

Ipswich Hospital. Paediatric Resource. Children's Foundation Website

(To follow links, put cursor on underlined blue word, press Ctrl, and enter)

**YOU MUST 'ENABLE EDITING' TO BE ABLE TO ACCESS THE PDF FILES. If your computer refuses to download the pdf files it probably has Microsoft edge pdf reader, and you will need to get the free Adobe reader at <https://acrobat.adobe.com/au/en/acrobat/pdf-reader.html> **

a.

What you can find in these pages:

1. How to [make a referral](#) to paediatrics
2. [Programs](#) that can help parents manage children with behaviour or learning difficulties, including newborns
3. Attend '[Drop In](#)' clinics to see if a child has a problem with speech, movement, or using their hands.
4. Does a child need to be referred to paediatrics, or can one or more therapists manage? Including [funded programs](#).
5. [Information needed](#) for referral to paediatrics by GPs
6. Paediatric [web sites](#) containing good learning materials
7. Information articles and leaflets on
 - a. What is behind [child behaviours](#) and how they might be managed, including tips on sleep, memory, electronics, boys.
 - b. What can go right, or wrong, [between carers and young people](#), including what makes young people get angry.
 - c. How do young people learn to [control their emotions](#), and what makes them feel secure
 - d. The '[Paston Pack](#)' containing many Occupational Therapy files on assessing, monitoring or managing sensory or motor problems, including dyspraxia, hyperactivity, handwriting, toileting, dressing, sleep, homework, organisation and many more.
 - e. Problems in [Communication](#)
 - f. [Some papers](#) on ADHD, Autism, Attachment disorders, and Foetal Alcohol
 - g. Some free on-line [Assessment tools](#)

INFORMATION AND REFERRAL

- If a referral, we would be grateful for copies of **all previous medical or therapy reports** that might have a bearing on this young person's difficulties,
- If there is a **developmental delay**, have the family attended the Child Developmental Service **'Drop In' Clinics** at Goodna Health Centre, The Plaza Ipswich, or Laidley Hospital
- **Have the family sought help from parenting programs.** We would expect this before referral for paediatric assessment:

Triplep-parenting.net.au

123Magic (kidsmatter.edu.au, qldfamilylawnet.org.au/events,
[vvcs.gov.au/services/Group Programs](http://vvcs.gov.au/services/Group%20Programs), others)

Circle of Security (see EIPS, Mission Australia, Family and Child Connect
others) - <https://www.circleofsecurityinternational.com/>

Bringing up Great Kids

<https://professionals.childhood.org.au/bringing-up-great-kids/bugk-original/>

Centre on the developing Child- <https://developingchild.harvard.edu/>

Australian Childhood Foundation-
<https://professionals.childhood.org.au/resources/>

Zero to Three- <https://www.zerotothree.org/>

Parentline 1300301300 (8am-10pm 7 days)

Raising Children Network (raisingchildren.net.au)

Uniting Care –family and parenting support (ucommunity.org.au)

Mission Australia, Family and children services (missionaustralia.com.au)

Family Matters (family.mercycs.org.au)

BrisbaneKids.com.au

Family and Child Connect (familychildconnect.org.au)

EIPS, under 8 yrs including home support (Early Intervention Parent Support)
healthdirect.gov.au/Australian../ipswich../early-intervention-specialist

Child Health <https://www.childrens.health.qld.gov.au>

- **Please consider adding :**

SNAP IV when **ADHD** is considered (free at www.myadhd.com/snap-iv-6160-18sampl.html) -
home and school/ preschool to complete separately

SDQ (Note age ranges 4-10 or 11-17, home and school separate, + young person >10yr) at www.sdqinfo.com/ (Double-sided version with impact supplement) when there appear complex learning –behaviour problems

Is this a problem that could be solved by one or more therapists? After formulating a GP Management Plan:

Would referrals under TCA (Once a year option, a Team Care Arrangement must consist of at least 2 other health care professionals eg. Speech, Occupational Therapist, Dietician, Psychologist, Physiotherapy who will provide ongoing services in addition to GP support; <http://www.health.gov.au/internet/main/publishing.nsf/Content/mbsprimarycare-chronicdiseasemanagement-qanda> ; consider Medicare items 723 or 729)

Or a Mental Health Care Plan (<https://www.healthdirect.gov.au/mental-health-care-plan>) providing Medicare rebates for up to 10 individual or 10 group appointments with some allied mental health care services in a year. That means for certain psychologists, occupational therapists and social workers, you are also entitled to Medicare rebates for 10 individual or support group sessions in a year)

Or through the NDIS (<https://www.ndis.gov.au/people-disability>), including access to EACH (www.each.com.au/ndis-services/) for early intervention assessment and support.

