



SPOT ON DD

**Speech, Physiotherapy and Occupational Therapy on
Developmental Disability**



**DECEMBER 2008 EDITION
Transition to School**

<http://www.spotondd.org.au/>

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Themes for future newsletters:

- March – Behaviour
- June – Sleep
- September – Service Delivery Models



PRESIDENT'S REPORT

Hello all,

First of all I would like to say a BIG THANK YOU to Alison Chung and Kate Hughes and other outgoing executive committee members for all their hard work and dedication to SPOT on DD over the last few years. We have very big shoes to fill! Luckily for us, they have taken on other roles within SPOT so you will still see them involved throughout the year.

On behalf of Spot on DD I would also like to acknowledge the ongoing support of the **Australian Physiotherapy Association (APA)** <http://physiotherapy.asn.au/>. For as many years as I can remember, we have been able to have our executive meetings at their head office free of charge. Thank you!

It was wonderful to see everyone at the Conference in September. We received lots of positive feedback on the event and it was great to have so many SPOT members attend not just from New South Wales but Queensland and Victoria. The next conference committee will be starting work on the 2010 conference in the next couple of months – if anyone would like to be on the committee, please contact Susan or myself.

For those of you that were not at the AGM held during the conference in September. We have some very enthusiastic new team members on the executive that we welcome.....Susan Heiler, Katherine Gambell, Sara Roffey & Brendan Worne, Katherine Blanch and Sarah Brace.

We will now be having articles from our colleagues in Queensland as well. It is great to keep up to date on how they provide therapy services in our neighbour state as often we work with clients that move from state to state.

The Strategic Planning Day was held in October and the executive committee came up with some very exciting plans for the New Year. The minutes are in this newsletter.

The theme for this month's edition is Transition to School which is a big topic. You will find some interesting articles from our therapy links.

Wishing you and your families a joyful Christmas and peaceful New Years!

Cecilia Rossi



VICE PRESIDENT REPORT

Merry Christmas everyone,

Before I start I would like to repeat Cecilia thanks to Alison and Kate for all the hard work they have done over the last three years. They have brought SPOT on DD through many changes in the last three years and I hope we can continue their hard work at the same high standard. From attending the conference and the response we got from attendees, the conference was a great success. I would encourage anyone who is interested in being involved in organising the next one to do so. It was lots of fun and you get to meet people from all over the state.

Anyway a little bit about me.... After many years of being a member of SPOT on DD and not being actively involved I decided it was my turn to get involved with this unique organisation. Over the last few years I have been working with DADHC with a variety of age groups and as an OT based at Hurstville I have seen many changes in the way DADHC works and in the clinical environments in which we work.

I feel committed to providing high quality education opportunities for all members and fostering the links between our rural and interstate members. I would ask anyone with suggestions or ideas for SPOT ON DD to contact any one on the executive and discuss.

As you can see by the Strategic Plan there are lots of exciting thing happening in the New Year. As Vice President my main jobs in the next few months will be:

- Reviewing position paper number 1
- Assisting to develop position papers for SPOT's relationship with non-government bodies and SPOT's role in professional development
- Working with the other executive members to develop a new logo to suit the direction of the organisation

We have included the Position statements that were finalised earlier this year for your perusal. We are hoping to develop a working party next year to complete these projects should you be interested in being involved in the next working party for this please contact me or one of the executive.

Another project that has been identified by the committee from your feedback is developing a focus group that would benefit speech pathologists and Occupational Therapists. Some of the ideas floated are creating a forum where members can discuss the following :

- Link between swallowing and breathing
- Wheelchair positioning and reflux /feeding issues
- Saliva management issues
- Positioning when there different positioning
- Using compensatory swallow strategies (Are requirements for different populations (e.g. babies, children, adults, specific diagnoses etc)
- Best practices.

At this stage it is just an idea but I would love to hear from anyone interested in helping to establish this. It is one area of practice where there are lots of people with lots of valuable information that could be shared. It is also definitely an area of expertise when working with people with developmental disabilities so could be a really beneficial support for people

Also if anyone has articles they would like to add to our next newsletter just contact one of the executive to discuss. The topic for the next newsletter will be Behaviour.

So enjoy reading this issue about transition to school in this issue I look forward to hearing from you all about the focus group and the position papers in the New Year

Wishing you all a safe happy Christmas and New Year

Susan





Research Grant 2009/2010

Applications close 20th May, 2009

SPOT on DD is again offering a grant to SPOT on DD members who are:

1. Conducting research relevant to Speech Pathologists, Occupational Therapists and Physiotherapists in the area of developmental disability, or
2. Studying for a Masters by research or coursework in the area of developmental disability, or
3. Studying for a Doctoral Degree in the area of developmental disability.

\$4000 (negotiable) is available per financial year. Depending on the amount of applications received for the grant, and the credibility of such applications, the money may be split amongst applicants, or awarded to a single applicant.

Please contact Cecilia Rossi if you would like to get a copy of the application form and guidelines.

Closing date for applications for the 09/10 financial year is 20/5/09.

QUEENSLAND REPORT

My name is Sarah Brace and I recently joined SPOT on DD after attending the conference in Sydney in September. I have worked in the disability sector since I graduated a few years ago. So far, I've had the opportunity to work for Education Queensland, Disability Services Queensland and a private practice.

