

Speech Pathology: Improved Access for Children from Vulnerable Families Project

Julie Merryfull, Speech Pathology Project Officer

June 2005 - June 2006

Addendum

This package contains a summary table outlining outcomes and recommendations for playgroup intervention and liaison with non health services. Also included are helpful resources developed by the Project Officer in consultation with local Aboriginal members using local art work.

Funded By



Outcomes and Recommendations Summary Table

Playgroup intervention and liaison with non health services

Project Outcome	Implications and considerations	Indications for Future Directions
<ul style="list-style-type: none"> • Speech and language screening of children identified by parents or staff at playgroups • Group and some individual intervention for targeted children and their parents • Education of parents and staff at playgroups about speech and language development and difficulties, and speech pathology and other services • Referral of children to SESIAHS speech pathology clinics in the Illawarra • Referral to and more effective exchange of information with other health and non-government services • Follow up at pre-school of children identified in the playgroups , and exchange of information with preschool staff • Development and exchange of contact and referral information between SESIAHS speech pathologists and other staff, and 	<ul style="list-style-type: none"> • Families have a choice of options for services, increasing access for children who do not attend prior to school services or who may not otherwise access in-clinic services • Increase in number of children identified as having speech and language difficulties, reducing the number of children presenting to school without intervention • Early intervention which may facilitate a reduction of numbers on waiting lists • Increased knowledge of staff at other services, resulting in increased accessibility for families • As a result of the pilot project and this project, playgroup staff and SESIAHS speech pathologists now have an increased awareness of how to negotiate more flexible access to services for vulnerable families and some Aboriginal families 	<ul style="list-style-type: none"> • The need possibly doesn't support a one day a week position, as there is a relatively slow turn over of families at supported playgroups • There needs to be continued liaison between SESIAHS speech pathologists and other staff, and the non-government organisations supporting the families targeted for the supported playgroups • Feedback from parents, playgroup staff, NGOs, and Aboriginal specific agencies has indicated that it has been particularly effective to have one SESIAHS staff member with well developed communication skills and an awareness of cultural and other issues affecting Aboriginal families, consistently act as a point of contact for information exchange. • This contact person has a broader knowledge base about Families First projects and information about the

<p>non-government organisations supporting the playgroups eg. Supported Playgroups contact information flyer</p> <ul style="list-style-type: none"> • Education of SESIAHS staff about Families First projects • Consolidation and continuing development of resources appropriate for vulnerable families and Aboriginal families • Facilitation of collaboration and improved partnerships with Aboriginal specific agencies eg Aboriginal Medical Service 		<p>NGOs supporting families targeted for the supported playgroups. The contact person would need the support of SESIAHS managers to be able to continue to act as a point of contact for exchange of information which may involve attendance at relevant meetings and distribution of information to SESIAHS staff eg minutes of Aboriginal Child Youth and Family Strategy meetings or Transition to School for Aboriginal children committee meetings</p> <ul style="list-style-type: none"> • There would need to be a handover of information if this contact person were to change
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Outreach Service to Noogaleek and Winnanggay and Transition to School assistance

<ul style="list-style-type: none">• Speech and Language assessments of 12 children in 2006 and 14 children in 2005 at Noogaleek and Winnanggay, many of whom would not otherwise have had access to speech pathology services• Opportunity for follow-up of these children at school or pre-school in 2007, through liaison with pre-school teachers as part of the Transition to School Koori Kids project	<ul style="list-style-type: none">• As well as earlier intervention and earlier access for children who may not have had intervention before school, this has had the positive result of a significant increase in contact between SESIAHS speech pathology services and staff at Noogaleek and Winnanggay. This has allowed for a significant improvement in relationships between the two services, and has increased opportunities for exchange of information and staff education• This has also been helpful in facilitating collaboration between SESIAHS speech pathologists and other services who may be associated with the Aboriginal pre-schools eg <i>Illawarra Aboriginal Cultural Centre Aboriginal Education Consultative Group</i> who have given necessary endorsement for the “Now I Can Talk” book	<p>Proposal for extended term position (at least 3 years) for a speech pathologist to offer outreach services at Noogaleek and Winnanggay offering</p> <ul style="list-style-type: none">• Access and early intervention for children who would not otherwise have access to services• Assessment• Individual and group therapy• Home and school/pre-school programming• Transition to School• Ongoing and consistent parent and staff support, education and exchange of information
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Families First Supported Playgroups

