



Connected!

Fife Autism Network News
THIRD EDITION

Autumn 2011

Scottish Government:- 'Principles of Inclusive Communication'

The national Independent Living programme was established in recent years to address issues for people (adults) with disabilities, in relation to independent living. Reporting to the Scottish Government Independent Living Core Reference Group, working groups were set up to address key priorities: advocacy, housing, portability of care and inclusive communication.

As members of the inclusive communication working group, working alongside representatives from a range of national organisations and services, Fife's ASD Co-ordinator and NHS Fife's Equality and Diversity Lead contributed towards producing the recently published:

'Principles of Inclusive Communication: An information and self-assessment tool for public authorities'

WEBLINK: www.scotland.gov.uk/Publications/2011/09/14082209/0

This excellent document contains:

- 6 principles of inclusive communication
- Links to existing guidance and information
- A Self-assessment tool for public authorities
- An explanation of what communication support needs are

There is much work being dedicated to Independent Living in Scotland. More information may be found at: www.ilis.co.uk

Inside this Edition:

- Glass Wall Project
- D T Wilson : My Story
- Asperger Support Project
- Pause for reflection: parent perspective
- Making a connection: top tip
- The Big plan : Cameron's journey
- and more

The Glass Wall Project



Supported by cross-service representatives, Kinetic drama group and local ASD support groups, this pioneering pilot project, led by pupils of Kirkland High School, aims to increase and develop knowledge of Autism and other isolated groups, within our communities.

A focus group of S2-S4 pupils has been set up; with members commenting that 'its important to make it possible for others to have friends and feel part of the community' and 'to bring people together.'

FOCUS GROUP UPDATE:-

“What have we been doing?:

- Getting to know each other
- Discussing Autism and people we know who have Autism
- Talking about helping people in the community who find it difficult to mix with others
- Drawing a logo for the project.”

“What we want to do:

- Learn more about Autism
- Help people
- Teach people about Autism
- Make a difference
- Do a play
- Make leaflets”

“What we feel about the project:

- Fantastico!
- Like it!
- Cool!
- Special!”

S5 & S6: Autism Awareness

At a recent visit to Kirkland High School, Fife’s Autism Co-ordinator presented to S5 and S6 pupils on some of the challenges faced by people with Autism, their siblings, parents and relatives within that of the community environment and every day life.

Great interest was expressed In learning more about Autism; with 41 signing up to Autism Awareness sessions, which will be delivered by the Autism Co-ordinator in the coming months.



My Story by DT Wilson



My name is Derek T Wilson and I was diagnosed with having Asperger's Syndrome in 2007. This was also the same year that I lost my latest low paid job and began a return to long term unemployment; which I still am, I'm afraid to say. It was also the beginning of a new chapter in my life and new experiences, which I thought would have never happened to me in my entire life. After nearly a year of going to see a psychologist in order to come to terms with my condition and to revisit my impoverished upbringing, as well as everything else that I had issues with, I decided to try and embrace the neuro-typical world as best I could; while still retaining my unique individuality.

I also began to meet other 'aspies' (people with Asperger's Syndrome) for the first time in my life, when I was introduced to Stella Macdonald, and began to attend the 'aspie solidarity group' once a month. This was an interesting experience and it was good to talk to others who had had similar experiences throughout their lives, as well as the problems with basically trying to be understood and accepted by their fellow human beings.

I came to a decision though that, since I now knew that I was on the autism spectrum and was fully aware of my genetic condition, I was not going to allow myself to continue to be 'nobody' on the fringes of neuro-typical society. I decided to go to college on a part-time basis, after achieving some basic qualifications from my local adult learning centre. I done two years of administration and IT, as I was thinking practically, since I had mainly done mundane, low paid jobs after leaving school with no qualifications. During my time at college, I became restless and wanted more out of life; not just a cushy office job (if I was lucky) at the end of my studies.



It was during the summer of 2010 that I began to attend film-making workshops at Auchmuty Adult Learning Centre in Glenrothes, where I live. These workshops were set up by 'Diversity Films', a not-for-profit group of media professionals based in Glasgow, that had instigated these community workshops across Scotland as a whole. To cut a long story short, non-professionals who have never made a film in their life, who had attended the aforementioned sessions, were asked to submit an idea for a short film. Approx 70 people

put forward ideas and there was a short list of 15; of which one was mine. I was gobsmacked to say the least! The 15 hopefuls (including myself) were then invited to stay at a country residence in Balmullo over the weekend to meet each other and thrash their ideas out. This was a terrifying idea to me and I remember not sleeping the night before I travelled by bus to attend this meeting. Once I arrived I was equally nervous as nearly everyone was a total stranger to me and I was physically ill with the stress the 1st evening.



