

One Night
A romantic tale by Denise Landry

One night, a young traveler sat by a fire in a dark forest, wondering where to go next on his journey, and was lonely.

Suddenly, a figure swirled pass him. The traveler stood up startled. The figure whirled back, and stopped. To the traveler's dismay, the figure was a beautiful night fairy.

The fairy's light blue skin glowed the moonlight. She wore a golden vine crown, and was beautifully dressed in wild flowers and leaves. She smiled at the traveler, then leaned in to kiss him, letting him touch her soft cheek.

The mystical night air provoked the maiden fairy to do a romantic moonlight dance. She couldn't say a word, but her gold crown glowed revealing her thoughts, "Dance with me, Traveler." The traveler joined the fairy. They danced close, creating romance in the night. The traveler kissed the night fairy, making her crown glowed, "Be my love forever." They forgot everything. Forests, traveling roads and other fairies all disappeared until dawn.

The sun woke the lovers. The traveler dressed. He looked into the night fairy's starry eyes that were saying, "Stay with me traveler." But then he remember his journey. The fairy remember her fellow fairies waiting for her deep in the forest. The lovers knew it was time to part.

The night fairy kissed traveler, and danced away, crown not glowing. The traveler got back on his journey, thinking of the great passion he shared a with beautiful fairy one night.



Facilitating Communication for *Everybody!*

Let's FaCE it!

Volume 1, Issue 1

FaCE Newsletter

Spring 2010

Welcome!

Our newsletter is a lot about AAC - Augmentative & Alternative Communication - other ways to talk and write like electronic talking aids, computers, boards and books with pictures, words and letters, Eye-Gaze, Facilitated Communication, partner assisted scanning, sign language, Talking Mats & Communication Passports.



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FaCE

Facilitating Communication for *Everybody.*

We are students with speech and learning disabilities from Durham Trinity School, Haughall College, Broom Cottages, The Oaks and Bishop Auckland College, County Durham, UK.

We do Art, Multimedia, AAC & Literacy out of school to improve our skills and make things to help others communicate.

A celebration to share our stories movies AAC goodies and a tasty buffet is at Bishop Auckland College Conference Suite, Tuesday 22 June 2010 5-8 pm .

Please phone, text or email how many are coming to help us plan and cater!

Learning Disability Service User Parliament

Learning Disability
Service User
Parliament

www.serviceuser.co.uk



UNITED NATIONS

www.un.org/disabilities/default.asp?id=259

Michael is MP for Communication, Arts & Media on the North East Learning Disability Parliament.

Parliament meetings, at Durham County Hall Council Chambers, are open to the public & visits from schools are especially welcome.

"I didn't want to think about leaving school until I came to the Parliament" says Michael, "but everyone is friendly and you learn all about Adult Services here".

In November 2008 and February 2009 Michael asked the Parliament to petition

the UK government to ratify (make law) without reservation the United Nations Convention on the Rights of Persons with Disabilities.

The UK finally ratified the Convention 8 June 2009!

Now everyone has a legal right to equal education and to the *facilitation* of language and communication by any method of AAC of a person's choice, as defined in UN Convention [Articles 2, 21 & 24](#).

This year we are campaigning for AAC Role Models in schools and Core Words and Literacy for *everybody*.



Tony & Nicola Co-Chair



MPs sign UN Petition

Diana Award Reporters

We are all reporters on the Diana Award Channel at Radiowaves. Andrew, Gemma and Robert joined this week.

Michael joined in January '09, was trained to edit and record sound, and given a Flip for filming & interviews.

He was awarded Radiowaves 'Campaign of the Year' for his UN Convention campaign.

Our new campaigns are 'Equality without Words?'

and 'AAC Role Models and the Right to Meet One'.

We want students with all disabilities to have the technology & teaching they need to SAY the core words all people say the most, and to be taught to read and write.

Meeting AAC role models is the best way for everyone to learn that people with disabilities can be good communicators and achieve.