Have the problems been referred by the preschool or school to **‘the Hub’ behavioural support teams of Education Queensland?** <https://det.qld.gov.au/programs-initiatives/education>

Please access and **consider using the following behaviour/ learning management files** before making a referral

Please provide the appropriate questionnaire to family and school before sending referral. We would be very grateful if your surgery could assist families to complete their section where appropriate. **Click icon to open.**



Paediatric School
Age. Behaviour, learning < School Age



Paediatric 0-5 years,
Behaviour, learning ar < Under 6 years

ON-LINE RESOURCES FOR CHILDREN WITH DEVELOPMENTAL OR BEHAVIOURAL PROBLEMS

Royal Melbourne Children's Hospital <https://www.rch.org.au/kidsinfo/>

Sydney Children's Hospital <https://www.schn.health.nsw.gov.au/parents-and-carers/fact-sheets>

American Academy of Paediatrics <https://www.healthychildren.org/english/ages-stages/pages/default.aspx> <https://brightfutures.aap.org/families/Pages/Resources-for-Families.aspx>

Royal College of Paediatrics and Child Health(UK)
<https://www.minded.org.uk/families/index.html#/>

Diagnostic Criteria for the Neurodevelopmental Disorders
<https://dsm.psychiatryonline.org/doi/full/10.1176/appi.books.9780890425596.dsm01>

Attachment Disorders eg. <https://www.attachmenttraumanetwork.org/understanding-attachment/attachment-disorders/>

QHealth Recommendations: <https://www.growinggoodhabits.health.qld.gov.au>

[Paeds and Feeds](#) Blog site of Megan Yap, Developmental Paediatrician, Ipswich Hospital
<http://kids-health.guru/>

□ **The Big Day Out** is a yearly interactive meeting between health, education and social care looking at different problems and attempting to provide easy to read possible solutions.

The presentations are provided with due acknowledgement to the authors, and should not be altered if used for educational purposes.

The above hyper-link takes you to the presentations, which have been kept together, rather than separately filed in categories. These files are awaiting permissions before publication.

1. General Behaviour Management Information

A. GENERAL BEHAVIOUR MANAGEMENT FILES

B PARENT AND CARER BEHAVIOUR

C EMOTIONAL REGULATION

D PASTON PACK OF OCCUPATIONAL
THERAPY ASSESSMENTS AND
INTERVENTIONS

E COMMUNICATION

F NEURODEVELOPMENTAL DISORDERS

G ASSESSMENT TOOLS

[Referral Questionnaires Ipswich Hospital](#)

[Assessments](#) [Anger](#) [Anxiety](#) [Attention-Deficit](#) [Auditory-training](#) [Autism](#) [Attachment](#) [Balance](#) [Behaviour-Training](#) [Boys](#) [Communication](#) [Coordination](#) [Dressing](#) [Engagement](#) [Fine-Motor](#) [Friendship-Skills](#) [Gross-Motor](#) [Hand-programs](#) [Heavy-Work](#) [Hyperactivity](#) [Hypermobility](#) [Impulsivity](#) [Kindness](#) [Language](#) [Listening-skills](#) [Memory](#) [Mood-Regulation](#) [Opposition](#) [Organisation](#) [Parenting](#) [Personal-Care](#) [Proprioception](#) [Referral](#) [Relaxation](#) [Rights-Responsibilities](#) [Scissors](#) [Sequences](#) [Serious-Reputation-disorder](#) [Sensory-motor-circuits](#) [Sensory-Processing](#) [Sensory-equipment](#) [Sleep](#) [Speech](#) [Storms](#) [Study-Skills](#) [Switches](#) [Tantrums](#) [Visual-perception](#) [Writing](#)

GENERAL BEHAVIOUR MANAGEMENT FILES

1 **How to Modify Behaviour**

[Modifying Behaviour](#)

[The Serious Reputation Disorder](#)

[Rights and Responsibilities](#)

[What Children Value in their Parents](#)

[Oppositional Children](#)

[Cartesian Questions](#)

[Are Boys different?](#)

2. **Memory**

[How does Memory Work](#)

[Memory and Brain Structure](#)

3. **Sleep**

[Sleep Book](#)

[Managing Sleep](#)

[Sleeping Difficulties](#)

[Sleep Regulation using Sensory Approach](#)

Check this website:-

<https://www.growinggoodhabits.health.qld.gov.au/need-to-know/sleep-guidelines/>

4. **Engagement Techniques**

[Engaging Children](#)

[DIR Floortime Examples](#)

[Making Friends](#)

[Eye Contact](#)

[Eye Contact is Overrated!](#)

5. **Electronics**

[Electronics for Healthy Living](#)

Check these web sites:-

<https://www.growinggoodhabits.health.qld.gov.au/need-to-know/screen-time-guidelines/>

<https://www.growinggoodhabits.health.qld.gov.au/need-to-know/physical-activity-and-sedentary-behaviour-guidelines/>

