

# CALL Centre

Communication Aids for Language and Learning

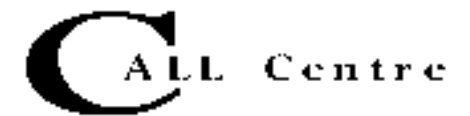
## Annual Report 2001 - 2002



**CALL Centre**  
**Department of Educational Studies**  
**The University of Edinburgh**

**Annual Report**

**April 2001 – March 2002**



## **Mission Statement**

The CALL Centre provides services and carries out research and development projects, working with all those involved in meeting the special needs of people who require augmentative communication and/or specialised technology use in education.

## **Client Group and Objectives**

Within SEED funding arrangements, CALL's client group is those concerned with children and young people up to the age of 18 with special educational needs in Scotland, including the children and young people themselves, and their families.

The CALL Centre's work aims to develop, promote, disseminate and support good practice and innovation in the support of children and young persons with severe communication or writing difficulties.

Specifically, CALL objectives within SEED funding agreements are:

- **To offer specialised assessment and support services for a limited number of individual Scottish children or young persons with severe communication or writing difficulties who are referred to the CALL Centre through education authority channels.**
- **To develop information and to provide training in augmentative communication and use of technology in education for pupils with special educational needs, and to make these widely available to staff, professionals and parents across Scotland.**
- **To provide technical services and loans of specialised computer technology and augmentative communication equipment, for evaluation.**
- **To undertake a range of research and development projects in the field of augmentative communication and/or assistive technology in education (as approved by The Scottish Executive Education Department).**

## Overview

2001-2002 has been one of the busiest years in the history of the CALL Centre, as this report shows. The Centre has supported more individual children than ever before; serviced more contracts with local authorities and schools; delivered more training events; and completed three research projects. In addition, 2001-2002 was the final year of the three-year grant from the Scottish Executive Education Department and so the team have been planning and writing proposals for the next round of core funding.

CALL service and research has responded to, and in some cases made contributions to the formation of new policies and initiatives in Scottish and UK education. Greater and wider inclusion of children with complex special educational places new demands on teachers and support services, and the use of ICT plays a key role in enabling these children to participate and access the curriculum. The continuing deployment of ICT supplied through the National Grid for Learning not only offers new opportunities, but also presents new challenges to inclusion. CALL has attempted to meet these challenges particularly through providing training under the New Opportunities Fund, working as a member of the Inclusive Consultancy and Training Syndicate (ICTS). CALL is the only Scottish national NOF training provider for teachers of pupils with severe and complex needs, and this year has seen a steep increase in the number of NOF training days delivered by the Centre.

Some highlights of the year were:

- The Family Open Day held on Saturday 12th May 2001. This was run in conjunction with KeyComm in Edinburgh and FACCT in Fife, and was attended by more than 50 families – over 140 children and adults. Children tried out equipment, software and toys, enjoyed symbol-supported stories, and tried to run down their parents and siblings in CALL Centre Smart Wheelchairs.
- Completion of the CALLtalk vocabulary, created by Sally Millar and Janet Larcher, and which is now available for several different types of communication aid.
- The CALL web site being listed in the world’s top 25 ‘most linked to sites’ dealing with ICT and disability”.

## CALL Centre Steering Group

The CALL Centre Steering Group (see Appendix A for a full list) has met 3 times during the year and as ever we are grateful to them for their guidance and support. Ms. Christine Knight had to resign as she has moved posts to become an HMI, so invitations were made to new potential members for 2002-2003.

## CALL Staff



The CALL team has been stable throughout 2001-2002 and consists of:

1 x Specialist Speech and Language Therapist: Sally Millar	1.0 FTE
1 x Engineer/Educational Technologist: Paul Nisbet	1.0 FTE
1 x Education Development Officer: Sandra O’Neill	1.0 FTE
1 x Psychologist/Visual Impairment Specialist: Stuart Aitken	0.4 FTE
1 x Specialist Teacher (seconded): Susan Gibb	1.0 FTE
1 x Information Officer: Allan Wilson	1.0 FTE
2 x Senior Secretaries: Sarah Marjoribanks	0.7 FTE
Samantha Maguire	0.7 FTE
<b>Total:</b>	<b>6.8 FTE</b>

In October 2001, Sandra O’Neill’s secondment ended, and she joined the CALL team with a promotion to the position of Coordinator of CALL Centre Training Services.

### CALL Centre Funding

Although CALL has now existed for 19 years, we still rely entirely on short term grants and contracts. The Scottish Executive Education Department's Pupil Support and Inclusion Division has once again provided funding for the core services of the CALL Centre. The department has provided core funding for the past 10 years, and we are grateful for this support: without it, CALL would simply not exist. Over the past year, supplementary funding has also been received from The Scottish Executive Health Department: Community Care section, to extend CALL's work to adults with disabilities and those who work with them, and from service level agreements with some local authority Education Departments and schools. The funding jigsaw is completed with income from CALL's work as a provider of NOF training, and from specific project funding, from the SEED SEN Innovation Grant scheme.

### Partnerships

Throughout 2001-2002, CALL has as usual enjoyed working with colleagues in both statutory and voluntary sectors. For example:

- Providing assessment, support, information and training to schools and education authorities across Scotland.
- Working with SCTCI and with local specialist centres and services; FACCT (Fife), ASPECTS (Aberdeenshire), KeyComm (Edinburgh & Lothians) TASSCC (Aberdeen City), and others.
- Working with the Augmentative Communication in Practice: Scotland group to plan the 2001 Study Day on *Giving Augmented Language to Individuals with Cognitive Disabilities*.
- Carrying out the *Listening to Children* project, in collaboration with Sense Scotland.
- Carrying out the *Introducing Speech Recognition in Schools* project, in collaboration with nine local authorities.
- Hosting meetings of, and working with ICTSLS (ICT Support for Learning Scotland, which is the group of ICT SEN Development Officers around Scotland).

- Sally Millar of CALL is Joint Editor of the journal of the UK charity Communication Matters.
- Sandra O'Neill of CALL is Scottish Chair and member of the UK National Executive of MAPE (Micros in Primary Education).
- Paul Nisbet is a member of the MOVE Scotland Advisory Board.

### CALL Services

Uptake of all CALL services has again been high. This report provides details of these services and includes some quotes from feedback received from service users to indicate the widespread 'consumer satisfaction' with CALL's work.

CALL has provided assessment, training or advice to all but one of the local authorities in Scotland as well as having many UK and international contacts.

Assessment and support of individual pupils continues under both the SEED core grant (one pupil per authority) and Service Level Agreements (SLAs) that CALL now has with a number of local authorities. These SLAs continue to prove an effective way of offering a more extensive assessment service, of integrating assessment of individuals with support and training to school staff, and of providing continuity.

Internet and email use continues to grow and nowadays more or less dominates the CALL information and advice service, although many enquiries are still also received by phone and letter. The CALL Centre web site has been developed over the year and although more than 110,000 files are currently downloaded from the site each month, there is still much to improve and so we are planning to make development of this area a priority in the coming year.

