CADMUS INCLUSIVE

VOL.01

THINKING DIFFERENTLY FOR A BRIGHTER TOMORROW

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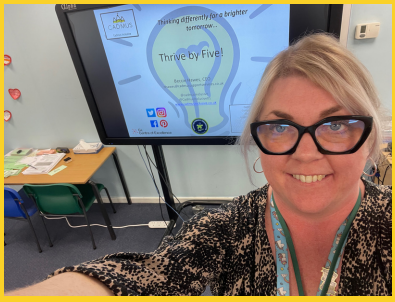
EDITORIAL

CADMUS



Beccie Hawes
Chief Executive Officer

Welcome to the first edition of our Cadmus Inclusive magazine!

We often get asked where the name Cadmus comes from. Cadmus was a Greek God who not only introduced the alphabet, he also slayed a dragon!

This is not us being combatative and fighting dragons. It's about us recognising that for some children and young people school is just hard. For them it is a dragon that must be slayed. It's our job to do all that we can to support them so that they can have everything that they need to tackle their dragon to have the best possible life chance.

That's where our service comes in. We are not for profit traded service that has the pleasure and privilege of supporting schools to support their pupils to think differently for a brighter tomorrow. Our service consists of SEND Advisory Teachers, An SEND Strategic Development Team, A Counselling Service, A Speech and Language Therapy Team, Makaton and Team Teach Trainers. We also have our very own support dog. Our team is almost four and continues to grow.

We hope you enjoy our articles!

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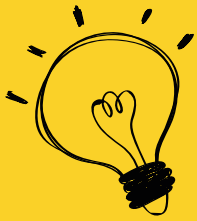
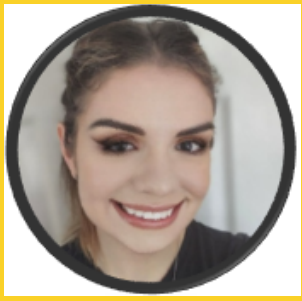
AN ARTICLE BY ALI ROLPH

BEING AN EDUCATION PROFESSIONAL WITH A VISUAL IMPAIRMENT

Tell me about yourself

I have a broad range of interests. I love music and it has been my biggest passion since I was a young girl. My first ever memory was sitting in my parents' lounge listening to a Shaky Stevens album on vinyl. I grew up learning to play the piano, flute, saxophone, and to sing, and I still play when I can. I listen to a wide range of music, but I am currently interested in K-Pop and love attending concerts of my favourite artists. I also love sports, particularly Formula 1, Rugby and Athletics, which I follow all year round and go and watch where possible. I also enjoy drawing and painting and love to create artwork for my friends and family.





Let me introduce you to a very talented and passionate primary school teacher, Mrs Alice Millward. I have had the pleasure of working with Alice for the past six years and not only is she is a determined, hard-working, and inspirational woman, but she is also the lover of a killer pair of heels and all things glamourous! This article is a very honest account of her journey and what it is like to be a teacher with a visual impairment.

Please tell me about your disability.

I have a rare genetic eye disease called aniridia, with nystagmus and photophobia a secondary cause of this. It affects roughly 1 in 100,000 people. I was born with this condition, knowing over time my vision would deteriorate further. However, 4 years ago I suffered a retinal detachment in my left eye, which ultimately left me blind in my left eye. I now wear a prosthetic shell as a result. My right eye vision is 6/60. In simple terms, this means I can't read a vision chart you would see in an ophthalmologist's office, but instead I can count fingers when placed in front of my right eye. The vision I have is blurry and I rely on blocks of colour to be able to make out my surroundings.

What was it like for you at school with a visual impairment?

I had a great school life and was a high achiever. Since infant school, I would have regular visits from the VI Team to suggest resources to best support me. From large print books to tennis balls with bells inside them to use during P.E. lessons, to writing slopes so I didn't have to strain my back when I would lean over close to the page to see what I was writing. I feel I had the support I needed to access my work, but also allow me to be independent. The biggest support though was receiving touch typing lessons from Year 2 through to Year 6 so that when I went to secondary school, I could primarily do my work on a laptop so I could keep up with my peers and access slide shows that may be on the board, that I wouldn't be able to see otherwise. I also had a range of fabulous teaching assistants in every lesson, who were there to support with any work and make notes for me. However, I did have to put up with unkind jibes about my vision from other pupils. I dealt with this by knowing I was at school to do well and achieve, and I didn't need to validate that by worrying if others understood me or not.