B PARENT AND CARER INTERACTIONS

- 1 [Kindness toward Children](#)
- 2 [What children value in their Parents](#)
- 3 [How we provide Models of Behaviour](#)
- 4 [Why young people get angry](#)
- 5 [Managing and Loving Newborn Infants](#)

C EMOTIONAL REGULATION

- 1 **Relaxation Strategies**
 - a. [Relaxation Training](#)
- 2 **Emotional Regulation Scales**
 - b. [Five Point Scale complete](#)
 - c. [Five Point Scale blank](#)
 - d. [Self Regulation Using Sensory Approach](#)
- 3 **Managing Anxiety**
 - a. [Managing Anxiety](#)
 - b. [Anxiety and Sensory Processing Difficulties](#)

D. PASTON PACK OF OCCUPATIONAL THERAPY ASSESSMENTS AND INTERVENTIONS

1. [OT Pack Introduction](#)
2. [OT Pack Leaflets List](#)
3. [OT Pack Program List](#)
4. [Assessment Checklists](#)
5. [Leaflets](#)
6. [Monitoring Forms](#)
7. [Programs](#)

1. [OT Pack Introduction](#)
2. [OT Pack Leaflets List](#)
3. [OT Pack Program List](#)
4. [Assessment Checklists](#)

- a. Flowcharts
 - a. [Functional Skills](#)
 - b. [Gross Motor](#)
 - c. [Handwriting](#)
 - d. Sensory Processing skills
 - e. [Visual Perception](#)
- b. [OT Pack Checklist](#)
- c. [OT Pack list of Checklists](#)
- d. [Dressing Checklist](#)
- e. [Scissor Use Checklist](#)
- f. [Pre-Writing Checklist](#)
- g. [Handwriting – Self Evaluation](#)
- h. [12 Rules of Legibility](#)
- i. [ICT Checklist](#)
- j. [Listening Program Checklist](#)
- k. [Listening Skills Checklist and Management](#)
- l. [Visual Checklist](#)
- m. [Eye Movements in dyspraxia](#)

5. Leaflets

i. ADHD Series

- A. [Impulsivity](#)
- B. [Hyperactivity](#)
- C. [Managing Attention](#)
- D. [The Non-Medication approach to ADHD](#)

ii. Auditory Series Auditory Series

- A. [Auditory Training](#)
- B. [Listening Skills](#)

iii. Behaviour and Function Series

- A. [Dressing Leaflet](#)
- B. [Friendship skills](#)
- C. [Modifying Behaviours](#)
- D. [Organising Homework](#)
- E. [Organising Space](#)
- F. [Relaxation Training](#)
- G. [Sequences and Time](#)
- H. [Examination Nerves](#)
- I. [Sleep Book](#)

iv. Fine Motor Series

- A. [Eye-Hand Co-ordination](#)
- B. [Fine Motor Development](#)
- C. [Fine Motor activities 1](#)
- D. [Fine Motor Activities 2 Prep](#)
- E. [Fine Motor Activities 3 Play](#)
- F. [Fine Motor Activities 4 In-hand Manipulation](#)
- G. [Hand and Finger Strength](#)
- H. [Hand and Finger Strengthening 2](#)
- I. [Hand Preference](#)
- J. [Hand Program](#)
- K. [Hand Bends and Stretches for 11+](#)
- L. [Playdough Ideas](#)
- M. [Thera band Series](#)

- v. [Gross Motor Series](#)
- vi. [Handwriting Series](#)
- vii. [Secondary School Leaflets](#)
- viii. [Sensory Processing Leaflets](#)
- ix. [Sensory Processing Difficulties](#)
- x. [Visual Series](#)

i. Gross Motor Series

A. Dyspraxia For Parents

[Developmental Co-ordination Disorder Physical Activities](#)

[Developmental Co-ordination Disorder Reading list \(2007\)](#)

[Does your child have difficulties with co-ordination](#)

[Dyspraxia Book \(Canadian\)](#)

[Motor Planning Activities at Home](#)

B. Dyspraxia resources for Educators

[DCD Tips for Teens and Schools](#)

[DCD for Physical Educators](#)

[DCD IEP's \(2007\)](#)

[DCD Management Strategies](#)

[DCD Resources Pre-School](#)

[DCD Resources Gr 1,2](#)

[DCD Resources Gr 3,4](#)

[DCD Resources Gr5,6](#)

[DCD Resources Gr 7,8](#)

[DCD Write or Type \(2005\)](#)

[2017 Dyspraxia for Adolescents and Adults](#)