Currently I am working for Disability Services Queensland for the Evolve Behaviour Support Service. Evolve BSS is part of the Queensland government's Evolve Interagency Service. Evolve Interagency Services provides therapeutic and behaviour support services for children on child protection orders and in out-of-home care who have significant behavioural and psychological issues and/or disability behaviour support needs. The service comprises of teams of mental health professionals from Queensland Health (Child Safety Therapeutic Support Teams) and psychologists, speech and language therapists from Disability Services Queensland (Child Safety Behaviour Support Teams) who work in collaboration with school guidance officers and our child safety officers.

As the Qld link I wanted to provide members with an overview of services for people with disabilities in Queensland. Hopefully it will be helpful to give you an indication of how things are done in the sunshine state.

Queensland disability services

Disability Services Queensland (www.disability.qld.gov.au)

This is the government department that helps people with a disability and their families to access support and services. They provide services such as:

- accommodation support for people living in department-operated houses and units,
- adult community support services,
- disability information,
- family and early childhood services to support children with significant developmental delays between the ages of 0-6 and their families,
- the family support program which helps families to meet the demands of caring for a person with a disability, and,
- the friendship program which aims to encourage friendships between people with a disability and others in the community.

I have worked for the family and early childhood service in a team comprised of an occupational therapist, physiotherapist, speech-language pathologist and psychologist. This team worked collaboratively using a transdisciplinary model to provide family centred support for clients.

Education Queensland (www.education.qld.gov.au)

The education department has a number of services for children with developmental delays and disabilities. Early Childhood Development Programs and Services are targeted to young children from birth to five years with suspected or diagnosed disabilities with significant educational support needs.

Occupational therapists, physiotherapists and speech-language pathologists are among the specialist staff employed by Education Queensland to provide services to students with disabilities throughout their schooling.

When working for Education Queensland I provided services to children with disabilities and developmental delay in Early Childhood Development Programs, Special Schools and mainstream schools. I was co-located at schools with a number of other disciplines who were readily available to consult on particular issues.

Community and non-government organisations

A number of community and non-government organisations also provide support to people with developmental disabilities. Services include:

- Cerebral Palsy League of Queensland (www.cplqld.org.au)
- MontroseAccess (www.montroseaccess.org.au)
- Xavier Children's Support network (www.xcsn.org)
- Autism Queensland (www.autismqld.com.au)
- AEIOU (www.aeiou.org.au)

If you'd like some more information about disability services in Queensland then please feel free to contact me on: sarah.brace@disability.qld.gov.au.



PHYSIOTHERAPY REPORT

PROVIDING PHYSIOTHERAPY IN TRANSITION TO SCHOOL: A Teacher's Perspective

Transition times at school can be difficult for children and teachers alike. Whether a child is transitioning to school for the first time, transitioning within classes at school or transitioning from one school to another, the process can be challenging. We surveyed teachers working in disability in schools throughout Western Sydney to find out how physiotherapists fare in the transition process. The results provide some interesting pointers for physiotherapists working in developmental disability.

PROVIDING INFORMATION:

- Many of the teachers surveyed reported that they are not always aware of a child's capabilities when they are transitioning to their class.
- Information such as physiotherapy reports or programs are not always provided.
- Teachers have found accessing information when a child is transitioning from another school to be particularly difficult.

Physiotherapists can help the transition process by providing their reports/programs directly to a new teacher and being proactive in organising team meetings to discuss the child's needs and abilities.

APPOINTMENT TIMES:

- Teachers are flexible as to when physiotherapists see the child at school, but the ideal appointment time varies according to each individual child's schedule.
- Most teachers reported they would prefer an individualised program which can be incorporated into the class setting.
- Most teachers prefer physiotherapy follow up on the programs provided. A suggestion was made for the physiotherapist to develop a mini checklist for the teacher to tick/cross as feedback and to document progress. In this checklist, the physiotherapist could create a list of gross motor activities to work on and key features in assessing the child's abilities with these activities (e.g. negotiating stairs with 2 hands held, 1 hand held or independently. The teacher could practice this skill and tick the appropriate level of ability of the child's performance of this skill).

Physiotherapists can help the transition process by providing intervention that is flexible, individualised and has follow up with a gross motor checklist.

IMPLEMENTING PHYSIOTHERAPY PROGRAMS:

- When physiotherapy involvement is reduced, most teachers feel confident to continue to implement the child's program independently.
- This is provided the program is clearly written, explained to them and incorporates activities that can be done with the whole class as part of their regular routine using the equipment available in the school.

Physiotherapists can help the transition process by providing programs that are clearly written, explained to the teacher and able to be done as a whole class with the equipment available at the school.

REGULAR GROSS MOTOR OPPORTUNITIES PROVIDED:

- Each teacher surveyed incorporates regular gross motor time into their weekly routine in various forms:
 - Weekly sport/PE
 - Dancing
 - Aerobics
 - Gymnastics
 - Playground
 - Bowling
 - Sailing
 - Swimming
 - Hydrotherapy
 - Park
 - Bushwalking
 - Obstacle Course
- Some teachers report that it can be difficult to ensure these gross motor opportunities continue to be provided due to funding issues.