CALL continues to publish develop and publish Quick Guides, and Information Sheets - see the Information section for more on these publications

CALL Centre training services have been expanding. Uptake of courses in CALL has been steady, and requests for on-site in-service training ongoing. The year has, however, been dominated by delivery of the NOF training – which in turn has itself generated new requests for CALL services, courses, and publications and equipment loans

There continues to be a demand for loans of specialised computer technology, communication aids, videos, and other materials and for technical services. Software loans continue to reduce because of copyright and licensing restrictions although we now have stocks of demonstration CD's for some key packages. The CALL Loan Bank of equipment is now online, so that people can browse the CALL web site and see photos and detailed descriptions of specialist equipment.

### **CALL Research and Development**

The Scottish Executive Education Department's SEN Innovation Grants Scheme, funded these projects in the period 2001-2002:

- *Introducing Speech Recognition in Schools* (started February 2000, finished March 2002)
- *Listening to Children with Severe Communication Difficulties* (jointly with Sense Scotland, started August 2000, finished March 2002)
- *Communication Passports* (January to March 2002)

Details of these projects can be found later in this report.

If there are any queries arising from this Report please contact the CALL Centre. Any inaccuracies in the Report are our own, for which we apologise, and are not the responsibility of our funders or partners.

*Sally Millar & Paul Nisbet*  
Joint Coordinators, CALL Centre

## Models of Assessment and Support

In 2001-2002 CALL provided assessment support to individual children using four different models of delivery:

1. **Core Services Model:** A free service to authorities, funded through the core SEED grant, and limited to one referral per authority.
2. **Service Level Agreement (SLA):** An SLA enables authorities to supplement the CALL core service and buy in extra days of CALL time for more assessments, bespoke training, or advice and consultancy. Each SLA is planned and tailored to the needs of the particular school or local authority.
3. **School (or Unit) Audit, Assessment & Support:** ICT and AAC audit, assessment, report, and training for a school or unit, rather than a single child. These are usually provided under an SLA.
4. **Smart Wheelchair Assessments:** Assessment and trial of Smart Wheelchairs. These are free to the school or user, with the cost covered through sales of Smart Wheelchairs.

## Assessments

The target for individual assessments for 2001-2002 was 25 - 10 under SEED core funding in local authorities who do not have an SLA with CALL, with the remainder from authorities who do hold an SLA. The actual number of assessments undertaken – 50 – was double the target, although it was less than 2000-2001 (67 assessments were carried out last year). There were fewer University of Edinburgh students seen, which reflects the development of expertise within the University Disability Office. The reduction in the number of children assessed through SLAs is due to changing emphasis – some authorities wanted to focus on support delivered in classes or units rather than on individual pupils. In most cases this approach still results in assessment advice and support being given concerning individual pupils: but the focus is on the class or several students rather than one individual pupil.

The large number of children seen in Dumfries & Galloway is because the number of days involved in the service level agreement is relatively large (compared with most SLA's) and because that particular agreement concentrates upon individual assessments. Three children were seen in Perth and Kinross, although SEED funding would normally allow for one

only. This is because 2001-2002 was the transition phase towards negotiation of a new SLA (taken up in 2002-2003).

SEED core funded assessments	
Dundee	1
East Ayrshire	1
Edinburgh	2
Moray	1
Perth & Kinross	3
Renfrewshire	1
Scottish Borders	1
<b>Total</b>	<b>10 (11 in 2000-1)</b>
SLA & SEED funded assessments	
Clackmannanshire	3
Dumfries & Galloway	22
Falkirk	2
Highland	2
Orkney	1
Shetland	1
Stirling	4
<b>Total</b>	<b>35 (44 in 2000-1)</b>
University of Edinburgh funded assessments	
<b>Total</b>	<b>2 (5 in 2000-1)</b>
Smart Wheelchair funded assessments	
Edinburgh	2
Scottish Borders	1
<b>Total</b>	<b>3 (7 in 2000-1)</b>
<b>TOTAL NUMBER OF ASSESSMENTS</b>	<b>50 (67 in 2000-1)</b>

Over the past few years CALL assessment targets have consistently been exceeded dramatically. This is because they were set in 1998 when the current 1999-2002 three-year workplan was devised, and before we had negotiated many of the service level contracts with local authorities. Throughout the period of the workplan, the number of SLAs has increased which has enabled us to deliver greater numbers of assessment and support sessions, more efficiently. Note that assessment and support carried out within an SLA is still partially supported through CALL's core SEED funding, and this is reflected in the headings in Table 1.

Table 1 only lists referrals and initial assessments – it does not list follow up support sessions or pupils seen during whole school/class assessment audits and support visits. The initial assessment and report are more often than not followed up by support and training focusing either on the referred pupil, or across the class, unit or school. As this is the final report for the 1999-2002 3-year SEED grant period, we will use the previous method of reporting, but from 2002 onwards we intend to find a more representative method of reporting assessment and support activity to record follow-up visits and individual children supported through school/class support.

## Service Level Agreements

Service level agreements were renewed with 7 local authorities. Most of the authorities purchase around 10 to 12 days per year. Authorities geographically close to CALL receive services on dates spread across the school session, while those far away (e.g. Shetland) arrange blocks of time – two separated weeks, for example. The cost of an SLA with CALL in 2001-2002 was £275 per day, plus VAT (reclaimed by authorities), plus travel and expenses. This compares favourably with rates from other specialist services.

Most local authorities use the SLA to provide a mix of assessment, school support, and training, and the balance of work varies according to the priorities of the authority. Where authorities had signed up schools for ICTS NOF training, the SLA activities were planned to complement this training.

## School/Unit Assessment & Support

CALL developed whole school or unit ‘audits’ in 2000-2001 and these have continued in 2001-2002. An audit/assessment usually involves a visit by CALL staff to discuss existing ICT provision, use and staff expertise, a report with recommendations, and an agreed program of training and support once new resources have been installed. It can also be an efficient method for the school to obtain advice about several individual children within the school without a full-scale assessment referral, and a way of ‘filtering’ potential referrals for assessment. Eleven such audits were carried out in 2001-02 compared to 9 in 2000-01. In addition, there were 27 In-service training sessions delivered (see the Training section).

## Children referred for assessment

Table 2 summarises the main difficulty identified in respect of the 48 children assessed by CALL and also whether they had additional impairments, which would cause them to be described as having *complex special educational needs*. These are problems reported by the school on referral, not medical diagnoses.

Primary area of difficulty	Number of children with one primary difficulty	Number of children with additional complex difficulties
Autistic spectrum	2	3
Learning difficulties	2	1
Severe Physical Difficulty	4	13
Speech / language impairment	-	6
Specific learning difficulty	4	-
Writing problem (dyslexia/dyspraxia)	4	3
Visual Impairment	-	2
Hearing Impairment	-	3
Other (Angelman’s syndrome)	-	1
<b>Total school clients</b>	<b>16</b>	<b>32</b>

## Complex Disabilities

As in previous years, the majority of children referred to CALL (66%) were identified as having multiple and complex difficulties. Table 2 summarises the referrals by the main problem reported, and whether or not there were two or more additional areas of difficulty that would deem the referral to be defined as *complex*. Compared with 2000-2001, the proportion of children with complex needs is slightly reduced – 66% compared with 89% - which is due to an increased number of referrals of

children with specific learning difficulties or dyslexia. This kind of fluctuation from year to year is quite normal for CALL.

The largest single group of children referred to CALL were those with severe physical difficulties, together with other problems, such as learning difficulties, visual impairment and – most commonly – speech and language difficulties.

