



## Hanging Banging Noises



- Tie a rope or net between two trees, netball posts, door handles or chairs.
- Hang pots, pans, tambourines, bells, anything that will make some noise when students pass under/through them with their wheelchairs. The more noise they can make, the better!
- Another variation is to suspend cans, bells, pots and pans, from a pole laid across a across the backs of two chairs. Have students toss beanbags at this hanging wall of noise. Get students as close as they need to throw beanbags at the noisy wall. This helps the student with a range of movements as well as grasping and releasing skills. Let chaos reign!

## Birthdays



- Have a wrapped item on a table with a sign that says, "Mystery Birthday Gift".
- **Birthday Bag** – Put several small objects into a paper bag. Include birthday items such as a birthday candle, a birthday hat and a birthday napkin. Have children sit in a circle with the birthday child sitting next to you. Let the birthday child reach into the bag and take out an object. Use the object to begin telling a special birthday story. Have the child continue taking one object at a time from the bag. As he or she does so, incorporate the objects into your story.
- **Birthday Chair** – Purchase a sturdy wooden chair at a garage sale or car boot sale. Clean up the chair, then paint it with bright colours and add the words: 'Happy Birthday'. Let the birthday child have the honour of sitting in the birthday chair on his or her special day.

**An article from "Down Under" – Australia, sent in by Sheridan. I had the pleasure of meeting her last year when she was on study leave – a devoted practitioner – thanks Sheridan – Flo.**

### In Memory of Something That Once Was There

**Sheridan Forster**

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How often do you hear people say, "He used to do that, but he doesn't anymore"? Behaviours, often seen to be inappropriate, like flicking of strings, lip smacking, or throwing objects were treated as behaviours that should be shaped into new more "appropriate" activities. However, as the person ages these idiosyncrasies sometimes seem to disappear, not to be replaced by anything else. The person becomes more withdrawn, less active, and less responsive. Then we remember these things that the person used to do. Only then do we sometimes recognise these behaviours as possible skills. Below is an obituary to one possible skill.

R. S. Berry R.I.P.  
Born: unknown  
Died: some time last year



Rest in peace RaSp. I shall miss you. Many people never valued you when you were around. In fact, many tried to get rid on you. Some people yelled "Stop!" at you. Some ignored you. But some people valued you and explored how to be with you. We saw you as an avenue for reaching your owner. Her eyes lit up when we brought out our Sound friends to interact with you. There seemed to be a different,

stronger understanding, when you and other SoundBerry friends got together; a warmth and understanding that did not occur with other sounds like SoundTalk and SoundWords.

Oh, I remember with fondness our times spent together. You would be soft RaSpBerry and then I would bring in loud Raspberry. You, not being outdone, responded with the loudest, longest, RaSpBerry ever heard. We had some good times together. But now you're gone.

We hardly noticed your slipping away, your calls becoming softer and more infrequent over time. Was it the people telling you to go away, or was it just age that took you away, leaving us with the silence and withdrawal of your owner?

It's funny you know, some of those people who wanted you to go away now say, "She use to have RaSpBerry, but it's gone now; she used to do so much more." Why is it we only notice some things when they have gone?

If we had played with you more would we now be left with silence? If we had valued you more when you were there, would we still be saying, "She used to, but now she doesn't do much"? How do we learn from our mistakes and truly value the many different ways of being?

**Rest in Peace RaSpBerry**