

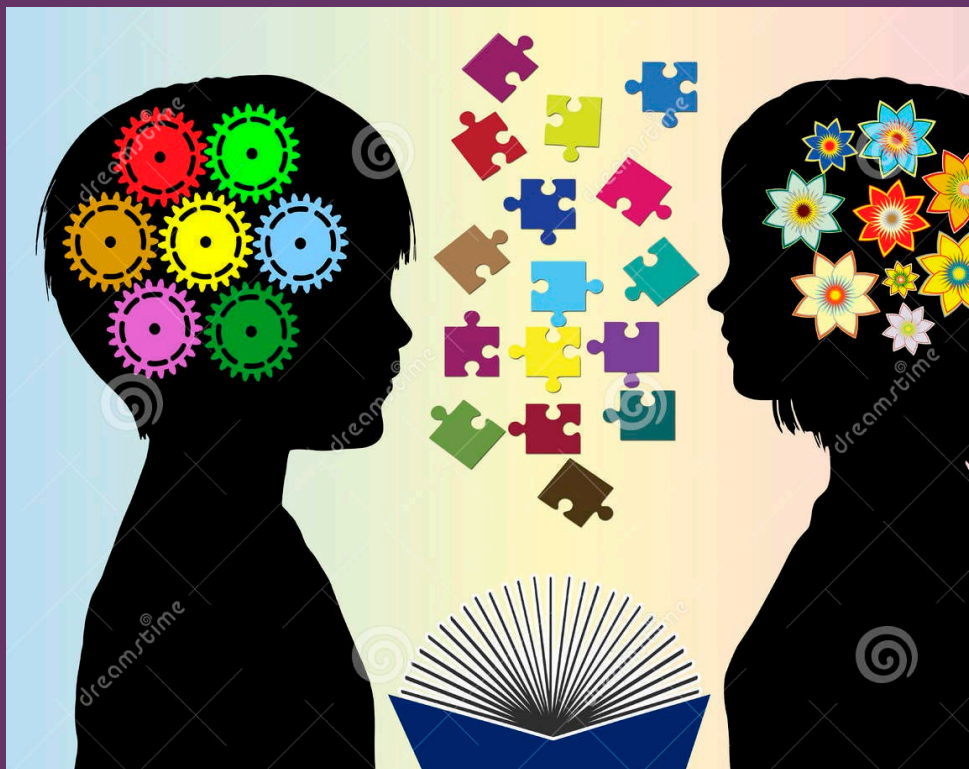
# **bibic**

## **Where are we now, where are we going?**

**Pip Buckley - Managing Director  
and  
Chelsey Oxley - Therapy Manager**

## Who we are:

- A Somerset based charity taking referrals from all over the UK
- Small team of 12 including 5 Therapists
- Supporting those from 6 months to 25 years
- Supporting those with many developmental and neurological difficulties not just brain injuries
- Although we support those with Cerebral Palsy, Brain Injuries and Chromosomal disabilities the majority we see now have non-physical difficulties



## Conditions we support

- ASD (Autism Spectrum Disorder)
- PDA/Conduct/ODD
- ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder)
- CP (Cerebral Palsy)
- Downs syndrome
- GDD (Global Developmental Delay)
- Dyslexia
- Dyscalculia
- Dyspraxia
- Genetic/chromosome syndromes - Downs syndrome, Foetal Alcohol Syndrome, Dwarfism, Prada Willi syndrome etc
- SPD (Sensory Processing Disorder)

- bibic therapy is based on Neuroplasticity. Neuroplasticity is the brain's natural ability to reorganise and form new neurological connections because of targeted stimulus.
- We use standardised recognised assessments and therapies which are acknowledged by other professionals
- We work alongside other service providers – due to our comprehensive assessments we are able to look at the whole child/young person – this provides families with a more thorough profile of their child rather than what they may get from individual disciplines.
- We have a ‘holistic approach’.