- C. [Go Noodle Resources for Teachers](#)
- D. Arm Coordination and Strength
- E. [Bilateral Integration](#)
- F. [Bilateral Integration 2](#)
- G. [Bilateral Integration Activities](#)
- H. [Co-op Approach](#) Cognitive approach to Success
- I. [Co-op booklet](#) Cognitive Approach to Daily Occupational Performance
- J. [Cross Crawl white](#) Exercises for crossing the body
- K. [Dyspraxia-signs and symptoms](#)
- L. [Dyspraxia Activities](#)
- M. [Low muscle tone](#)
- N. [Motor Planning Activities at School](#)
- O. [Shoulder stability and control](#)
- P. [The Ansua Approach Files](#)

ii. Handwriting Series

- A. [12 Rules of Legibility](#)
- B. [Developing a pencil grip](#)
- C. [Development of Handwriting Skills](#)
- D. [Hands Up For Handwriting](#)
- E. [Hands Up Class Routines](#)
- F. [Handwriting self-evaluation Checklist](#)
- G. [Handwriting Activities](#)
- H. [Pencil Pressure](#)
- I. [Pencil Grasp Activities](#)
- J. [Pencil Grasp Development](#)

iii. Secondary School Leaflets

- A. [Life Skills Series](#)
- B. [Motor Skills](#)
- C. [Organisation and Study](#)
- D. [Social Skills](#)
- E. [Sporting](#)
- F. [Life Skills and IT](#)

A. Life Skills

[Budgeting](#)
[Dressing-females](#)
[Dressing-males](#)
[Food Preparation](#)
[Organising jobs around the house](#)
[Personal Care-females](#)
[Personal Care-Males](#)
[Shopping](#)
[Time Management home](#)

B. Motor Skills

[DCD in Adolescents](#) Developmental Coordination Disorder
[DCD Physical Activities](#)
[DCD Resources for Adolescents](#)
DCD Resources Gr7,8
[Hand and Finger Strength - Adolescents](#)

C. Organisation and Study

[Organisation at Home](#)
[Organisation of School Work](#)
Preparing your Homework Space
[Study Skills](#)
[Tests and Examinations](#)

D. Social Skills

[Breaks and Lunchtimes](#)
[Friendship and Stress](#)
[Social Boundaries](#)
[Social Occasions](#)
[When Someone is a Friend](#)

E. Sports

[Ball Skills](#)

[DCD for Physical Educators](#)

[Sports you may Like to try](#)

[Tips for Changing for PE](#)

F. Writing and IT

[12 Rules of Legibility](#)

Computer Ideas

[Hands Up for Handwriting](#)

[Strategies for recording Difficulties](#) for helping writing difficulties

[Writing Tips](#)

iv. Sensory Processing Leaflets

Note

<https://calebsdoggy.files.wordpress.com/2013/09/2ndsensorysignals.pdf>

Excellent online website written by Angie Voss as how to interpret and manage sensory preferences

[Fidgets and Sensory Equipment](#)

[Heavy Work](#)

[Isometric Routines](#)

[Proprioception 2014](#)

[Proprioception Information](#)

[Sensory Diets](#)

[Sensory Motor Circuits](#)

[Spinning for Sensory Regulation](#)

[Sensory Processing Explained](#)

[Tactile Defensiveness](#)

v. Sensory Processing Difficulties

[Frequently Asked sensory Questions](#)

[New diagnosis of Sensory Processing disorder](#)

[Oral Aversion and Feeding Difficulties](#)

[Back to School Sensory Preparation](#)

[Sensory Processing and Emotional Aspects](#)

vi. Visual Series

[Eye Movements](#)

Visual Perception

[Visual Problems in the Classroom](#)

6. [Monitoring Forms](#)

v. Hands at Work and Play

- A. [101](#)
- B. [102](#)
- C. [103](#)

vi. Take Time Monitoring Forms

- A. [Timing and Rhythm](#)
- B. [Direction](#)
- C. [Spatial Orientation and Movement](#)
- D. [Sequencing](#)
- E. [Laterality](#)

vii. Write From the Start

- A. [Book 1](#)
- B. [Book 2](#)
- C. [Boosters monitoring form \(eye-hand coordination\)](#)
- D. [Half 'n half monitoring \(visual fine motor program\)](#)

7. [Programmes](#)

a. Attention and Memory Trampoline

- i. [Attention and Memory monitoring forms](#)
- ii. [Attention and Memory Part 1](#)
- iii. [Attention and Memory Part 2](#)

b. Fizzy Program - Motivation, Confidence, Self-Esteem

- i. [Guide to using Fizzy Program](#)
- ii. [Resource List for OT programs](#)
- iii. [Classroom Coping Strategies](#)
- iv. [Home Coping Strategies](#)
- v. [Balance Level 1](#)
- vi. [Balance Level 2](#)
- vii. [Balance Level 3](#)
- ix. [Ball Level 1](#)
- x. [Ball Level 2](#)
- xi. [Ball Level 3](#)
- xii. [Body awareness Level 1](#)
- xiii. [Body awareness Level 2](#)
- xiv. [Body awareness Level 3](#)
- xv. [Clever Hands Level 1](#)
- xvi. [Clever Hands Level 2](#)
- xvii. [Clever Hands Level 3](#)

c. Happy Room Perceptual Motor - 12 Week Floor and Activity Lesson Plans

- i. [Aims and Instructions](#)
- ii. [History](#)
- iii. [12 Week Plans](#)

d. Sensory Circuits

i. Sensory Circuits for Older Pupils

1. [Front Sheet](#)