What made you want to become a teacher?

I have been teaching for 10 years. I studied Music and Education Studies at university. I studied these subjects with a vision for turning my passion for music into a career that could help others through music. My dissertation was comprised of research into the impact of music on SEND pupils, knowing it had had a big impact on my life. When I completed university, I wasn't sure initially if I wanted to be a teacher but I straight away applied for teaching assistant jobs. Luckily, in my first interview for a teaching assistant role, I was successful. I told myself if I enjoyed it, then I would apply for a PGCE to become a teacher. That year was challenging. The junior school was in one of the most socio-economic deprived areas of the country with challenging behaviour. During the year, my class teacher left, which meant there was a never-ending cycle of supply teachers in and out for the rest of the year. For the children in my class, I became their constant. I took on more responsibilities and as a result, it made me begin to believe I could make a difference to the lives of the children if I was to become a teacher. And the rest they say, is history.

What adjustments help you to do your job?

Since starting teaching, I have received support from Access to Work, who carried out an assessment on me to then provide suggestions to my school on what resources and reasonable adjustments they could make to support me. Furthermore, occupational health has also supported with providing reasonable suggestions too. I am lucky to be in a very supportive work environment who have provided me with all the equipment I require to be the best teacher I can. I am able to mark work in thicker nibbed pens to make it easier for me to see what I am writing, and I have a handheld visualiser, which allows me to see the children's work when marking and I am also able to change the colour contrast of the work, in my case, white writing on a black background. I also have a larger computer monitor and keyboard in my classroom, and my own printer as I am unable to see the communal printer screen to photocopy Staff communication notices are sent out via email so I can zoom in as I am unable to see the staff communal notice board in the staffroom.

What top tips would you give teaching staff in how they can best support their pupils with a VI?

I think the best thing to do is to treat a VI pupil like any other child in your class as much as possible. Technology has come on leaps and bounds since I was a school and to use that to your advantage. VI children are resourceful and need to know tips and tricks to use from a young age so that they can become independent learners. Having an iPad or laptop for them to access presentations and worksheets that they can then zoom in or out or use voice reading technology will teach them to be independent, as well as reducing your workload. They will also feel less self-conscious using something, such as an iPad, for zooming in, rather than a glass magnifier, as it makes them feel more 'normal'. I would also make your VI pupil feel like they can talk to you if they are struggling to see something. I found I could mask and pretend that I could see something by mimicking my classmates' mannerisms.

What advice would you give someone with a VI who wants to go into teaching?

Teaching is a challenging profession at the best of times, and even more so if you have a VI. Teaching is one of the most rewarding jobs you can have. I still have children who I have taught in primary return to visit me when they're in secondary school to tell me that I was their favourite teacher. Those moments mean everything, but to get to that point isn't easy. As someone with a VI, I work longer hours as it takes me longer to mark books and prepare lessons. I can feel isolated knowing no one can understand my anxieties and worries around my sight and the challenges I face daily and the insecurities I have about not being able to do things that come easily to my fellow teachers. Therefore, I would recommend for anyone considering becoming a teacher with a VI to train as a teaching assistant first, like I did. This way, you can get a sense of what teaching is like and build your confidence over time. For me, it took me a year to know I wanted to become a teacher, but for some, it may take longer, or you may realise it's not for you. I think either way, you need to be realistic in your expectations, you can absolutely be a teacher with a VI but make sure you know what you are getting into, you have to take the rough with the smooth.

AN ARTICLE BY STEPH COLLINS

WHAT DOES IT MEAN TO OFFER A NEURODIVERSITY-AFFIRMING APPROACH?

The term neurodiversity is growing in understanding as therapists / practitioners continue to develop their ever-growing understanding of inclusion and anti-bias practice (Murphy 2023). Neurodiversity refers to the naturally occurring differences and variety in brain functioning and resulting behaviours (Walker, 2014). It is part of typical variation among humans, just like variances in height, eye colour, and family traits. When a therapist / practitioner is neurodiversity-affirming, they recognise that neurodivergence by itself is not a flaw that needs to be 'fixed' or corrected. They recognise that neurodivergence can come with its own set of strengths that can be fostered.

