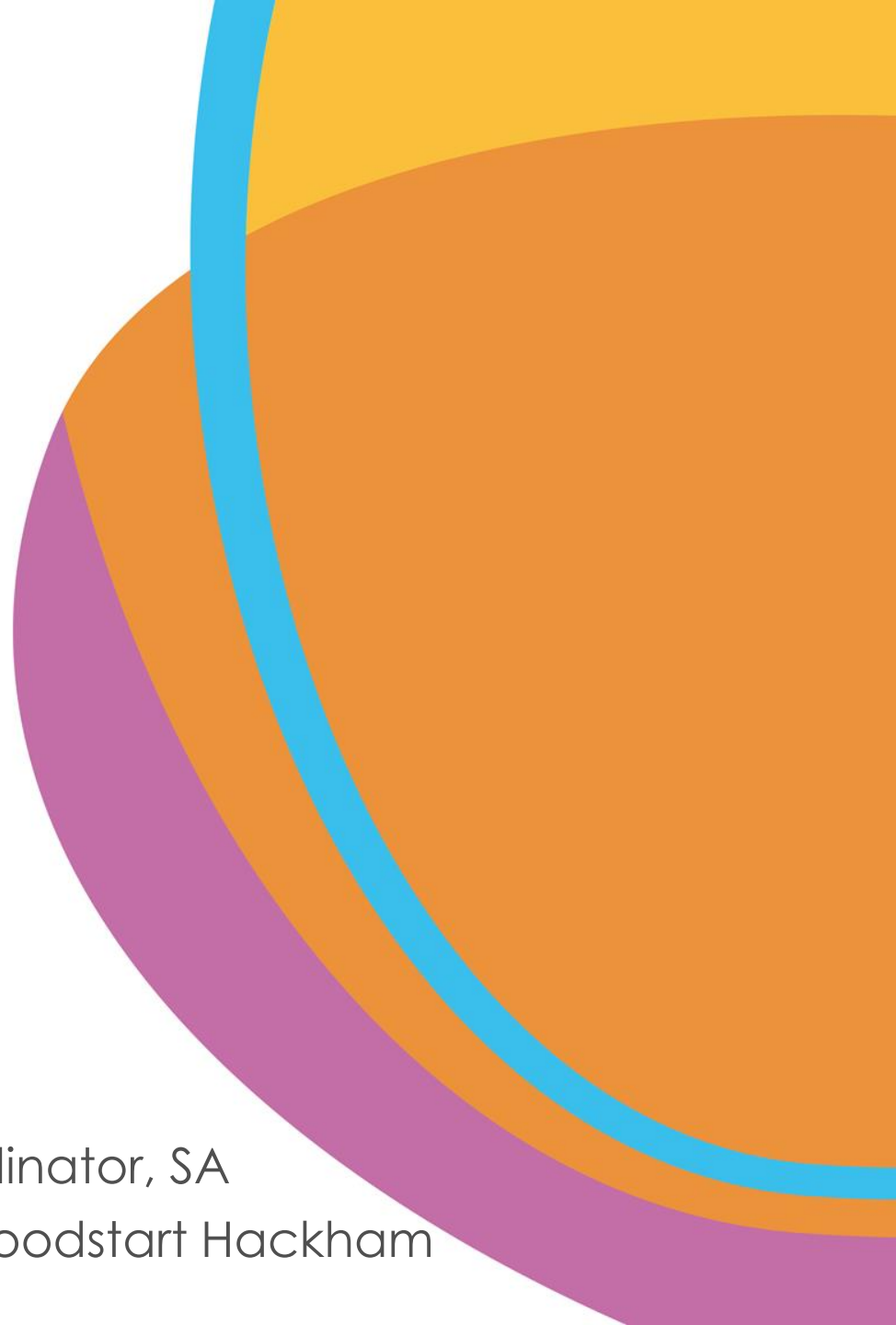


An interdisciplinary approach to developing a sensory room

Room 4
Saturday 8th October 2016
12.15 – 1.00

Sonia Harris, Social Inclusion Coordinator, SA
Sandy Stewart, Centre Director, Goodstart Hackham





