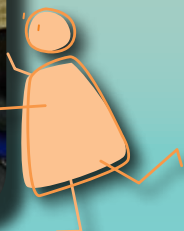


Find out more!



# Overview of training modules



A charity providing intensive programmes for children with physical disabilities

Registered Charity No. 1011133



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## THE PACE APPROACH

Trainer: Amanda Richardson

Provides information on 'the PACE Approach'. Is for agencies and organisations that are interested in knowing how PACE designs and delivers its 'Education for Life' programmes which are based on Conductive Education and delivered by a transdisciplinary team.

**DELIVERY** Incorporates practical activities and discussions throughout.

**TIME** 1 day

*"Good overview, understandable, very well presented"*

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## POSTURE AND MOVEMENT: AN INTRODUCTION

Trainers: Heather Last and Charlie Morgan

Aimed at Learning Support Assistants (LSAs) and Teachers who have had no prior experience of working with children with motor disorders. It introduces participants to terminology used in this environment and basic concepts of movement including the role of the sensory systems.

**DELIVERY** Includes both theoretical and practical activities.

**TIME** 1 day

*"This course really helped me understand what was going on and the terminology being used around me"*



## CONDUCTIVE EDUCATION

introduction to practice and principles

Trainer: Charlie Morgan

Provides participants with a basic understanding of the principles and practice of Conductive Education (CE) as a foundation for their daily work and planning.

Participants are given the opportunity to watch 'Standing up for Joe' which was the first public broadcast of CE in this country and the follow on documentary 'From Hungary with Love.'

The following topics are covered:

- Neuroplasticity
- Intention
- The "active, intending child"
- Orthofunction
- The role of the Conductor
- The conductive group
- Daily routine
- Task series
- Rhythmical intention
- Facilitation

- Conductive observation
- The learning environment

### DELIVERY

- Illustrated lectures
- An accompanying workbook
- Participant presentation
- Follow-up practical assessment
- Support/tutorials

Workbooks are marked and returned and can be used for future learning, self reflection or as part of a CPD portfolio.

TIME 3 days

*"A very good introduction to CE with a lot of information covered"*

*"Great, tasks and games interspaced between sections and also practical elements to reinforce learning"*

## CEREBRAL PALSY

understanding the functional effects, planning and delivering intervention through a team approach

Trainer: Heather Last

Introduces participants to Cerebral Palsy (CP) and aims to develop knowledge of the challenges that occur. It covers planning, facilitation and delivery of learning programmes to address needs and potential.

The following topics are covered:

- Observation of normal posture and movement
- An introduction to Cerebral Palsy
- The functional effects of Cerebral Palsy
- Hypotonia
- Quadriplegia
- Athetosis
- Spastic Diplegia
- Spastic Hemiplegia
- Ataxia

### DELIVERY

- Illustrated lectures
- An accompanying workbook
- Participant case study presentation
- Follow up practical assessment
- Support/tutorials

Workbooks are marked and returned and can be used for future learning, self reflection or as part of a CPD portfolio.

TIME 6 days

*"Very interesting. A knowledgeable presenter with lots to pass on."*

*"High level but easy to understand"*



## CONDUCTIVE EDUCATION AND CEREBRAL PALSY - FURTHER STEPS

Trainer: Heather last, Charlie Morgan and Helen Brind

A practical course with opportunities to work with and/or observe children. Incorporating a variety of workshops and discussions regarding a whole child approach, integrating the knowledge and skills of Conductors, Therapists and Teachers.

This course is primarily a follow on from both the CP and CE introductory courses (above). It can be delivered as a stand alone course to participants with

a minimum of 3 years experience of working with children who have Cerebral Palsy.

DELIVERY Practical based, with a wide variety of workshops, related activities and discussions incorporated throughout.

TIME 4 days

*"Really made me think about what I do and how I facilitate throughout the entire day, food for thought!"*

## MOVING AND HANDLING

theory and practical

Trainers: Helen Brind & Charlie Morgan

Promoting the concept that the key to solving Moving and Handling issues is effective problem solving.