A neurodiversity-affirming approach is not a specific set of interventions or things the therapist or practitioner says or does in their sessions. Rather, it is an approach to intervention, an overarching ethos, that impacts how the therapist views their client and the client's experience. For so long, we have been conditioned to view developmental differences as delays, disorders, concerns and "red flags", and then we often wonder why the parent may seem in-denial or reluctant to engage. We are often supporting children, families and schools at the early stages of identification, assessment and diagnosis, and it is here that we can utilise a neurodiverse- affirming stance to ensure that a child's neurotype is understood from a strengths viewpoint.

So what does a neurodiversity-affirming approach look like?

This list is not exhaustive but can simply give you an idea of some of the key features.

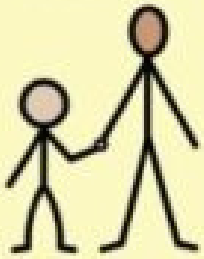
- Challenge the neurodivergent myths that can exist and offer new perspectives for families and those around the child or young person-a strengths-based perspective.
- Are aware that all types of communication and social preferences are valid.
- Sessions are child led, following the child or young person's lead rather than imposing our activities or agenda.
- All Play is OK – there's no 'right' way to play.
- Honour the child or young person's stimming and sensory preferences.
- Explore and honour the child or young person's special interests / enthusiasms and use this as a base for social connection.
- Support changes to the child's or young person's physical, communicative and learning environment.
- Support and advocate for changes in expectations and schedules.
- Find out the child or young person's social preferences, perspective and own goals.
- Build a child or young person's knowledge and use of different communication styles, perspectives and self-advocacy.

A neurodiversity-affirming therapist / practitioner is aware that each client is the expert on their own experience and holds space for the good and the challenges that come with it. When therapists / practitioners embrace neurodiverse-affirming practice, they acknowledge that all children's development is holistic and consists of strengths, interests, differences, and areas of need. Here, we have an opportunity to question our current practice, and to think about how we might become more inclusive.

Neurodivergence itself is not just a set of symptoms. It's a valid lived identity for a child or young person. This is something we should celebrate and support.

Neurodiversity Affirming Therapy

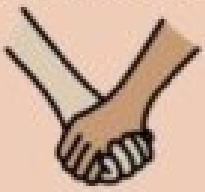
SESSIONS ARE CHILD-LED.
We follow their interests and let them take the lead in sessions.



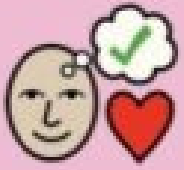
ALL PLAY IS OK!
We honour all types of play and do not try to change a child's play to fit neurotypical norms.

ALL COMMUNICATION IS VALID.
We can still model other modes while honouring the child's chosen method of communicating.

WE FOCUS ON CONNECTION OVER COMPLIANCE.
Trust and safety are foundational to language development in all children.



WE INCORPORATE THE CHILD'S SPECIAL INTERESTS.
We make sessions meaningful to the child by honouring and incorporating their interests.



WE ARE STRENGTHS-BASED.
We highlight the child's strengths rather than focusing on their difficulties and challenges.

Adapted from Meaningful Speech "Meaningful Monday Message" 13/11/23

AN ARTICLE BY ALFIE HAWES

HARRY 'BEAR' HAWES - THE POWER OF A FOUR LEGGED FRIEND

We are noticing an increase in the number of children and young people who have identifiable social, emotional and Mental Health needs, This impacts not only on their education but also on their enjoyment and engagement of all aspects of their lives. Consequently, schools and support services have to think differently about how they meet these needs to improve the wellbeing of children and young people so that they can learn. With limited budget availability, continuously growing waiting lists for specialist support services and limited capacity to meet need, we therefore have had to become more creative. That is where Harry Hawes, the Cadmus Inclusive support dog comes in. He provides a vital opportunity for pupils to not only make a four-legged friend but also to receive the therapeutic intervention that they desire.

