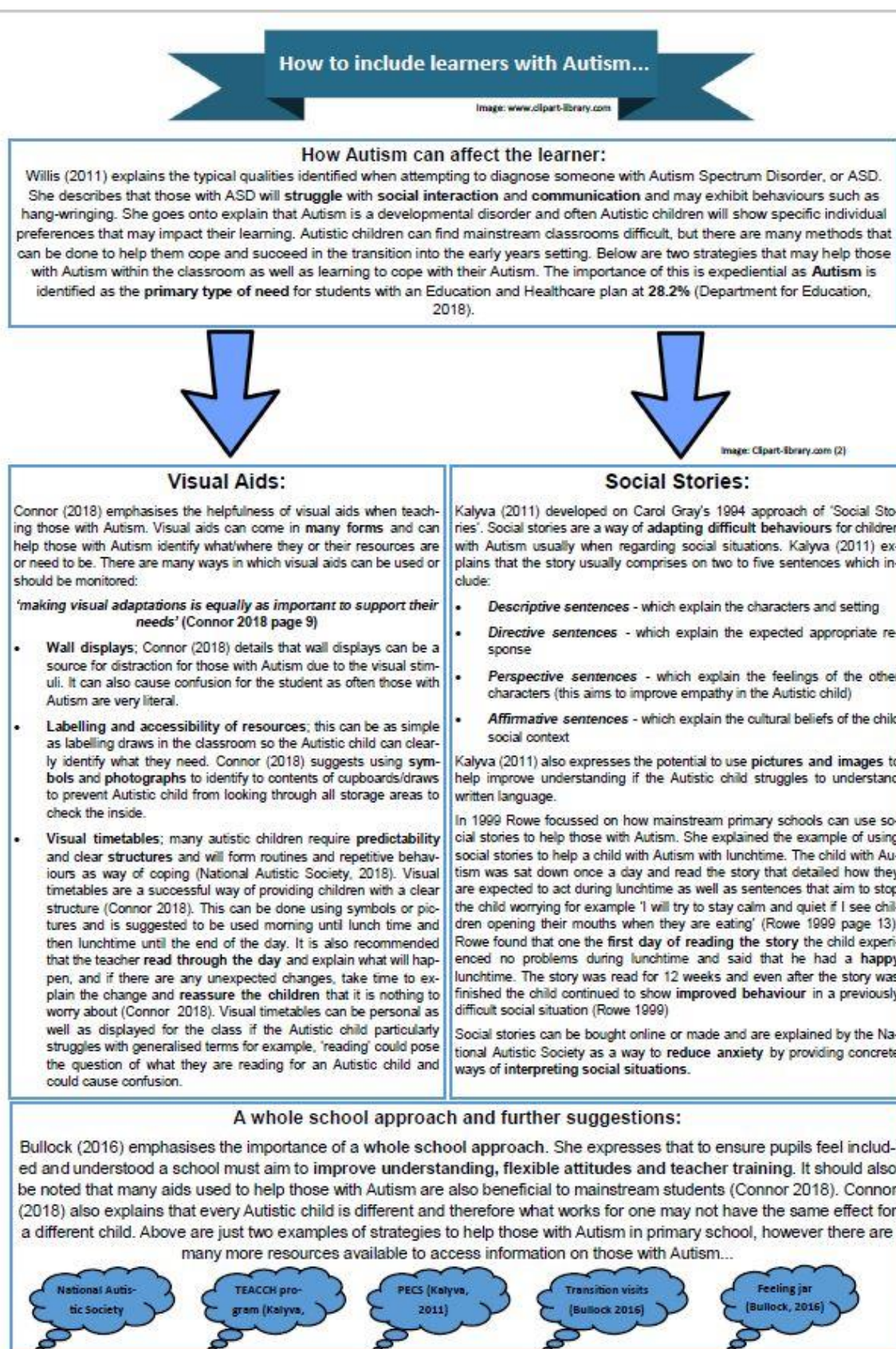


Guidance for BMHP 4003 Poster and Annotated Bibliography.

Before reading this guidance, you should consult a copy of the full assignment brief for component1 which is available on Moodle – Psychology for Health and Social Care - Assignment Specification.

