

Abstract från IASSIDD-konferensen I Glasgow 190805-190809

Koppling till artiklar

Artikel om Pamis okt 2019

1. Sporting opportunities for motor activities (SOMA)

A. Smart

PAMIS, University Dundee, United Kingdom

Introduction: SOMA is a principle of methods which aims to provide opportunities for people with profound and multiple learning disabilities (PMLD) to take part in meaningful physical and cognitive activities through a variety of activity stations. These stations are designed to help develop fine and gross motor skills, hand eye co-ordination and problem solving. The activities are person-centred and are individualised.

Methods: Activity stations are established prior to participants attending. Each individual attends a station with a carer who develops the station to suit and challenge the individual they support. A baseline assessment of motor and cognitive skills was taken of 4 individuals, and through observation, use of film and triangulation change was monitored and recorded.

Results: As a result of SOMA people with PMLD have an opportunity to take part in social and fun activities and improve their motor and cognitive skills. Individuals with PMLD have measurable improvement including increased engagement and concentration and improved balance and coordination.

Implications: The implications of these results mean people with PMLD can develop skills which can help them in their everyday lives. Through the development of their fine and gross motor skills they can engage more actively in tasks of daily living.

Keywords leisure, health, fun, improved skills

2. The role of stories in a future 4 all

M. Phillip

PAMIS, University of Dundee, United Kingdom

Introduction: Storytelling is an age-old tradition that connects individuals, groups and communities. This presentation talks about how stories offer creative vision and opportunities for connection, understanding, learning and development. Working with stories creates an environment of engagement that is creative, informative, therapeutic and educational.

Storytelling offers the opportunity to form friendships, improve confidence and have fun. This presentation on storytelling discusses how people with PIMD are both educators and storytellers.

Methods: Thematic analysis of observations and case studies will demonstrate how storytelling facilitates people with PIMD to be educators. It will discuss this in the context of the empowerment theory and will include one mother's journey to publish a children's book in honour of her son and his brave battle with epilepsy.

Results: The paper will outline the success of working with stories to enhance the lives of people with PIMD, their families and those who support them. It will also demonstrate the versatility of storytelling and the opportunities they create for education and life-long learning. The paper will demonstrate the improved opportunities for people with learning disabilities.

Implications: Storytelling can connect communities and raise awareness of people with PIMD in a variety of ways and the opportunities stories offer people with PIMD are far reaching. Storytelling offers an improved future 4 all.

Keywords storytelling, inclusion, education, learning

3. Changing Places - Changing Lives

F. Souter

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Introduction: When thinking about increased access to lifetime opportunities for people with PIMD consideration has to be given to the physical environment. The provision of fully accessible changing places toilets is the first step in not only catering for a person's basic human rights but also crucial to opening up opportunities and communities for people with PIMD. The processes and considerations are wide and varied and this paper will highlight the variety of options and considerations that support communities to become more accessible. Going to the toilet is a universal human need and a core consideration when travelling and accessing the community.

Methods: Outline of how family carers work in partnership with PAMIS as Changing Places (CP) toilet champions and volunteers to offer support. Community engagement and identification of how best to proceed with the installation of a CP toilet will then be discussed. Case studies will be used to demonstrate how existing buildings have worked in partnership with PAMIS to adapt their environment.

Results: Initial challenges will be presented along with case study examples of innovative solutions.

Implications: Improved physical access offers immense opportunities to develop improved intellectual access for people with PIMD within their communities.

Keywords changing places, inclusion, communities, partnership

4. Lifelong learning for people with PIMD ensuring a future 4 all

J. Miller

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Introduction: Children and young people with PIMD are recognised as having a right to access education but what happens when they reach 18? Our experience in Scotland is that there is little expectation that adults with PIMD will access further education and where they do that this is person centred. Family carers advocating for their children are demanding that this changes and PAMIS, a charity that solely supports this group, are supporting opportunities for lifelong learning for all.

Methods: Thematic analysis of case studies of individuals with PIMD wanting to access college and of interviews with family carers, education staff and those supporting transition will be carried out to ascertain barriers and enablers to someone with PIMD being a student. Stories will be gathered from people with PIMD narrated by those who support and care for them but also through photography and video enabling the person with PIMD to highlight their aspiration for future learning.

Results: The results will highlight enablers and barriers to accessing further education and provide a platform for further discussion and modelling for future approaches to life long learning.

Implications: Lifelong learning is a human right for all this project supports inclusion in a meaningful way of the person with PIMD.

Keywords lifelong learning, education, community, transition