### Theory

- Legislation and responsibility
- Spinal awareness
- Musculo-skeletal injury
- The system of safer moving and handling
- Base to Face checks
- Risk assessment
- Object handling
- Methods of moving and handling

### Practical

- Practical problem solving
- Risk assessments
- Practical techniques
- Practical use of various moving and handling equipment

A follow up workbook is also available for a one year review.

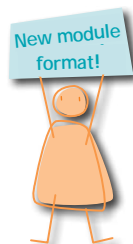
*"The active involvement and suggestions were brilliant"*

*"Empathetic to our situation with very good knowledge and demonstrations of practical techniques"*

**DELIVERY** Appropriate activities are incorporated throughout.

Delivered by two qualified moving and handling trainers, a Conductor and a Physiotherapist. This includes one day for observations and one day for module delivery (theory and practical).

**TIME** 2 days



## EATING AND DRINKING

Trainer: Laurel Allen

### MODULE 1: an introduction to management of children with CP and moderate dysphagia

The aim is to equip participants with the knowledge and skills to safely facilitate children with moderate eating and drinking difficulties.

### Theory

- Anatomy/physiology related to eating and drinking
- Normal development of eating and drinking
- Difficulties associated with motor disorders
- Signs of aspiration and facilitation for change/skill development

### Practical

- Handling techniques and use of equipment
- Video observation and analysis

**DELIVERY** Related activities and discussions incorporated throughout

**TIME** 1 day

*"Very active, which was a fun way to learn and remember!"*

*"Good, clear, relevant and practical"*



### MODULE 2: problem solving practical issues for children with severe dysphagia and reflux

This problem solving module is designed to equip participants with the knowledge to safely assist children with severe risk of aspiration/reflux to eat and drink.

This module covers the following:

- Signs of aspiration
- Signs and risks of reflux
- Practical activities, e.g. sample meals are presented to stimulate discussion.
- Problem solving activities which highlight the need for continuous skilled observation.

NB: This module is a follow on from the one above.

**DELIVERY** Related activities and discussions incorporated throughout

**TIME** Half day

*"Very informative lots of opportunity to discuss situations"*

*"Very helpful and interesting"*

## THE MUSCULO-SKELETAL SYSTEM AND ITS INFLUENCE ON LEARNING AND DEVELOPMENT

Trainer: Helen Brind and Charlie Morgan

To enable participants to understand how musculo-skeletal issues can influence learning and how learning can affect musculo-skeletal growth and development.

Participants then examine how these issues can be addressed through CE ensuring that learning opportunities are not affected and activity and independence is still encouraged.

The following topics are covered:

- Anatomical make up of bones and muscles
- Common contractures that may occur with different types of CP
- Common deformities that may occur with different types of CP

- Information regarding procedures and surgical intervention
- Workshops showing how to apply this information in a practical CE setting

**DELIVERY** Accompanied by a workbook/activity book.

Workbooks are marked and returned and can be used for future learning, self reflection or as part of a CPD portfolio.

**TIME** 1 day

*"Gave me a good grounding of information that I could directly relate to my work and showed me what to observe"*

## AN INTRODUCTION TO COMMUNICATION AND AAC

Trainer: Laurel Allen

Aims to develop participants' awareness of the function of communication, expand understanding of alternative and augmentative communication (AAC) and enhance ability to integrate communication and AAC throughout the conductive day.

The course incorporates problem solving workshops to highlight the power of communication for every

child and enable participants to develop ideas for integration.

**DELIVERY** Both theoretical and practical activities are incorporated throughout.

**TIME** 1 day

## THE TRANSDISCIPLINARY TEAM

Trainers: Heather Last and Charlie Morgan

Introduces participants to the concept of the Transdisciplinary team and Transdisciplinary thinking.