Title Page All of your submissions must include a title page that clearly states your name, your student number, the module code and title, your lecturer's name, and your assignment title.	This has its own page and is not on the poster.
Poster Sections	Word count guidance
Introduction This section should introduce your reader to the content of your poster, briefly stating what you are going to discuss on your poster. Here you may also highlight key literature, theories or models that you will be discussing within your report.	100 - 200 words
Overview of theory. Choose just one of the following: • Behaviourist Approach • Social Constructivist Approach • Humanistic Approach • Freud's Psycho-Sexual Theory • Erickson's Psycho-Social Theory • Piaget's Cognitive Development Theory Describe the theory or approach, who developed it and when ? What does it involve?	At least one citation should be included here. 200 – 300 words Diagrams and images can be used.
How it explains lifespan development? Include a section or paragraph for each age phase. Infancy (0 – 5years) Childhood (5 – 11years) Adolescence (11 – 18 years) Adulthood Old age Use examples or case studies within sections to demonstrate how this theory explains behaviours, relationships or achievements in each age phase.	Use 100 – 150 words for each section. Include diagrams and images and cite as appropriate. Include at least two citations
Critique. Does this theory explain life span development fully? Are there any criticisms of this theory or approach?	100 – 150 words. Include at least one citation.
Reference List All information sources should be listed in Harvard Style with a full reference for each. References should be organised in alphabetical order. You should have used a minimum of four credible and reliable sources of published information in your poster. (<i>You will need to have read at least eight sources in total for the annotated bibliography.</i>)	

Example of good poster organisation



Alter Rock & Isabella

Isabella is 12 years old, loves to go Rock Climbing, and lives with Autism. Alter Rock provides a club for children and young people with Special Educational Needs and Disabilities; Isabella would like to join this club. Rock Climbing has many benefits for people with Autism, however there are adaptations that need to be made to help overcome the barriers. Isabella is physically capable and can climb well; however, she will need support with communication and structure or routine.

Social Stories & Picture Exchange Communication Systems (PECS) are two strategies that will help to overcome these barriers, common to those who live with Autism. Research shows that these strategies can be effective in Special Educational Needs and Disabilities Contexts and these strategies are transferrable when working with other Children and Young People living with Autism or similar barriers in communication and structure.

Social Stories

"A Social Story accurately describes a context, skill, achievement, or concept according to 10 defining criteria." ~ Direct Quote from Carol Gray, (Gray, 2010). Social Stories were created by Carol Gray in 1990, formerly a teacher in the USA. They were created to provide a safe and clear way to communicate between authors and the audience, specifically those living with Autism (Gray, 2010).

The statistics suggest that the usefulness of Social Stories is varied because more than 50% of children and young people with Autism have found that Social Stories have been highly effective; however, 44% of children and young people with Autism have found that they were not effective in reducing anxiety or impacting challenging behaviours (Koltra and Kern, 2010). This may show that the effectiveness of Social Stories is very specific to the individual.

Research conducted by Farzaneh Mousavi-Tavakoli, Sayed Elorshin Hosseini, Layla Karimi found that improving the social skills of those with Autism using Social Stories, in turn improved the motor skills of these individuals (Mousavi-Tavakoli, Elorshin Hosseini and Karimi, 2018). This research was carried out in Dubai, and there is no repeat study to back up this research in the UK; however, these findings may indicate that the use of Social Stories within the rock climbing setting may improve the individual's climbing ability. Social Stories would be useful in Rock Climbing at Alter Rock because research shows that they help individuals who struggle with sequencing to know what it is they need to do; this is especially important when rock climbing because safety equipment must be put on correctly. In addition, there is research to show that improving social skills can also help to improve motor skills and therefore the use of Social Stories will possibly have a positive impact on the individual's climbing ability.

The National Autistic Society suggests that Social Stories are useful because they can help with sequencing (Autism.org.uk, 2018), which is important for Rock Climbing because there is a specific sequence for putting on the safety equipment ready to climb.

Isabella's Social Story

Isabella struggles with spontaneity and lack of routine, consequently Isabella benefits from Social Stories. Social Stories help to overcome this barrier because they give a clear step-by-step guide to follow so that Isabella knows what time she will arrive at Alter Rock and at what time she will begin climbing. The Social Story will also guide Isabella through how to adjust her safety equipment securely so that she can develop skills in independence as she learns to do this herself.