Schools who receive a visit from Harry first have to identify children that may need the opportunity to talk to a non-judgemental, non-threatening 'friend' who will not answer back. These children may just need somebody to 'just be there' and offer unconditional positive regard. Children can visit Harry both individually and in small groups to play games with him, give and receive cuddles, give him treats, read him stories, share their news or simply just sit in silence whilst tickling behind his ears. While this happens, often the children start to talk sharing their innermost worries, secrets, wishes and feelings. In return from this we get to see the children relax, open up and share things that may be too worrying for them to tell to adults. Often children do not want to open up and speak to adults due to worrying about their reaction or being judged by the adult so the fact that Harry sits and listens without any reaction or judgement unlocks communications in a way that human interactions simply cannot do. For many children when they have taken this risk of talking to an animal, it makes communication to adults easier and helps to open up and unlock more traditional routes of therapy and increases the ease of communicating with adults.

You may be wondering what Harry gets from this? He gets the chance to be able to help multiple children and young people who might be struggling. He also gets back lots of unconditional love. The phrase that a dog is 'man's best friend' has never been more apt with Harry Hawes.

AN ARTICLE BY RUTH LUE-QUEE

CAN YOU REALLY BE A PLAYFUL PROFESSIONAL?

Research shows us that play has numerous benefits for our cognitive, social, physical and emotional skills development.

However, play is a word that has been heard less and less in schools over the last decade for our children and is barely even thought of when it comes to the professionals!

Play is so important that it's recognised as a human right for every child. I believe that in order to get the best out of both our children and staff, recognising, promoting and incorporating play as much as we can is the way forward.

It's time to bring more play into not only our children's days, but our days as professionals too. Play is brilliant for learning - learning through play! Next time you're hosting a training session or developing a staff meeting, think PLAY. How can I get more opportunities for play within this? Rather than having a room full of adults passively listening to you, get them active, engaged and playing. Could you use a game to teach key concepts? Could you introduce a role play scenario to address a common situational or social issue within your staff, for example handling tricky conversations with parents? Could you provide an opportunity for sensory play to support with regulation and ensuring all members of staff are then if an appropriate state to engage with your meeting?

True play is when we are doing something for ourselves because ultimately it just feels good! It makes us feel happy. What opportunities are you providing to your staff to feel good? When we play endorphins are released into our body. Next time you're planning an inset day, think PLAY. What playful activity could you engage your staff in? What team bonding activity could they do? Do you really need another day sat in meetings, or actually could you prioritise play, the mental health benefits and get your team out doing something physical, fun and playful together?

As a professional we of course have to be professional. But actually, being a playful professional is great for developing secure relationships with other adults and the children we work with too. What exactly do I mean by this? It's being professionally playful. Having boundaries and having high expectations, but equally being able to have a joke, engaging in appropriate playful interactions such as helping children with a game on the playground or dressing up as a character from a story book to do your assembly. This strengthens bonds, relationships and helps with happiness!

AN ARTICLE BY ALI ROLPH

PATHOLOGICAL DEMAND AVOIDANCE

You may have heard the acronym PDA being used more frequently to describe young people you are working with, but what does this mean? This article will give you an overview and some top tips to support those with a PDA profile within your classroom.

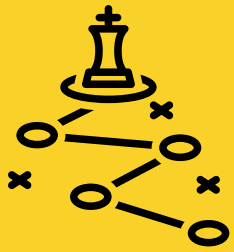
What is PDA?

PDA stands for Pathological Demand Avoidance and was first identified by Dr Elizabeth Newton in the 1980s. It is understood to be a profile on the autism spectrum. It describes those whose main characteristic is to avoid everyday demands and expectations to an extreme extent. As it is pathological, it is out of the persons control and what their brain is instructing them to do, rather than being a choice

.

What difficulties may a person with a PDA profile experience at school?

- A desire to be on an equal or superior to.
- A poor sense of self-esteem. Very poor emotional regulation; extreme/sudden 'mood swings'
- An ambivalence about success, typified by a child who destroys his/her work on completion especially if praised.
- A lack of permanence and transfer of learning and experience; sudden/dramatic setbacks after periods of settled behaviour and progress.
- A desire for friendships, often inadvertently sabotaged through a need for control.
- Extensive involvement in fantasy/role play,
- Behaviour that challenges - or equally a child may mask and internalise whilst at school



What strategies could support someone with a PDA profile in school?