Diana Award Channel
www.radiowaves.co.uk/r/mbr



Diana Award North East Alumni Network

Diana Award
www.diana-award.org.uk

The Language Stealers: Our Campaign Animation

Language Stealers exposes the real barriers to communication for students with speech and writing impairments as being more to do with the situation around them than anything to do with their disposition.

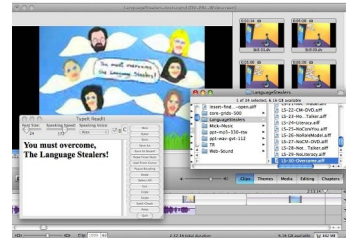
Great comments from around the world! We don't feel so alone or outnumbered in our quest to overcome the Wicked Word Stealers now! youtube.com/watch?v=Vib2_BDCXc

Language Givers will be about the AAC we make, how we teach ourselves literacy and

multimedia, and campaign for this to happen for us in schools and colleges!

Watch out for it on Radiowaves, where our workshop movies, photos and project logs are, and on YouTube!

Thank you to our sponsors: The Radiowaves Street Life Project funded by Youth In Action for the British Council, and Co Durham Youth Opportunity Fund. Thank you to our facilitators: animator Vivien Peach, Michael's PA's, and Henderson Community House, Chilton, our venue.



Big Challenge: Our Chance, Everybody's Change!

Big Challenge, in partnership with Changemakers & UnLtd, has awarded FaCE £4000 to print and share language displays, do a small research project, cover volunteer costs and buy a MacBook Pro to animate, make music, movies, talking stories and presentations.

In December, Michael had a weekend of interactive training in project management and a lot of fun with all the Big Challenge winners and the Youth Leadership Team.

Big Challenge is helping us to campaign internationally for everyone's right to communication and literacy.

If you are aged 16 to 25 and could help with literacy, animation, art, filming, editing, events, computing, networking, research, campaigning or AAC, we need you!

Some of our activities can be done remotely, including from overseas.

Please email Michael & Terry terryjohnmick@yahoo.co.uk



www.bigchallenge.org.uk



BC Winners and YLT

Thank you everyone who voted our Big Challenge idea to win!

ISAAC International AAC Awareness Month

2010 theme is 'Many Cultures, One Dream: Communication without Barriers'.

Stories and movies in by 1 June 2010 will be presented at the ISAAC Conference in Barcelona in July. All entries in by 1 September will add to the MCOB Online Collection.

Movies of people using AAC to sing or sign a song with family and friends will be merged with clips from around the world to make an inclusive music video. Closing date 15 August 2010.

More details on the website: www.aacawareness.org and [AAC Month slideshow movie](#) is on YouTube!

In October people read the stories and watch the movies at events around the world,

including a 24-hour global chat on Skype, Facebook and Twitter 20 October 2010.

Facebook Group: International AAC Month.

October 2007 was the first AAC Awareness Month. 15 countries took part. We used Michael's Pathfinder, talking grids, word wall & communication book for people to 'speak' without voices at 6 events at Chilton Community College.

2008 was 'Many Stories One Voice'. We made 2 PowerPoint talking stories that we read aloud in 2 libraries and 3 schools during October

2009 was 'Many Methods One Goal: To Communicate'. We sent 3 movies we made with Engage TV: 'Out of The Box', 'No Secrets' & 'Campaign Me'.



International Society for
Augmentative & Alternative
Communication

isaac-online.org

aacawareness.org



www.aacawareness.org

[/michaelreed.html](http://michaelreed.html)



Chilton Library



Stanley Library

ISAAC 13th Biennial Conference, Montreal, August 2008



Michael, Caleb and Josh.



At the Many Stories, One Voice press release, Michael introduced Josh and Caleb Hurd reading the winning youth story 'MI6 Rescue' by UK author Sean Lucas, 7.

At the People Who Use AAC Forum he talked

about AAC Month.

Michael and Terry filmed experts who teach people with the most severe disabilities, physical and cognitive, to communicate and read.

The event, the people, the city - all were fantastic and we learned so much.

1 Voice Communicating Together

1 Voice is the UK's award-winning network of children and young people who use communication aids, their families & friends, adult AAC Role Models, volunteers and professionals.