My Story! ...cont.

By the second I was feeling much better interacting with my new friends, as they were mainly decent, intelligent and extremely understanding about my condition, when I explained to them what asperger's was and the life I had had up until that point.



About a month later I was informed that 6 out of the 15 short-listed film ideas were accepted to be made into a short film. My idea was one of those 6; again, I was totally dumbstruck! I quickly began forming my film crew out of the people from the weekend at Balmullo; they came forward with most enthusiasm, eager to create a short film about a man who has asperger's syndrome.

Over the next few months we filmed in Glasgow, Glenrothes and Kirkcaldy – it was a strange experience, doing all this 'film-making' for the first time ever. I was even interviewing complete strangers in the Kingdom Centre shopping mall, which was quite nerve wracking to say the least – my old stammer came back a few times – phew! After the filming was complete and the film edited together from hours of footage, the 15 minute film which is entitled 'FOR THE



LOVE OF LUGOSI' along with the other 5 short films (I even done a cameo in one of the other films!), from 1st time film-makers, was premiered at the Glasgow Film Festival on 19 February 2011. Since then it has been entered at several film festivals and has recently played the cinefringe at the Edinburgh film festival. It is certainly a strange experience seeing yourself on a huge cinema screen.

During the filming of 'FOR THE LOVE OF LUGOSI' and attending college I was handed a flyer about THEATRE WORKSHOP SCOTLAND; apparently, looking for volunteers from the Fife community, to help them create a feature length film about the 1926 general strike and the Fife mining community. During that unhappy period, I thought: why not, I'll give it a go! So between September 2010 and July 2011,

My Story! ...cont.

I attended workshops all over Fife, although mainly in Brag community centre in Crosshill, in all weathers – remember the 3 months of the harshest winter in a century with subzero temperatures and constant snow and ice! Well, I battled through it all to attend these workshops – mainly acting with dozens of complete strangers. Again having to interact with all these new faces was an immense challenge, and there was a few hairy moments when I had to walk (sometimes run) outside in order to calm down and de-stress myself. Once the acting workshops were finished, I again put myself forward as volunteer to help the production design team build the sets for the film. This was quite a physical job building frames for the miner raws (cottages), using a plethora of hand tools as well as endlessly painting doors, gutters, window frames, brick walls and chimneys.



Above: Some Cast members taking a break on the set of the Happy Lands film

Furthermore, after many months of preparation, the shooting for the film which is called **THE HAPPY LANDS** began on Saturday 16th July and finished on Sunday 21st August 2011. Although I had a small supporting role as 'Artie Millar', who is a sergeant in the MINERS DEFENCE CORPS and only had about four lines, I was on screen a lot of the time. This meant I was there nearly every day, sometimes from early morning until late into the evening, with a lot of hanging about.

This pushed my asperger's to the limit, since I was working with a cast of over 145, which did not include the extras or the film crew! At times I had to try and find a private place, so I could de-stress myself through isolation. Some people (as usual) thought I was being anti-social and aloof but, since only about five members of the cast were aware of my condition and understood it to a degree then, I'm afraid it could not be helped. I am not an attention seeker by nature and I didn't think it was appropriate to explain myself to everybody I met, during the production of this film. Anyway, the footage for the film is now in the can and we will all have to wait until May next year when it is broadcast on BBC 2.

As for what I do next:: well, at present, I am still a poor man and receiving job-seekers allowance due to my constant unemployment. I was not paid a single penny for all the film-making, acting and set building that I done, since it was all on a voluntary basis – art for arts sake as they say. I would like to become a full-time film character actor (one that receives a wage) as I believe that myself as well as other people with asperger's have had to be more or less actors all their lives – except that it is a permanently live set! Aspies can be great character actors as they have had to observe people in order to try and understand how the neuro-typical world works, through a plethora of different people/characters and personalities.

In addition, my dream is to be noticed by someone like 'Tim Burton' and have the opportunity to act in an old style gothic horror film, opposite the last of the great classic horror icons – Christopher Lee.

D T Wilson

Pause for reflection!

People with Autism Spectrum Disorders are part of our diverse society. Although times can be challenging and we are often left feeling despondent, There is great value in supporting each other to raise awareness, understanding, and where possible, providing Autism input to help others to meet the needs of this often isolated minority group in society.