(Above) This is an example of a Social Story for Isabella getting ready to climb. It has a brief, accurate description underneath each picture to enhance the information. It is specifically personalised to suit Isabella by using photos of her bag and her instructor; this will help her to understand which step is long she will have or who it is she is meant to talk to.

Rock Climbing with Autism!

PECS for Isabella

Isabella struggles with communicating her thoughts, feelings and ideas with other people. PECS can help to overcome this barrier for Isabella, particularly during Rock Climbing, because they help her to communicate using pictures and symbols, which can be easily understood by the Rock Climbing instructors at Alter Rock and the other members of the club. Developing Isabella's communication is important because she will need to express to the instructors which routes she will want to complete, whether she is struggling with any routes or safety procedures and whether there is anything she needs, wants or requires help with.



Picture Exchange Communication Systems will be effective for Isabella because she can use a book (shown above) to display what she wants to do. This book and these symbols will be individualised for Isabella, and therefore there will be symbols and pictures that describe tasks and items that are relevant to Rock Climbing. These could include harness, yellow route, crash mat, chalk, or other Rock Climbing items she may need to communicate.

Picture Exchange Communication Systems

Picture Exchange Communication Systems or PECS is a communication strategy created to help overcome the barrier of communication for people who live with Autism (Pyramid Educational Consultants UK, 2008). It works by exchanging pictures and symbols that form short sentences. PECS was created by Andy Bond and Lori Frost in 1985. (Pyramid Educational Consultants UK, 2018)

PECS were created to break down the barrier of communication for primary school children with Autism in the USA (Pyramid Educational Consultants UK, 2018), and has now developed and spread to suit the needs of many different aged children with communication difficulties, specifically aimed at those with Autism.

Research conducted in the USA states that PECS can help to improve the communication skills of individuals with Autism (Phipps, Reade and Watson, 2010), this is important in this context because communication is an important part of rock climbing, as the individual climbing will need to be able to communicate with the person belaying to let them know if they need help. Therefore, using PECS to help improve an individual's communication skills will in turn benefit their climbing ability because they will be able to communicate whilst on the wall to discuss routes, techniques and get some advice.

Similarly, another piece of research comparing the effectiveness of the Picture Exchange Communication System with a Speech Generating Device found that using the Picture Exchange Communication System encouraged more social communicative behaviours because the individual with Autism spent less time trying to use the Speech Generation Device and so displayed more eye contact using PECS (Boesch et al., 2013).

PECS will be useful for Rock Climbing because it is a social event that requires communication about specific choices and feelings; PECS is effective for this because they help to give clear instruction that both the instructor and climber can understand. PECS is easy to understand and therefore it can be used to communicate with other members of the climbing club as well as the instructors.

Conclusion

Social Stories work well together with PECS because they are both simple, symbol based strategies that are both easy to understand for the service providers and the service users. This is important for Alter Rock because the Rock Climbing instructors will need to be able to understand the strategies that help to break down the barriers of communication and routine for children and young people living with Autism. The research suggests that Social Stories and PECS are effective when taking part in sports and extra-curricular activities.

These strategies benefit Isabella because they help to overcome her barriers in communication and structure and routine; in addition, these strategies would also be effective for other service users living with Autism, and the skills learnt using these strategies will be transferrable for any other individual that have the barriers that these strategies aim to tackle.

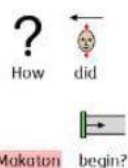
Example of poor poster organisation.

Strategies to enable the inclusion of learners with Dyspraxia

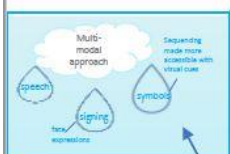
'Dyspraxia, a form of developmental coordination disorder (DCD) is a common disorder affecting fine and/or gross motor coordination in children and adults... Many people with DCD also experience difficulties with memory, perception and processing. While DCD is often regarded as an umbrella term to cover motor coordination difficulties, dyspraxia refers to those people who have additional problems planning, organising and carrying out movements in the right order in everyday situations. Dyspraxia can also affect articulation and speech, perception and thought.' (Dyspraxia Foundation, 2018)

Children who have verbal dyspraxia have difficulty with the movement and co-ordination of the muscles used in speech. Dyspraxia also affects the 'sequencing in words, particularly as length increase.' (Williams, n.d.)