- Create a low arousal approach which is about creating a caring environment characterised by calm and positive expectations.
- Avoid words such as 'need, must, now' and rephrase to words which are requesting e.g. Do you mind...? Could you...? Would you be happy to...?
- Contingency mapping
- 3-1 scale
- Star breathing
- Adopt a D.I.R.M approach (Does It Really Matter?) Focus is on safety, rather than following rules.

AN ARTICLE BY JORDAN JACKS

ATTENTION DEFECIT AND HYPERACTIVITY DISORDER

What is ADHD?

Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. ADHD is defined as a neurodevelopmental disorder characterized by impairing levels of inattentive and/or hyperactive and impulsive behaviours (2013).

What difficulties may someone with ADHD face?

- Talks excessively and often calls out.
- Constantly fidgeting
- Have difficulty organising tasks.
- Lack fine motor skills- poor handwriting.
- Have little or no sense of danger
- Labelled as 'naughty'
- Start tasks without finishing old ones.
- Appears to be unable to listen or follow instructions.
- Social difficulties
- Act without thinking.
- Interrupts conversations
- Have a short attention span and be easily distracted.
- Be unable to wait their turn

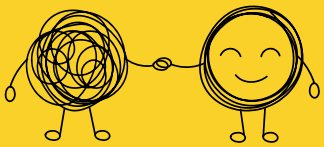
Top tips to support children with ADHD in the classroom

- Relationships, relationships, relationships! Build a positive relationship with the young person- they already know what people find frustrating!
- Challenge the negative perception of themselves (the chances are they have low self-esteem).
- Allow them to use a fiddle toy, blue tac, paperclips- ensure that you have the understanding that the child is still listening if they are not looking at you.

- Use of name as a cue to gain attention
- Build in opportunities for the child to move around the room- you don't need a full sensory circuit! Give the young person a job to hand out the books or worksheets. Let them send messages to other classrooms.

AN ARTICLE BY JACK HAWES

PLAY THERAPY - A SHIFT IN FOCUS, WHAT HAPPENED TO YOU ?


The latest government statistics for special educational needs indicates that 284,321 of pupils have social, emotional and mental health (SEMH) needs in England (22 June 2023). However, this does not take into account children with unidentified SEMH needs or children with multiple and/or complex needs where SEMH is just part of the picture. This had led to a shift in approach for educational professionals to move away from talking about issues verbally to play based therapy as part of a trauma informed approach.

Isaacs , 1932) write that: “Play encompasses children’s behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of a healthy development – not only for individual children, but also for society in which they live”. With this in mind, play therapy approaches seem like a logical alternative to traditional talking therapies.

Play therapy allows the child a safe space to freely communicate experiences and emotion through a medium of play rather than verbal communication. It does not set any standard of what a child should meet in levels of communication and is completely none directed. Self-expression is symbolised through what they create or display in ways such as: what the experience was, reactions to experience, feelings about the experience, perceptions of events and in many ways their internal thoughts becoming external. This is no set time limit or goals to achieve within therapy sessions or any implication on school facilities.

Play therapy avoids the barrier of “you must come up to my level of communication and communicate with words.”

Piaget (1962) argues that play bridges the gap between solid experience and abstract thought. It aims to give emotionally significant experiences meaningful expression. Play opens up the opportunity to represent unmanageable situations into symbolism that is manageable for children to express. This is because children may not be aware that they are playing out threatening or traumatic experiences, the benefits of this is that they can return back to those experiences in their own controlled way as arguably a means to cope with those emotions.

Evidence for why play therapy is a more logical alternative to traditional talking therapy shows that trauma effects developing brains by rewiring and inhibiting certain architecture. For example, the limbic systems are altered after trauma effecting emotions. Executive Functioning and the area of the brain responsible for speech is deactivated. This leads to a decreased ability to cognitively process and verbalise recollection of trauma. That is why offering opportunities to show as opposed to tell via play is a more successful approach.