Many highlighted areas of concern are often due to misunderstandings of the condition and behaviour patterns. A lot of time and money is wasted through this process. Our communities and community spirit is of great importance in supporting families.

Families living with Autism often find themselves getting nowhere fast. They do not have many choices and, during long periods of stress, can become quite ill; leading to mental health problems, family breakdown, emotionally drained and lonely.

People with Autism may find it difficult to communicate at times which, to some, can seem quite odd and at times aloof; but it does not mean that they do not have feelings, thoughts and emotions. Infact, people with Autism have many great strengths; being sensitive and highly tuned can bring great talents in different areas; friendships can be strong, loyal and meaningful .

So what can we do? Most people would not know where to start, some with good intentions would go charging in not realising the negative effect this potentially could have, but whether you are a neighbour, a relative or a professional you can help.

It can be quite simple really, and may only take a few minutes of your time to gain an insight into how the Autism mind

perceives the world. This helps people to become more sensitive and understanding as to how important: an Autism friendly environment and appropriate actions can be. to successful integration and communications with people with Autism and their families.

People are overwhelmed, at times, with the vast amount of information that is available; with many spending vast amounts of time attending seminars, surfing the net etc, yet still come away feeling confused, overloaded and unsure about the whole concept and what they can possibly do to help.

Crisis point happens quickly and, often with Autism, lengthy referral systems are of little use, families need help to learn to assess and deal with situations quickly and appropriately; which, in turn, could lead to less professional input requirements, cutting back costs and finding quick, responsive, calming solutions with familiar people in familiar environments. This bringing less stress to the individual and family. However, we must not forget it is still very important that parents have access to quick guided support systems, if need be.

Charlotte Farmer

**PHAD
Fife**



Making a Connection: TOP TIP!

It is often easier to remember four simple points when dealing with people with Autism, their families and those working alongside them, especially at crisis point:

- ***Take a step back and look at the situation***
- ***What is the behaviour***
- ***What is the trigger***
- ***What can you do to help find a coping strategy***

It is so important to stay calm in a crisis and find ways to guide, gently and carefully through the situation, using visual back up. Creating a picture in the mind helps to provide realisation and reflection, which can be useful as a tool into finding a coping strategy. It does take time and practise to do this. Once learned, however, this vital skill can bring new positive direction, new achievements, calmness and more enjoyable relationships; resulting in less time dealing with stressful situations.

It is very important to try not too fall into the pattern of blame, as most people are probably unaware of the effects of their behaviour on others. By following the **4 simple points** more often than not, the situation can be rectified without too much destruction or damage to relationships or mental health. These rules can apply to everyone involved, not only the person with Autism.

Charlotte Farmer, PHAD Fife.



Fife Action on Autism

Scottish Charity Number SC028420

Asperger Support Project

Fife Action on Autism: Asperger Support Project is run by Thelma Fyfe and supports individuals and families with ASC (Autism Spectrum Condition).

The Project runs supervised bi-weekly Social Clubs in Leuchars, Dunfermline and Kirkcaldy for people with an ASC where a mix of social activities are undertaken in a fun format.

Short-breaks are also organised and available to Social Club Members throughout the year on a limited basis with around 6 such short-breaks organised each year.

Respite care for people with an ASC and for their family/carers is seen as an important part of the Project with the Social Clubs and Short-breaks designed to deliver respite as well as developing social skills and building self esteem.

The Project also looks to heighten awareness of ASC in the general community and with professional bodies such as the Police, Education and Health Boards.

Volunteers play an important role in assisting with Club activities and Short-break management and new volunteers are always welcome.

Anyone interested in finding out more about Fife Action on Autism Asperger Support Project should contact Thelma – . or telephone 01592 779190

Autism in the Community!

Fun - Raising Funds

PHAD Fife

A charity which offers the much needed lifeline to people living with High-functioning Autism Disorders, their families and those who work alongside them, striving to bridge the gaps with the continued, dedicated, loyal and passionate support of its members, helping to bring forth the real facts of this invisible disability. Striving to provide opportunities for its members to share time and knowledge with others, to help them feel welcome and valued.



Saturday 13th August saw a hugely successful fundraiser by PHAD (Fife). We had a gig featuring folk band Shooglenifty and comedian John Hegley at Falkland Village Hall and has been hailed as one of the best events Falkland has seen! We are thankful to them for coming along and providing a performance for us to help us raise vital funds as we continue to provide support to people with an ASD and their families. The gig was sold out and attended by over 150 people raising a good amount of money for PHAD. Thanks to everyone who came along, donated generously and also bought loads of raffle tickets; with a big thanks to Candice Mackenzie (PHAD committee member) who was the main

organiser and everyone else who helped out in any way. It was a great night and I enjoyed myself very much!

