



Brain Base FASD Wellbeing Summer Fun Days NOFAS-UK and FASD Greater Manchester 17-19 August 2019 Seashell Trust

Final Logistics, Schedule, Bios

CONTACT:

Sandy Butcher – 07920 747 560
Susan McGrail – 07475 815899

LOCATION:

Seashell Trust, Stanley Road, Cheadle Hulme, Cheshire SK8 6RQ. There is parking on site. It has gated entry – the code is 3131. Follow signs – we will be in the school. Parents will be in the dining room and young people will be in the hall.
IF YOU HAVE TROUBLE FINDING THE ROOM, CALL US ON THE NUMBERS ABOVE.

PUBLIC TRANSPORTATION

Nearest train stations are: Stockport or Heald Green.
Taxis: 0161 483 1099 lynx taxi <http://www.lynxtaxis.uk/> or 0161 480 8000 metro taxi <https://metro-taxis.com/>

NOTE: Use of mobile phones is forbidden. While in the rooms, children should ask the session leaders.

Stop Motion Apps: If you have an available device that you're happy for your child to use in an animation workshop, if possible please put on a stop motion app. Any would do, but 'Stop Motion Studio' has a free version for Android and iOS. Thank you!

	17 August - Saturday		18 August - Sunday		19 August - Monday	
	Kids	Parents/carers	Kids	Parents/carers	Kids	Parent/carers
10:00	Wake and Shake Who We Are		Wake and Shake		Wake and Shake	
	Good to Be Me Flis	Getting to Know Each Other	Good to Be Me	Wellbeing/ Emotional Thermometer	Stay Cool	Research Update - Alan Yoga - Jessica
11:00	Mindfulness Good to Be Me		Cool Down Cubes Stay Cool		Yoga Good to Be Me	
		FASD & the Brain (videos)		Avoiding Blast Off Anxiety Mapping Louise		Advocating for Impact telling your story Martin S.
12:00	LUNCH The Nose Knows		Brain House LUNCH Bubbles		Strengths Workshop LUNCH Slime Lab	
01:00	Stay Cool Emma	Visual Schedules Neale Hayword-Shott OurBoards	Good to Be Me	Zentangles Emma	Rehearsal	Q&A with young adults w/FASD
					Young Adults with FASD Super Shields	
02:00	Visual Schedules Good to Be Me		Zentangles Stay Cool		Showcase	
		Working With School - Martin B.		Changing the Environment		
	How Did We Do?		How Did We Do?		How Did We Do?	
03:00						

Key Helpers/Session Leaders

	<p>Sandra Best is Secretary/Membership and Communications Officer for Parents in Partnership (PIPS) Stockport, based at the Seashell Trust. She also is Family Services Administrator for Seashell Trust and provides admin support as part of the Family Services Team.</p>
	<p>Emma Butcher is an actor/facilitator at Box Clever, an award-winning theatre company that brings lively theatre on key issues to young people up and down the country, engaging the audience as co-creators. Emma trained at Bristol Old Vic Theatre School and since graduating, she has played a wide variety of roles, from Lady Macbeth to a Pantomime Dame and every female role in <i>A Midsummer Night's Dream</i> (and some of the male ones as well!) She is one of the managers of the Hertfordshire Players, a local theatre group, is part of a local choir and is a guest blogger at FASDLearningWithHope.wordpress.com – appearing as “the Auntie.”</p>
	<p>Sandy Butcher is Chief Executive of NOFAS-UK, co-founder of the E. Herts and Area FASD Support Network and one of the lead writers on the FASDLearningWithHope.wordpress.com blog. She is mum to a fantastic 15-year old with FASD and his 17-year old brother. Sandy has extensive experience in policy, having served most recently as international executive director for a Nobel-Peace Prize winning organisation that engages scientists in policy making and conveys scientific information to the public.</p>
	<p>Martin Butcher is co-founder of the E. Herts and Area FASD Support Network and one of the lead writers on the award-winning FASDLearningWithHope.wordpress.com blog. Martin has served as school governor at two different schools and has extensive policy experience through decades of work in charities. He also serves as a Green Party town councillor in Ware, Hertfordshire.</p>
	<p>Louise Casey has worked with young people for over 20 years in various settings. Influenced by her own family circumstances, Louise developed her understanding of inclusive education raising her son Rhys, who has Smith-Magenis Syndrome. Louise is currently Learning Leader for interventions at The Valley School in Stevenage, a school for students aged 11-16 with Moderate Learning Difficulties, Autism Spectrum Disorders and Speech, Language and Communication Needs. Louise specialises in pastoral and family support, is a qualified Penn Resilience mentor and has an in-depth knowledge of attachment disorders, mental health, self harm and holistic learning, amongst others.</p>
	<p>Charlotte Collins is a young adult (17) with FASD. She has a keen interest in fashion and beauty and is excellent at art. She has completed her first year in college doing a beauty course but is contemplating a change of direction for her next college term.</p>

