

Yeerongpilly Early Childhood Development Program

Parent Information Handbook



Family-centred,
play-based programs

Informed communication opportunities

Valuing spoken language
and sign language

Achieving optimal outcomes
for children and families



TABLE OF CONTENTS

YEERONGPILLY EARLY CHILDHOOD DEVELOPMENT PROGRAM	3
DEAF CONNECT	3
STAFF	3
MISSION STATEMENT	4
SERVICE OUTCOMES	4
AIM OF EARLY INTERVENTION	4
COMMUNICATION OPPORTUNITIES.....	4
PLAY	5
OUR PROGRAMS.....	6
INDIVIDUAL SESSIONS	6
PLAYGROUP.....	7
GROUP PROGRAMS.....	7
WHAT YOUR CHILD NEEDS TO BRING TO THE GROUP PROGRAM	8
MORNING TEA AND LUNCH.....	8
ATTENDANCE AT LOCAL KINDERGARTEN and CHILD CARE CENTRES	9
INDIVIDUAL EDUCATION PLAN (IEP).....	9
LISTENING TECHNOLOGY.....	9
PARENT RESPONSIBILITIES	9
BEHAVIOUR SUPPORT	10
PARENT EDUCATION.....	10
HEALTH & SAFETY.....	10
INJURIES.....	10
ILLNESS	10
EXCLUSIONS RECOMMENDED BY QUEENSLAND DEPARTMENT OF HEALTH.....	10
MEDICATION.....	11
SKIN CARE.....	11
VOLUNTARY FINANCIAL CONTRIBUTION	11
HOLIDAYS.....	11

YEERONGPILLY EARLY CHILDHOOD DEVELOPMENT PROGRAM

Yeerongpilly Early Childhood Development Program (ECDP) is a Department of Education (DoE) facility for young children who are deaf or hard of hearing and their families.

We offer a range of programs with specialised staff to support children's growth and development from the age of identification until they transition to school. These programs are based on research, best practice and delivered by experienced staff. Communication and language development are fostered through a range of opportunities that are specific to the needs of the child and family preference.

The centre was established by a group of parents of young deaf children in 1953 and until the 1970's was the only preschool facility for children with a hearing loss in Queensland. For more than 60 years the centre was situated in O'Loan Street, Yeerongpilly and was relocated to purpose-built buildings at Yeronga State School at the end of 2013. A unique collaboration has evolved between DoE and Deaf Connect with the provision of therapy services for children engaged with the centre.

We welcome you to the Yeerongpilly ECDP community and hope that your time with us will be enjoyable and informative.

DEAF CONNECT



Serving our community.
Sharing our culture.

Deaf Connect is a registered National Disability Insurance Scheme (NDIS) provider of therapy services, based on site at Yeerongpilly ECDP. Yeerongpilly ECDP children and families benefit from a unique partnership with Deaf Connect, with eligible families accessing therapy services during the early years and beyond to support children's development. Therapy services currently include; speech therapy, occupational therapy, physiotherapy and psychology to support a child's communication goals, development and school readiness. Families have access to psychology support where required. Under the Healthy Hearing Monitoring Program funding, Deaf Connect speech pathologists also provide free-of-charge speech and language assessments to eligible children aged 0-6 years at regular intervals following the Healthy Hearing Review schedule.

STAFF

The staff of Yeerongpilly ECDP is made up of a team of DoE (Queensland) and Deaf Connect staff which includes:

Yeerongpilly ECDP DoE Staff	Deaf Connect
Teachers of the Deaf	Speech-language pathologists
Teacher aides	Physiotherapists
Auslan Language Models (ALMs)	Occupational therapists
Educational Interpreters (EIs)	Psychologist
Administration Officer	Teachers of the Deaf
Guidance Officer	General Manager
Speech Language Pathologist	Administration Team
Cleaners/Groundskeepers (through Yeronga State School)	

MISSION STATEMENT

We foster the development of effective communication for children who are deaf or hard of hearing in a positive learning environment through our inclusive, family-centred and play-based programs.

We guide and support each family in making informed communication choices to achieve optimal outcomes for their child.