Contact details

COOINDA Aboriginal Playgroups

Co-ordinated by

ILLAWARRA CHILDREN'S RESOURCE UNIT (ICRU) – Kym Couzin-Dixon (co-ordinator)

CONTACT

Tamara Blanch – Playgroup Co-ordinator / **Elaine Huson** – Playgroup Assistant

Phone: **4297 8005** / Mobile: **0421323847** / playgroups.icru@hotmail.net.au

Location	Time
Barrack Heights PS Homework room	Wednesday morning: 10.00 – 12.00 am
Albion Park Neighbourhood Centre	Thursday morning: 10.00 – 12.00 am

Barnardos/ICS Playgroups

Co-ordinated by

Natalie Grinfell - ICS / Linda Sinnot - BARNARDOS

CONTACT

Michele Pearce – Barnardos Family Welfare Worker (8.30-2.00 Mon-Fri) /

Danielle Moylin – Aboriginal Family Worker

Phone: **4275 8523** / Mobile: 0423588444 / kidstime@barnardos.org.au

Location	Time
Bellambi Neighbourhood Centre	Monday morning: 10.00 – 12.00 am
Warrawong - Barnardos	Tuesday morning: 10.30 – 12.30 am
Berkeley Senior Citizens Centre	Wednesday morning: 10.00 – 12.00 am
Koonawarra Community Centre (Aboriginal)	Thursday morning: 9.30 – 11.30 am
West Dapto – (at Koonawarra Comm. Centre)	Thursday afternoon: 11.45 – 1.45 pm
POPPY - Barnardos	Friday morning: 11.00 am – 1.00 pm

Baptist Community Services Playgroups

Co-ordinated by

Baptist Community Services – Sue Mitchell (Manager)

CONTACT

Iman Aziza – Playgroup co-ordinator / **Erica Winkelbauer** - Playgroup Assistant

Phone: **4297 6595** / Mobile: **0411659698** / iaziza@bcs.org.au

Location	Time
Warilla PS	Monday morning: 9.30 – 11.30 am
Barrack Heights PS Homework room	Tuesday morning: 9.30 – 11.30 am
Warilla North PS	Wednesday morning: 9.30 – 11.30 am

CALD Supported Playgroups

Co-ordinated by

ILLAWARRA MULTICULTURAL SERVICE – 27 Atchinson street Wollongong

Amanda Field (IMS co-ordinator)

CONTACT

Carolina Jara-Videl – Playgroup Co-ordinator / **Jaklina Jovicoska** – Playgroup Assistant

Phone: **4229 6855** / Mobile: **0402312238**

Location	Time
Multicultural/African – Wollongong PS	Day/time to be advised
Multicultural – Illawarra Multicultural service	Wednesday morning: 10.00 – 12.00
Macedonian – Barrack Heights PS	Thursday morning: 9.30 – 11.30 am
Spanish – Barrack Heights PS	Friday morning: 11.00 – 1.00 am

DET Aboriginal Supported Playgroup

CONTACT

Dana Kokalevski – Playgroup Co-ordinator

Phone: **4274 2024**

Location	Time
Kemblawarra PS Pre-school	Thursday morning: 9.30 – 11.30 am

Date

Dear All,

The *Families First* funded **Speech Pathology: Improved Access for Children from Vulnerable Families Project** which piloted an outreach speech pathology service to supported playgroups and some children at Noogaleek Children's Centre, one-day per week from July 2005 until June 2006, has now finished.

The value of having a liaison/contact between the *Families First* funded supported playgroups, Aboriginal-specific and other non-government organisations and referring agencies, and South Eastern Sydney Illawarra Area Health Service (SESIAHS) staff – in particular staff in the Child Assessment and Intervention teams – was strongly identified by the project.

Although I will no longer be making regular scheduled visits to the supported playgroups I will continue in the role of ***Families First* supported playgroups/SESIAHS speech pathology contact/liason**. The aim will be to continue to facilitate access to speech pathology (and other SESIAHS) services for Aboriginal families and families with higher needs attending supported playgroups.

I am available to schedule times to visit playgroups on an as needs basis and will continue to provide

- Speech Pathology screenings (and assessments if needed) for children from families at Supported Playgroups
- Education of parents and staff at Supported Playgroups about speech and language development and intervention
- Follow up of children who have been targeted for Transition to School
- Collaboration with school or pre-school staff where appropriate

I am happy to continue to assist in the exchange of information between services, and will continue to be involved in other *Families First* initiatives including the **Aboriginal Child Youth and Family Strategy meetings** and **Transition to School for Aboriginal Children meetings**.