2. [Exercises](#)

ii. [Sensory Circuit Target Sheets](#)

e. Vizzies, Handies and Movies

I [Balance](#) ii. [Balance 1](#) iii. [Ball Skills](#) iv. [Ball Skills 1](#) v. [Body Awareness](#)

vi. [Body Awareness 1](#) v. [Hand Skills](#) vi. [Hand skills 1](#) vii. [Letter Formation](#)

viii. [Letter Formation 1](#) ix. [Memory](#) x. [Memory xi. Using Two Hands](#)

xii [Using Two Hands 1](#) xiii. [Visual Perception](#) xiv. [Visual Perception 1](#)

f. [Dressing – Backward chaining](#)

g. [Hands Up for Handwriting](#)

h. [Heavy Work Activities Poster](#)

i. [Spatial Awareness Program](#)

E. COMMUNICATION

[Classroom Strategies for Higher level language disorder](#)

[Early Childhood Language Development](#)

[Speech Sound Disorders](#)

[Causes of Communication Disorders](#)

F. NEURODEVELOPMENTAL DISORDERS:

Recommend: go to online resources on Page 2 of this document

ADHD

[The non-medication management of ADD and ADHD](#)

AUTISM

[ATTACHMENT DISORDERS \(and reference list\)](#)

[Attachment Issues and Reactive Attachment Disorder](#)

[The Effects of Child Emotional Neglect or Injury](#)

[What is Dialectical Behavioural Therapy](#)

[Restoring a highly stressed young person](#)

G. ASSESSMENT TOOLS

General

[Ipswich Hospital Assessment](#)

[Under 6 years Triage Assessment](#)

[School Age Triage Assessment](#)

[Childhood Development Schedule](#)

[Children's Global Assessment Scale \(Outline only\)](#)

[SNAP IV General](#)

[National Children's Assessment Framework \(link\)](#)

Strength and Difficulties Questionnaires

[SDQ Parent 4-10](#)

[SDQ Parent 11-17](#)

[SDQ Teacher 4-10](#)

[SDQ Teacher 11-17](#)

[SDQ Young Person](#)

ADHD Screeners

[SNAP IV](#)

Autism Screeners

[Childhood Autism Spectrum Test](#)

[Rutter Autism Screener \(link\)](#)

Autism Assessment

[Australian National Guidelines for Autism Assessment 2017](#)

General Behaviour Management Files

A. [How to Modify Behaviour](#)

1. Modifying Behaviour



Modifying Behaviours.pdf

< Modifying Behaviour



The Serious Reputation Disorder.i

< Serious Reputation Disorder



Rights and Responsibilities.pdf

< Rights and Responsibilities



What children value in their parents.pdf

< What Children Value In Their Parents



OPPOSITIONAL CHILDREN (PATHOLO

< Oppositional children



Cartesian Questions.pdf

< Will an Intervention Work?



Developing Strategies For Raising

< Boys Learning Styles from "Mad about Boys"

5. [Memory](#)



Memory How does it Work.pdf

< How Memory Works



Memory and the Structural Brain.pdf

< Memory and Brain Structure

6. Sleep Files



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Good Sleep Habits Book



MANAGING
SLEEP.pdf

< Managing Sleep



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data1\GROUP\Medica

< Sleeping Difficulties



Sleep & Sensory .pdf

< Sleep Regulation Sensory Approach

4. Engagement Techniques



Engaging
Children.pdf

< Engaging Children



DIR Floortime
Examples.pdf

< DIR Floortime Examples



Making Friends.pdf

< Making Friends



Eye Contact and
Young People.pdf

< Eye Contact



Eye contact.pdf

< Eye Contact is Overrated

5. [Electronics](#)



Electronics for
Healthy Living.pdf

< [Electronics for Healthy Living](#)

B [Parent and Child Interactions](#)



If you are kind to
children.pdf

< [If You are Kind to Your Children](#)



What children value
in their parents.pdf

< [What children value in their Parents](#)



Models of
Behaviour.pdf

< [Models of Behaviour](#)



Angry Young
People.pdf

< [Why young people get angry](#)



Managing and
Loving Newborn Infan

< [Managing and Loving Newborn Infants](#)

1. [Relaxation Strategies](#)



Relaxation Training,
Friendship Skills.pdf

a.