I've enjoyed my first year on the PHAD committee and representing PHAD at various different meetings including the Working In Partnership group, working alongside Stella Macdonald, Fife's ASD Coordinator, and Fife Action on Autism, which is taking forward a lot of good work which I'm very excited about. Myself and Gillian have had a good year with the WISE Group and are continuing to develop it further and improve it for the benefit of the young people. The group had an outing to Bowlplex in Dunfermline at the end of June and they all thoroughly enjoyed it. We hope to have another outing in October and we are in the process of arranging our next meeting for September. The group is for young people aged 14 to 25 with a high-functioning ASD and is a chance to meet other people and make friends; to get information, advice and support; and to build on social and communication skills. We would like to extend a welcome to any potential new members to come along and join our group. If you would like to know more please contact us at our new email address wisegroup@yahoo.co.uk

Claire Chue Hong
PHAD (Fife) Secretary



Autism in Practice!

LD / ASD Commissioning Strategy

Fife Council and NHS Fife are reviewing commissioning processes and longer term strategy in order to improve services to people with a learning disability.

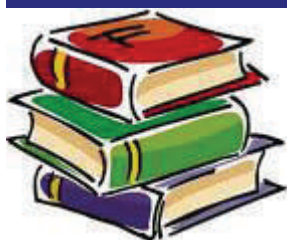
The focus has been on specific groups of people with a learning disability and complex needs (such as challenging behaviour or profound and multiple impairments), some of whom will have ASD also. The emphasis is on working together for a person centred joint assessment between individuals and their carers, Social Work and Health. This should provide a clear picture of what kind of service will be most effective in addressing peoples' desire to be "The Same as You?", as well as meeting some very specific approaches which relate to their particular difficulties.

A lot of work has been done nationally over the last 20 years and very recently via the south east of Scotland LD Managed Clinical Network to identify the models of care which are most effective in delivering care to meet various needs. Clear requirements will be set out for care providers and robust monitoring put in place.

The draft strategy is out for consultation September and it is expected that a group will be set up to work out the details of implementation and make sure it happens.

Dr Alison Robertson
Head of LD Psychology
LynebankHospital

Local Autism Resource



Fife Council Libraries have been providing support to those who have been diagnosed as on the autism spectrum, their carers and support workers for over 5 years now, in the shape of the RARL (Roving Autism Resource Library). The current collection is situated in Duloch Library, Dunfermline; but books can be re-

quested for free to be delivered to any Fife library for readers. The library service was guided by Stella Macdonald, Fife Action on Autism and PHAD Fife, as to which titles should be included, and has resulted in a collection which aims to give those affected by autism a better understanding of it and provide suggested coping strategies. Based on the success of RARL a second collection has been bought and is based at Methil Library, STAR(Static Autism Resource), to help support the 'Glass Wall Project'. Any enquiries about the collections should be directed to Yvonne Melville, Adult Services Coordinator, 01592 583204, Yvonne.melville@fife.gov.uk.

[LIBRARY CATALOGUE](http://www.fifedirect.org.uk/library/index.cfm?fuseaction=catalogue.home) www.fifedirect.org.uk/library/index.cfm?fuseaction=catalogue.home

Autism in Practice!

**LET'S
DO IT!**

**LOCAL EMPLOYMENT
TASTER SCHEME**

As a major educational player, Carnegie College stands at the forefront of [Further Education in Scotland](#) attracting over 10,000 students per year. We support thousands of people to make positive changes to their lives, gaining the skills and knowledge to achieve their personal and career goals.

As a socially inclusive organisation we aim to introduce a pilot scheme of work taster experiences to approximately three Carnegie College students with Autism Spectrum Disorders (ASD) for academic session 2011/2012.

Working in association with Fife Council and NHS Fife, via Fife's ASD Coordinator, Care students will provide mentoring support and guidance to all students who participate in the project.

Working together with a variety of employers, from a mixture of industry sectors within close proximity to the College, this pro-active employability project for Carnegie students with additional support needs, who often find it difficult to progress to further training or employment, will bridge the gap between college life and real life working environments, thus assisting in addressing various National and Local Governmental Outcomes.