	<p>Lucy Hayes has several years' experience as a TA and MSA in primary schools and she is one of the support team at the E. Herts and Area FASD Support Network's FASD Club. She is also involved in the Southern Maltings Arts Centre in Ware, including supporting Guideposts evenings for adults with learning disabilities.</p>
	<p>Neale Hayward-Shott is founder of OurBoards Limited and founder of Harvest Consulting Limited. As the father of a young adult with learning disabilities Neale has designed a number of simple, affordable visual communication tools that support learning and self-management. He works as an IT contractor whilst building his business, OurBoards. Neil and his family are generously donating OurBoards to participants of the 2019 Brain Base.</p>
	<p>Flis Kirk is Creative Director at North Herts Inclusive Arts. She is an experienced Performing Arts teacher, having led the arts curriculum at a Special Needs school in Hertfordshire for a number of years. Flis was awarded 'Classic FMs SEN Music Teacher of the Year 2017' in recognition of her outstanding work and is developing inclusive arts opportunities for young people and adults with learning difficulties in North Hertfordshire.</p>
	<p>Georgette Lovell has several years' experience as a TA in primary schools where she works with children with additional/special needs and she is one of the support team at the E. Herts and Area FASD Support Network's FASD Club.</p>
	<p>Susan McGrail heads FASD Greater Manchester and she is on the steering group of Parents in Partnership (PIPS) Stockport, which is based at the Seashell Trust. She is mum to an amazing young person with FASD and a foster carer with a special focus on caring for infants.</p>
	<p>Alan Price is Research Fellow, School of Health and Society, University of Salford. Alan is part of a team working on a Medical Research Council funded project to develop a training programme for new carers of children with FASD, or those who have recently discovered their child has FASD as well as research he's done on FASD and neglect and as well as prevalence.</p>
	<p>Jessica Rutherford is a PhD student at Loughborough University, where her research focusses on the development of educational interventions for children with FASD using creative and artistic processes. She has recently become part of the FASD Hub Scotland, a support group for parents and carers of individuals with FASD in Scotland. Jessica has been involved with CAMP – A FASD Community based in Illinois, USA since 2017 and has held the position of Assistant Director of CAMP Operations since 2018. In her spare time, Jessica is also a yoga teacher.</p>

	<p>Martin Sainsbury is communications and engagement lead for Population Health, Greater Manchester Health and Social Care Partnership, which features 25 programmes to help all residents to start life well, live well and age well, and to reform the health and care system to establish a more unified and consistent approach. In this role, he has been involved in the new Alcohol Exposed Pregnancies programme. Prior to this, he spent over 15 years working on new and complex public, private and third sector projects, including with British Red Cross, the London 2012 Olympic and Paralympic Games, the Cabinet Office and other central Government departments.</p>
	<p>Robert Taylor is a young adult (18) with FASD. He has completed his first year at college studying a Btec in musical performance. Robert's interests centre around music as he is an excellent performer having gained grade 8 on trumpet, alto saxophone and jazz saxophone.</p>



PLEASE REMEMBER TO BRING YOUR OWN LUNCHES AND SNACKS – WE ARE NOT PROVIDING FOOD.

Please also remember you are responsible for looking after your child during breaks and lunchtime (our helpers need a to have a break) and any time outside the Brain Base sessions.

We are providing a visual Young Person's Pack separately. Please share this with your child before coming to the Brain Base.

It might help to review My Brain, Me and FASD with them as well – a video is here: <http://www.nofas-uk.org/?p=969>

Dress is casual. You are among friends, people who 'get it'.

See you soon! Safe travels.

Continuing reading for some exciting news below.

A Deeply Humbling Gift

Every participant in the 2019 Brain Base will receive a **free weekly visual planner** donated by Neal and Heather Hayward-Shott of OurBoards (www.ourboards.co.uk). Neal will be leading a session on the importance of visual planning and we will have a chance to work with the young people to help them develop this new skill. In addition, OurBoards is offering a 20% discount on any purchases from their website if people enter the code NOFAS2019 at checkout.



A HUGE THANK YOU TO OURBOARDS FOR THIS GENEROUS AND EXTREMELY USEFUL DONATION!