SERVICE OUTCOMES

- ❖ Families will develop knowledge and skills to understand their child's hearing abilities and support their child's communication development within the family and community
- ❖ Families will develop effective communication for building relationships, social development and learning
- ❖ Families will develop support networks and advocacy skills to promote the well-being of the child and family
- ❖ Enable successful transition to Prep and community participation

AIM OF EARLY INTERVENTION

- ❖ Parent education and self-efficacy
- ❖ Family wellbeing and engagement
- ❖ Effective use of listening technology
- ❖ Immersion in language (spoken and/or signed)
- ❖ Monitoring listening, speech and language development
- ❖ Targeted goals and strategies to support positive interactions and communication development
- ❖ Supporting social and emotional development
- ❖ Learning through play
- ❖ School readiness

COMMUNICATION OPPORTUNITIES

Methodology and Approaches

Listening and Spoken Language

- **Auditory-Oral** – For children developing listening and spoken language through consistent use of listening technology, developing auditory skills, natural visual support (gesture, lip reading) and spoken communication

Bilingual-Bicultural

- **Bilingual Bimodal** – For children developing sign supported speech (spoken language in combination with Auslan), with English through audition for literacy development
- **Bilingual Unimodal** – For children developing Auslan with English through Auslan for literacy development

The ability to use Auslan along with knowledge of Deaf culture enables participation in the Deaf community and ease of communication in more challenging listening environments.

Auslan / Spoken Language Communication Continuum

The following continuum specifically relates to the child's understanding and use of Auslan and spoken language. The terms 'visual' and 'sign' refer to Auslan and 'auditory' and 'oral' refer to a spoken language (English and/or home language).

Children may use both visual and auditory information to access communication. Where the child sits on the continuum may differ between receptive language (what support they need to understand communication) and expressive language (what they choose to use with others). This may also change depending on the communication environment and their communication partner/s. Children may also change communication preferences and needs over time.

Receptive Communication Continuum					Expressive Communication Continuum				
Fully Visual	Mostly Visual	Equal Visual/Auditory	Mostly Auditory	Fully Auditory	Fully Sign	Mostly Sign	Equal Sign/Oral	Mostly Oral	Fully Oral
V	VA	VA	Av	A	S	So	SO	Os	O

Multimodal - Other Communication Possibilities/Systems

- **Tactile signing** – For children developing signed communication using touch
- **Augmentative and Alternative Communication (AAC)** – Ways of developing a child’s communication when an additional or alternative approach to speech, sign or writing is required
 - No tech – gesture, facial expression, body language and pointing
 - Low tech – photographs, pictures, symbols
 - High tech – iPad/tablet app or speech-generating device

References

<https://clerccenter.gallaudet.edu/national-resources/resources/our-resources/cochlear-implant-education-center/navigating-a-forest-of-information/language.html>

<https://www.childrens.health.qld.gov.au/wp-content/uploads/PDF/healthy-hearing/possibilities-and-pathways.pdf>

PLAY

Child's play is child's work and children learn best when they are actively involved and interested. Play supports learning and develops communication, social/emotional and physical skills Through play children:

- | | |
|---|---|
| <ul style="list-style-type: none"> • relax • have fun • learn • test ideas • ask questions • come up with answers • discover • experiment • make decisions | <ul style="list-style-type: none"> • problem solve • develop language • make friends • share • co-operate • negotiate • develop resilience |
|---|---|



OUR PROGRAMS

Our programs consist of one or a combination of the following:

- **Individual sessions**
 - for all children up to 3 years of age
 - for children over 3 not attending our group program
 - with a Teacher of the Deaf
 - with an Auslan Language Model as needed
 - fortnightly or monthly
- **Playgroup – Baby and Toddler**
 - fortnightly session coordinated by a Teacher of the Deaf with support from an Auslan Language Model and Educational Interpreter
 - for children attending individual sessions
 - supported by Deaf Connect therapists
- **Auslan playgroup**
 - weekly sessions coordinated by Deaf staff, for children aged 0-5 years attending individual sessions or group program
 - for families aiming to develop Auslan skills and become more proficient users
 - voice off environment
- **Group program**
 - for children 3 years of age through to school entry
 - with a Teacher of the Deaf, Teacher Aides, Auslan Language Models and an Educational Interpreters
 - children can access speech therapy, physiotherapy, occupational therapy and/or psychology from Deaf Connect during group program attendance
 - two days a week
 - for children turning 3 from July, a one day a week transition group may be offered in semester two depending on numbers

INDIVIDUAL SESSIONS

Individual sessions are offered to children who are under three or not attending any of the group programs. The sessions provide opportunities for individualised support with a Teacher of the Deaf and other support staff. Sessions are play-based and help to model and teach strategies to support the child's development. These sessions are offered on a fortnightly or monthly basis alongside playgroup. The child attends with their parent or carers, who are encouraged to be actively involved in the session. Goals for the child are identified through ongoing consultation with the parent/carer and relevant support agencies (e.g. teacher or therapists).