Physiotherapists can help the transition process by promoting/supporting the gross motor opportunities provided for the class to principals and district & regional disability personnel.

BARRIERS TO IMPLEMENTING PHYSIOTHERAPY PROGRAMS:

- Common responses from teachers in identifying barriers to implementing physiotherapy programs include lack of time, lack of funding and lack of specialised resources (teacher's aids, equipment).
- However, teachers also identified the rarity of physiotherapists in transition to school as a problem. These barriers include:
 - Accessing a child's previous physiotherapy program or advice on implementation of the program,
 - A lack of individual follow up,
 - Consideration regarding the teacher's ability to implement the interventions within the class setting.

So, to improve the transition to school process for our clients, physiotherapists should try to PROVIDE:

Promote importance of gross motor opportunities provided for class

Reports & programs clearly written and supplied directly to teacher

Opportunities for interventions to be part of class routine

Variability of appointment times

Individualised programs

Direct involvement in whole team meetings

Ensure follow up of physio programs (gross motor checklist)

Sara Roffey & Brendan Worne

OCCUPATIONAL THERAPY LINK

Dear readers!

I would firstly like to acknowledge Leanda Webb, an Occupational Therapist working at Chatswood DADHC, who has been elected at the most recent Annual General Meeting to share the role as OT Link for SPOTonDD with me. Leanda and I are contactable as Occupational Therapist representatives for SPOTonDD on ph: (09) 9468 7000.

The theme for this month's newsletter is 'transition'. According to the findings from a comprehensive profile of Australian children, the Australian Early Development Index (AEDI) 2005, 25% of children are starting school without having obtained required school readiness development. In other words, in Australia, almost 25% of children beginning school can be defined as having a Mild to Moderate Developmental Disability (MMDD). This equates to around 22,000 children under the age of eight, excluding the 5% of children that fit the moderate to severe category, that require crucial consideration of their unique needs in transition to school. It must not be assumed their needs will be met through other early intervention initiatives.

Barriers identified in our early intervention service system (as identified in the discussion paper by Knightbridge, 2006) include fragmented service delivery; lack of timely intervention, inequalities in access, lack of family and community centred capacity building and limited resources and funding for specialist services as evidenced by our long wait times for these services.

A very informative free educational DVD called "Critical Bridges: Meeting Challenges at Points of Transition in Education by Working Together", helps to give a better understanding of the ways government and community organisations can work to achieve meaningful outcomes for people with disability and their families. Hosted by the Disability Council of NSW and the NSW Department of Education and Training, this 6 part series shows people with personal and professional experience who discuss, debate and inform about three important educational stages of educational transition. These include: children's transition to school, re-adjustment after acquiring a disability later in life, and transitioning to post-school destinations. This DVD is available free (as long as stocks last), by phoning Coordinator, Transition Post School, Disability Programs, DET NSW on ph: (02)9244 5085, [email disability.programs@det.nsw.edu.au](mailto:disability.programs@det.nsw.edu.au), or the Disability Council of NSW, on ph: (02)9211 2866, email infodisabilitycouncil@dadhc.nsw.gov.au.

Our role as therapists is crucial in supporting families, school teachers and principals with navigating the best kind of support for children in transition. Planning, sharing information and working cooperatively is the key.

References:

- Centre for Community Child Health and Telethon Institute for Child Health research (2005) *Australian Early Developmental Index, Community Results 2004 to 2005* Commonwealth of Australia
- *Putting Children First- School Readiness and School Transition. Children with Mild to Moderate Developmental Delay Discussion Paper* by Lisa Knightbridge (2006), in consultation with Best Start Service Access and Co-ordination Sub-committee (cited online on 24.11.08 at http://www.eduweb.vic.gov.au/edulibrary/public/beststart/projectdocs/frankston_mdd_devel_delay_knightbridge_2006.pdf).

Also, I would like to just remind you to have a look at the professional development events that are coming up over the next few months. These events are a great opportunity to network with other professionals, brainstorm and pick up great ideas for all those complex clients, and have fun at the same time!

Listening With The Whole Body- two day course

Dates: Brisbane - 13th, 14th March 2009

Melbourne - 16th, 17th March 2009

Sydney 20th-21st March 2009

Contacts: email - salesau@sensorytools.net

Ph. - (02) 4578 9798

Register online at sensorytools.net

International Cerebral Palsy Conference, Sydney.

Dates: 18th - 21st Feb 2009

Register online: www.cp2009.com.au

Early bird registration rates close 10th December

Below is a link to a calendar that the Therapy Reform team from Community access has developed that lists a number of events which may be of interest to therapists in both DADHC and NGOs. The Therapy Reform team in central office will update this calendar regularly.

This calendar can be accessed via the DADHC intranet at:

http://dadhc-intranet.nsw.gov.au/client_services/community_access/cst_therapy_reforms/2009_calendar

or via the DADHC website at:

http://www.dadhc.nsw.gov.au/dadhc/Doing+business+with+us/calendar_for_therapy_staff.htm

Vanessa Gosbell

vanessa.gosbell@dadhc.nsw.gov.au

SPEECH PATHOLOGY REPORT

Dear Readers!