We use 'Augmentative and Alternative Communication' as an aid to speech. There are many forms of AAC, ranging from simple symbols to high tech computer systems. **Makaton** is a form of AAC.



Makaton was developed by Mary Walker MBE when she was employed at a residential institution for adults with special needs in 1968. Walker noticed that many of the non-verbal individuals she was supporting would often become frustrated. Due to her experience with British Sign Language, she understood how powerful this resource was in empowering individuals to share their thoughts and feelings, so consequently she took the core concepts and added easy to use signs (a visual representation using actions that have relevance to the meaning of the word) and revised them into a booklet whereby other professionals could access it. Walker noted that with the introduction of Makaton the residents became more attentive and sociable. As popularity grew for this aid, Walker added symbols to allow translation and worldwide use. Symbols also added to the success of this resource, as the symbols add another visual representation to support the learner to understand the meaning behind the language. Makaton today is a valued communication support and is also used with literacy as a stepping stone for developing speech and language.



These communication strategies can be used together in an approach called 'total communication', where the learner is given access to speech, signing, written symbols and communication aids such as switches to give them the best chance of understanding and using communication.

Organisation such as: processing sequences and carrying out tasks with multiple steps. Auditory perception difficulties that make following a set of oral instructions difficult. Feeling of isolation because other children and teachers may find the speech unintelligible.

This may be otherwise referred to as ideomotor dyspraxia, which effects how the brain uses the 'motor programme' concept (the sequence of movements). They may understand the task in hand but the motor cortex in the brain has difficulty in processing the message. Ideational dyspraxia is when the difficulty lies with the understanding of the concept of how to execute the actions.



'Close to 60 per cent of children with DCD find it hard to make friends and are less willing to play with their classmates.' (Cox, 2018)

How could we use Makaton in the classroom to aid this learner?

Feature of Makaton	How Makaton can support learners with verbal dyspraxia
In Makaton the key concepts of a sentence is signs in order.	This eliminates the complexity of a long sentence, and focuses on the important actions making Makaton easier to learn and more practical. When Makaton is used in conjunction with speech, it is a tool for motor programming allowing the child to understand the concepts. Understanding the meaning is more accessible to the learner when presented with Makaton signs, as it acts as a cue to the meaning associated with the action.
The statutory Code of Practice in the Children's and Families Act states: 'that local authorities must set out in their local offer the special educational and training provision it expects to be available for children and young people with Special Educational Needs and Disabilities (SEND)' (Makaton.org, 2018) Makaton is used by over 100,000 individuals worldwide and utilised by many mainstream teachers: 'Makaton is seen by these staff as an excellent pedagogical tool for the age of inclusion, and examples were reported of Makaton use successfully supporting children within mainstream schools' (Sheehy et al, 2008)	Makaton should be incorporated into teaching because: -Resources for Makaton are widely available and extensive, applying to many different subjects for all ages -Makaton supported activities spark engagement in children who may lack confidence in their learning, as it encourages interaction as a class or group (with its conversational nature), allowing the child to feel more comfortable. -With Makaton the individual uses face expressions along with the gestures and speech. This allows the individual to express themselves and develop socially. -Makaton is also used a lot within literacy as a 'stepping stone' for understanding communication. -Learners with verbal dyspraxia will feel more comfortable to use speech as they have a tool that helps their peers understand them, instead of being dismissed. -Makaton also supports children with EDI, as symbols are the same, no matter the language. Teaching staff now have a shared means of communication.

Brain gym is a programme centered around movement. 'It develops the brain's neural pathways through movement which stimulates the sensory, auditory and proprioceptive systems' (Andy, 2003)

Dr. Dennison embarked on the 'seminal research' on the relationship between brain development and reading achievement. Although the basis of Brain gym was established in the 1960s, the strategy supporting learning became reality in the 1980s when Dr. Dennison co-founded 'Educational Kinesiology, the Brain Gym® activities' with his wife Gail Dennison. (Dennison and Dennison, 2018)

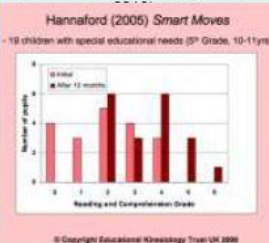
Understanding proprioceptive difficulties
'Proprioception is the awareness of where our limbs are in space' (Andy, 2003). All over the body there are sensitive receptors which transfer information to the brain. This influences motor control such as the ability to stretch our muscles when moving. In learners with dyspraxia, the neurones have difficulty in making the connections needed to transfer information between the body schema and motor program.