Reconciliation
Goodstart

Acknowledgement of Country

Our Founding Partners

MISSION
AUSTRALIA

benevolent SOCIETY

| S V A |
social ventures australia

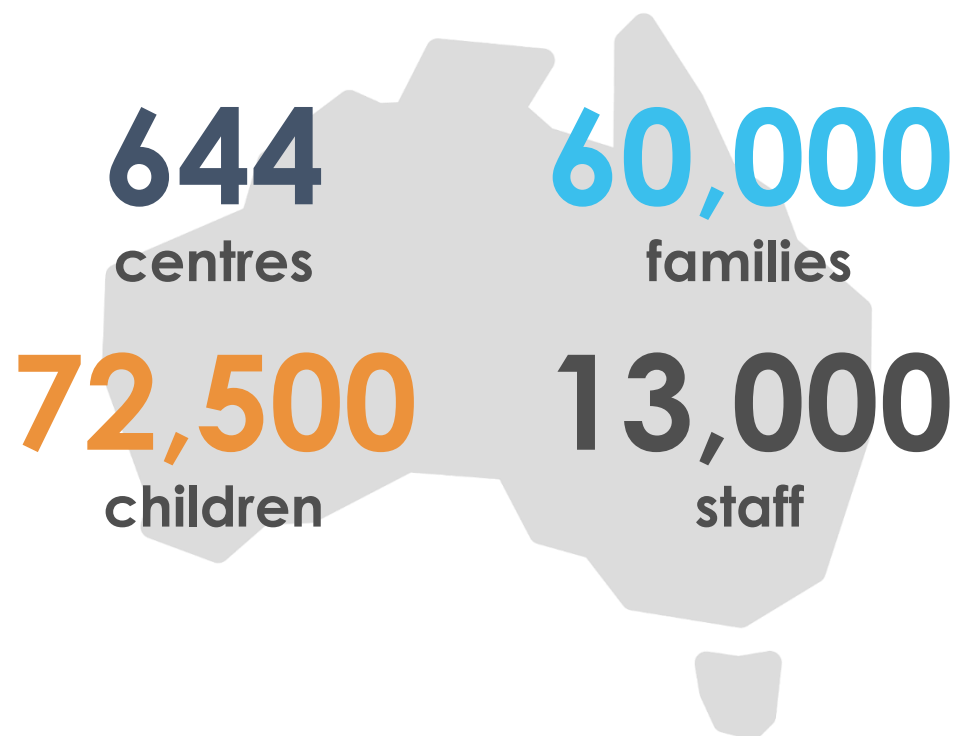

**Brotherhood
of St Laurence**
Working for an Australia free of poverty

goodstart
early
learning



Goodstart quick facts...

132 centres in
low SEIFA areas



644 centres	60,000 families
72,500 children	13,000 staff

Statistics current as at June 2015



Our Purpose

To ensure children have the learning, development and wellbeing outcomes they need, for school and life.



Our Strategic Direction 2020

High Quality
Inclusion
Financial Sustainability
Great People
Evidence
Influence



Six areas of focus

1. Building strong family partnerships
2. Becoming community connected
3. Respecting and celebrating diversity
4. Improving health and wellbeing
5. Accessing specialist support
6. Improving organisational systems





Enhancing Children's Outcomes - EChO

Our intensive, integrated approach in up to 55 high priority centres over the next five years.

What is social inclusion?



We know that **not all of Australia's children have a good start** in life – to be a **fully participating, valued and respected** citizen.

By the age of 5, many are already well behind their peers in learning and development. Those who start behind, tend to stay behind.

For Goodstart, our **social inclusion goal** is to ensure that **those children at greater risk of falling behind** have an **opportunity to learn and grow through early learning.**

This means we support our centres to do three things:

1

Provide high-quality, responsive services to all children already attending, **particularly those in vulnerable circumstances**

2

Welcome **more children and families** in vulnerable circumstances to our centres

3

Build a **resilient, supportive, sustainable** workforce





Priority groups

Includes children:

- From low socio-economic circumstances (ie. SEIFA 1 & 2)
- from culturally & linguistically diverse backgrounds
- with disabilities or additional needs
- who are Aboriginal or Torres Strait Islander
- at risk of abuse or neglect (ie. known to Child Protection)
- in detention and children in out of home care

Hackham Centre Profile

- **50%** of Children >100% CCB
- SEIFA 2km radius: **3.1**
- AEDC vulnerability 1+ domains: **32.6%**
- AEDC vulnerability 2+ domains: **23.3%**
- AEDC – **higher in all domains except emotional maturity**

Why a sensory room in EL&C?