## Educational Settings

The number of pupils referred in 2001-2002 attending mainstream schools exceeds those in special schools or units (Table 3). There is no consistent trend away from specialist towards mainstream provision over the past five years, although the figures this year may in part reflect the growing practice of inclusion into mainstream, but are probably also due to the nature of the difficulties encountered by the children referred to CALL (i.e. the number with specific learning or writing difficulties).

Year	Mainstream	Special school/unit/home
2001 - 2002	32 (67%)	16 (33%)
2000 - 2001	22 (35%)	40 (65%)
1999 - 2000	16.5 (28%)	41.5 (72%)
1998 - 1999	22 (63%)	13 (37%)
1997 - 1998	14 (52%)	13 (48%)

Table 4 summarises the educational settings and type of school placement of children referred for assessment. The biggest change in these figures is the reduction in children from primary special schools or units – down from 27 in 2000-2001 to 9 this year, and an increase in mainstream primary placements from 14 to 21.

Preschool age children	8 (7)
Special nursery provision locally	4
Local mainstream school nursery with auxiliary or specialist teaching support	3
Special Nursery Education setting (outside local authority)	1
Primary School age children	30 (42)
Special school or unit attached to local mainstream school	9
Mainstream School with auxiliary support	16
Mainstream School with teaching support (Support for Learning, SEN)	5
Secondary School age children	10 (13)
Special school	1
Mainstream school with auxiliary support	5
Mainstream school with teaching support (LS teacher / SEN teacher)	3
Other (educated at home)	1

## Partnerships with Parents

When parents enquire about assessment of their children to CALL we advise them to discuss the referral with the school and local ICTSLS (ICT for Support for Learning in Scotland) contact and speech and language therapist, if relevant, before the Head Teacher or Educational Psychologist submits a referral form. This is to ensure that the relevant local professionals are involved from the earliest possible stage. Prior to assessment, CALL contacts parents and invites them to attend the session at school, and will also visit pupils' homes when required.

## Information Service

The Information Service has continued to be busy during 2001-02. This year has seen considerable growth in the scale of information and advice provided by CALL, linked to a major change in the way that enquiries come in to CALL and how the Centre staff respond to them.

## Advice and Information by Email

Although the trend started some years ago and has been building up gradually, this year has been a turning point; most enquiries and requests for advice and information now come in to CALL by email. This reflects both a worldwide growth in email and internet usage, and the technological revolution in education, kick-started by the National Grid for Learning initiative and carried forward in Scottish schools by the Scottish Executive and local authorities. Most UK schools are now getting internet access and personal email addresses for teachers - although this process is still very far from complete and teachers of pupils with special educational needs in Scotland seem, sadly, to be last on the list to 'get connected'.

The New Opportunities Funding (NOF) training programme currently under way (see the Training section of this report) is encouraging teachers to use electronic methods as part of their personal and professional development. As one of the major providers of NOF training for teachers of pupils with special educational needs in Scotland, CALL has been building up email contact with hundreds of teachers individually

This creates an area of activity which is at the same time both information service and "NOF support", with most contacts coming directly from teachers. It represents a huge increase in the number of enquiries/information exchanges handled. In the course of this year - bearing in mind that we are currently in 'mid-NOF' which inflates this email activity - each member of the CALL professional team will receive and send out something in the region of 100 emails in an average week in term-time (500-600 per week in total), many with attachments in the form of CALL Information Sheets or Quick Guides.

The return for CALL on this growth in the workload is the satisfaction of knowing that relevant information has 'hit the target' quickly, accurately, and efficiently (and cheaply), whereas information distributed more generally can sometimes end up in a filing cabinet or bin without ever being seen by the person who needs it most!

## Internet

In keeping with the use of electronic communication, CALL staff are active participants in a number of internet-based discussion forums on specialised topics, and regularly both give and receive useful information through this medium. CALL also acts as a listening post and has a role in monitoring and 'sifting' information, which is then electronically forwarded on an ongoing basis to its network of specialist colleagues in the field, or to other contacts or enquirers, as relevant. This is perceived as a useful function by many teachers and others who might otherwise suffer 'information overload' yet miss out on valuable key information

## General Enquiries

In terms of reporting, this progressive shift to the email and internet based side of our information service is a change with which the traditional CALL Centre database has not yet managed to catch up. The figures that follow in Table 5 therefore represent only the enquiries that have come in by more traditional routes (phone, mainly, sometimes letter or fax) but it should be noted that these are *in addition* to the email based information service.

On this basis, a total of 997 enquiries and requests for information and advice were recorded in the traditional database during the year, compared with 1,249 in 2000-01. Of these, 478 related directly to the SEED client group, i.e. pupils with special educational needs in schools in Scotland, while the others were either related to adults with support needs, or were more general enquiries.

## Responses to Enquiries

During 2001-02, 96% of enquiries received a response within three days, compared with 92% the previous year.

**Table 5: Geographical distribution of enquiries and activities**

Local Authority	2001 - 2002	2000 - 2001	Local Authority	2001 - 2002	2000 - 2001
Aberdeen	11	27	Inverclyde	3	3
Aberdeenshire	12	18	Midlothian	8	17
Angus	3	2	Moray	22	12
Argyll & Bute	5	11	N. Ayrshire	5	5
Clackmannan	32	38	N. Lanark	15	5
Dumfries & Gall.	143	142	Orkney Islands	12	40
Dundee	21	35	Perth & Kinross	29	26
E. Ayrshire	8	0	Renfrewshire	11	12
E. Dunbarton.	0	3	Scottish Borders	30	29
E. Lothian	4	11	Shetland Islands	23	41
E. Renfrew	3	6	S. Ayrshire	2	2
Edinburgh	134	189	S. Lanark	12	28
Falkirk	21	37	Stirling	47	63
Fife	22	14	W. Dunbarton	3	6
Glasgow	51	81	W. Lothian	21	23
Highland	17	47	Western Isles	3	3
Scottish National	16	25	Overseas	45	35
UK National	29	15	Unknown	42	15
Other UK	132	159			

## Visitors

During the year, there were 22 visits to the Centre by groups and individuals. The majority of the visitors were teachers, therapists and other professionals from the United Kingdom, but there were also visits from professionals working in Australia, Cyprus and Romania.

**Table 6: Subject of Enquiries**

Subject	2001 - 2002	2000 - 2001	Subject	2001 - 2002	2000 - 2001
Assessment	185	249	Computer : Mac	5	14
CALL Services	116	179	Software: Access	21	32
Loan Bank	80	70	S'ware: Communic.	8	17
Publications	48	40	S'ware: Early Learn.	6	22
Training	127	253	S'ware: Supp. Writ.	58	79
NOF Training	42	63	Software: Symbols	21	18
Consulting on client	254	336	S'ware: Speech Rec.	76	69
Curriculum	10	8	Special Access	117	138
Literacy	6	15	Wheelchair	79	101
Comm. Aids	59	80	Service Provision	19	17
Low Tech AAC	23	20	Disability Info.	6	11
Passports	24	29	General Information	84	71
Computer (general)	17	24	Other	10	22
Computer: PC	26	28			

## Library

The library is primarily a reference library, with open access for people to consult materials, but loans are occasionally negotiated to allow greater access to books. Eighteen books were borrowed on this basis during the year.

A total of 24 new books were added to the library during the course of the year.

