

SERVICE



Days: Tuesday and Thursday

Times: 10.30 to 12.30 am

Period: School Term based over a 8 week period.

Fees: Please Request Registration Form for information.



Please inquire with us about what your eligibility might be for funding assistance.

LEARNING TREE THERAPY CENTRE



L TTC is a group of therapists in private paediatric therapy practice who are based in Perth working within a Relationship Based , Developmentally focused framework. We provide therapy Services for Children with Autistic Spectrum Disorders, Regulatory & Sensory Processing Disorders, and other Developmental based Language and Learning Challenges

Currently we have two main practices that work together with the Learning Tree Group, Sensory Connections Occupational Therapy Services, and Anne Nunn , Speech & Language Therapy.

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SHINE

*Supporting Healthy development
through INtEraction*



The SHINE program is an innovative multidisciplinary intensive relationship & developmentally based group program for preschool children. This program is offered for 2 hour sessions each Tuesday & Thursday morning during the school term.

For Young Children with Challenges in Relating, Communicating, Regulation & Sensory Processing, or other Developmental Delays

Research shows us that children develop through interactive relationships. Through consideration of the child's unique individual processing profile, we will draw each child into intensive play based learning interactions that are tailored to the child's unique goals. To support the home program aspect of this program parents are encouraged to participate in separate coaching sessions during the term in addition to the group based program.

A RELATIONSHIP & DEVELOPMENTALLY BASED APPROACH



We base our approach on three primary insights based on the latest research on how the mind and brain develop.:-

1. Language and cognition (thinking) as well as emotional and social skills, are learned through certain formative child caregiver interactions. And that these same interactions can facilitate progress in infants and children at risk or already showing signs of challenges in relating and communicating.
2. Children vary in their underlying motor and sensory processing capacities and working with the child's underlying processing differences can influence much of the child's behaviour and help him or her adapt across a broad range of abilities rather than just developing isolated cognitive skills or behaviour.
3. Progress in all areas of development is interrelated and rather than assessing language skills, motor skills, and social skills separately, we should look at how well these abilities are integrated in a child & how the components work together as a whole.

OUR METHOD

Best practice for young children is a small group size and high staff ratio and this is even more so when working with children with processing and regulatory challenges. The SHINE program will have five to six children and we aim for a minimal ratio of one facilitator per child.

Feedback to parents is seen as a priority and will be provided in a variety of means including in written, verbal and through photo/video feedback. Parent support is a high priority and parents will be able to participate in our training and support programs.

At the heart of our program will be our use of Floortime which is spontaneous play and interaction that has the goal of attuning ourselves to the child, and then once we are in a shared world with the child, develop a continuous flow of interactions. In this process, the interactive partner create a series of opportunities and challenges to help the child move up to higher levels of relating, communicating and thinking. Floortime is a intervention tool that can assist children to engage emotionally and is also a powerful approach that helps children, calm and attend, think, problem solve and reason.

We will be using Floortime to support each child to be pulled into learning interactions with our staff and as they are developmentally ready with each other. We use the evidence based framework of the functional emotional developmental levels (Greenspan, S,) to guide our assessment and goal setting.

As well as supporting each child through the functional emotional developmental stages we will be incorporating a range of semi structured developmental areas including sensory, motor, language, cognitive & self care and independence as appropriate for the individual goals of the child.

STAFFING



Staffing SHINE

Anne Nunn, Speech and language therapist and Kathy Walmsley, Occupational therapist and Director of Sensory Connections OTS who have over 50 years of combined experience will be co facilitators of this program. They will be supported by therapists and therapy support workers (from early childhood education, speech, and OT backgrounds)and student volunteers.

Location

SHINE is held at our Shenton Park premises which provide large and small spaces including a therapy gym with sensory motor equipment. There is a range of options for table top, craft, cooking, constructional, cognitive, language enrichment, and exploratory play experiences.