The four key messages for play therapy that children need to hear are:

I am here;

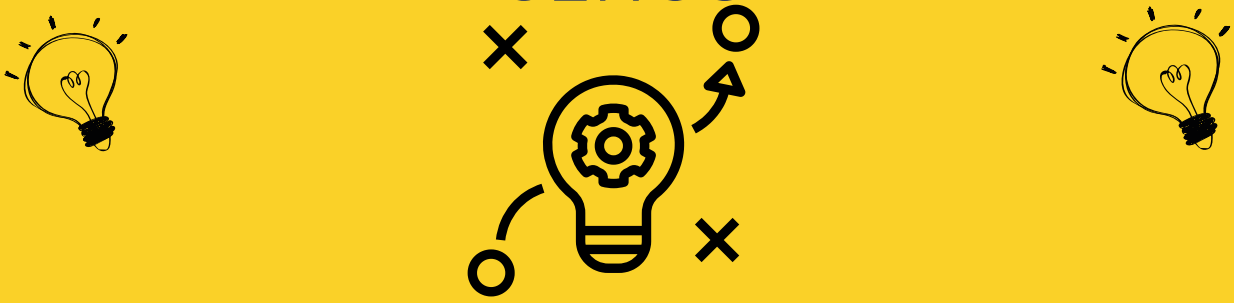
I hear you;

I understand;

I care.

AN ARTICLE BY SIMON MULLER

TOP FIVE TIPS FOR THE STRATEGIC SENCO



Finding time to be strategic in schools has become more difficult with financial cuts and increased workload demands becoming more commonplace. However, only by being strategic can we ultimately reduce workload and enhance our school offer to all pupils. Below are our five top tips for SENCos to support them in being strategic:

1) Create a dynamic, analysable SEND register.

Knowing where the needs are across your school and analysing this alongside additional information such as: pupil premium, primary need, behaviour, safeguarding information, and academic progress will allow you to plan for and adapt your provision offer to the right pupils, in the right place at the right time.

2) Work as a team.

Ensure that all teachers, teaching assistants, middle leaders and senior leaders understand their responsibilities in meeting the needs of pupils with SEND. If the SENCo is working in isolation, then the school will be limited in what it can offer.

3) Ensure your policy and procedures are lived, not laminated!

Clear, concise procedures and systems will significantly reduce workload. Are teachers consistent in knowing when to raise a pupil to the SENCos attention? How is this done? How is co-production supported? Where can teachers find information about pupils? How do new teachers support a learning need that may be new to them? Analyse your systems in place and use staff, pupil and parent voice to guide you to your priorities.

4) Encourage high quality, adaptive, responsive (or whatever else you want to call it) … teaching!

Most strategies that support pupils with SEND also support pupils without SEND. Let's just frame it as pure teaching to meet learning needs. Support teachers to consider what tweaks they can make to their teaching, or what resources could be used to enhance learning and link these to the four broad areas of need.

5) **Ensure staff know their pupils.**

Ensure pupil-facing staff know their pupils' strengths, difficulties, and interests. The SENCo should not be the only person in school who knows this information. By supporting staff to be curious about this information will facilitate problem solving and ownership.

AN ARTICLE BY STEPH COLLINS

CREATING A COMMUNICATION FRIENDLY ENVIRONMENT (CFE).



It is widely recognised that the environment that a child or young person is in can make a big difference to their communication. A communication supportive or communication friendly environment (CFE) is one that promotes and supports children's language and communication skills. It is an umbrella term for describing key features of the environment and the way practitioners interact with children.

A CFE should make communication as easy, effective and enjoyable as possible. It should provide opportunities for everyone to talk, listen, understand and take part. A CFE will support the development of all children's communication skills, remove barriers to communication and support learning. A CFE can be particularly beneficial for children and young people with Speech, Language and Communication Needs (SLCN) along with social and emotional development.

As well as the many benefits for the children and families you work with, developing a CFE really helps make sure that everyone working within this environment really understands how important communication is to overall development.

CFE's may include some, or all, of the following features:

Space, light and layout

Are there cosy, comfortable places to talk? Can you see people's faces when they are talking? Can you rearrange the layout of the room to suit different opportunities for talking – as pairs, small or large groups?

Noise levels

What is the general level of noise like? Are there noisy distractions from inside or out? Are there ways to gain people's attention? Can everyone hear and be heard? Are there times of quietness?