1 Voice holds two events each year - a weekend for under-13's and a weekend for teenagers. The AGM and Family Fun Day are part of the teenager weekend.

We do drama, dance, music, make movies and perform at the dinner and disco. The

kids workshops are pure fun. The teenagers think about transition and becoming role models. The Role Models inspire everyone to communicate well and achieve!

Photos, videos, newsletters and event news are on the website! More on YouTube: www.youtube.com/1voicemovies

We're having a 1 Voice North East event soon. Email 1VoiceNortheast@1voice.info or phone 0845 330 7862 to find out more! Or be with us at Hayes 12-13 June 2010!



www.1voice.info



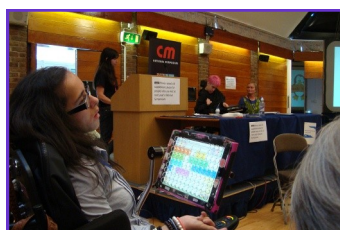
1 Voice Teenagers DVD



1 Voice Summer 2010



communicationmatters.org.uk



communicationmatters.org.uk

1 Voice @ Communication Matters (ISAAC UK)

1 Voice Teens presented at Communication Matters in September. Michael talked about how 1 Voice prepares its young people to be the Role Models of the future.

Communication Matters is the UK organisation concerned with AAC and is the

UK Chapter of ISAAC.

Meet the makers and suppliers of AAC AT and EC at Gateshead Lancasterian Suite, Lancaster Road, Dunston, NE11 9JR from 9-3pm 7 July!

CM Roadshow is free, and so is lunch! To book your place call 0845 456 8211.

ISAAC 14th Biennial Conference, Barcelona, July 2010

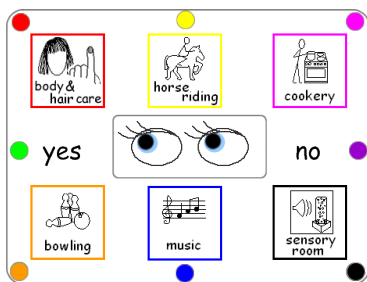


www.isaac-online.org

1 Voice Teens are presenting again at ISAAC Barcelona! Michael, Terry & John will film more AAC specialists to keep spreading the

good word! Michael will join the AAC Band at the 2-day Music Workshop followed by a public performance in Barcelona city! We are excited!

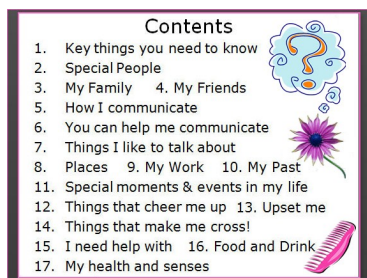
Augmentative & Alternative Communication (AAC) and FaCE



Eye Gaze Frame

There are many ways to give words to learners with speech and writing difficulties, and many alternatives to pen, keyboard and mouse to access them.

[Word Wall Bingo](#) on the Diana Channel at Radiowaves describes how we use our props for learning, storytelling and research. We meet twice a week to do our activities.



Personal Communication Passport

www.communicationpassports.org.uk

The few hundred words that make up 80% of what everyone says we've got on paper, on a word wall, in a communication book, some on Eye-Gaze flipcharts and PowerPoint slides with the sound added for each word.

We're making [Communication Passports](#) (A Little Book All About Me) for us and our friends to help people, even strangers, talk to us directly, instead of to our carers.



Talking Mats

www.talkingmats.com

This common core is useful to everyone, everywhere.

We're learning [Talking Mats](#), an AAC consultation tool for anything from simple choices to story planning to in depth mind mapping and life planning.

We're putting words with speech on boards in Tico, a free program that scans for switch users we found on Kate Ahem's blog [Teaching Learners with Multiple Special Needs](#).

Our next project is a 200+ page life plan with speech out, made as an AAC, iPad or webpage + database app using Talking Mats to get our answers.