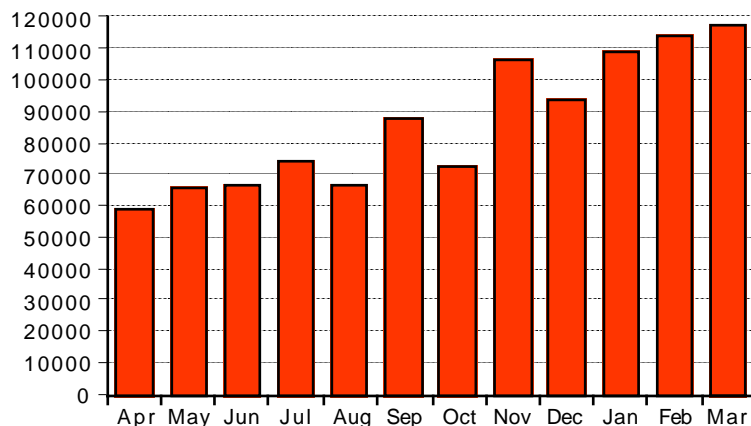
## CALL Web Site

The CALL web site has been developed steadily throughout the year, and receives many complimentary comments. We have great plans for its further development, but it is proving difficult to find enough time that can be devoted to this important area of work – it is really becoming more or less a full time job in itself. For this reason, CALL will be trying in the coming year to find funding to cover employment of an additional member of staff whose role would be to work with our existing Information Officer on the CALL web site, as well as on other areas of technical support.

## Downloads

The number of files downloaded from the CALL web site has increased steadily month by month. During the year more than 1,030,000 files were downloaded from the site: this compares with 420,000 during the previous year. We have received many favourable comments about the CALL web site and in an international survey of web sites published in February 2002, the site was rated as the 20th “most linked to site for information on new technology, education and special needs” (see [http://www.inclusive.co.uk/reports/2002/2002\\_reports.shtml](http://www.inclusive.co.uk/reports/2002/2002_reports.shtml)).

**Figure 1: Number of Files Downloaded per month from the CALL Web Site, 2001-2002**



A number of CALL Publications, some no longer in print, can now be downloaded free from the web site. Extensive use is being made of this service with some book chapters being downloaded up to 200 times in any particular week.

Details of equipment in the CALL Loan Bank of Equipment and Resources can also be accessed through the web site. In a typical week 50 to 60 people make use of this facility.

## Publications

New *CALL Publications Brief Guide to the CALL Centre* leaflets were produced and widely distributed in 2001, both using full colour for the first time.

The *New in CALL* newsletter was distributed to schools, centres and individuals in June and October 2001.

There were no new books published by the CALL Centre during the year, but a second *Story Symbol Pack* was produced, still based on simple stories with little text and lots of repetitive line but using story books geared to older children and with a slightly higher reading level than the first pack.

Eleven new information sheets were produced during the course of the year:

- Supportive Writing Technology
- Word Processors
- Portable Computers
- Talking Word Processors
- Spellcheckers
- Automatic Spelling Correction
- On-screen Word banks
- Supporting Writing with Speech Recognition
- Assessment for Supportive Writing Technology
- Pictures, Clip Art and Other Stuff for Kids
- Downloadable Worksheets and On-line Games

Some of these are revised and updated versions of chapters from the Supportive Writing Technology book, first published in 1999. The last two information sheets provide information on how to harvest and use images and resources from the internet and have been particularly popular on NOF training courses.

More than 40 new CALL Quick Guides (sometimes otherwise known as 'crib sheets') were produced, or updated during 2001 – 2002. These provide key information on how to perform specific tasks with a particular piece of equipment, or software, and in many cases overlap with the handouts and resources provided on CALL training courses. These are proving very popular generally and indeed are invaluable.

Around 75 Quick Guides are now available from the CALL Centre. These are usually given away free of charge (often attached to emails to NOF trainees).

### **Feedback**

When information is sent out in response to a request, we usually send a short form requesting feedback on the service. From the relatively small number of these that were returned, 76% of respondents were "Very Satisfied" with the information received and 24% were "Satisfied".

*Very impressive, I phoned with a vague hope of getting a few useful pieces of info and was sent an extensive package after 2 days! Many thanks.*

*My inquiry was greeted in a friendly & informative manner and my request was dealt with very promptly.*

## Training Events and Targets

CALL Centre training activities have increased significantly over the three year SEED funding period, and this final year has seen an explosion in the number of training events, and the number of teachers and others who participated in CALL training events. Table 7 summarises the events and numbers since 1999. CALL has met or exceeded all targets.

The CALL training programme has included courses delivered in CALL; presentations by CALL staff at conferences and study days; events hosted by CALL and presented by other agencies (e.g. PECS); in-service courses delivered on site to schools and local authorities; training as part of CALL Centre projects (e.g. Speech Recognition); NOF; and training in support of assessments. The main areas of increase in training activity have been through NOF, projects such as Speech Recognition, and also due to assessment-related staff development. It is seldom sufficient to visit a student (or school, unit or class), undertake an assessment, and then write a report with recommendations for purchase of equipment and ideas for a programme of use in schools: staff often need training and support delivered on-site, in the school. In future years we intend to change the way we present activity in the Annual Report to reflect this more flexible approach to assessment.

There was a reduction in the number of presentations made by CALL staff at conferences and study days compared with 2000-2001, but we feel that this was reasonable given the levels of activity in other areas, and the number still exceeded the target.

## Family Day, May 12th



Over 140 adults and children attended the Family Day at the CALL Centre on 12 May 2001. The Day was run in conjunction with staff from FACCT in Fife and from KEYCOMM in Edinburgh. People had a chance to see and try a wide range of computer software, communication aids, adapted toys and lots of other equipment. Symbol-supported story telling sessions, the Treasure Hunt and rides

on the CALL Centre Smart Wheelchair were particularly popular. Many parents simply appreciated having an opportunity to chat informally with staff from the three centres and to share experiences with other parents.

Table 7: Training events and targets				
Type of Training Event	Target Number 2001-2002	Number delivered 2001-2002	Number Delivered 2000-2001	Number Delivered 1999-2000
<b>Events initiated/delivered by CALL</b>				
Open Days	1	1	2	2
CALL Courses	9	11	11	9
INSET to Schools	5	27	21	9
Assessment-related staff development	No Targets	87	19	10
Smart Wheelchair Workshops	No targets	12	13	6
Speech recognition training	No targets	19	10	-
NOF Briefings	No targets	3	8	-
NOF Training Days	No targets	59	11	-
ICT SEN Update Day	No targets	3	3	1
<b>Events hosted by CALL in partnership with other agencies</b>				
Seminars/courses	No targets	4	5	6
<b>Invited Presentations/Training outside CALL</b>				
Study Day/Conference Presentations	1	3	14	7
Exhibitions	3	3	3	5
<b>Totals</b>	<b>18</b>	<b>232</b>	<b>119</b>	<b>57</b>

## ICT SEN Update Scotland, 2002

This event has developed in two years from a tentative new venture by CALL, in 2000, into a major national annual event, supported by the Scottish Executive Education Department and involving liaison with colleagues across Scotland. Thanks to SEED support, the event is free and open to all, and not only that, but there IS such a thing as a free lunch! This year we moved the days to after the Easter break, to 24<sup>th</sup>, 25<sup>th</sup> and 26<sup>th</sup> April and held the events in Inverness, Glasgow and Edinburgh. 16 suppliers exhibited and over 330 teachers, therapists, social work staff, parents and carers attended. 149 evaluation forms were returned and the table below shows that 99.3% found the days extremely, very or just plain useful.