The main aims of the pilot project are:

Benefits for students (additional support needs)

- Learning and developing valuable work-related skills, as well as discovering how to act in a working environment with the support from a mentor to minimise any anxiety
- Helps students gain an insight into their own personal abilities and aptitudes, thus recognising achievements
- Opportunity to reflect on experience and maintain a reflective log which can be used to draw up an action plan to work on any areas identified by the students as potential concerns in future employment
- Helps develop personal skills such as communication, social, team-working and problem-solving skills

- It eases the transition from college to work

Benefits for mentors (students)

- Useful practical work experience related to potential future career path
- Gain experience working on one-to-one basis with individuals developing skills promoting independence in others

Benefits for employers

- Work tasters helps to create a 'learning culture' within organisations
- Meeting commitment to equality and diversity and raises awareness of diversity among staff
- Staff development opportunities
- Gives employers the opportunity to raise the skill level of young people and adults, contributing to their current education and improving their future employability

The work taster experiences will last anything from fifteen minutes to two hours a week for a duration of anything between a four week to 12 week period (dependent on the individual student).

Performance and outcomes of the pilot project, being funded by the Scottish Government, will be evaluated and measured through:

- Active engagement with employers and partners
- Number of taster experiences/work placements provided and sustained by students
- Recorded achievements on students reflective logs
- Overall impact on curriculum design and delivery through performance indicators
- Feedback from both students, mentors and employers of their experience of the work taster

Gaynor Jamieson
Employability & Enterprise Co-ordinator, Carnegie College
August 2011

Autism in Practice!

SUSS

(Support and understanding of Social Skills)

SUSS has been specifically developed for individuals with Asperger's Syndrome who are looking to secure and sustain employment.

It is delivered over a period of 12 consecutive weeks, 2 days per week, in Cupar.

The aim of the course is to assess and identify individual social skill deficits and address through the use of appropriate interventions, which will equip participants with the necessary tools and techniques to facilitate development of existing and new social skills.

SUSS offers a step by step approach to learning social skills, helping to increase the course participants employability.

Given that social skills

impact upon every part of our daily life and are an important ingredient in life success, individuals with AS need to acquire these skills by learning the 'social rules' to compensate for what does not come naturally.

The 12 week training programme helps participants to become more self-aware, increase their confidence and achieve their employment aspirations.

This can only be achieved by providing a safe and comfortable environment for participants allowing them to develop a sense of belonging and to combat the social isolation they experience outside the course on a daily basis.

Should you be interested in accessing the next SUSS course or require further information please contact:

Jill Morris
Senior Disability
Employment
Co-ordinator ,
Fife Employability
Team.

Jill.Morris@fife.gov.uk
Tel:01592 583142



ADAM SMITH COLLEGE
INSPIRING LEARNING

Moving On from Education Event Report

On Thurs 16th June, Adam Smith College held a "Moving On from Education" event. The event was aimed at young people and students in Fife who are affected by Autism, Asperger Syndrome, Social and Communication Disorder or Deafness. We know that many people with these difficulties say they want to move on to work, volunteering or other activities but might need some support.

The event was half formal and half informal. We had a background presentation first, from Stella Macdonald, of useful information for the young people. Jill Morris, of Fife Employability Team, then described SUSS (Support and Understanding of Social Skills) which has been specifically developed for individuals with Asperger Syndrome who are looking to secure and sustain employment. It is delivered over a period of 12 consecutive weeks, 2 days per week, in Cupar.

The highlight of the event was hearing from some young people with Asperger Syndrome who had succeeded in moving into full-time work. This was most engaging and, at times, amusing but, at the same time, it let us all understand the difficulties along the way.

In the informal session there were refreshments and guests could choose to sit at various tables to speak to a range of facilitators with information to share.

The event was the first of this kind for Adam Smith College, but, by working together with other organisations and colleges in Fife, we hope to do more in future to help young people with disabilities move into work.

Vivien Clarke (Guidance & Student Support)

Autism in Practice!

Adults on the Autism Spectrum and Criminal Justice Social Work

Criminal Justice social work is a complex and challenging area of work. which seeks to reduce the risk individuals pose to the local community and reduce re-offending. It involves the provision of assessment reports for Court, supporting individuals appearing in Court, supervision of statutory Orders often working in partnership with colleagues from other agencies such as Police, NHS, prison service and voluntary organisations.

A training needs analysis undertaken in 2009 considered the 'core skills' required to undertake our work. Information on working with clients on the autism spectrum was identified as a 'gap' in knowledge. Although small in numbers, it was recognised that this client group presented a particular challenge. Contact was therefore established with the Autism co-ordinator in Fife ,Stella Macdonald, with a view to considering how best to ensure that our staff group had the appropriate knowledge and skills, to work effectively with this particular client group.

