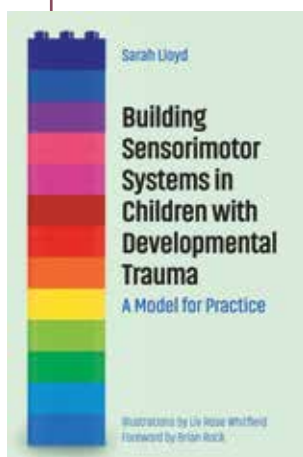


by *Mary Mountstephen*

Building Sensorimotor Systems in Children with Developmental Trauma: A Model For Practice

S. Lloyd Illustrated by L.R. Whitfield



Sarah Lloyd is a specialist occupational therapist, with decades of experience working in child and adolescent mental health services (CAMHS) and with a commitment to Looked After Children. She has developed training in Building Underdeveloped Sensorimotor Systems (BUSS), which she and her team run throughout the UK, to address the needs of those who have experienced trauma, neglect or significant loss and early adverse circumstances.

to illustrate particular points and, in the final chapter, she includes five different accounts of using the model from the perspective of parents and carers.

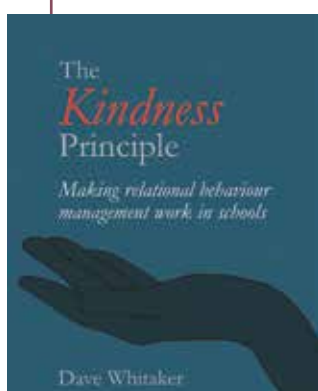
This interesting book provides a useful overview of early development, linked to activities for assessment and intervention that are simple, practical and don't require specialist resources. She provides indicators that might suggest where, for example, a child's vestibular system is underdeveloped and links this to developing focused observational skills. She also encourages parents and practitioners to try out the movements themselves.

Lloyd explains that the book is aimed both at practitioners and parents, but it is not intended to be a treatment manual, rather it provides deep insights into the BUSS approach and how it differs from Sensory Integration. She uses short case studies of children of varying ages

Jessica Kingsley Publishers
ISBN: 978-1-78592-629-7
£22.99

The Kindness Principle: Making Relational Behaviour Management Work in Schools

D. Whitaker



Dave Whitaker is an Independent Thinking Associate and the Director of Learning for the Wellspring Academy Trust. He has former experience as executive principal of social, emotional and mental health needs special schools and alternative provision academies. He is a regular speaker at conferences and an active campaigner for educational change.

more on punishing the behaviour rather than understanding it, and the underlying needs that might be causing it.

He advocates for schools providing an emotional safe space for children, that accepts them for what they are and uses strategies to build more empathetic systems.

This is an excellent book that champions the central role of building relationships and creating a culture of trust where all staff and learners are valued and understood and where kindness and acceptance matter. Whitaker makes a very strong case for building school communities where success and kindness are equally valued.

The author has an accessible writing style and his beliefs are clearly explained, supported by examples from practice and linked to 'Try this' activities to audit the readers' own settings.

He explains that many schools' behaviour policies assume that misbehaviour is a choice, and that this system focuses

Independent Thinking Press
ISBN: 978-1-7813538-5-1
£16.99