2000	2001	2002
24 February	7, 8, 9 March	24, 25, 26 April
Edinburgh	Edinburgh	Inverness
	Aberdeen	Glasgow
	Hamilton	Edinburgh

Extremely	38
Very	76
Useful	34
A little	1

## Evaluation

Participants on CALL training courses and events are asked to complete an evaluation form recording levels of satisfaction (or not) with the organization, relevance, method and style of presentation, and also asking for comments on areas that could be improved. For the training courses held in CALL, 93 staff participated and 80 evaluation forms were completed (86%). Table 8 lists the overall ratings on the courses returned by the participants.

The figures are very encouraging – 98.75% of participants finding the courses satisfactory and interesting – but we have lost our ‘100% satisfaction’ rating for courses for the first time since the first series of courses in 1997. The reason why the one person found a course unsatisfactory is that it focused on the latest version of the program

(Boardmaker) while she used the previous version in her school. Since the course description in the CALL booklet clearly stated which version would be used, we feel our 100% record is still intact in spirit if not in statistics!

Satisfaction	Number	Interest and usefulness	Number
Not satisfied	1	Not interesting or useful	1
Satisfied	17	Interesting but not immediately useful	2
Very satisfied	62	Interesting and useful	22
		Very interesting and useful	55
Total	80		80

## Feedback

A sample of comments on CALL training events taken from evaluation forms and letters of thanks from participants follows below.

*I just wanted to say that your open day was excellent. The kids had great fun. It was good to meet other families and have a look at all your equipment. Everybody went out of their way to be helpful - finding nappy-changing areas etc.*

(Parent: Family Day)

*Presentations excellent. Both tutors friendly, approachable & very supportive. Looking forward to developing my skills with Boardmaker & plan to use it to provide resources for my main stream pupils, as well as for special needs.*

(Teacher, Primary School: BoardMaker course)

*Hands on practice with equipment particularly useful. Number in group very beneficial for beginners like myself.*

(Staff Nurse, MS Holiday Centre: Special Access to Computers course)

*Such a worthwhile day out. Your flexible approach allowed & encouraged discussion which was in itself valuable. Good size of group, great atmosphere - relaxed and positive. I just had such a good day and feel inspired to go back to school to make use of knowledge gained and to tell other colleagues.*

(Teacher, Secondary School: Computers & Dyslexia Course)

*Finally got to grips with program! Feel able to go and try it!*

(Teacher, Edinburgh: Getting to Grips with Writing with Symbols)

### **NOF Training**

2001 – 2002 has been a busy year for NOF (New Opportunities Fund) training, as anticipated in the 2000 – 2001 report. There were 48 schools or groups starting off with their initial day, interim days for those that had started and final days for a few schools who had successfully completed their training. Of the 32 local authorities CALL is providing NOF training in 26 of them, and by the end of 2002, 462 staff had started NOF training with CALL. CALL staff have been kept busy with emails to and from their trainees across the country. Each trainee sends a minimum of seven emails, two of which are in the form of the feedback form on the Inclusive.net website. However, most trainees send many more - requesting help and advice, keeping us informed about how they are getting on - and the tutors sometimes have to send out reminder emails to trainees to encourage them to keep up with their NOF training.

Throughout the year schools continued to register for NOF training and the original deadline of sign up by the end of March 2002 was extended to give more time for schools and local authorities to sign up as many staff as possible. To allow for the extra numbers, the final completion date for NOF is expected to be extended from March 2003 to December 2003.

The ICTS training units have been well received and the evaluations of the initial days training have been very positive. 'Training the Trainer' events, which are hosted by the Inclusive Consultancy and Training Consortium in Manchester twice a year, keep the trainers up to date with the course content, delivery and new developments.

It was decided to offer schools the opportunity of an interim day. These days allow the tutor to give some individual support and advice to each trainee and have proved to be very useful for both the tutors and the trainees. The timescale from start to completion of NOF training varies

from school to school and from person to person - some have completed in four months whereas others take well over a year. NOF training was not designed to cover basic skills but CALL experience has been that quite a number of staff undertaking this training did not have good basic skills which is one of the reasons why the length of time taken to completion varies such a great deal. Feedback from the staff that have completed their training at this stage indicates that they are more confident and competent using ICT and that ICT is extending opportunities for their pupils.

As we enter 2002 – 2003 the demands of NOF will continue to rise as more trainees start their training. From dates already set there will be more schools and groups starting off than finishing over the course of the next year. The expected extension to the completion date will be essential for our NOF trainees who have not had the necessary infrastructure in place to start any earlier.

## Training 2001-2002

In previous Annual Reports we listed every course run throughout the year. This ran to 9 pages in the last Report and would have been even longer this year, so Table 10 presents a more concise format.

**Table 10: CALL Centre Training / Staff Development Activities 2001 - 2002**

Event	Date	Venue	Nos.	Participants
<b>CALL Centre Seminars / Courses</b>				
Using Intellikeys	29.9.01	CALL Centre, Edinburgh	13	Teachers/professionals
Picture Possibilities: using scanners and digital camera	3.10.01	CALL Centre, Edinburgh	10	Teachers/professionals
Getting to Grips with BoardMaker PC	27.11.01	CALL Centre, Edinburgh	7	Teachers/professionals
Getting to Grips with BoardMaker MAC	28.11.01	CALL Centre, Edinburgh	6	Teachers/professionals
Special Access to Computers	5.12.01	CALL Centre, Edinburgh	5	Teachers/professionals
Making Personal Passports on Computer	23.1.02	CALL Centre, Edinburgh	11	Teachers/professionals
Getting to grips with Clicker 4 (PC)	5.2.02	CALL Centre, Edinburgh	3	Teachers
Computers and Dyslexia	27.2.02	CALL Centre, Edinburgh	15	Teachers/professionals
Software to Support the Curriculum for Deaf and Hearing Impaired Pupils	6.3.02	CALL Centre, Edinburgh	7	Teachers/professionals
Exploring InterNet Resources for Pupils with Special Educational Needs	20.3.02	CALL Centre, Edinburgh	3	Teachers/professionals
Getting to grips with Writing with Symbols	13.3.02	CALL Centre, Edinburgh	13	Teachers/professionals
<b>Total of: 11 courses</b>			<b>93</b>	<b>participants</b>
<b>Open Days</b>				
1 x Family Day (with FACCT & KEYCOMM)	30.5.01	CALL Centre, Edinburgh	<b>143</b>	<b>parents and children</b>
<b>New Opportunities Fund (NOF) Training</b>				
3 x General Briefings	various	Glasgow, N. Lanark, West Lothian	34	Head teachers and Teachers
48 x Day One NOF	various	Aberdeen, Aberdeenshire, Borders, Clackmannan, Dumfries and Galloway, Edinburgh, England, Falkirk, Glasgow, Highland, Midlothian, Moray, North Ayrshire, Orkney, Renfrewshire, West Lothian	479	Teachers
5 x Interim Day NOF	various	Borders, Edinburgh, England, North Ayrshire.	42	Teachers
6 x Day Two NOF	various	England, Orkney, West Lothian	62	Teachers
<b>Total of: 62 courses</b>			<b>617</b>	<b>teachers</b>