We agreed that the best way forward was to organise a series of workshops, to enhance workers' skills and ensure that our methods of service delivery were 'fit for purpose'. We arranged three workshops:

Session 1 : Autism Awareness

Session 2 : Review of current working practices – subjects covered included the worksheets we use with clients on supervision, information leaflets (we issue to clients), work instructions given for unpaid work (previously, known as community service).

Session 3 :specific session for unpaid work staff, as we recognised that work place supervisors have prolonged contact with clients on placement.

These workshops were well received by all staff who attended, and it raised the profile of potential and current clients who are on the autism spectrum. There was a recognition that we did not need to greatly alter current practice, but rather ensure that our practice is inclusive of the needs of all service users e.g. planning sessions in advance, ensuring service user is involved, as far as possible, in the planning process; issuing clear, unambiguous instructions.

Staff now have a greater awareness of the needs of service users on the autism spectrum and we are also able to advise staff on where to find additional information, should they require it, for the work they are involved in with their particular client. It is anticipated that there will continue to be awareness raising within the service, as part of new staff induction and development of core skills. We also have representation on the criminal justice ASD multi agency working group, which meets quarterly. The on-going contact with the Autism co-ordinator, and the workshops we developed, are a good example of how working in partnership can improve the quality of service delivery to all service users.

Susan Thompson
Team Manager
Court Service



The Big Plan



The Big Plan is for anyone who has a learning disability or autism, and is for people aged 14 and upwards.

The Big Plan brings a group of young people, their friends and families together to explore and plan for their futures, and is based around the following question:

“What would it take for this man or woman to have an interesting, fulfilling life where they can get to know people who would become their friends and are able to make their contribution to their local community?”

In the Big Plan, the use of person-centred planning tools allows each young person to develop an action plan to achieve their goals and dreams. The Big Plan is spread over 7 sessions to allow plenty of time for development and for the focus person to invite people along who can help support them through the whole process.

Cameron’s Big Plan: ~ in pictures ~

Introduction Session

At the introduction session Cameron learned some of the history of the Big Plan and heard from a dad who was involved in the last Big Plan.



Cameron, his dad, Duncan, and mum, Betsy, worked with Allison (family supporter) to complete a very colourful poster showing what Cameron finds important.

As Cameron does not like to speak to groups of people. Allison fed back the poster to the rest of the group. The poster shows that Cameron likes a lot of different things; including his family and dog, his running medals, dragons, The Simpsons, Wii, Cinema and Harry Potter, music and dancing.



Cameron's Big Plan

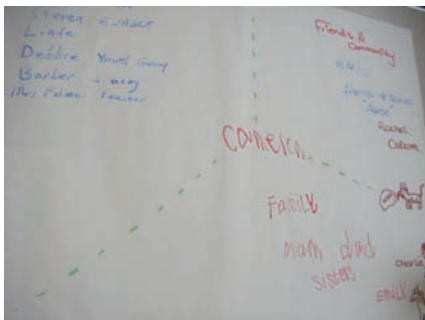
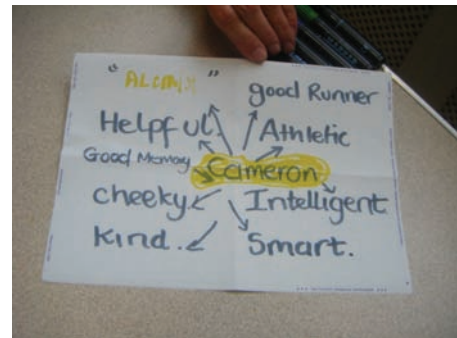


Session 1

The groups thought about what makes their family special, how they want to be known to others, and who the people they know are.

The 'Family Crest' poster shows what Cameron's family is all about. The family motto is 'Dreams Can Come True'.

Cameron made a label for himself; this label showed the group the positive words he would like to be known by.



Cameron worked on his 'Relationship Map' poster and shows all the people he knows from family, friends, Fred the dog, to paid support staff.



Session 2

Thinking about dreams and the future.

Cameron's dreams are camping, having a TV in his room, going to discos, getting paid working at a car wash, living in Kirkcaldy and having a dog, riding an elephant and having a sports car.