The theme for this month's newsletter is 'transition to school', and as it is approaching the end of the 2008 school year, for me, it has been a hot topic for conversation amongst my client's parents and carers as I'm sure it has been for you too!

When assessing a child's readiness for school it is important to consider a range of factors which include the child's age, their maturity, their social skills, their physical wellbeing and their ability to undertake simple self-help tasks independently. Assessing the child's needs and readiness for school holistically often relies on input from the client's family and our colleagues in the multidisciplinary team.

Specific to speech pathology it is important to consider what specific skills are required of the client in the new setting, and whether the client's current skills are able to meet the new setting's requirements. This will include considering some of the following questions:

- Is the client able to follow verbal instructions and school rules, or do they require visual supports to achieve this?
- Are the client's social and play skills adequate to enable them to interact with many children of varying ages, sometimes who are much older than them?
- Is the client able to attend to task long enough for them to participate in group activities such as morning circle, or doing desk work?
- Is the client able to request and choose activities, transition between tasks, ask for assistance when necessary and understand concepts such as 'finish', 'pack away'?

By planning therapy goals which specifically target skills that are required in the new setting we assist the client in experiencing a positive transition into preschool, school, secondary school, or even post school options for our adult clients.

For clients who have difficulties transitioning to new settings and routines, it is important to prepare them for these changes as much as possible and as early as possible before the transition occurs. This may include;

- Social stories which talk about what will happen at school and what the new routine will be.
- Using photos and even videos of the new setting, the staff there and possibly some of the students they will be in contact with so that the client can become familiar with the new setting before they begin attending.
- Incorporating activities into therapy which the client is currently unfamiliar with, but will be expected to participate in at school. This may include introducing a visual timetable board, creating a morning circle, getting the client to participate and complete activities sitting at a desk, working on concepts such as 'finish' and 'pack away' and increasing the client's ability to transition between tasks.

Most importantly, it is important to ensure that each child's individual needs, skills and interests are considered carefully to ensure that the transition process is as positive and effective as possible.

If you are interested in reading more on this topic some useful references and websites are listed below:

- Farrar, E. (2006). Transition to school. *Childcare and Children's Health*, 9 (3), 1-4.
- Marghetts, K. (2003). Preparing children for the first year of school. *Rattler*, 65, 14-17.
- Sutherland, K. (2008). First day jitters. *Rattler*, 75, 16 – 19.
- Parenting and Child Health: www.cyh.com
- Raising Children Network: www.raisingchildren.net.au

Jessica Thomson

Speech Pathology Link

jessica.thomson@dadhc.nsw.gov.au

News from the Northern Region

Therapy recruitment:

DADHC therapists had a therapy forum in Coffs Harbour in early November where 3 new senior therapists were announced. We now have 2 senior therapists in each discipline for the region.

Several other grade 1 positions have been recruited for and filled including a first at Narrabri.

Training:

Therapists presented at the forum from recent training in multi and single disciplinary groups. Topics included DIR Floortime, Getting Kids in Sync, Sleep, Dystonia and Food in Fun. The latter 3 topics were from the SPOT conference.

Therapy students:

Field work placements for students were discussed and the possibility of a support package to guide therapists on how best to support students in a DADHC setting was put forward.

The Southern Cross University is offering an undergraduate course in occupational therapy at their Gold Coast campus commencing in 2009.

Relocation:

The NSW Spastic Centre team has relocated from Coffs Harbour to Ballina.

Best wishes for Xmas from us all in the Northern region.

Cecily Johnston
Northern region representative for SPOT

SPOT ON DD – ANNUAL GENERAL MEETING 2008

Date: Thursday 4th September

Time: 1.15-2.00

Place: Citigate Sebel

Present: Alison Chung, Cecilia Rossi, Kate Hughes, Cecily Johnston, Birgitta Furestad, Maryanne Roland, Katherine Gambell, Marco Hardacre, Vanessa Gosbell, Heather Devincengo, Kathy Smith, Barbara Stannard, Sarah Davey, Amy Cook, Kelly Anschau, Corina Hassett, Yael Rosman, Leanda Webb, Karen Badge, Katrina Heathcote, Mish Kent, Alexander Aguet, Katherine Blanch, Emily Gill, Prue Campbell, Anna Phillips, Sara Roffey, Lynne Sciacca, Janie Keaney, Marie Symonds, Jane Soper, Karen Hargans, Megan Carnegie, Emma Ryan, Brendan Worne, Suzanne Martin, Amanda Tribe, Sarah Brace, Sarah Cooney, Nicky Pryde, Jenny Tren, Michelle Pope, Hayley Zammit, Therese Taock, Martina Wang, Jessica Thomson, Margaret Crowe, Yvonne de Vries, Linda Cane, Susan Heiler, Kate Jarvis, Stephanie Ford, Melissa Klobucar, Meaghan Starr, Kirsty Day, Sarah English, Jenny Clunies-Ross, Christine Porter, Marion Baker, Therese Evotan, Kerin Hibbard, Tania Webb, Yros Simon Mendoza, Louise Mather-Mullard, Kate Avoledo, Rebecca Munro, Louise Page and Melissa Bond