I am currently also still able to offer paediatric speech pathology services for Aboriginal families at the **Illawarra Aboriginal Medical Service at Wollongong on Wednesday mornings**, in a position funded by the AMS on a short term basis.

Please don't hesitate to contact me if there are concerns about a particular child or family who may not be able to easily access in-clinic speech pathology or other services, or if you or parents/carers would like further information or education about speech and language issues, and an appointment time can be arranged.

You can also contact other services (eg occupational therapy, physiotherapy, audiology, psychology, asthma education, paediatric registrar) directly at the Illawarra Child Development Centre or Kids Cottage, or speech pathologists at Wollongong and Port Kembla Hospitals.

To make referrals for children to access speech pathology services at the Aboriginal Medical Service, contact the AMS directly.

Julie Merryfull

Speech Pathologist

Illawarra Child Development Centre

4228 4177

Kids Cottage Warilla

4297 1022

Illawarra Aboriginal Medical Service (Wollongong)

4229 9495

julie.merryfull@sesiahs.health.nsw.gov.au

Date: _____

Parent/Carer's Name: _____

Parent/Carer's Address: _____

Dear _____

As we discussed, the school would like _____ (DOB: _____) to have a speech and language assessment.

Illawarra Aboriginal Medical Service (AMS) currently has a speech therapist - Julie Merryfull (from South Eastern Sydney and Illawarra Area Health Service) - available on Wednesday mornings for appointments at the Wollongong Centre.

Please sign the consent below, and either contact Wollongong Aboriginal Medical Service on **4229 9495** to refer your child, or indicate if you would like the speech therapist to contact you. Please return this form to the school.

(You can also contact the *Illawarra Child Development Centre* at Wollongong on 4228 4177, *Kids Cottage* at Warilla on 4297 1022, or *Port Kembla Hospital Speech Department* on 4223 8201 to book your child in for speech therapy)

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I give my consent for information about _____ to be exchanged between the Department of Education and Training, the Illawarra Aboriginal Medical Service and South Eastern Sydney Area Health Service.

- I will telephone the AMS to make an appointment for speech therapy.
- I would like the school to refer my child, and for the speech therapist from AMS to contact me to make an appointment

My telephone number is: _____

Signature of Parent/Carer: _____

Parent/Carer's Name: _____

Helping kids with talking



1. Talk simply

Talk to your child in short simple sentences. Make your language like your child's

eg, If they are using 1 word, you use 1-2 words. If they are using 2 words, use 2-3 words. When you talk in short sentences it is:

- easier for your child to understand
- easier for your child to copy,

2. Copying

Children develop language by copying others. Many children communicate by gesturing. In these situations we can model the word and encourage them to copy. For example;

Your child wants to be picked up and stretches their arms up. Before picking them up say "Up, You want up, Say up". Wait a few second before you pick them up, to give them a chance to say up; To begin with accept any attempt to copy the word eg. 'u' for 'up'. With practise words will become clearer.

3. Giving choices

Give your child a choice of two words. Your child can copy one of the two words to get what they want. You may hold one object in one hand and another object in the other. If your child just points, try getting them to copy a word.

4. Adding on

When your child says a word, add on to what they say by adding another word. This will help develop their sentence length and vocabulary. Responding to your child in this way also makes your child feel that you are listening and responding to them.

e.g. if your child says "car" we can add on other words. 'car' 'red car' 'red car gone'

5. Commentating

Talk about what you and your child are doing, remembering to talk simply. This can be a part of your everyday routines. This will help to develop your child's vocabulary and conversation skills.e.g. In the bath. "arms up" "wash toes" 'mummy wash toes" "bye bye water"



HOW TO LOOK AT BOOKS WITH YOUR CHILD

Ψ Remember - this is a *sharing* time. Instead of just *reading* the story to your child:

- ™ talk about the story and pictures
- ™ encourage your child to describe pictures and talk about the story
- ™ talk about the story after you have read it together
- ™ cover the words and just look at the pictures.
- ™ ask questions, and model the answers for your child to imitate.
- ™ praise your child for using “big sentences”
- ™ use lots of naming words, action words, describing words (long, slow, lots of, empty, pretty), colours, words for time and space (now tomorrow, later and there, behind, in on top of) and people words (him, her, he, she, we, they, us)

Ψ You can talk about:

- ™ What you can **see** in the pictures.
 - eg - What is happening?
 - Show me the bird.
 - What can you see?
- ™ How characters are **feeling**.
 - eg - Look at the boy's face. How do you think he is feeling?
 - Is he angry or happy?
 - Why is he happy?
 - How do you know he is happy?
- ™ What characters are **thinking**.
 - eg - What is the man thinking about?
 - What do you think he wants to do?
- ™ What characters might **say**.
 - eg - What could she be saying to the shopkeeper?
- ™ What might happen **next**.
 - eg A What do you think will happen next?
 - B (If a dog is running towards a ladder with a man on it)
 - What do you think will happen to the ladder?
 - What will happen to the man?