< [Relaxation Training and Friendship Skills](#)

2. [Emotional Regulation Scales](#)



Five Point Scale .pdf

a. < 5 Point Scale Complete



Five Point Scale
Blank.pdf

b. < 5 Point Scale Blank



Self Regulation.pdf

c. < Self Regulation Using Sensory Approach

3. [Managing Anxiety](#)



FEELING SECURE.pdf

a. < Managing Anxiety



Anxiety & Sensory
Processing Difficulties

b. < Anxiety and Sensory Processing Difficulties

D. [Paston Pack of Occupational Therapy Assessments and Interventions](#)



OTPack
introduction.pdf

< Introduction to the Paston Pack



OTPack Leaflets
list.pdf

< List of Paston Pack Leaflets



OTPack Program
list.pdf

< OTPack Programs List

4. [Assessment Checklists](#)

a. Flowcharts



Functional Skills Flow
Chart.pdf

< Functional Hand Skills



Gross Motor Flow
Chart.pdf

< Gross Motor Skills



Handwriting
Flowchart.pdf

< Handwriting



Sensory Processing
Flow Chart.pdf

< Sensory Processing



Visual Perception
Flow Chart.pdf

< Visual Perception



OTPack Checklist.pdf

< OTPack Checklist



OTPack Assessment
List.pdf

< OTPack Assesment Checklists



Dressing
Checklist.pdf

< Dressing Checklist



Scissor Use
Checklist.pdf

< Scissor Checklist



Pre Writing
Checklist.pdf

<Pre-writing Checklist



Handwriting - Self
Evaluation.pdf

< Handwriting Self-Evaluation



Twelve Rules of Legibility.pdf

< Twelve Rules of Legibility



ICT checklist.pdf

< ICT Checklist



Listening Program Checklist.pdf

< Listening Program Checklist



Listening checklist & strategies.pdf

< Listening Skills and Strategies



Visual Checklist.pdf

< Visual Checklist



Eye Movements.pdf

< [Developing Smooth Eye Movements in Dyspraxia](#)

4. Leaflets

a. ADHD Series



G:\Medical Officers\
Paediatrics\Ian S\A N

< Hyperactivity



G:\Medical Officers\
Paediatrics\Ian S\A N

< Impulsivity



G:\Medical Officers\
Paediatrics\Ian S\A N

< Maintaining Attention



The Non-Medication
Approach to ADHD.p

< Non-Medication in ADHD

b. Auditory Series



G:\Medical Officers\
Paediatrics\Ian S\A N

< Auditory Stimulation Therapy



G:\Medical Officers\
Paediatrics\Ian S\A N

< Listening Skills

c. Behaviour and Function Series



G:\Medical Officers\
Paediatrics\Ian S\A N

< Dressing, Shoes, Socks and Laces



G:\Medical Officers\
Paediatrics\Ian S\A N

< Friendship Skills



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< Organising Homework



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Organising Homework Space



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Relaxation Training



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Sequences and Time



Exam nerves 5
Strategies 2.pdf

< Examination Nerves including the following files:



Eye Palming.pdf



Hook-ups.pdf



Lazy 8s breathing.pdf



Push Pull Push.pdf



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Sleep Book

d. Fine Motor Series



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Eye-Hand Coordination



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Fine Motor Development



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Fine Motor Activities 1



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Fine Motor Activities Yr2



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Fine Motor Activities 3 Play



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Fine Motor Activities 4 In-hand Manipulation



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Hand and Finger Strength



Hand and finger
strengthening.pdf

< [Hand and Finger Strengthening 2](#)



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Hand Preference



\\Igh-cl1_sc_data1\
data1\GROUP\Medica

< Daily Hand Exercise Program



Hand Bends and
Stretches 11 +.pdf

< [Hand and Finger Stretches for 11+](#)



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< Playdough ideas

Thera Band Series for Hand Control



Hand-Exerciser.pdf



HandX2
Instruction.pdf



Theraband for
KIDS.pdf



Theraband pics.pdf



Theraband prog - all
round for adults.pdf



Thera-Band
Resistance Training Te



Thera-Band-Precautio
ns.pdf

e. Gross Motor Series

i. Gross Motor Series – Dyspraxia for Parents



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< Developmental Co-ordination Disorder Physical Activities 2010



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< DCD Reading List 2007



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< Difficulties with Co-ordination



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< Dyspraxia Book Canadian



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< Motor Planning Activities at home

ii. [Gross Motor Series – Dyspraxia resources for educators](#)



DCD tips for teens & schools.pdf

< [DCD tips for Teens and Schools](#)



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< Developmental Coordination Disorder for Physical Educators 2010



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< DCD Individual Education Programs 2007



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< DCD Management strategies 2009



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< DCD Resources PreSchool



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< DCD Resources Gr1,2



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< DCD Resources Gr3,4



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< DCD Resources Gr 5,6



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< DCD Resources Gr7,8



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< DCD Write or Type



2017 Dyspraxia-for
adoles & adults copy.

< [Dyspraxia for Adolescents and Adults 2017](#)

iii. [Go Noodle Resources for Teachers](#)