## 2 day assessment

Day one – assessment of the child as a whole

Day two – feedback and teaching

### What happens during day one?

- History session
- Break
- Assessment
- Lunch
- Assessment
- Therapists mark up their assessments/tests
- They prepare a draft Therapy Programme
- All therapists meet together to explain how the children presented and to share the results of the assessment
- The draft Therapy Programme is discussed, changed if necessary, and finalised

### What happens during day two?

- Feedback
- Break
- Teaching the recommendations/strategies
- Lunch
- Teaching the therapy programme

# A bibic Therapy Plan

Daily exercises

Extras

Aims of the therapy

After support:

- Report within 3-4 weeks
- 6 months key-working
- GAS Goals review at 6 months

Strategies to incorporate into daily life

bibic Individualised Therapy Programme		bibic changing lives	
Abi 15 <sup>th</sup> March 2021			
<b>Aims:</b> To improve sensory regulation To reduce behavioural responses To improve communication			
<b>Sensory programme</b> Calming/alerting techniques Look at: 1. Frequency 2. Intensity 3. Duration  Tactile stimulation 3 minutes Tactile to hands 1 minute Oral 2, 3 and 4 Facials 1 minute Physio ball roll 3-5 minutes		<b>Clear communication</b> <ul style="list-style-type: none"> <li>• Ensure you have Abi's attention first</li> <li>• Keep information clear and simple</li> <li>• Allow plenty of time to process information</li> <li>• Processing speed</li> <li>• Specific praise</li> <li>• Word finding activities</li> <li>• Attention and listening skills – barrier games</li> </ul>	
<b>Additional recommendations</b> <ul style="list-style-type: none"> <li>• Trampoline</li> <li>• Obstacle course</li> <li>• Body Sox</li> <li>• Executive function and apps</li> <li>• Working memory</li> <li>• Irwin Mitchell legal advice</li> </ul>		<b>Structure</b> <ul style="list-style-type: none"> <li>• Quantify activities</li> <li>• Pre-warnings/Visual timers</li> <li>• Visual calendars/sequences - Our Boards</li> <li>• Activity box</li> </ul>	
<b>Dinner time recommendations</b> <ul style="list-style-type: none"> <li>• Wobble cushion or physio ball chair</li> <li>• Weighted lap pad</li> <li>• Fiddle toys</li> <li>• I am working for.... card</li> <li>• Focus on one aspect at a time</li> <li>• Weighted cutlery</li> <li>• Feet to touch the floor</li> </ul>		<b>Recommendations for learning</b> <ul style="list-style-type: none"> <li>• Multisensory learning style</li> <li>• Backward chaining</li> <li>• Calm &amp; alert for schools, alternative seating, fiddle toys</li> <li>• ELSA – focused on friendship skills</li> <li>• Written lists, clear instructions</li> <li>• Pre-printed handouts</li> <li>• Appropriate academic challenge</li> </ul>	
<b>Sleep recommendations</b> <ul style="list-style-type: none"> <li>• Sleep suggestions</li> <li>• List to show what parents are doing</li> <li>• My safe person and me connector</li> <li>• House rules to set expectations</li> </ul>		<b>Behaviour Strategies</b> <ul style="list-style-type: none"> <li>• Supporting challenging behaviour</li> <li>• Give choices</li> <li>• Oops card</li> <li>• House rules</li> <li>• Emotion Detectives</li> <li>• Anxiety Bucket</li> <li>• Big Life Journal</li> <li>• The Homunculi book</li> <li>• Managing your thoughts</li> <li>• Ways of thinking</li> <li>• Five senses mindfulness</li> </ul>	



## Our Impact – 2020-21

- Total number of Enquiries – 300
- Highest Concerns Reporting at Enquiry – Behaviour, Sensory processing and ability to manage at school
- Majority of children/young people who access our services are aged between 4 – 13 years
- Approximately 80% of children/young people from the South West
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- Current waiting time is around 23 weeks this has gone up due to the amount of enquiries



## Our Services

- 2 Day Assessments and 1 Day Assessments (Digital or Face to Face)
- Half Day bespoke Assessments
- Consultations and Post Diagnostic Support Sessions
- Key-Working
- Screener Clinics
- National Outreach Clinics
- Johansen Individualised Auditory Stimulation Therapy
- IRLN
- Training – Seminars and Workshops for Parents and Professionals
- School Observations



# Fundraising

Regular Giving

Legacies

Major Donors

Sponsor a UK Child

Trusts

Corporate – Charity of the Year

Community – Bake Sales, Sky Dives, Fayres, The Marathon, Supermarket Collections, Clubs