## Training 2001-2002

In-Service Training in Schools				
5 x Clicker training	various	Dumfries & Galloway, Stirling, Renfrewshire	59	Teachers, auxiliaries, etc.
1 x Boardmaker training	10.9.01	Clackmannan	4	Teachers
1 x AAC & Communication Aids	9.8.01	Glasgow	13	Teachers
2 x Making Materials on Computer	various	Stirling, West Lothian	28	Teachers, auxiliaries
1 x RM Windowbox training	8.5.01	Edinburgh	10	Teachers, auxiliaries, etc.
2 x Communication Passports	various	Edinburgh	20	Teachers, therapists, parents
15 x other ICT and SEN support	various	Clackmannan, Dumfries and Galloway, Falkirk, Glasgow, Highland, Moray, Stirling	160	Teachers, auxiliaries, etc.
<b>Total of: 27 sessions</b>			<b>294</b>	<b>participants</b>
Project-related Training in Schools				
4 x Speech Recognition Day 1	various	Aberdeenshire, Edinburgh, Stirling	15	Teachers
7 x Speech Recognition Day 2	various	Dumfries & Galloway, Edinburgh, Stirling, Scottish Borders	18	Teachers, students
8 x Speech Recognition Additional Support	various	Various	13	Teachers, students
12 x Smart Wheelchair workshops	various	Various	43	Teachers, therapists students
<b>Total of: 31 sessions</b>			<b>89</b>	<b>participants</b>
ICT SEN Update Exhibition 2002				
<b>Inverness</b>	24.4.02	Lochardil House Hotel, Inverness	<b>69</b>	Teachers, therapists, social work staff
<b>Glasgow</b>	25.4.02	Jordanhill Campus, Faculty of Education, Strathclyde University	<b>134</b>	Teachers, therapists, social work staff
<b>Edinburgh</b>	26.4.02	CALL Centre, University of Edinburgh	<b>129</b>	Teachers, therapists, social work staff
<b>Total number of training events initiated/delivered by CALL:</b>		<b>135</b>	<b>Attended by:</b>	<b>1,475 participants</b>
Conferences and Other Invited Presentations				
3 x Information displays at exhibitions	various	Edinburgh, Dunfermline, Lancaster	660	Teachers, therapists, parents and others
Conference Workshop: <i>AAC Resources on Internet</i>	17.10.01	Communication Matters UK Conference, Lancaster	40	Teachers, therapists, parents and others
Invited presentation: <i>Dynamic Screen Communication Systems</i>	8.10.01	Sheffield	20	Teachers, therapists.
Conference Paper: <i>Assessment and training of children for powered mobility</i>	5.11.01	R AATE 2001 Conference, Birmingham	40	Therapists, engineers

## Training 2001-2002

<b>Total of: 6 events</b>			<b>760</b>	<b>participants</b>
<b>Training Events Hosted by CALL Centre</b>				
1 x Picture Exchange Communication System (PECS)	2 & 3.4.01	CALL Centre, Edinburgh	116	Teachers, therapists, parents and others
1 x PECS Follow-up	2.4.01	CALL Centre, Edinburgh	34	Teachers, therapists, parents and others
1 x CASC Roadshow	4.5.01	CALL Centre, Edinburgh	59	Speech and lang. therapists and other professionals
1 x MAPE National Conference	23.3.02	CALL Centre, Edinburgh	80	Teachers
<b>Total of: 4 events</b>			<b>289</b>	<b>participants</b>
<b>Total number of training events 2001-2002:</b>	<b>145</b>	<b>Attended by:</b>	<b>2,524</b>	<b>participants</b>

## Loans and Technical Services

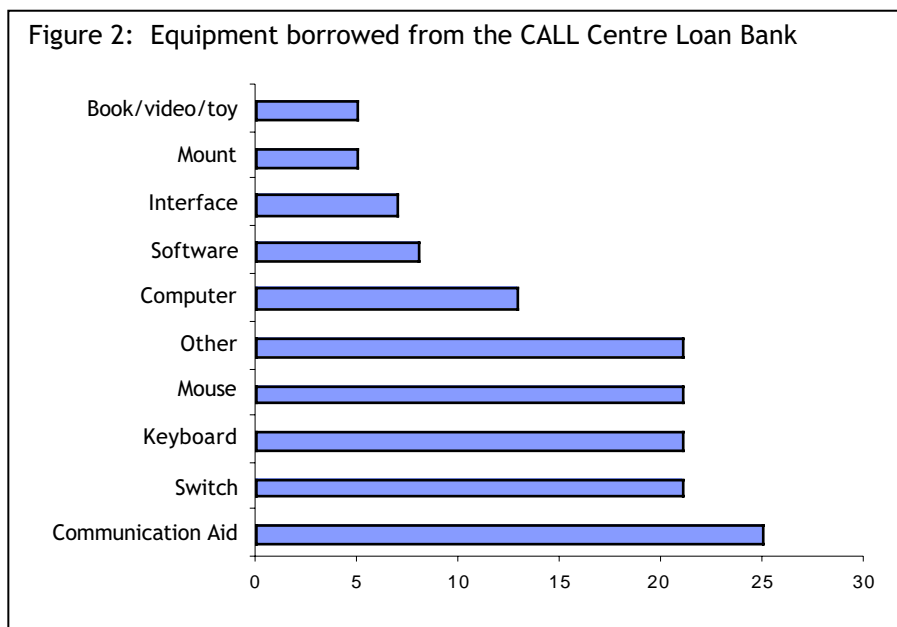
The CALL Centre Equipment Loan Bank provides teachers, therapists, professionals, parents, disabled people and others with an opportunity to try a piece of equipment with a particular person, rather than possibly waste money on purchasing equipment that turns out to be unsuitable.

A total of 147 new loans were recorded between April 1<sup>st</sup>, 2001 and March 31<sup>st</sup> 2002, compared with 149 the previous year. Of these, 121 loans were made to clients in education (including adults in FE or HE), and 26 were made to adults in the community. Loans were made to clients in 18 different local authorities, compared with 21 in 2000-01.

Local Authority	2001 - 2002	2000 - 2001	Local Authority	2001 - 2002	2000 - 2001
Aberdeen	1	5	Inverclyde	0	0
Aberdeenshire	2	1	Midlothian	2	3
Angus	0	0	Moray	13	4
Argyll & Bute	0	6	N. Ayrshire	0	0
Clackmannan	14	4	N. Lanark	1	0
Dumfries & G.	26	12	Orkney Is.	1	7
Dundee	5	5	Perth & Kin.	9	4
E. Ayrshire	0	0	Renfrewshire	0	4
E. Dunbarton.	0	0	Scot. Borders	9	15
E. Lothian	0	0	Shetland Is.	3	7
E. Renfrew	0	0	S. Ayrshire	0	0
Edinburgh	39	27	S. Lanark	4	5
Falkirk	3	4	Stirling	7	6
Fife	0	1	W. Dunbarton	0	0
Glasgow	5	5	W. Lothian	0	12
Highland	3	12	Western Isles	0	0
<b>TOTAL</b>	<b>147</b>	<b>149</b>			

Figure 2 gives a breakdown of loans according to the nature of the equipment involved. Communication aids, switches and various

alternatives to computer keyboards and mice account for more than half of all loans.