In sessions we may:

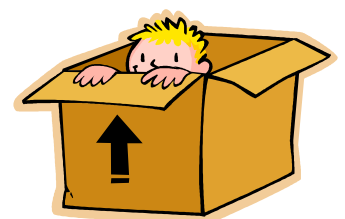
- work directly with the child
- discuss and identify new goals
- identify and demonstrate the best strategies to achieve specific skills or goals
- find ways to practice and incorporate skills in everyday life
- share observations

Individual sessions may include, but are not limited to:

- programs to develop the child's listening, speech, language, play and communication skills
- an auditory skills program (i.e. listening program for children with hearing aids and habilitation program for cochlear implant recipients)
- parent education and support
- assessments to monitor progress
- access to Auslan support with a native Auslan user

Regular attendance of individual sessions supports teachers and staff to build close relationships with the child and family, in order to provide a high quality individualised program. Participation and commitment from families is an important aspect of successful early intervention.

If you will be absent from your session please contact staff at Yeerongpilly ECDP so that we can plan appropriately.



PLAYGROUP

Goals

- To provide opportunities for children to develop their social, physical, cognitive and communication skills in a safe, language rich environment
- To offer a variety of activities that encourage children to explore, experiment and interact with other children and adults
- To provide opportunities for families to socialise, develop networks and establish friendships in a relaxed environment
- To provide opportunities for families to chat and meet with specialised staff, including Teacher of Deaf, Auslan Language Model, Educational Interpreter and Deaf Connect therapists
- To provide targeted information sessions throughout the year to support families to develop their skills and knowledge

Guidelines

- Tuesday Playgroups are offered in conjunction with individual sessions to families with babies and toddlers from birth to three years of age who are registered with our centre. An additional Auslan playgroup is provided for families with children attending individual sessions or the group program, seeking to further develop their Auslan skills
- Children of Deaf Adult (CODA) families may visit upon request, depending on numbers
- Both spoken English and Auslan are used to communicate with families and children at baby and toddler playgroups. Auslan playgroup is predominately voice off
- A Teacher of the Deaf, Auslan Language Model and Educational Interpreter, coordinates baby and toddler playgroup
- Auslan playgroup is coordinated and supported by Deaf staff members
- Tuesday Playgroups are regularly supported by additional specialist staff from Deaf Connect, including Speech Language Pathologist, Physiotherapist and Occupational Therapist
- Other external support includes visits from a Hearing Australia Audiologist and a Deaf Children Australia Parent Mentor
- Parents and staff share the responsibility for the safety and supervision of the children
- Parents provide morning tea for their children. Tea and Coffee are provided for parents
- Voluntary Financial Contribution for families accessing individual sessions and playgroup or CODA families

GROUP PROGRAMS

Group Programs are an integral part of the Yeerongpilly ECDP experience and most children will enter the 2 day/week program once they have turned 3. If your child has their birthday in the second half of the year, they may enter the one day/week 'Transition Group' or wait for the following January and begin in the two day/week group.

Yeerongpilly ECDP is an early childhood development program for young deaf and hard-of-hearing children and their families and our primary focus is to develop and extend communication skills within a quality early childhood setting. Communication may consist of spoken language, Auslan, Sign-supported-speech or the use of communication symbols and visuals. Children are encouraged to explore and investigate early literacy and numeracy concepts and ideas within a play-based program. Social skills are developed and supported explicitly.

IEP's (Individual Education Plans) are developed to cater for individual needs of the children in partnership with parents and carers and therapists working with the child.

As a centre we acknowledge the indigenous custodians of the land and recognise the Deaf leaders in our community and the cultural diversity of our families.

Speech therapy, physiotherapy, occupational therapy and psychology sessions are available on Thursdays and Fridays for children with NDIS funding and are available from Deaf Connect staff. Deaf Connect has a historic link with the ECDP as Yeerongpilly was originally established by parents of pre-school deaf children in the 1950's.

The program commences at 9am and children are collected at 2 pm. They will need their food for the day and a water bottle. Please name all items sent to the ECDP. Children will also need a sun hat and a change of clothes and extra nappies and wipes or underpants as required. Self-care skills are

encouraged and supported in the ECDP including eating, toileting, washing hands, packing away toys, and caring for one's belongings.