Cameron's Big Plan

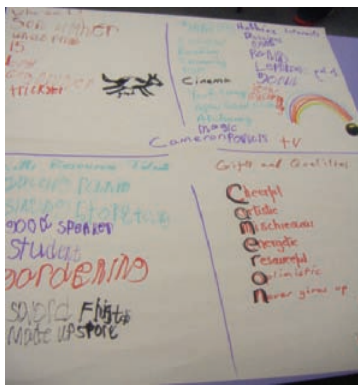


Session 3

This session gets the young people thinking about why they are so great and what makes them spe-

Cameron worked on a 'Giftedness' poster. This poster shows Cameron's identity, his hobbies, interests, and passions, his skills, resources, and talents, and his gifts and qualities.

Cameron was given a 'Places Diary' to take home with him, the diary will show what Cameron has been up to over the following week. and what he enjoyed and disliked about that week.



Session 4

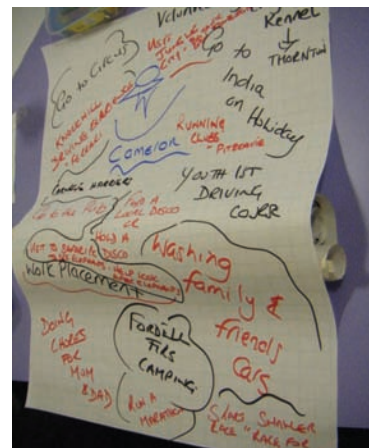
Reflection.

Cameron reflecting on his Places Diary, over the week. He had had a busy time week, his favourite part was school, he didn't like the bus being late after his trip to Inchcomb. But he would like to do more fishing for rainbow trout and salmon.

Sarah (facilitator) went back over Cameron's Dreams poster then everyone shouted out their ideas for Cameron.



Cameron enjoys running so it was suggested he could run a marathon, a race for life, or join a running club. Cameron would like to go to India and ride an elephant so other families suggested a holiday to India, going to a circus, visiting the Jungle City in Edinburgh, and visit the safari park. Cameron would like to make some money and wash cars, he could wash family and friends cars, or do a work placement.



Cameron's Big Plan

Session 5

With help from team members, an action plan of one or more activities/goals they want to work towards is written. Cameron has gained much confidence and was much more vocal with dad during this session, he felt very relaxed. Cameron had 4 Actions which were drawn up and included: what the action is; who will offer support; how (and when) it will be



MONDAY GOING TO THE GYM WITH DAD AND BRUNNEN PEOPLE SUPPORTERS	TUESDAY GOING TO THE GYM WITH DAD AND BRUNNEN PEOPLE SUPPORTERS	WEDNESDAY GOING TO THE GYM WITH DAD AND BRUNNEN PEOPLE SUPPORTERS	THURSDAY GOING TO THE GYM WITH DAD AND BRUNNEN PEOPLE SUPPORTERS
RUNNING CLUB CAR VALUING SOCIETY IN LASH FOR PAUL SALET	VICTORIA + DEBBIE CAMERON + PAUL	CONTACT PAUL AND BRUNNEN BROTHERS HOUSES CLUB SPARE WHEEL SOCIETY / BRUNNEN SEARCH FIND GEORGE HINDS	LONG MOUNTAIN LORNA BARR ERIC HILL



Final Session

Before we left for our months break, it was time to exchange gifts. All the young people taking part were given a photo of the whole group. Cameron's gift was to read a passage from 'Matilda'. Cameron regularly reads to his youth group with great confidence. During this session he took the microphone and read aloud to the whole group. His gift was very much enjoyed by everyone. Cameron also received a personalised cupcake from Morag, another Family Supporter. This session really was Cameron's finest.



The Big Plan.... What next?

Big Plan Fife 2011:

ENABLE Scotland is aiming to deliver the Big Plan in Fife once again.

ENABLE Scotland would like to hear from anyone who is about to undertake any form of transition and would be interested in taking part in the Big Plan. Similarly if you know of anyone who is interested in becoming a volunteer Family Supporter please contact me; full training and expenses will be provided.

For further information or a referral form please contact:

Debbie McSherry-Schee
Parents and Carers Training Co-ordinator

Enable Scotland (Fife Services), Alexander House, 5 Alexander Street,

Developments: Training & Learning Opportunities

There is increasing evidence that knowledge and understanding of Autism Spectrum Disorder, coupled with opportunities for reflective practice and skills development , greatly enhances:

- Practitioner confidence in the provision of appropriate support: including that of public sector services, our communities, within family settings etc.
- Needs being met effectively and appropriately
- An appreciation that no 'one size fits all' ;and, what is best practice for those on the Autism Spectrum is also best practice for all

ASD training is actively being addressed in Fife; and a 'Training Needs Questionnaire' , developed recently, will be disseminated across a range of settings, including those above, at the end of October. It is anticipated that feedback will provide a 'snapshot' detailing: level of interest , training needs as well as identifying gaps in the delivery of training; which will, in turn, assist identify priorities as we continue to tackle this agenda.