### New Equipment

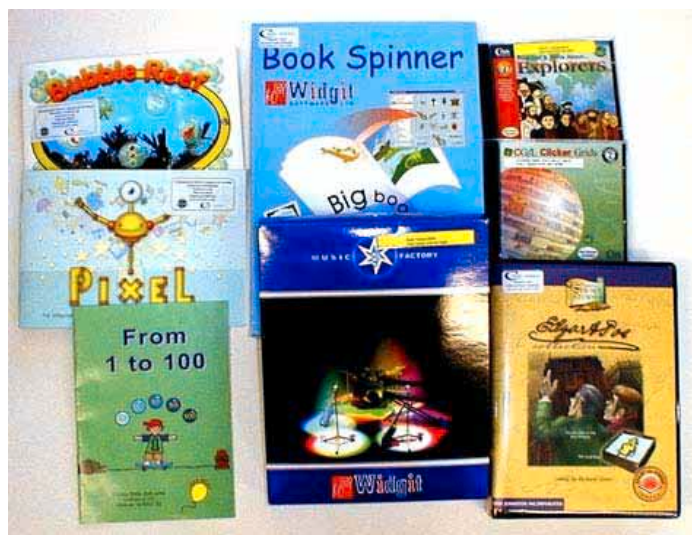
Funding from SEED, supplemented by additional money from training courses and SLAs, enabled the purchase of a number of new items during the course of the year. These included:

- Go Talk, Chatbox and Partner One/Two basic communication aids
- Zygo Arti portable computer with communication software
- 2 x Izzi Pro portable computers
- 2 x Compac Aero portable computers
- 2 x Alphasmart 3000 portable note-takers
- Various trackballs (Kensington Orbit, Marble Mouse, Roller Joysticks, Pocketmouse)
- Track IR head operated mouse
- BigKeys LX keyboard
- Quicktionary Reading Pen
- Various interfaces, mounts and adaptors
- A range of early learning and supportive writing software for PC and Mac.

Partner 2 and ChatBox Communication Aids



Recent Software



It is important for the CALL Centre to keep up with new developments in ICT such as the roll-out of new NGfL equipment to schools that has been happening this year. Therefore, equipment was purchased CALL staff use for assessment and support, information and training, and for research and development project work:

- 1 x PC laptop
- 1 x Macintosh G4 (rolling replacement)

- 1 x Digital video camera (for the speech recognition project)
- 2 x portable scanners

### Technical Services

There were 61 recorded incidences of technical support during the course of the year, compared with 53 in 2000-01. These included:

- advising on setting up a Dynavox communication aid.
- trouble-shooting MessageMate communication aid.
- setting up and adapting Smart Wheelchair.
- advising on setting up Kurzweil 3000 and scanner.
- discussion and advice on classroom use of Clicker 4, including access to particular features of the program.
- preparation of low tech communication charts for communication book.

### Evaluation and Feedback

Borrowers are issued with a form requesting feedback on the outcome of a loan when equipment is sent out. Of the 77 loans returned during the course of the year, 57% provided feedback – a decrease from 87% in 2000-01.

Responses suggested that:

- 35% of respondents were “very satisfied” with the CALL Loan Service and 65% were “satisfied”.
- Where feedback was provided on the success of a loan, 67% of loans met the client’s needs; 21% did not meet the client’s needs; 12% were inconclusive.

### Comments

Feedback often included comments from the borrowers and end users of the equipment:

*“BigMacks were wonderful. Both children could ‘join in’ with our songs and activities. They both also had more control over how they participated. Used for choice with one of the children and this also was successful.”*  
(Teacher)

*“B has been very excited by the TechTalk. He is at the very early stages of operating it, but he is keen to do so. We used tactile objects for him on each key.”*  
(Teacher)

*“H greatly benefited from the experience of a voice output device and she has begun to monitor her own responses and correct errors. She can access all 8 icons with ease.”* (Speech and language therapist)

### **Links with Manufacturers and Developers**

CALL's links with suppliers of hardware and software for SEN and of communication aids continues to develop, and the CALL Centre ICT SEN Update events are a firm favourite with these firms. CALL receives copies of software for demonstration and training from Crick Software, Don Johnston, Inclusive Technology and Widgit (in some cases at no cost, in others there is an annual charge). This is a very valuable arrangement as it ensures that CALL staff have access to a huge range of resources for assessment purposes, and the software can also be explored by visitors to the centre and by participants on training courses.

### **Evaluation of Equipment**

The *New in CALL* newsletter was mailed out widely in June and November 2001. The newsletter was expanded slightly from the previous 4-sided format to give more space for short evaluations of new equipment. The main contents of this can also be found on the CALL Centre web site, usually in the 'Hot Tips' section.

### Research and Development

2001-2002 has seen the completion of three major projects funded by the Scottish Executive Education Department SEN Innovation Grant Scheme. Dissemination. Further dissemination and development of the outcomes of these projects continues as part of CALL's core activities. All of the projects were stimulated by CALL's experience in working with schools and families, and the outcomes of the projects are resources, materials and services to support children and adults with disabilities. This model integrates research and development closely with services, and ensures efficient and effective practice.

### Introducing Speech Recognition in Schools

(Started February 2000, completed March 2002)

The aim of this project was to investigate how and why speech recognition has been successful in secondary schools, create a training pack based on this information, pilot, evaluate and revise it, and then disseminate the updated pack to all secondary schools in Scotland. A secondary aim was to evaluate the use of speech recognition by students taking part in the project.

Training Packs were written for IBM ViaVoice versions 7 and 9, and Dragon NaturallySpeaking Preferred versions 4 and 5. Support for Learning staff in 40 schools in 9 local authorities across Scotland received training, the Resource Pack, and speech recognition software and microphone.

Comments and feedback from schools and students were used to revise the Pack, and final versions written for ViaVoice 9 and NaturallySpeaking 5. The Pack, comprising approximately 100 pages in total, is divided into three sections: an introduction to speech recognition; a teacher's tutorial; and ten student lessons. 700 copies of both books were printed in Summer 2002 for distribution free to key contacts in local authorities and all secondary schools in Scotland. The SEED funding also enabled us to produce and disseminate a CD containing the Packs in Word and PDF formats, reports and articles, Powerpoint presentations created by CALL and teachers involved in the project, and video clips. The contents of the CD will also be made available on the CALL web site.

A conference to present the results of the project was held on 12th June 2002, where 75 participants discussed speech recognition and listened to

presentations from the project team and four teachers who had been involved in the project. Summary and full reports on the project are available from CALL.

### Listening to Children with Communication Support Needs (jointly with Sense Scotland)

(Started August 2000, completed March 2002)

This project has been a collaborative venture with Sense Scotland, and has developed a Resource Pack to help practitioners listen to and consult with children who have complex difficulties and communication support needs. The project was led by Dr. Stuart Aitken and the Resource Pack was written by Stuart Aitken and Sally Millar. The Resource Pack is composed of two books and a video. Book 1, *Are we listening?* describes the context in which listening to and consulting with children has emerged and illustrates good practice and difficulties. Book 2, *A rough guide to listening*, is a practical guide to different approaches to communication, listening and consulting. It contains examples drawn from work with children in schools, at home and in other settings, together with a Communication Profile for identifying communication needs, and a step-by-step guide to identify techniques for effectively listening and consulting with individual children.