+ Any other ways that people can help



# Sensory Processing Disorder (SPD)

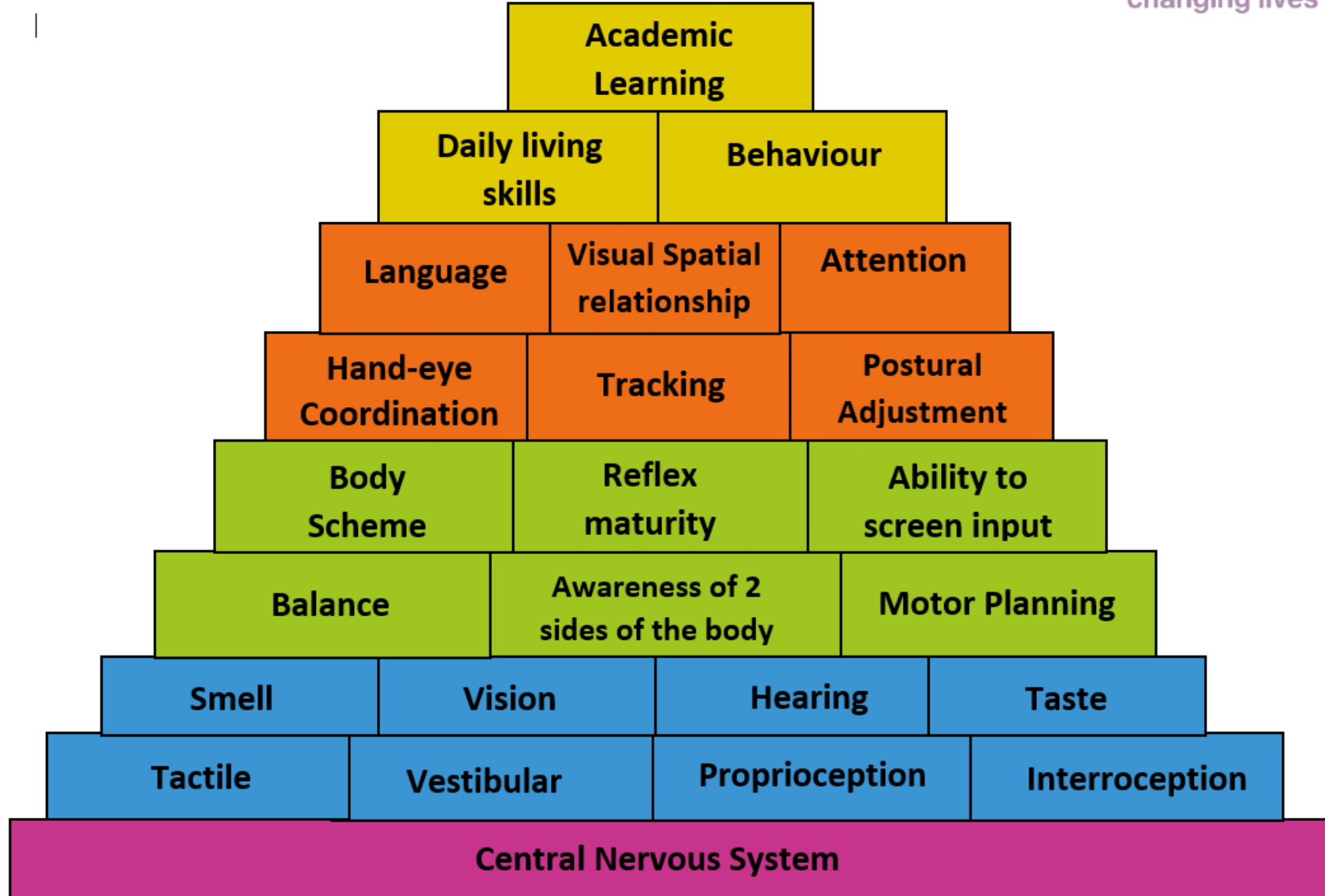
Our Sensory System is vital for basic functioning, survival, learning and developing

This is what happens when parts of our nervous system struggle to process information and make sense of it effectively. Those who are over responsive or under responsive experience an impact on their ability to function and learn.