I	me	what	again	here
mine	my	did	away	there
you	your	do	a	that
it	not	don't	all	the
finished	look	done	some	this
gone	see	is	bad	different
go	stop	in	off	good
help	want	on	out	more
hello	bye	up	down	one
yes	no	OK	where	Yuk

50 Core Words Language Mate

Could you volunteer to help us read, write, compute, and make AAC to help everyone communicate!

Headlines: Craniofacial Support Group

HEADLINES

Craniofacial Support Group



www.headlines.org.uk

Headlines was set up in 1993 by parents of children with craniofacial conditions. Michael has Apert Syndrome. Headlines Family weekend is at the Holiday Inn, Coventry in April and the Teens' Activity Weekend is at the Pioneer Centre, Kidderminster in July—great events—lovely people!

Do you have a craniofacial condition? Live in the North East? We'd love to host a Headlines event here. Do get in touch!

FaCE: Meet the Team



Andrew, age 18.

I'm at Durham Trinity FE Unit. I want to be a Sports Assistant. I do Rookies Lifeguard training at Stanley. I ran my first Great North Run last year. My AAC dream is to help my friends talk, read and write with the communication displays we are making.



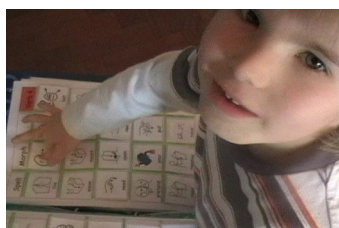
Gemma, age 21.

I am working with animals at Haughall College. I love books and want to be a better reader. My AAC dream is to make Communication Passports and Eye Gaze displays for my friends in the Sensory Class at Trinity.



Michael, age 20.

I left Durham Trinity in July and am doing more Life Skills at Bishop College. I wanted to do computer music, video & animation but don't have level 2 literacy so I can't. My AAC dream is giving language displays with speech output to everyone who needs one, especially my friends at Trinity.



Jake, age 6.

I'm Jake. I go to Broom Cottages. When I was 3 Mam made me a core word wall and communication book like Michael's. I practised my phonics and reading every day. I started talking at age 5. I can't make all sounds yet but I read at my age level. I love reading and writing and music and dancing.



Robert, age 20.

I left The Oaks last summer and started Life Skills at Bishop Auckland College. I love snooker, tenpin bowling and swimming. I want to be a policeman, fireman or the Prime Minister. My AAC dream is to share our stories, movies and language boards with my classmates at Bishop College.

Durham Area Disability Leisure Group (DADLG)



Durham Area Disability
Leisure Group

0191 3891666

If you don't like to stay in then this is the group for you!

For 10 years Lynne and Andrea have organised weekly sessions of trampoline, football, adapted cycling and horse riding, and lots of other activities like quad bikes, steel drums, Taekwondo, drama, quiz nights, theatre, eating out, BBQ's concerts and away days. We're all good friends and it's great to keep in touch with friends from school here.

FaCE

13 Tennyson Road, Chilton
Ferryhill Co Durham DL17 0HZ



Phone: 01388 721 309
Mobile: 07782 206 984
E-mail: terryjohnmick@yahoo.co.uk
www.radiowaves.co.uk/r/mbr
www.radiowaves.co.uk/r/andym
www.radiowaves.co.uk/r/gemmac
www.radiowaves.co.uk/r/robbomcn
www.youtube.com/user/michaelbrianreed
Blog: <http://michaelreedsblog.blogspot.com>

Learners with *all* disabilities should have access to core words and *all* language functions, literacy and multimedia. Learners with Developmental Apraxia, Autism, Cerebral Palsy, Downs, vision, hearing, and motor impairments, aged 3 to older individuals who were never taught literacy *all* learn sound blending, phoneme segmentation, decoding and to read and understand simple sentences and stories with Janice Light & David McNaughton: <http://aacliteracy.psu.edu/ResearchResults.html>

97% of primary pupils in [Dunbartonshire](#) leave school functionally literate due to Synthetic Phonics—read more on [CALL Centre](#) blog

FaCE: Facilitating Communication for Everybody

How much can you say with just a few core words?