Using visual support

Signs, symbols, photographs and sometimes writing are features of many approaches to a CFE. How widely and consistently are they used? Are they used as labels, to support routines, as timetables? Are parents shown how they work? Is there the right amount and kind of visual support for the age and development of the children?

Clear and consistent routines

How does the environment help children to know what to expect and when? How well are visual supports used to help children understand and follow routines?

The role of adults in the environment

Many strong CFE's utilise the skills and strategies of adults to facilitate listening and talking with children and young people to develop each child or young person's speech, language and communication skills. Are you breaking down instructions? Are you giving enough time for the child to respond? Are their motivations being used as ways to enjoy communicating and interacting?

Take a learning walk around your setting and look at the environment from a child's point of view. Does it make sense? Does it have a variety of different spaces for different purposes and different types of conversations? Do you make the most of opportunities for talking and listening? You may already be using many of these strategies intuitively or through experience. However, it's often useful to reflect on which strategies you use consciously as this can help to try different strategies with different children.

Every opportunity is a language opportunity, so a communication friendly environment looks to make sure all these opportunities are planned for, utilised and enjoyed!.

AN ARTICLE BY JORDAN JACKS

HOW CAN WE SUPPORT LEARNERS WITH ODD?



What is ODD?

Oppositional Defiant Disorder is where pupils find it hard to manage their impulses and is driven by the need for control. There is research that suggests that ODD is a common comorbidity for other neurodevelopmental disorders (Malik et al, 2018).

What is the difference between ODD and PDA?

With both terms being relatively new, there is limited amounts of research compared to other neurodevelopmental conditions. PDA is understood to be a profile on the autism spectrum. Children with ODD require boundaries, routine and rewards whereas children with PDA require a careful use of language and consideration of the demand that is being placed upon the child

What difficulties may someone have with ODD?

- Struggle to build positive relationships.
- Refuse to comply with adult requests.
- Have regular physical altercations with other students.
- Exhibit sudden anger
- Destruct property
- Unable to accept praise.
- Be easily annoyed by others.
- Unwilling to follow rules and can often be uncooperative.
- Have low self-esteem and low frustration threshold.
- Seek to blame others for any accidents or behaviour that is deemed as 'bad'.

Top Tips To Support a Child With ODD

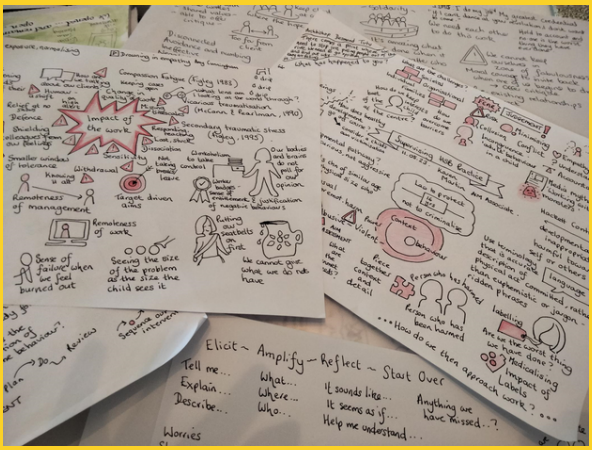
- Have clear and consistent boundaries- this will take time to embed but the foundations must be built.
- Prepare the individual of any changes that have occurred to the timetable.
- Identify key adults, who can build a strong, positive relationships, to support the child by discussing behaviour and choices when the child is calm.
- Be clear and consistent.
- Avoid direct praise as the child's instincts are to do the opposite of what you're saying.
- Remember the child is trying to get a reaction- choose your battles.
- Understand the child's need for control- can you give the impression of perceived control?
- Always avoid a power struggle - set the expectations and walk away