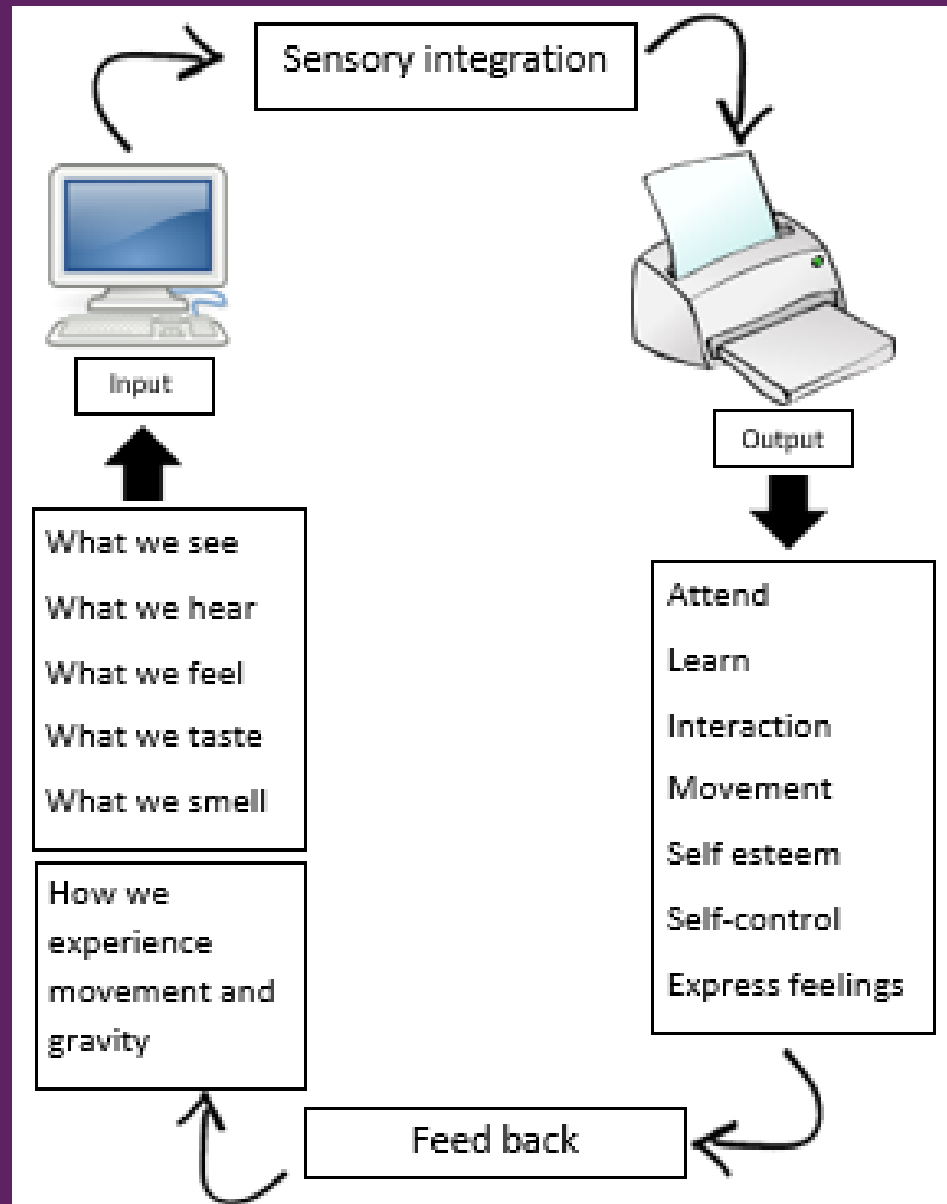
Overload response can become fight, flight or freeze?



# Sensory Triangle



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- To determine how a child or young person individually interprets sensory stimuli, we must gather the relevant information; through observation, discussion with the individual, completing the appropriate sensory profile and conversation with the parent, caregiver and/or teacher if possible.
  - So in summary: The input we receive affects the output.



‘bibic helped us to understand the needs of our child and gave us the confidence to work towards meeting their identified needs.’

‘Coming to bibic is the biggest life changing choice we could have ever made for our future as a family.’

### Quotes from families

‘A lifesaver. Very understanding and on the ball with everything.’

‘Very informative. They fully listened to the concerns we raised. Explanations were at a level that we could understand. Strategies were explained thoroughly. No generalisations were made, it was very specific to my child. Approach with our kids was amazing.’

# Next steps for bibic

- We have developed a new M&C's strategy and appointed a new M&C's to deliver the strategy
- Develop a Fundraising product which will be launched in the Spring
- Expand our Fundraising team and secure a diverse range of income streams
- Recruit Two new Therapists in the Autumn to be able to expand our reach and see more children and young people across the UK
- Continue to deliver both Face to Face and digitally
- Continue to develop our Accredited training programmes
- Accreditation with the National Autistic Society

**Thank you for  
listening**

**Any questions?**





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changing lives