who	whose	what	what's	which	why	bad	how	a
I	am	ask	gone	and	when	best	where	an
me	are	+S	got	as	again	big	where's	all
mine	aren't	bet	guess	because	always	+ER	above	any
my	is	bit	happen	but	away	+EST	about	both
you	+NT	bring	help	by	ever	first	after	every
your	be	call	know	if	far	good	at	none
he	been	came	let	or	just	last	back	some
him	can	come	like	with	+LY	little	of	the
his	can't	feel	look	hi	here	long	to	that
she	could	find	made	bye	here's	many	for	that's
her	did	get	make	yes	much	more	from	this
hers	do	+ING	put	no	never	most	in	these
it	not	give	said	yuk	now	next	out	those
it's	don't	go	say	yum	then	one	on	day
we	does	should	saw	▶	there	only	off	lot
our	done	was	see	turn	there's	other	up	place
us	had	were	stop	want	so	right	down	side
they	has	weren't	take	+ED	soon	round	over	stuff
their	have	won't	think	went	too	sad	through	time
them	might	will	thought	wish	very	same	under	thing
nothing	must	would	try	work	while	whole	body	way

RATURES : JE VOUS HAIS !

A l'âge de huit ans, je suis entrée au centre « Claire Girard ». Là, j'ai appris à lire et à écrire. Comme je ne pouvais pas écrire à la main, une ergothérapeute m'avait appris à me servir d'une machine à écrire. A cette époque, on ne connaissait pas encore les ordinateurs. Il y avait seulement des grosses et lourdes machines « IBM » qui faisaient du bruit à chaque fois que l'on tapait sur une touche. A l'aide d'un petit manchon en plâtre à mon index droit et d'un cache touches, je pus enfin écrire. Je devais apprendre aussi toutes les lettres du clavier par coeur comme une dactylo. C'était comme un jeu pour moi. Et quelques années plus tard, mes parents m'avaient offert une. Je rêvais d'avoir une à moi.

Les années passèrent et j'allais au centre de Neuilly toujours avec ma grosse et lourde machine et avec la même installation. Sauf que mon ergothérapeute de l'époque m'avait refait mon doigtier dans une matière en plastique. J'étais contente car il était léger et je n'avais plus peur qu'il se casse quand il tombait par terre.

Lorsque je tapais à la machine, je faisais beaucoup de RATURES. On ne pouvait seulement écrire qu'en rouge et en noir. Cela m'ennuyait un peu car ce n'était pas agréable une lettre pleine de RATURES.

Au centre de Valençay où je suivais les cours par correspondance pour avoir le brevet des collèges. J'écrivais encore sur ma vieille machine. Je tapais tous mes devoirs sauf les devoirs de mathématiques parce qu'il fallait faire des dessins avec des droites et des cercles. Impossible de les faire à la machine. Alors le professeur qui m'expliquait mes cours, m'aidait à les faire. Dans ce centre, nous étions obligé d'aller dans les ateliers. Pour ma part, j'allais en atelier de couture et en dactylo. Dans cet atelier, on nous apprenait à faire des lettres administratives toujours avec ces fâcheuses RATURES. Mais ce qui m'énervait le plus c'était de chronométrer la vitesse de chaque élève lorsqu'il tape à la machine. J'étais toujours la dernière dans ce genre d'exercice.

Le centre avait eu une machine allemande qui ressemblait un peu à un ordinateur. Ils l'avaient installé dans un placard à roulettes afin que l'on puisse le déplacer facilement. Dedans, se trouvait une petite télévision et plusieurs boîtes bleues avec des boutons de réglage. On m'avait proposé de travailler dessus pour faire mes devoirs. J'ai accepté car je savais que cette machine pouvait changer la façon d'écrire. Durant quelques jours, j'ai appris son fonctionnement. Puis on l'avait installé en classe. Je prenais beaucoup de place avec cette grosse armoire. Cette machine n'avait pas de clavier. Lorsqu'on allumait l'écran noir et blanc, apparaissait un tableau de lettres avec un spot qui défilait dessus. En utilisant un gros bouton rouge relié par un fil au spot nous permettait d'écrire une phrase. En haut de l'écran, on pouvait voir ce que nous avions écrit. Notre texte sortait d'une petite imprimante sur une feuille argentée. J'avais constaté avec joie qu'il n'y avait plus de RATURES. Mes devoirs étaient propres et agréables à lire.