AN ARTICLE BY FRAN FORD

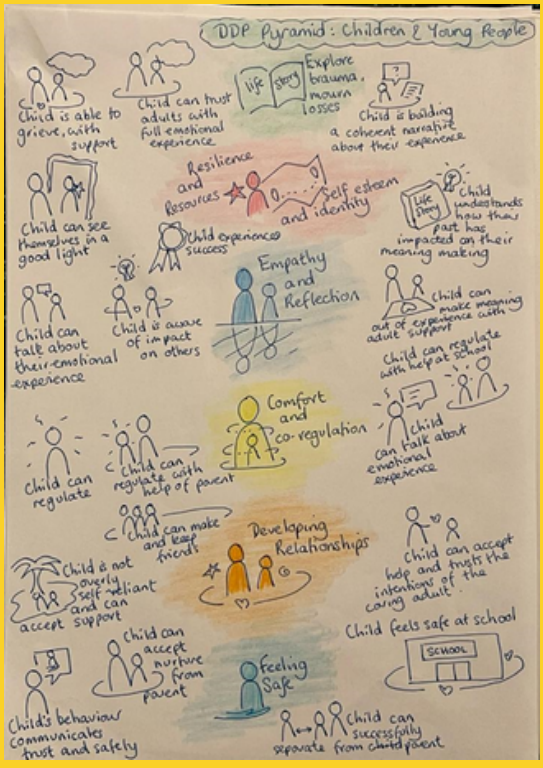
VISUAL NOTE TAKING

Visual note taking can help us to process information and make it memorable. Here are a few examples and give you some top tips to tempt you to get started!

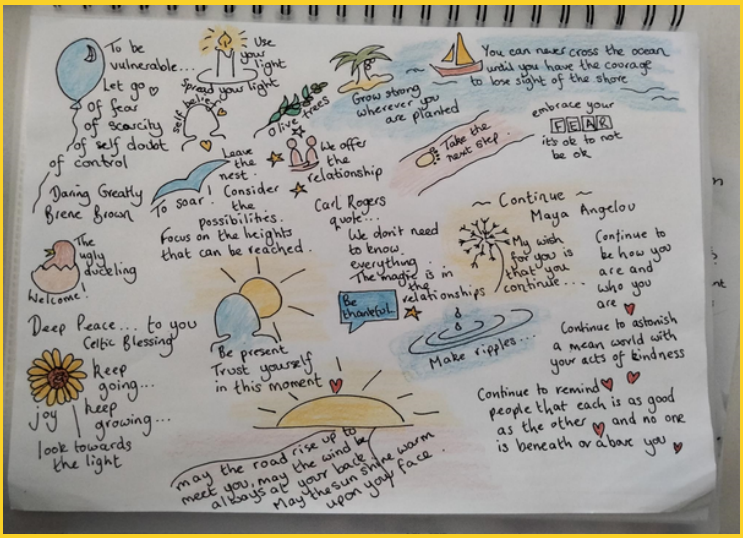
Visual note taking can helpful when you are studying, reading, or listening to a speaker and need to remember key points.



It can bring to life a child's story. It can be very powerful to draw out three school changes, five foster homes, eight social workers etc to get a 'feel' for what this child may be experiencing during a transition to your setting. You can also use images for assessment.



This method can be used for supervision notes to draw out key themes. I often do this for colleagues and give them their 'sketch note' after a supervision session.



Minutes of meetings may be recorded and presented in this way and may actually get read and digested before the next meeting!

A few tips:

- Before you start, resources you may need include pens, paper, pencils, rubber and you may want to create a little bank of key words and images. Keep it simple, especially at first.
- You may wish to consider your layout so that you do not run out of space. Perhaps put a title in the centre or in one corner and have this ready before you begin to record any incoming information. You could work clockwise with key themes or ideas to space them out. This takes a little practice.
- There are many ideas on the internet to get you started.
- If ideas begin to run into each other, you could separate them with colours and/or dotted lines. I tend to use coloured pencils so that they do not distort the text.
- If you cannot think of images to go with key words and themes, make a note of the word or theme and then search for images on the internet until you find something you like. Add it to your little bank of words and images and you will soon become more fluent in drawing them.

Enjoy the results but most importantly, enjoy the meaning making in the process!

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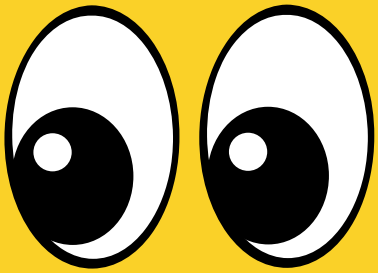
CAUGHT YOU LOOKING!



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