GoNoodle.pdf

On Line You Tube Introduction and Free web site

iv. [Arm Coordination and Strength](#)



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< Arm Coordination and Strength



Bilateral_Integration
_Activities.pdf

< Bilateral Integration



Bilateral
Integration.pdf

<Bilateral Integration 2



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< Bilateral Integration Activities



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< Body Awareness Activities



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< Cognitive Approach to Success



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< Cognitive Approach to Daily Occupational Performance



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< Cross Midline Activities



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< Dyspraxia Signs and Symptoms



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< Dyspraxia Activities



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< Low Muscle Tone



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< Motor Planning Activities at School



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< Shoulder Stability and Control

[The Ansua Approach Files](#) of Reflex Inhibition (as in Queensland Schools)



Ansua report 2000.pdf



Ansua monitoring form.pdf



ANSUA Part 1.pdf



ANSUA Part 2.pdf



ANSUA Part 3.pdf



Ansua photos.pdf

v. Handwriting Series



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< 12 rules of Legibility



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< Developing a Pencil Grip



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< Development of Handwriting Skills



HANDS UP FOR
HANDWRITING.pdf

< Hands Up for Handwriting



Hands Up class
routines.pdf

< [Hands Up Class routines for Handwriting](#)



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< Handwriting self evaluation checklist



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< Handwriting Activities



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< Pencil Pressure



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< Pencil Grasp Activities



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< Pencil Grasp Development

Secondary School Leaflets

Life Skills



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< Budgeting



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< Dressing, females



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< Dressing, males



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< Food Preparation



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< Organising jobs at Home



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< Personal Care, females



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< Personal Care, Males



Shopping.pdf

< Shopping



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< Time Management home

Secondary School Leaflets

Motor Skills



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< Developmental Coordination Disorder in Adolescents



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< DCD Physical Activities



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< DCD Resources Adolescents



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< DCD Resources Gr7,8



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< Hand and Finger Strength

Secondary School Leaflets

Organisation and Study



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< Organisation at Home



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< Organisation School Work



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< Homework Homework Space



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< Study Skills



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< Tests and Examinations

Secondary School Leaflets

Social Skills



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< School Breaks



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< Friendship and Stress



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< Social Boundaries



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< Social Occasions



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< When Someone is a Friend

Sports



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< Ball Skills



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< DCD for Physical Educators



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< Sports you may Like to try



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< Tips for Changing for Physical Education

Writing and IT



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< 12 Rules of Legibility



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< Computer Ideas



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< Hands Up for Handwriting



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< Strategies for Recording Writing Difficulties



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Paediatrics\Ian S\A N

< Writing Tips

Sensory Processing Series



Fidgets & Sensory
Equipment A4.pdf

< Fidgets and Sensory Equipment



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< Heavy Work



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Paediatrics\Ian S\A N

< Isometric Routines



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Paediatrics\Ian S\A N

< Proprioception 2014



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Paediatrics\Ian S\A N

< Proprioception Information



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Paediatrics\Ian S\A N

< Sensory Diets



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Paediatrics\Ian S\A N

< Sensory Motor Circuits



Spinning Around for
Sensory Regulation.pc

< Spinning for Sensory Regulation



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Paediatrics\Ian S\A N

< Sensory Processing Explained



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< Tactile Defensiveness



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Paediatrics\Ian S\A N

< Weighted Therapy Book

Sensory Processing Difficulties



Frequently Asked
Sensory Questions.pdf

< Frequently Asked Questions



New Diagnosis-for
parents.pdf

< New Diagnosis of Sensory Processing Disorder



Oral Aversion &
Feeding Challenges 2.

< Oral Aversion and Feeding Difficulties



Back to
School-Sensory Prep.1

< Back to School Sensory Preparation



Sensory Processing
Disorder Social and E

< Sensory Processing and Emotional Aspects

Visual Series



Eye Movements
A4.pdf

< Eye Movements



Visual Perception.pdf

< Visual Perception



Visual
probs-classroom adap

< Adaptions for visual problems in the Classroom

4 d Monitoring Forms

[Hands at Work and Play \(HAWP\)](#)



HAWP FineMotor
101.pdf

< Fine Motor 101



HAWP FineMotor
102.pdf

< Fine Motor 102



HAWP FM 103.pdf

< Fine Motor 103

[Take Time Monitoring Forms](#)



Timing and
Rhythm.pdf

< Timing and Rhythm



Take Time 2
Direction.pdf

< Direction



Spatial Orientation
and Movement.pdf

< Spatial Orientation, Movement



Take Time 4
Sequencing.pdf

< Sequencing



Take Time 6
Laterality.pdf

< Laterality

Write from the Start



Write Book 1.pdf

< Book 1



Write Book 2.pdf

< Book 2



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< Boosters Monitoring Form (eye-hand coordination)