Comme cette machine était allemande, les lettres du tableau n'étaient pas placées comme sur un clavier de machines françaises « azerty ». Il m'avait fallu quelques jours pour que je m'habitue.

Quelques années plus tard, j'avais demandé de m'acheter à mon père un ordinateur. Car comble de chance ma machine à écrire de l'époque était tombée en panne. Il m'avait demandé ce que je voulais faire avec un ordinateur ? Je lui expliquais que cette

machine me permettrait d'écrire sans RATURES et je voyais mieux mon texte à l'écran. Alors il a fallu que mon père cherche une boutique qui vendait des ordinateurs. Nous étions dans les années 80 et il n'y avait peu de magasins pour ce genre de matériel. Il voulait m'acheter un petit pas cher pour voir si je pouvais me débrouiller. Mais avant il était allé à la mairie de notre ville pour voir s'il ne donnait pas de cours d'informatique. Il y avait justement un. Ce cours était plutôt pour les enfants. Ils s'intéressaient qu'aux jeux mais ils n'apprenaient pas l'informatique. Et le professeur nous avait dit qu'il ne donnait pas de cours particulier.

Nous étions partis mon père et moi ! Peu de temps après, il avait trouvé un petit magasin à Paris qui vendait des ordinateurs pas chers. Dès que j'ai eu mon premier ordinateur, mon père se demandait comment il allait faire pour me fabriquer un cache touches car on ne pouvait pas en acheter. Alors il s'était procuré un morceau de plastic-glace. Après avoir fait le cache touches avec beaucoup de mal, mon père pouvait enfin l'installer sur le bureau. Cet ordinateur n'avait pas de souris ni unité centrale ni disque dur. Mais il y avait seulement un lecteur de disquettes. Avant de travailler dessus, il fallait que l'on apprenne le langage « basic ». Mon père et moi l'avions appris avec un manuel qui se vendait avec. Au fur et à mesure qu'il avançait dans son apprentissage, j'avançais à grands pas avec passion. Puis j'avais pu enfin me servir du traitement de texte. J'avais aussi une petite imprimante qui imprimait sur des papiers en rouleaux. C'était formidable !

Après avoir utilisé quelques ordinateurs, je me suis achetée un avec une souris adaptée. J'ai aussi Internet. Je peux faire plein de choses : regarder dans un dictionnaire sans me fatiguer ou bien jouer aux échecs avec le monde entier. Je communique par email avec ma famille et mes amis. Je mets sur mon disque dur tous mes cd que je veux écouter et mes photos préférées.

Et mes RATURES se sont envolées comme par magie... !

Florence Jacob

Where Is My Energizer Bunny?

By Todd Washburne

How I wish I could type independently! I use facilitated communication and am very dependent on the touch of my facilitator although I'm closer to my goal than I was. I manage to freeze up anytime the person lets go.

This need has seriously impeded my progress over the last not-quite-five-years. The many interruptions are caused by frequent changes in the staff person assigned to help me. This, combined with the lengthy time for them to learn the necessary skills, means a lot of non-productive time without the desired progress toward my many goals. Therefore, I have lengthy periods when I get very discouraged, but “depression” is not my game.

The reasons people leave vary from getting fired, to returning to school, to frustration that the facilitator training is not happening soon enough. New facilitators find working with me is difficult without the ability to communicate and some of them were floundering during that period of time. Of course, several quit before they even began to discover who I am, their loss! One even quit before her first day for reasons having nothing to do with me. A big problem has also been the greener pastures people seek and those other jobs that always pay more money. One left after I insulted her – I will always feel guilty about that because we were off to a pretty good start.

Currently I have a new facilitator. We are beginning to type well together and we are about to begin tackling schoolwork together. As soon as she gets going well I can take some of the pressure off my overworked mom. Maybe this is the person who will be my Energizer Bunny -- ask me in a couple years.

July 1, 2010