It is aimed at individuals working in this type of setting who wish to further enhance their Transdisciplinary working or for people wishing to learn more about this way of working.

The following topics are covered:

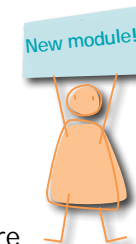
- The team concept
- Different types of teams
- Analysis of the Transdisciplinary team
- Effect of personality and team roles
- History and examples of Transdisciplinary working
- Components of Transdisciplinary working
- Transdisciplinary working in CE and/or different settings
- Developmental stages towards this concept
- Challenges and possible solutions
- Important factors and helpful tips

**DELIVERY** Accompanied by an activity book. Relevant activities and discussions are incorporated throughout.

**TIME** 2 days

*"The opportunity to openly discuss the process and the realisation that it doesn't just happen over night was invaluable"*

*"Really helped me to realise where I am at in the process and what I need to do in the future, great honest self reflection in a supportive environment"*



## LEADING PROGRAMMES

Trainer: Charlie Morgan

Designed for those who have been working in a Conductive Education setting for a while but do not have a background in Conductive Education.

This is an introductory course for staff members whose Team Leader considers them ready to begin leading programmes or elements of the day.

The course develops the knowledge base required for leading then helps participants to analyse and develop their leading style and presentation skills.

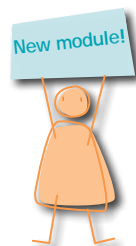
### DELIVERY

- Illustrated lectures
- An accompanying workbook
- Participant presentation
- Follow up practical assessment
- Support/tutorials

Workbooks are marked and returned and can be used for future learning, self reflection or as part of a CPD portfolio.

TIME 2 days

*"Gave me a sound basis and the confidence to start leading"*



## ADDRESSING DEVELOPMENTAL CHALLENGES

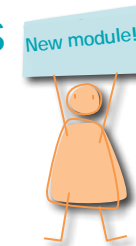
Trainer: Heather Last, Laurel Allen and Helen Brind

Looking at normal development across all domains - physical, sensory, perceptual, play and cognition. The focus is on the first two years of life.

Each aspect and stage of development is discussed in relation to children with specific sensory and motor difficulties.

**DELIVERY** Both theoretical and practical activities are incorporated throughout.

TIME 2 days



## INTRODUCTION TO SENSORY PROCESSING AND SENSORY INTEGRATION

Trainer: Heather Last and Lindsay Hardy

Day 1 covers background neurology and explains sensory processing in terms of everyday life. It explores all sensory processing issues that can occur in children with different diagnoses. This course incorporates problem solving workshops which help to recognise and address specific sensory processing issues.

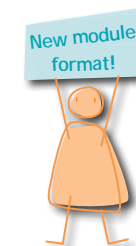
Also includes an overview of sensory integration, explaining the main principles and how it applies to a range of neurological conditions.

Day 2 looks at working with children who have sensory processing issues within a CE setting.

**DELIVERY** Both theoretical and practical activities are incorporated throughout.

Participants can opt to do just a one day course with agreement from the course tutor.

TIME 2 days



## DOCUMENTATION AND REPORT WRITING WITHIN CE INCLUDING TRIBUNALS

Trainer: Heather Last, Ann Rhodes and Alyn Edwards

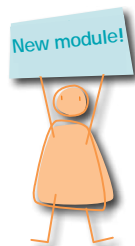
Explores the basic principles required when writing professional reports and maintaining clear documentation of children's progress. It also covers different types of reports required for different circumstances e.g. tribunals, medical appointments and information re: SEN case law.

Additionally explores the use of visual material as a method of documentation and reporting.

There is an optional second day focusing on technical skills for DVD production.

**DELIVERY** Both theoretical and practical activities are incorporated throughout.

**TIME** 1 day



## INTRODUCTION TO LEADERSHIP: THE ROLE OF A TEAM LEADER

accredited ILM (Institute of Leadership & Management) module

Trainer: Charlie Morgan

An exciting new and accredited course aimed at participants working in a CE environment who are looking to become or be promoted to a Team Leader role.