The iconic study of Sperry and Gazzaniga's (named Split-Brain study) identifies eminent differences between the two hemispheres of the brain. 'The left brain controls the ability to use language while the right is involved more in spatial relationships' (Gazzaniga, 1967).

One of the fundamental concepts behind Brain gym is that co-ordinated movements help to activate the left and right hemisphere of the brain (Spaulding, Mostert and Beam, 2010)



(Educational Kinesiology Trust,



Brain gym integrated in the classroom

Brain gym can be easily utilised in the classroom, even just at each student's desk. No resources are needed meaning its cost effective as the activities can be shared between professionals in the school setting.

Implementing activities into the daily school routine can be done prior to learning in order to engage all students eg before handwriting exercises to stimulate the fine motor receptors.

How it would benefit a learner with dyspraxia

Strengthening relationships in a supportive environment. This will build a positive attitude of Physical activity. Some dyspraxic learners often feel overwhelmed in P.E classes 'due to the expanse of space and the number of people operating at various speeds within it'. Brain gym makes the realm of exercise a lot less intimidating and also strengthens relationships with peers as now all children are comfortable to interact in a supported environment.

Brain gym exercises awareness of proprioceptive communication within the body. Having allocated time in school for building these skills will result in children feeling more confident in their fine motor and gross motor skills.

How this supports inclusion, implications for teachers

Everyone is included which promotes participation and interaction between peers. However, this resource requires formal training that could prevent schools from enabling this professional development due to costs and time taken off work.

Designated times of Brain gym can improve concentration as it allows the brain to be calm and focused, stimulating many areas of the brain

Annotated Bibliography	Word count guidance
Here you will create an alphabetical list of all of the sources that you read to inform you and to develop your understanding of your chosen theory or approach. All information sources should be listed in Harvard Style with a full reference for each. There should be a minimum of eight sources and will include all those cited on your poster.	
For each reference you should add a paragraph of annotation underneath, (see attached examples below) briefly explaining: - How reliable and credible the source is. - How current or dated the source is. - What points of information it provided you with and how this developed your understanding or was used in your poster. - How effective the source was (in particular if it was an image or diagram).	100 – 150 words for each

An example of an annotated bibliography.

Farrell, M. (2006) *The effective teachers guide to Autism and communication difficulties*. 1st edn. Oxon, Routledge.

- Michael Farrell has worked in SEND in many roles and has written a series of books, each focusing on strategies for helping children with SEND develop personal and social skills.
- This book gives information on what communication is, why children with SEND can have difficulties communicating and why communication/AAC is so important.

Gray, C. (2010) *The New Social Story Book*, revised edn. Texas: Future Horizons.

- Carol Grey created social stories in 1990 and has continued to research and develop them, writing numerous books on how to write and use social stories with children with SEND.
- I used this book to research the development and process of social stories as it is a comprehensive guide, written by an expert, which then influenced the other information for the poster.
- It gave a simple quote which sums up the basic outline of a social story.

Ganz, J. (2014). *Aided augmentative communication for individuals with autism*. 1st edn. New York: Springer.

- Dr. Jennifer Ganz is a professor of special education, who has conducted research into AAC for children with autism for over 20 years.
- This book gave information on various interventions and methods of AAC for those with ASD, provided from a wealth of research.
- It gave information for the poster on how to encourage children to engage with PECS and the early stages of use, providing clear targets to work through.

Howley and Arnold, (2005) *Revealing the hidden social code*. 1st edn. Philadelphia: Jessica Kingsley publishers.

- Marie Howley is a SEND lecturer who has written many books on working with children with autism. Eileen Arnold has worked as a speech and language therapist, teacher and lecturer with children with SEND, she worked with Carol Grey to introduce social stories to the UK.