1. *Confirmation of previous minutes*

- Nominated: Alison Chung
- Seconded: Cecilia Rossi
- Accepted

2. *Reports from executive and auditor*

- See proceedings for all reports

3. *Vacation of Elected Seats*

- President: Alison Chung
- Treasurer: Kate Hughes

4. *Election of new committee for 2008/2009*

President: Cecilia Rossi

- Nominated: Alison Chung
- Seconded: Fiona Carstairs
- Accepted

Vice President: Susan Heiler

- Nominated: Cecilia Rossi
- Seconded: Alison Chung
- Accepted

Secretary: Fiona Carstairs

- Nominated: Vanessa Gosbell
- Seconded: Cecilia Rossi
- Accepted

Treasurer: Katherine Gambell

- Nominated: Vanessa Gosbell
- Seconded: Alison Chung
- Accepted

SP Link: Jessica Thomson and Katherine Blanch

OT Links: Vanessa Gosbell
PT Links: Brendan Worne and Sara Roffey
Western Link: Marco Hardacre
Northern Link: Cecily Johnston
Upper Hunter Link: Maryanne Roland
Queensland Link: Sarah Brace and Jasna Spiranovic
WebSPOT: Kate Hughes
NewsSPOT: Birgitta Furestad
TranSPOT: Tania Webb
SeatSPOT: Yvonne de Vries
SensorySPOT: Kim Bulkeley

5. *Nomination of Auditor*

Auditor: Adam Petherick

- Nominated: Kate Hughes
- Seconded: Birgitta Furestad
- Accepted

6. *Other Business*

Changing SPOT Logo:

- Alternative logo options shown to members
- No members opposed to changing logo
- SPOT exec to continue investigating possible logos with graphic designer and then seek feedback from membership for final decision

Position Papers:

- Two positions papers have been written
- Position papers will be published in SPOT newsletter

TranSPOT problem solving page:

Discussed:

- ? setting up problem solving page on website
- ? publishing collated responses from TranSPOT email enquiries on the website
- TranSPOT providing update of transport issues and current research in SPOT newsletter

Outcome: TranSPOT committee will discuss options and feedback to SPOT executive

Future of SensorySPOT:

- Email will be sent to all SPOT members interested in SensorySPOT group
- Further discussions will be held with SensorySPOT committee and SPOT executive re. future directions

Meeting closed: 2.00

TranSPOT Meeting Minutes

Date: 31 October 2008

Location: Accessible Transit Specialists

Attendance: Dick Jones (Accessible Transit Specialists), Louise Mather-Mullard (DADHC), Karlisle Nissen (Karlisle's), Carolyn Smith (DET), Tania Webb (Allowah), Kate Avoledo (DADHC), Sally Craik (The Spastic Centre), Neil Harris (The Spastic Centre), Leslie Wollin (Westmead Chn's Hospital); Jane Williams (DADHC), Kate Reeves (DADHC Maitland), Dana Sarton (student), Rachel Morrison (DADHC Newcastle), George Ajaka (GTK Rehab)

Apologies: Morry Akbarian (Mobility Engineering), Leslie Wollin (SCH); Basuki Suratno (RTA)

Item	Discussion	Follow-up
Contact Addresses	<ul style="list-style-type: none"> Distributed for update 	
George (GTK)	<ul style="list-style-type: none"> i2i Stealth Head Support – head rest, shoulder keepers all in one can choose head system) shoulder support size mounts into regular chair, tilt back mechanism chin support system (velcro around anterior support). Not for travel mounting hardware can be changed \$1000 per headrest Stealth website has feedback from users 	
SPOT conference presentation	<ul style="list-style-type: none"> Went really well 	
Yellow Book progress	<ul style="list-style-type: none"> Had one meeting another one to be held 21 November 8:30am start 	
Wheelchair Protocols	<ul style="list-style-type: none"> Not yet received 	<ul style="list-style-type: none"> Yvonne to email
Wheelchair Restraint	<ul style="list-style-type: none"> Supplier of restraints is responsible for training Plaque with instructions should be mounted in vehicle 	
Static electric seatbelt	<ul style="list-style-type: none"> Demonstration of prototype Still being approved and tested Approx. cost \$400-\$500 Trialed in Wollongong 	
Dismantling door locks	<ul style="list-style-type: none"> RTA can give exemption for dismantling doorlock in a vehicle (approx. \$350) 	
Resourcing		
Confidentiality	<ul style="list-style-type: none"> No names to be used in Agenda or minutes 	
Minutes	<ul style="list-style-type: none"> To be provided for SPOT newsletter 	
Use of TREC booster seat in front seat	<ul style="list-style-type: none"> 14yr old; 22kg client. 	Yes can use but be aware of airbags
Alternative to TREC (booster seat) required.	<ul style="list-style-type: none"> Client 8yrs; 27-28kg trial booster seat with h harness – too heavy. Can't use foam under child (foam can slide from bottom, danger of submarining) 	Lisle to follow up
Gopher	<ul style="list-style-type: none"> Can you travel in a gopher? 	No. Can't travel in gopher. Client needs to travel in a regular car seat and the unoccupied Gopher must be tied down like a wheelchair
Wheelchair attachment points	<ul style="list-style-type: none"> Tie down hooks attached to wheelchairs are crash tested prior to specialized seating systems Should therapists use a disclaimer in reports? 	If hooks are there they must be used as recommended by manufacturer. Position of person changes reference point in an accident. Louise to contact Rehab Engineers Australia.