Useful and innovative ways in addressing this are being identified...more soon!

Scottish Autism

Scottish autism

On behalf of the service users and staff at Scottish Autism, we are delighted to announce the opening of our new outreach base in Kirkcaldy. This long awaited base was first suggested by parents of service users who felt the quality of the outreach service could be greatly enhanced by the provision of a building for both staff and service users, centrally located in Kirkcaldy.

The new building at 29 Townsend Place offers a light and spacious base, with kitchen, dining room, IT facilities, meeting and staff training room, social area and other multipurpose areas. It is hoped service users will access the base for activities throughout the day, in keeping with their support plan, and a variety of activities including food preparation and menu planning, budgeting, art work, music therapy, IT access, and key worker meetings and planning will take place. The building benefits from a great deal of natural light and a large rear garden which service users will have access to, and indeed, it is hoped, will further develop the garden area over time as a project. A large meeting room is available which can be used for staff, service users, families and professionals. It is also hoped that links will be built up with other local groups and professionals who will be able to utilise the building when available.

A series of fund raising events will be organised to support the base longer term, and excellent support has already been offered by local organisations including a cheque from Sainsbury's and the Royal Bank of Scotland who have volunteered some staff to help with the garden. The local Howden's were also able to supply us with a free kitchen. We are very grateful for the support received and believe this base will further enhance the service we are able to offer to our service users in east Fife.

Finally, Scottish Autism are delighted to announce the opening of a flag ship purpose built day service in Cowdenbeath which will replace the existing unit 19 building at Thistle industrial estate. The new building situated at Woodend, is equipped with a modern, efficient and light environment will provide a large life skills kitchen and dining area, therapy room, sensory room, social area and other multipurpose areas to support existing service users with autism along with three new additional service users from Fife. In addition the building includes access to an enclosed courtyard garden. We are looking forward to the opening of this building which we hope will be available for a transitional period from October this year and with a view to moving in fully by the end of November. An open day will be announced for this service in due course.

'Light Touch Services'

Scottish Autism have also linked in with Fife Autism Coordinator Stella Macdonald with a view to the development of 'Light Touch Services'. The first of these is a proposed children's weekend club utilising the Dunfermline Blue Central Day service building on a Saturday and Sunday to provide support for children. Grant funding is being sought to support this proposal; with a similar project run by Scottish Autism in Oban. We really see the potential for this type of service developing, particularly in that this support can provide a number of children with some support as well as respite for parents at an affordable cost.

The project is still in the planning stages but we will announce our progress in due course. There have been so many exciting developments in Fife and Tayside at Scottish Autism over the last 2 years and I would like to take the opportunity to thank staff, service users and their families and all social work and professionals who have supported us through these transitions.

Rachel Webb Regional Manager Fife and Tayside.



For your information ~ Nationally & Locally.....:

NATIONAL:

Scottish Strategy for Autism: the final draft is going through a process of approval. All going well, it is anticipated that it will be launched in the coming months.

Independent Living Programme:

Phase one is complete and under review, as the next phase takes shape, with input from ODS Consulting

Scottish Transitions Forum: with a focus on 'post-school' transition, work within this group has identified the need for uniformity in approach to this critical stage in a young person's life.



Useful Links

- Scottish Government:
www.scotland.gov.uk/Home
- Scottish Autism:
www.scottishautism.org
- National Autistic Society (Scotland):
www.autism.org.uk/scotland
- Fife Action on Autism:
www.fifeactiononautism.org.uk
- PHAD (Fife):
www.phadfife.org.uk

LOCAL:



COMMITTEE REPORTS:

Fife Council Education Service ASD

Improvement Plan: <http://www.fifedirect.org.uk/publications/index.cfm?fuseaction=publication.pop&pubid=E8737789-922E-C654-6B1DF911FC773205>

Fife Council Post-school Transition Scrutiny Panel:

http://admin.1fife.org.uk/uploadfiles/publications/c64_Item04-ScrutinyPanelReport-EducationChildrensServices110519.DOC

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News and updates:

- National Criminal Justice Event
- Scottish Strategy for Autism
- Training Needs Questionnaire
- Co-production: Working in Partnership
- Other interesting news.....

Please direct all enquiries or comments, in relation to any article contained within the Newsletter, to:

stella.macdonald@fife.gov.uk

AUTUMN LEAVES