Current Team Leaders who have had no prior leadership training can also attend this course. Participants receive an ILM Level 2 award and certificate in Team Leadership

The following topics are covered:

- Leadership
- The role of a Team Leader
- The role of personality
- Giving and receiving feedback
- The team - concept, development and performance

**DELIVERY**

- Illustrated lectures
- An accompanying workbook
- Participant presentation
- A knowledge review
- A written assessment
- Support/tutorials

Workbooks are marked and returned and can be used for future learning, self reflection or as part of a CPD portfolio.

**TIME** 5 days over five weeks

*"Good, clear, concise theoretical basis with appropriate examples/ ideas for practice"*



## SUPERVISION IN A CONDUCTIVE EDUCATION SETTING

accredited ILM (Institute of Leadership & Management) module

Trainer: Charlie Morgan

An exciting new and accredited course aimed at participants supervising staff in a CE environment.

Aimed at new supervisors and also those who have been supervising for a while and wish to enhance their skills.

Participants receive an ILM Level 3 award and certificate in First Line Management.

The following modules are covered:

- Introduction to the supervision process
- Understanding the communication process in the workplace
- Motivation to perform in the workplace
- Solving problems and making decisions

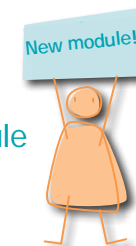
**DELIVERY**

- Illustrated lectures
- An accompanying workbook
- A role play assessment
- A knowledge review
- A written assessment
- Support/tutorials

Workbooks are marked and returned and can be used for future learning, self reflection or as part of a CPD portfolio.

**TIME** 5 days over five weeks

*"Excellent, really felt like I wanted to listen and learn. It has already meant that I approach supervision more positively and have already seen some benefits!"*



## TEAM WORKING AND COMMUNICATION

Trainer: Charlie Morgan

Allows participants to analyse their team working and communication and identify potential areas for development.

Participants develop their awareness of team working in an extremely interactive environment and discover strategies to create an optimum team working environment.

**DELIVERY** Both theoretical and practical activities are incorporated throughout.

**TIME** 2 days



## TEAM BUILDING

Trainer: Charlie Morgan

We are all aware of the challenge of devoting time to team building and we are aware of the importance of team cohesion.

At PACE we have a wide variety of team building options that can be tailored to suit your needs. So if you are wanting to develop team awareness, increase cohesion or just have fun as a team we have options to suit you.

**DELIVERY** Fun and appropriate practical activities.

**TIME** 1-3 days

More exciting new courses will be coming soon, for example:

- The importance of the hand and the development of arm and hand function for gross motor, self-care, play and educational activities
- Working with families - models for close partnerships with parents and carers throughout a child's growing years
- Measuring progress - an overview of standardised and non standardised assessments and their application within a whole child approach

## HEATHER LAST

Director of PACE

Heather is a paediatric OT who has worked with children who have motor disorders for the past 35 years.

Before setting up The PACE Centre in 1990 she worked in South Africa, New Zealand (NZ), Scotland and Dubai. When she worked in NZ as a visiting CP therapist seeing children in the community (home and schools) she was responsible for all aspects of their learning and development. Despite being the main support person for the families she was only able to see them on an episodic basis.

This was an experience that led her to firmly believe in the need to work with and to work for the families and gave her a passion for a service where families are truly valued and supported. To quote, 'working in the homes opened my eyes to the realities of life'.

She wanted to give the families a far more 'total package' of care as well as advice and training in order to help their understanding and support their child.

In 1983 when Heather was working in Scotland she had the opportunity to visit the Peto Institute for Conductive Education in Budapest, Hungary. It was an emotional experience as she saw children having access to learning programmes throughout the whole day and as a result achieve so much.