Outgrown carseat	<ul style="list-style-type: none"> • 3 1/2 year old, 16kg client with Angelman's Syndrome 	Lisle responded direct
9 year old escaping from seatbelt on way to schoo.	<ul style="list-style-type: none"> • Hemco, Eze On didn't work nor did toys, social stories 	Electric seatbelt? Medifab "Little Houdini" from NZ has worked (\$900) Lisle now supplies this – waiting on a brochure Tamper proof buckles can be used on other harnesses
5 month old baby, muscle weakness, side lying during travel	<ul style="list-style-type: none"> • Short term solution required. • Lisle outing cradle in back of fold down seat with hand made harnessing 	
Modifying care seat in current van vs new van	<ul style="list-style-type: none"> • Cost of new seat almost as much as current value of vehicle • Lisle to talk to Claire about this • Service Clubs, local charities an option 	
Restraints	<ul style="list-style-type: none"> • Spastic centre has videos 	
Mater Health Services Document	<ul style="list-style-type: none"> • Carry over to December meeting 	
Car Accident	<ul style="list-style-type: none"> • Special school vehicle, wheelchairs damaged – all chairs need to be replaced • PADP will not fund • Issues with insurance • 1 girl injured • Clients still using current chairs • After an accident all restraint belts should be replace and floor tracks checked. 	



Sensory SPOT Project Group

December 2008

Hi everyone, well it has been a very busy year for Sensory SPOT! Our very committed group has achieved a lot so far and we would like to share this with you all.

Online Survey was distributed to OT SPOT on DD Members:

In July 2008, the finalised survey was emailed to 57 OT SPOT on DD Members. The aim of the survey was to establish the current practices used by OT's who work with individuals with sensory processing disorders and developmental disability. We received 30 responses (52.6% response rate) and would like to say a BIG thankyou to all of you who took the time to complete the survey.

Presentation of our Survey Results:

We have presented a paper and a poster at the recent SPOT on DD Conference and have also presented a paper at the ECIA conference. We aim to provide a full written copy of our results in the next SPOT on DD newsletter and we are also planning to put in a journal article submission next year.

Future of Sensory SPOT: Where to in 2009?

We received a great deal of interest from members with regards to becoming part of a SensorySPOT group. I have started to develop an email contact list so if you are interested in getting updates on this group please email me and I will add you to the list. This group is open to OT's, Speech Pathologists and Physiotherapists who are SPOT on DD members.

The survey results demonstrated that members were interested in having an online listserve group to discuss sensory issues. We are currently exploring the option of setting up an online chat room/web page using HSNNet that will be exclusive to SPOT on DD members and this should be up and running by the beginning of 2009.

Please feel free to contact me on my DADHC email if you have any suggestions or advice about this group and we will also endeavour to keep you updated through the newsletter and via email.

Kind regards,

Kate Avoledo kate.avoledo@dadhc.nsw.gov.au

On behalf of the SENSORY SPOT group.



SPOT on DD STRATEGIC PLAN: 2008-2009

Focus Area	Goal	Specific Strategies to achieve goals	Who responsible?
<p>1. Promotion of best practice of therapy in the area of developmental disability</p>	<p>1. Support of affiliated groups such as <i>TranSPOT</i>, <i>SeatSPOT</i> and <i>SensorySPOT</i></p> <p>2. Promotion of evidence based practice.</p>	<ul style="list-style-type: none"> • A SPOT member will be a link person within each of these groups and there will be an expectation that they will contribute to SPOT in an ongoing way, for example, attending executive meetings as required, contribute report/articles in each newsletter. • Members of TranSPOT, SeatSPOT and SensorySPOT to become members of SPOT • Sell updated “Transport Safety Guidelines” when released • TranSPOT group to update “Transport Safety Guidelines” and advise SPOT committee when they are complete • Advertise updated “Transport Safety Guidelines” in newsletter and on website • SensorySPOT to provide SPOT with information on their future direction • Through newsletter articles/themes • Through workshops/focus groups/newsletter • Links to provide some references in their reports for the newsletters of useful articles. Each newsletter will have a “theme” that has been determined. <ul style="list-style-type: none"> • November 08 – Transition to School • March 09 – Behaviour • June 09 – Sleep • September 09 – Service Delivery Models • Therapy Links to remind members via e-mail that articles are required. 	<ul style="list-style-type: none"> • Secretary to liaise with TranSPOT, SeatSPOT and SensorySPOT links • Secretary to invite representative from TranSPOT, SeatSPOT and SensorySPOT to attend exec meetings • Advertise updated guidelines in newsletter and on website • Vice President to follow up • All links • Vice President to follow up focus groups • Secretary to provide links with discipline specific member list