- ™ Try to **solve problems** together.
- eg A (If there is a picture of a dirty girl)
- What made it happen?
 - What should she do?
- B (If a house is on fire)
- What would you do?
 - What could we use to put the fire out ?
 - Why should we use that?
- C (What would happen if the girl fell out of the tree)
- Why is the girl crying?

- ™ **How you know** things are happening?
- eg - How do you know it's a cold day? What are the people wearing?
- How do we know the boy is angry?
 - How can we tell it is a windy day? Look at the girl's hair. What is happening to it? What happened to your hair when it's windy?

- ™ **Why** things are happening
- eg - Why is the boy dirty?
- Why is the dog wet?
 - Why was mum cross at the dog?

- ™ Then talk about the **whole** story.
- eg - **When** did it happen?
- **Who** is the story about?
 - **Where** did it happen?
 - What happened **first**?
 - What happened **next**?
 - What happened at the **end**?
 - What's your favourite part? Why?

Ψ *Relate the story to your child's experiences*

- ™ Have you been to a park?
- What did you do there?
- What would you do if?

**SPEECH THERAPY FACILITIES
FOR CHILDREN
or ADULTS**

**Wollongong Hospital Speech
Department**
Phone: (02) 4253 4500

**Port Kembla Hospital Speech
Department** Phone:
(02) 4223 8201

Kiama Hospital Speech Department
Phone: (02) 4233 1033

Nowra Community Health Centre
Phone: (02) 4422 8111

**Department Ageing, Disability and
HomeCare (DADHC)**
Wollongong
Phone: (02) 4254 0382

**SPEECH THERAPY FACILITIES
FOR CHILDREN**

**WOLLONGONG
ABORIGINAL MEDICAL SERVICE**

150 Church Street
WOLLONGONG NSW 2500
Wednesday Mornings
PHONE: (02) 4229 9495

**ILLAWARRA
CHILD DEVELOPMENT CENTRE**

42a Porter Street
NORTH WOLLONGONG NSW 2500
HOURS: 8.30 am - 5.00 pm
Monday - Friday
PHONE: (02) 4228 4177

KIDS' COTTAGE

1/14 Belfast Avenue
WARILLA NSW 2528
HOURS: 8.00 am - 4.30 pm
Monday - Friday
PHONE: (02) 4297 1022



***A Guide
to
Speech
Therapy***



A SPEECH THERAPIST IS

Someone who helps children and adults with -

COMMUNICATION DISORDERS

- **SPEECH**
Articulation of sounds in words
- **LANGUAGE**
Using words and sentences, and using correct grammar
- **COMPREHENSION**
Understanding sentences and questions
- **VOICE**
- **STUTTERING**
Difficulties with the smooth flow of speech
- **PHONOLOGICAL AWARENESS**
Recognising and using sounds for reading and spelling words

and

EATING AND DRINKING DIFFICULTIES

- Eating and drinking
- Sucking and swallowing
- Dribbling

WHO TO REFER

ARTICULATION:

Refer any child who:

- At 2-3 years** is not easily understood by familiar people
- At 3 years** is not understood most of the time
- At 5 years** is still having difficulty pronouncing sounds (with the exception of difficult sounds like **v, th** and consonant blends (eg, **st, tr, pl**)).

LANGUAGE and COMPREHENSION:

Refer any child who:

- At 18 months** is not using about 10-25 single words
- At 2-3 years** is not using two word sentences.
- At 3-5 years** uses sentences that are constantly faulty or immature.
- At any Age** is having difficulty understanding what is said to them
does not respond correctly to questions/ directions appropriate to their age level



WHEN TO REFER

- If you are concerned about a child's or an adult's communication skills
- If a child or an adult is frustrated by not being understood
- If a child's speech or language difficulties are affecting learning or social skills
- If a child's teacher or doctor is concerned
- If unsure about referral, contact your local speech therapist.



HOW TO REFER

Contact a speech therapist at one of the centres on the back of this brochure, or ask your child's preschool or school teacher about making a referral for your child.