Heather then decided to set up a centre for children that would give them the continuous quality learning opportunities they required, as well as providing very real support to the families. The PACE Centre opened in 1990.

Heather has a particular interest and a long history of training others in Cerebral Palsy at a post-graduate level in order to help others understand the complexity of the condition and how it affects learning. She tutored on Bobath courses in New Zealand and Hong Kong before becoming involved in CE.

## AMANDA RICHARDSON

Head of Centre

Amanda has worked as a teacher for over 20 years. She has a BA (Honours) degree in Linguistics and Language Pathology, and post-graduate training in primary education, specialising in Special Educational Needs.

She has worked in a variety of early years and primary settings both as a class teacher and to provide specific training and support to staff and pupils. She has worked in both mainstream and special schools.

Since joining The PACE Centre in 1995, Amanda has worked as a Team Leader and for the past eight years,

as Head of Centre and Deputy Director.

Working closely with the Director and Senior Staff she has developed the educational services of the Centre ensuring that PACE's principle of the "Active Intending Child" is fully incorporated into the daily curriculum.

The experience of working in PACE's unique educational environment has led to a commitment to training and developing staff skills.



## CHARLIE MORGAN

Training and Development Officer

Charlie is a Conductor by background who graduated in 2001 and was awarded the Brian Frazer award for Excellence in Conductive Pedagogy.

After working in the UK for a couple of years she left for a position in Canada working with adults and children over a 3 year period. During this time she quickly progressed to delivering, supporting and managing programmes on a provincial and national level.

In this challenging time, Charlie became interested in training and she felt it was vital that staff in all settings received appropriate support and training. Upon her return to the UK she developed training and outreach services at a London centre and is now the dedicated Training and

Development Officer at The PACE Centre. Charlie is particularly interested in delivering specific training regarding Conductive Education and supporting staff in developing their practical skills.

In addition she has a keen interest in developing leadership skills for senior staff working within CE as she sees how this makes the learning environment more effective and therefore enhances each child's learning. She is a qualified moving and handling trainer and an assigned trainer for accredited ILM courses. Charlie presently works mainly with adolescents.



## LAUREL ALLEN

Senior Specialist Team Member

Laurel has more than 25 years experience working with children with motor disorders.

Laurel is a registered Speech & Language Therapist with the Health Professions Council and a Certified Member of the Royal College of Speech & Language Therapists in the UK (as well as the Canadian and American Associations). She has an Honours BA in Psychology and graduated with her Masters degree in Speech & Language Pathology from McGill University in Montreal Canada in 1990.

Laurel is certified in Neuro-Developmental Treatment (8-week NDT/Bobath). She has completed Intermediate Dysphagia training and numerous Augmentative

and Alternative Communication (AAC) courses/workshops. She is a member of Communication Matters and Babtt and regularly attends RCSLT Special Interest Group meetings in Dysphagia and AAC.

She enjoys providing in-service training at PACE and lectures to third year students at NICE (National Institute of Conductive Education) as well as training parents on an ongoing basis.

Laurel has practiced in specialist Children's centres, nursery settings and schools in Canada, New Zealand and now in England.



## HELEN BRIND

Senior Specialist Team Member

Helen qualified as a physiotherapist in 1993. She worked as junior physio at Bedford General Hospital and then, in America 1994 -1996 in inpatient/outpatient neurological care with both adults and children.

She then worked in Perth, Australia in 1997 in inpatient neurological care. Helen continued to work with adults and children with neurological conditions both in hospital settings and privately until 2006 when she joined The PACE Centre.

She attended a Bobath 8 week

course in 2009 and is interested in sharing her experiences of integrating specific physiotherapy knowledge and skills within a conductive curriculum. She also keeps up to date with evidence based practice.

She enjoys training others and assisting them in developing their practice. At PACE she has established a lycra clinic and helped implement moving and handling training.



Other senior staff from PACE may also assist on these courses.  
Check our website for the latest course schedule

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