	<p>3. Provide literature that explains the role of therapists in developmental disability</p> <p>4. Encourage research</p> <p>5. Inform disability organisations and employers of SPOT's position re. service provision for people with developmental disabilities.</p>	<ul style="list-style-type: none"> • Support members with evidence based practice through research grant • Develop new pamphlets • Update logo • Create A3 posters and letterhead • Maintain research grant - closing date 15/05/09 • Advertise research grant in newsletter and on website • Convene research grant advisory committee after closing date • Advertise research grant in newsletter (November 2008 and March 2009), on website, through professional associations (OT Aust, SPA and APA) and universities • Promote the sharing of research through the newsletter and other educational mediums such as conferences, workshops and affiliated groups • Review position paper number 1 • Develop position papers for SPOT's relationship with non-government bodies and SPOT's role in professional development 	<ul style="list-style-type: none"> • Links to review content of current pamphlets • PT link and Vice President to source quotes for graphic designer • Technology Rep and Newsletter Coordinator • President, Vice President and all links • Secretary, Technology Rep and Newsletter Coordinator • Secretary to distribute research grant information to universities • Vice-President and President • Working party to assist when established
<p>2. Provision of professional support</p>	<p>1. Have a well-organised and open organisation that is accountable to its membership.</p>	<ul style="list-style-type: none"> • Distribute strategic plan and make it available to members • Make sure that the correct constitutional processes are adhered to at the AGM. • Accounts are audited yearly and treasurers report presented at the AGM and published in the 	<ul style="list-style-type: none"> • Secretary to distribute strategic plan to exec committee and members • Secretary to forward Newsletter coordinator

	<p>2. SPOT resources to be accessible to the Membership</p> <p>3. Promote collaboration and support across the disciplines</p> <p>4. Improve the profile of SPOT</p>	<p>November Newsletter</p> <ul style="list-style-type: none"> • Create financial plan and distribute to members via newsletter • Support rural therapists and new graduates through professional development/training • Adhere to membership application process • Renewal invoices to be sent February 2009 • Confirm high interest bank account • SPOT to co ordinate/maintain records. • Continue to liaise with Scott Donaldson re. Website maintenance • Continue to distribute “New Members Kit” to new members • Make video/audio tapes of workshops/members meetings/focus group meetings available. Have a page in the newsletter and website about what is available • Investigate membership login on website to access newsletter, position statements and other SPOT resources • Workshop 2009 and Conference 2010 to have a component that promotes collaboration between and within disciplines in both their organisation and execution • Newsletter articles to incorporate multidisciplinary theme wherever possible • Introduce SPOT to Queensland 	<p>treasurers report</p> <ul style="list-style-type: none"> • Treasurer and President to compile summary and email newsletter coordinator • Secretary to send universities SPOT information pack • Treasurer • Technology Rep • Secretary • Technology Rep to compile list of resources and advertise in newsletter • Technology Rep • Technology Rep to maintain resources and distribute as necessary • QLD links to provide list of disability organisations. Vice
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	<p>5. Advocacy for therapists</p>	<ul style="list-style-type: none"> • Continue to focus on increasing Speech Pathology member numbers • Explore possibility of incorporating membership cost into conference registration • Investigate ways to increase member numbers in Spastic Centre and Met South DADHC • Develop A3 posters and distribute to workplaces (see Area 1 goal 3) • Send DADHC management thank you letter re. support given to therapists attending 2008 conference. Provide summary of therapist feedback received at conference • Establish collaborative partnerships with other organizations. Possibility of providing links on SPOT website (APA, OT Australia, SPA, TSC) • People becoming involved through affiliated groups such as SeatSPOT, TransSPOT and SensorySPOT • Send newsletters to CDDS • Promote SPOT through meeting with DADHC central office, TSC and launch of new logo • Improving the profile of SPOT (see Area 2; goal 4) • Liaise with the PSA and Harea if necessary • Links with professional associations and universities (see Area 2, Goal 4) • Keeping employers informed of SPOT's support for their therapists (see Area 1, Goal 5 and Area 	<p>president to write cover letter and distribute position papers</p> <ul style="list-style-type: none"> • President and SP link to construct survey re. SP special interest group • Speech links and exec committee • President and Vice President to meet with Iona Novak • PT link and Vice President to liaise with graphic designers • President and Vice President • Technology Rep • Newsletter committee • Exec committee
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	<p>6. Develop practical ways of supporting country therapists</p> <p>7. Review and update distribution of newsletter</p>	<p>2, Goal 4)</p> <ul style="list-style-type: none"> • SPOT to be available as a platform for rural issues • Investigate creating rural section on website with contact details for rural therapists • Allocate session at 2009 workshop to run a forum for rural therapists • Investigate rural issues and develop position statement(s) as needed • Offer rural grant to members • Maintain and promote rural grant on website (\$5000) for 2009 workshop and review annual amount available each year • Provide a database of SPOT resources available to loan from workshops • Continue to have workshops on consecutive days and consider late start and early finish times • Provide central location for workshop/conference • Newsletter to be distributed electronically • Investigate membership login on website to access newsletter • Hardcopies of newsletter to be distributed to selected organisations 	<ul style="list-style-type: none"> • Rural links • Technology rep and rural links • Rural links and exec committee • Country links and Secretary to co-ordinate April 2009 • Technology rep • Secretary • Technology Rep
<p>3. Provide continuing education information</p>	<p>1. Organise a continuing education event (workshop or conference) relevant to therapists working in the field of Developmental Disability at least once a year (June to June)</p>	<ul style="list-style-type: none"> • Workshop August 2009 • Conference September 2010 	<ul style="list-style-type: none"> • President, Vice President, links to liaise with members and seniors re. workshop topics • Conference convener: Alison Chung