The OurBoards Story

Why OurBoards

Please let me introduce myself. My name is Neale Hayward-Shott; I'm married to Heather and have three children, the eldest of whom, Felicity, has learning disabilities. Fliss, I never actually call her Felicity, had her 30th birthday last year, is happy and content with her life and has achieved far more than the prognosis that we were given following fits shortly after her birth.

Our experience of family life with a child with special needs has been unusual in that it has been quite normal, whatever that is. When Fliss was two we were presented with a Statement of Special Educational Needs, as it was then, with no explanation of what it meant. Contrary to most parent's experience, for us the transitions from nursery to primary to secondary to college to adult care have been no more complex for Fliss than for our other daughters, possibly easier. In some ways this has been due to our ignorance as decisions have been presented to us at each transition and those decisions have been good for Fliss. I've been able to follow a career as an IT professional and Heather loved working in our local primary school as a Teaching Assistant, once the girls were all in full time education.

It would be obvious that OurBoards was born out of us, as parents, making resources for Fliss, as happens for so many wonderful businesses in the SEND world. As parents are all constantly looking for new resources to help their children learn and cope with the world. But that wasn't the case. As part of my IT work I was involved in a project that involved dry wipe boards with a design of a mobile phone outline printed on the surface. Heather took one look at the board and took it to school for use in her phonics and numeracy catch up lessons where she supported children in school that struggled to keep up with classwork. She found that the children engaged with the board at a completely different level than they would with paper or even plain whiteboards. We then looked on Amazon, as there would obviously be a whole range of pre-printed dry wipe boards for support teaching – but there wasn't.

So, the first OurBoards products were printed with designs for phonics and numeracy and they were really well received by the children and contributed hugely to those catch up lessons.

At this point Fliss comes into the picture. Fliss attends the Newbridge Day Centre, run by the Together Trust, a wonderful multi service organisation based in South Manchester. Having had the idea that printed dry wipe visuals might be helpful for some people, I visited Newbridge and discussed ideas with the centre manager, who allowed me to develop some sample ideas for a wall mounted visual timetable, menu board and a general purpose communications board. The visual timetable was well received and engaged the young adults at the centre leading me to research and design a "next generation" visual

timetable for Fliss. This weekly timetable was based on the following principles:

- Fliss should be able to use it herself, she would “own” the board
- It should have photographs that she could recognise and relate to
- Each piece of information on the board should be isolated so that it’s easy to understand
- There should be space for what’s going to happen as well as space for Fliss to write a few words at the end of each day as to the highlight at that day
- The design should engage her interest such that she would want to use it

We were surprised and delighted by the impact. At the start of the week Fliss cleans the board and sets up for the week ahead. She chooses the pictures from her “library”, places them in the unique OurBoards Gecko self-cling pockets and then mounts them on the board. If there are changes to the routine, then we explain the change to Fliss and she will update her visual timetable. The action of her making the change seems to reduce the stress associated with that change. During the week she writes on the board what she has done today and we have a conversation; “Talk me through your board Fliss”. Within two weeks Fliss had progressed from being able to recall a couple of unrelated activities to being able to recall each day’s activities and highlights, even without the board. The ability to recall her week enabled Fliss to have conversations with friends at church, which in turn increased her self-confidence.

That sparked the revelation, in my mind, about the power of visuals and how the brain works to process and recall visual information more easily than auditory. I now work to design visuals, under the OurBoards brand, that follow a process in order to encourage auditory, kinaesthetic and visual learning.

There is a quote from Confucius “Tell me and I will forget, show me and I may remember; involve me and I will understand.”

And what of the future? I’m looking for partners or investment to enable me to pursue my vision to set up a workshop making OurBoards products and employ people who are autistic or have other barriers to employment.

#Autism · #ADHD · #FASD · #LearningDisabilities · #SEND · #Dementia · #Home · #School · #Office

Company

<https://OurBoards.co.uk>

<https://twitter.com/OurBoardsUK>

Personal

<https://www.linkedin.com/in/neale-hayward-shott/>

<https://twitter.com/haywardshott>

Bio:

**Neale Hayward-Shott, Founder of OurBoards Limited
Founder of Harvest Consulting Limited**

As the father of a young adult with learning disabilities I have designed a number of simple, affordable visual communication tools that support learning and self management. I now want to share those products to help others. Short term that means working as an IT contractor whilst building my business, OurBoards. The longer-term vision is to set up an OurBoards factory in Stockport, offering employment and work experience to people on the autistic spectrum or with some form of learning disability. Having qualified with a B.Eng. from Nottingham University, I have worked in the UK IT industry in several customer support and sales roles over 30 years. I am now looking to put my varied experience to work, making a difference to the lives of others.

