehaviour.org.uk to order online.