	<p>2. Promote the SPOT newsletter as a forum for new ideas and problem solving</p>	<ul style="list-style-type: none"> • Meet with DADHC central office re. payment process and sponsorship opportunities • Ongoing cataloguing of SPOT resources (See area 2, goal 2) • Ongoing SeatSPOT, TranSPOT and SensorySPOT meetings • TranSPOT to provide regular updates in newsletter • Encourage members to contribute through continual requests in the Newsletter and through verbal and written personal invitation. • Encourage SP, OT and PT students to contribute to newsletter • Encourage SPOT members to provide feedback on current projects and/or innovative service delivery models being used 	<ul style="list-style-type: none"> • President, Vice President and Treasurer to meet with DADHC March 2009 • Technology Rep • TranSPOT • Links • Links
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SPEECH PHYSIO OCCUPATIONAL THERAPY ON DEVELOPMENTAL DISABILITY Inc

SPOT ON DD Incorporated ABN: 41 463 484 957

SPOT ON DD POSITION STATEMENT

TITLE: The role of SPOT ON DD Incorporated

<p>POSITION STATEMENT NO: 2. ADOPTED: AMENDED: DATE OF CURRENT DOCUMENT: August 2008 REVIEW BY: August 2012</p>

WHAT IS SPOT ON DD INCORPORATED (SPOT)?

Spot on DD Inc (SPOT) is an incorporated organization of Speech Pathologists, Physiotherapist and Occupational Therapists working in the field of Developmental/Intellectual Disability. Together members aim to promote best therapy practice, professional support and continuing education information in the area of developmental disability (DD). The work of SPOT is guided by members and undertaken by the Executive Committee and specific purpose committees. A Strategic Plan is completed annually.

SPOT ON DD's role

SPOT ON DD has an important role in promoting best practice through

- developing practical position statements and guidelines which negotiate and integrate the roles and responsibilities of each member's discipline in a developmental disability setting
- consulting in the development of guidelines and position statements for the establishment and implementation of high quality services by therapists working with people with a developmental disability.
- providing a united voice in lobbying for recognition and implementation of appropriate and adequate service provision and professional support to members employed in DD settings.
- identifying and coordinating service provision and professional support to members employed in development disability settings.

Why should SPOT on DD be heard?

SPOT on DD is in a key position to be able to comment, represent and feedback on issues regarding therapists.

SPOT on DD has an average annual membership of 135. The majority of the membership are therapists who work mainly for the government department of DADHC (66%) as well as other non government organisations including the Spastic Centre, and Lifestart.

SPOT on DD is a unique group as it represents therapists from three disciplines working in the field of disability. Members have knowledge and expertise in the area of disability services. Due to SPOT's impact on therapists there is a flow on effect for people with disabilities.

Training opportunities provided by SPOT on DD largely have a multidisciplinary focus. SPOT on DD has been established for over 25 years and is highly regarded and respected amongst therapists. SPOT on DD promotes best practice and high quality service and educates therapists. This has an impact on therapists and the workplace.

SPOT on DD has previously been involved in forums with other organisations such as Centre for Developmental Disability Studies and the Department of Health. Consequently, SPOT is in a position to participate in discussing issues for therapists and service provision to people with developmental disability.

Related documents:

SPOT ON DD Inc position statement #1.

SPEECH PHYSIO OCCUPATIONAL THERAPY ON DEVELOPMENTAL DISABILITY Inc

SPOT ON DD Incorporated ABN: 41 463 484 957

SPOT ON DD POSITION STATEMENT

TITLE: SPOT on DD's relationship with Government bodies

<p>POSITION STATEMENT NO: 3. ADOPTED: AMENDED: DATE OF CURRENT DOCUMENT: August 2008 REVIEW BY: August 2012</p>

WHAT IS SPOT ON DD's relationship with government bodies.

Spot on DD Inc (SPOT) is an incorporated organization of Speech Pathologists, Physiotherapist and Occupational Therapists working in the field of Developmental/Intellectual Disability. Together members aim to promote best therapy practice, professional support and continuing education information in the area of developmental disability (DD). The work of SPOT is guided by members and undertaken by the Executive Committee and specific purpose committees. A Strategic Plan is completed annually.

The relationship between SPOT on DD's and government bodies:

Currently, government bodies such as the Department of Ageing Disability and Home Care has a number of therapists involved in SPOT on DD.

They:

- Release staff to participate in SPOT on DD committees.
- Release staff to develop professional development opportunities such as the biannual conference and annual workshops.
- Fund staff to attend training.

Building stronger relationships with government bodies

SPOT on DD would like to continue to build stronger links with government bodies in order to:

- have influence on the development of service provision guidelines
- have increased opportunities to discuss therapy issues with the DADHC executive and DADHC funded services and Non government organisations.

Related documents:

SPOT ON DD Inc position statement #1.

EXECUTIVE COMMITTEE CONTACT DETAILS: 2008-2009

If you have any questions, comments and/or suggestions please feel free to write to us at:
Please note that the PO Box is currently being changed to Hornsby. A new address will be available in the next newsletter.

or email us at: spotonddsec@aussieisp.net.au

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