To launch the pack a series of three seminars were organised:

- Edinburgh 29 April 2002
- Aberdeen 20 April 2002
- Glasgow 1 May 2002

Overall, around 150 participants attended these three days. A first print run of 200 copies of the Resource Pack was allowed for dissemination to these participants and other key contacts.

### CALLtalk Vocabulary for Dynamic Screen Communication Aid Applications

Sally Millar and Janet Larcher developed CALLtalk, a 'vocabulary package' for communication aids, last year. CALLtalk is designed for primary age children with severe communication difficulties but relatively good cognitive levels, in mainstream schools. CALLtalk consists of over 100 'pages', with 3000+ words and phrases and has been developed to run on the following computer and communication aid systems: *Speaking*

*Dynamically* (Apple Mac), *DynaVox 3100*, *Winspeak*, *The Grid* and (forthcoming) *Symbols for Windows* (PC portables and PC-based communication aids such as the Cameleon).



### Communication Passports

Sally Millar 'invented' communication passports in 1992 and they have been taken up widely throughout Scotland, the UK, and beyond, for children and adults with disabilities. CALL courses on Communication Passports have always been very popular and although CALL distributed an Information Pack on the topic, we felt there was a need for a more substantial, authoritative publication on Passports. We applied to and obtained a grant from the SEED SEN Innovation Scheme, to create a book and Sally has completed the first draft of *Personal Communication Passports: Guidelines for Good Practice*. The book will be published and marketed in 2002-2003.

### Smart Wheelchair Development

#### **Sales**

Nine Smart Wheelchairs were delivered in 2001-2002: some to schools for shared use, and others to individual children.

#### **EMC testing**

Recent legislation about Medical Devices meant that the Smart chair had to be tested to ensure that it did not either radiate electromagnetic interference, or worse, react to it. York EMC Services Ltd at Dalgety Bay in Fife kindly provided the use of their test lab to test the system and we are pleased to report that the chairs passed the tests.



A Smart chair being tested

#### **International links**

Karen Kangas, an internal expert on powered mobility for children, and Lisa Rotelli, from ASL Inc., visited CALL in May 2001 to discuss how Smart Wheelchair controls could be exported to the USA. CALL modified the Smart chair electronics so that the unit could drive American InvaCare MK4, and also Penny & Giles wheelchair systems, and a system was sent to ASL for testing in Autumn 2001. The tests have gone well, and Smile Rehab hope to ship the first batch of units to ASL in Spring 2002.

Rob Rolleston in the Low Incidence Unit in Queensland, Australia, continues to lend out her Smart Wheelchair system for evaluation across the authority, and reports great enthusiasm. One of her recent borrowers, Kate, is ten years old and lives in Cairns, which is 1200 miles away from Rob, so supporting users in quite a challenge! Kate's parents said that over the 10 week trial, she had gained 1.5 kg in weight, grown out of her boots, was eating and sleeping, and was generally happier. The power of being active, in control and mobile! The local community is raising funds to buy a system for Kate's use.

### ***Re-styled bodywork***

Since we now need to be able to fit the Smart Control box to different wheelchair chassis, Smile Rehab have redesigned the box to be smaller so it can fit easily on the back of most chairs. They have also designed a new bodyshell which looks much more streamlined and attractive.



The latest silver Smart Wheelchair

### ***Sonar Bumpers***

Last year we developed Sonar Bumpers based on car ultrasonic reversing sensors and provided them on Smart chairs in the Royal Blind School and Kelvin School. Of the two different systems, the one in the Royal Blind school was most effective, but still had limitations: the detection distance was too long and so would detect obstacles and stop the chair too easily indoors, and it also sensed long grass as obstacles outdoors! The Kelvin School system was less usable, especially indoors because it detected obstacles too far away so it was irritating to drive as it kept stopping unnecessarily.

Smile Rehab, who manufacture and distribute the chairs, discussed the sensors with HMC (a small Belgian specialist wheelchair controls manufacturer) and HMC developed a prototype. This custom-designed unit has proved effective: more controllable and reliable than the car sensors and Smile have asked HMC to manufacture a batch of ten for supply on the Smart chairs.



A participant at the CALL Family Day tests the Smart chair bumpers

**CALL Centre – SOEID Steering Group 2001-2002**

**Members who attended Steering Group Meetings in 2001-2002**

**CALL Centre Staff**

Dr Stuart Aitken  
Susan Gibb  
Sarah Marjoribanks  
Sally Millar  
Paul Nisbet  
Sandra O'Neill  
Allan Wilson

**John Bissett** The Scottish Executive Education Department

**Marianna Buultjens/Mary Brennan** Scottish Sensory Centre, The University of Edinburgh

**Alan Dickson** Chief Executive, Capability Scotland

**Alan Haughey** (ASPEP Representative) Midlothian Psychological Services

**George Hutchison** Head Teacher, Cherrybank Special School, Perth

**Sandra Manning** SEN Innovation Grants, The Scottish Executive Education Department

**Ray Murphy** (ADES representative) Education Officer, North Lanarkshire

**Professor Jennifer Wishart** (Chair) Educational Studies Dept., The University of Edinburgh

## Staff Development Events Attended by CALL Staff 2001-2002

PECS Training (3 staff)  
PECS Follow-up (1 staff)  
Communication Matters Annual Symposium (3 Staff)  
ICT SEN Update Days (6 staff)  
Recent Advances in Assistive Technology in Europe Conference (RAATE) (1 staff)  
MAPE National Conference (hosted by CALL Centre - 2 staff)  
Video editing course (2 staff)  
Inclusive Technology Coordinator Day (1 staff)  
Augmentative Communication in Practice: Scotland Study Day (4 staff)  
ICTS Training the Trainers' Courses for New Opportunities Fund training delivery (6 staff)  
ICTSLS equipment demonstrations / reviews (4 staff)  
DynaVox Training (1 staff)  
Pagemaker Training (2 staff)  
Microsoft Word Training (3 staff)  
Filemaker Training (1 staff)  
Photoshop Training (1 staff)  
BETT 2002 (1 staff)  
Education Resources Conference & Exhibition, SECC (2 staff)  
Resource Conference and Exhibition, Doncaster (1 staff)  
SETT, Glasgow (2 staff)  
Clicker Day (2 staff)  
MAPE Conference, Birmingham (1 staff)  
Intellikeys (4 staff)

### Publications by CALL Staff Members, in 2001-2002

- Nisbet, P.D. (2001) *Assessment and Training of Children for Powered Mobility*. Proc. RAATE 2001 Conference, 5-6 Nov. 2001, Birmingham. Pub. CORE, Kings' College, London.
- Aitken, S. & Millar, S. (2002) *Listening to Children with Communication Support Needs: Book 1: Are we Listening?* CALL Centre, University of Edinburgh. ISBN 1 898042 18 7. (in press)
- Millar, S. & Aitken, S. (2002) *Listening to Children with Communication Support Needs: Book 2: A Rough Guide to Listening?* CALL Centre, University of Edinburgh. ISBN 1 898042 19 5. (in press)
- Millar, S. (2001) Supporting Children using Augmentative and Alternative Communication in School. In: Cockerill, H., Carroll-Few, L., (eds) *Communicating without Speech: Practical Augmentative and Alternative Communication*. Clinics in Developmental Medicine No. 156. Mac Keith Press, London. ISBN 1 898683 25 5. pp. 103-123

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