Half 'n' Half
monitoring form.pdf

< Half 'n half monitoring form (visual-fine motor program)

Programs

Attention and Memory Trampoline



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< Attention and Memory monitoring



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< Attention and Memory 1



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< Attention and Memory 2

Fizzy Program (Motivation, Confidence, Self-Esteem)



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< Guide to using fizzy program



\\Igh-cl1_sc_data1\data1\GROUP\Medica

< Resource list for OT programs



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< Classroom coping strategies



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< Home coping strategies



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< Balance level Page 1



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< Balance level Page 2



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< Balance level Page 3



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< Ball level Page 1



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< Ball level Page 2



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< Ball level Page 3



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< Body Awareness level Page 1



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< Body Awareness level Page 2



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< Body Awareness level Page 3



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< Clever hands level Page 1



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< Clever Hands level Page 2



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< Clever Hands level Page 3

Happy Room Perceptual Motor 12 wks



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< Happy Room Perceptual Motor: aims and instructions



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< HPP history



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< Happy Room Perceptual Motor 12 week plans

Sensory Circuits

Sensory Circuits for Older Pupils



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< Sensory Circuit older – exercises



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< Sensory Circuit older - Front Sheet



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< Sensory Circuit Target Sheets

Vizzies, Handies and Movies



Balance-page 1.pdf

< Balance Activities 1



Balance -page2.pdf

< Balance Activities 2



Ball Skills Page 1.pdf

< Ball Skills 1



Ball Skills page 2.pdf

< Ball Skills 2



Body Awareness
Page 1.pdf

< Body Awareness 1



Body Awareness
Page 2.pdf

< Body Awareness 2



Hand Skills Page
1.pdf

< Hand Skills 1



Hand Skills Page
2.pdf

< Hand Skills 2



Letter Formation
Page 1.pdf

< Letter Formation 1



Letter Formation
Page 2.pdf

< Letter Formation 2



Memory Page 1.pdf

< Memory 1



Memory Page 2.pdf

< Memory 2



Using two hands
Page 1.pdf

< Using Two Hands 1



Using two hands
Page 2.pdf

< Using Two Hands 2



Visual Perception
Page 1.pdf

< Visual Perception 1



Visual Perception
Page 2.pdf

< Visual Perception 2



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< Dressing – Backward Chaining



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< Hands Up for Handwriting



Heavy Work
Activities Poster.pdf

< Heavy Work Activities Poster



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< Spatial Awareness Program

Communication



Higher Level
Language Disorders.r

< Classroom Strategies for Higher level language disorder



Early Childhood
Language Developme

< Early Childhood Language



Speech Sound
Disorders.pdf

< Speech Sound Disorders



Causes of
Communication Diffic

< Causes of Communication Problems

f. Neurodevelopmental Disorders



The
Non-Medication Ap

< **The Non-medication approach to ADHD**



Strategies for Young
People with Difficulty

< Causes of hyperactivity

Autism

Attachment Disorders (and references)



Attachment Issues
and Reactive Attachi



The Effects of Child
Emotional Neglect or



Dialectical Behaviour
Therapy interpreted.px



Restoring a highly
stressed young person

Foetal Alcohol Syndrome



FASD guideline for
diagnosis across the

g. Assessment Forms for Development, Behaviour and Learning Problems

General Development



Drop In Clinic dates
and times with Laidley

< Drop In Clinics



Paediatric School
Age. Behaviour, learning

< Ipswich Hospital School Age Assessment - Referral



Paediatric 0-5 years,
Behaviour, learning ar

< Ipswich Hospital Under 6 years Assessment - Referral



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< Child Development Schedule



CGAS.pdf

< Childrens Global Assessment Scale Outline



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< SNAP4 General

<https://www.health.gov.au/internet/publications/publishing.nsf/Content/ncaf-cyp-oohc-toc~ncaf-cyp-oohc-2>

Strengths and Difficulties Questionnaires



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< Parent 4-10



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Paediatrics\Ian S\A N

< Parent 11-17



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Paediatrics\Ian S\A N

< Teacher 4-10



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Paediatrics\Ian S\A N

< Teacher 11-17



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< Young Person

SNAP4 (general), Child Development Schedule, Childhood Global Assessment Schedule (Outline only)

SNAP_ADHD Specific



Simple Snap.pdf

< Simple SNAP

Autism Screening



Childhood Autism
Spectrum Test.pdf

< Childhood Autism Spectrum Test

http://www.childhealthcare.org/ug/SCQ/SCQ_Manual-2.pdf (Rutter et al., Screener)

[Autism Assessment](#)



Australian National
Guideline for ASD Ass

< Australian National Guidelines

The Big Day Out Files



Modifying
behaviours.pdf



The Trouble with
Ear Infections.ppt



Memory How does
it Work.pdf