The EYLF describes 'inclusive practice' as:

“Vibrant and flexible spaces that are responsive to the interests and abilities of each child. They cater for different learning capacities and learning styles and invite children and families to contribute ideas, interests and questions”

(DEEWR, 2009, p.15)



A wooden sensory table with various compartments. Some compartments hold colored pencils in small cups, a small green plant in a pot, and others hold patterned cards (zebra, giraffe, leopard). The table is set up for sensory development activities.

Sensory
development

0-6 years

Sensory processing

Humans have **5 senses plus 2 hidden senses**

At least **1 in 20 children's daily life** is affected by SPD

1:6 children may have sensory symptoms that affect aspects of everyday life functions

Ahn, Miller, Milberger, McIntosh, 2004
Ben-Sasson, Carter, Briggs-Gowen, 2009





Sensory Processing Disorder (SPD)

How does this impact on early learning?



Effects of Sensory Processing Disorder



Poor self-
concept



Academic
difficulty



Difficulty in
groups



Behaviour
problems




Labelled clumsy,
uncooperative/
disruptive



Emotional/
Social Problems



Educational
Problems



Inability to
make friends



Anxiety,
depression,
aggression



Deemed out-
of-control

Sensory processing



The individual child's sensory personality will determine the type and combination of sensory input necessary

Everyone is different!



**“Providing
sensory activities
at regular
intervals across
the day can help
the child to
reach a calm
and alert state.”**

Winnie Dunn PhD





Implementation using an interdisciplinary approach


Centre Director Role



Planning
space for
room



Developing
room
environment



Budgeting
and resource
purchasing




Coordinate
planning
meetings




Documenting
the journey



Rostering time
off the floor for
PD




Inspiring team
to use sensory
room



Know purpose/
evidence for
sensory room



Communicating
with families



Rostering centre
use of sensory
room

A woman wearing a white bucket hat and glasses is interacting with a young child wearing a pink hat. The woman is holding the child's hand. In the background, there is a colorful tree cutout on the wall and a display board with various papers.

Occupational therapy Consultation

10 – 20 – 70



Goodstart Speech Pathologist

- Existing relationship through weekly visits to the centre
- Works in partnership with CD and OT
- Demonstrates role of sensory needs in communication development
- To develop and facilitate the effective use of the sensory room and embed learning and practice change

A photograph of two young children sitting on a wooden planter box outdoors. The child on the left is a girl wearing a yellow bucket hat and a light blue and yellow pleated dress, with her arms raised. The child on the right is a boy wearing a blue bucket hat and a blue t-shirt, also with his arm raised. They are holding hands. In the background is a large chalkboard with faint drawings and some potted plants. An orange banner is overlaid at the bottom of the image.

Benefits of using an interdisciplinary team approach

How is the room used?


To encourage exploration, movement and use of the muscles

All resources are sensory based to meet different sensory needs

The room is set up as a blank canvas to adapt each time its used by different children and educators




What educators say




**Children have open space
to express themselves
using large body
movements**

Kelly Hartley, Kindy team Leader



**Helps with regulating
behaviours and sets up
success for the child's
day**

Nicole Burdon, Toddler team leader



**Having the space and
resources to be able to
support children, with the
extended knowledge we
have developed about SPD**


Kelly Jarc, Nursery team leader



**Children can feel safe,
secure and supported. EG:
eating meals with a small
number of children is not so
overwhelming**

Sarah McCulloch, Support worker


What have educators learnt?



**Observe children
through a 'sensory'
lens**




**Observations with
families**




**Recognising
individual sensory
needs**



**Increased
confidence in
sharing**



**More curious
about children**



**Using the
language in
everyday settings**

Future directions



The children's voice





Thank you!