If your child is absent please let the Yeerongpilly ECDP office know – or your child's teacher.

Routines are very important in assisting children to settle in and are an important way to develop communication and language skills.

Example of Daily Routine (This may vary depending on the day and group of children)

9am	Settling in activities Morning routine – welcome, song, story
10:30	Morning tea and outside play
11:10	Whole group language session
11:30	Group activities
12:20	Lunch and outside play
1:00	Afternoon group activities
1:45	Farewell routine

Children may also be involved in whole class or individual therapy sessions.

WHAT YOUR CHILD NEEDS TO BRING TO THE GROUP PROGRAM

Children should bring the following items to the ECDP **clearly labelled**. Your child's teacher may request additional items from time to time.

- A named lunch bag or box containing lunch and morning tea. Refrigeration is available for lunches
- A named water bottle
- A named hat for outside play
- Spare clothes (shirts, pants, underwear, socks) – we enjoy lots of messy play
- Nappies, pull-ups, wipes and spare underwear as required
- Your child should wear suitable footwear and clothing that is suited to climbing, painting, playing and exploring when they come to the ECDP
- Listening technology, batteries and spare parts for hearing aids and cochlear implants including Roger

MORNING TEA AND LUNCH

Children need to bring morning tea and lunch.

At Yeerongpilly ECDP we encourage healthy eating, while acknowledging the dietary requirements of individual children. Children are closely supervised while eating at all times. We request that you do not send items containing nuts to school due to severe nut allergies in some children (this includes peanut butter and Nutella).

Eating together helps to encourage:

- good eating habits
- social skills
- communication / language skills
- feeding skills (some children may require support to develop swallowing and chewing skills)



Recommended Foods

sandwiches
cold meats
dairy products
fruit
vegetables
dried fruits
crackers
homemade muffins

Foods NOT Recommended

muesli bars
fruit strips
biscuits
cakes
lollies
chocolate (or derivatives)
any soft drinks
chips

Cold water is available at all times.

Staff are unable to heat food due to safety issues (for example uneven heating which can cause scalding). Please do not send food that requires heating.



ATTENDANCE AT LOCAL KINDERGARTEN and CHILD CARE CENTRES

Children's attendance at their local early childhood centre is supported by Yeerongpilly ECDP outreach for the over 3's. We liaise with and offer information to the staff of these centres including online professional development.

The local AVT-DHH, (Advisory visiting teacher for deaf and hard of hearing children), will be the main support person when your child commences at school.

INDIVIDUAL EDUCATION PLAN (IEP)

IEP stands for **Individual Education Plan** and is a plan that is developed specifically for a child over the age of three who is attending the group program. Each child's IEP consists of developmentally appropriate prioritised target goals that are set down in specific areas of development, for example, language, speech, audition, social/emotional.

The IEP is the outcome from discussions with the parent, teacher/s and therapists during term 1. It allows for a shared responsibility and understanding regarding the needs of the child and is an important process for parents to be involved in. These plans are shared with families in term 2 and are reviewed towards the end of the year, but can also be reviewed at any time on the request of a parent or staff working with the child.

A copy of the IEP is provided for you and can be shared with anyone else involved in your child's education (child care centres, kindergartens and therapy services).

LISTENING TECHNOLOGY

In order to maximize children's listening potential, children are supported to wear any fitted personal hearing aids and/or cochlear implant processors consistently throughout the day.

Once a month, during term times, Yeerongpilly ECDP has a visiting Hearing Australia Audiologist who is able to take new moulds, collect hearing aids for repair and set up Wireless Communication Devices (WCD). Parents/carers should also access their local Hearing Australia Centre or Cochlear Implant Clinic for repairs and replacement parts.

- For children wearing Cochlear Implants, please ensure that the remote and all replacement parts (coil, cords, ear hook, microphone protector and spare batteries) are sent to the ECDP each day.
- If a child uses a WCD, the WCD is issued to the parents. The care and maintenance of the WCD is the responsibility of the parents with the support of staff.

PARENT RESPONSIBILITIES

Parents and carers play a vital role in the education and ongoing development of their child. Parent participation is paramount on a variety of levels.

It is the parents' responsibility to:

- let us know changes in recorded information – contact details, health issues, changes in childcare/kindergarten settings
- read all communications from Yeerongpilly ECDP
- use discretion as to whether a child is well enough to attend individual sessions or group program due to illness
- comply with health and hygiene policies of DoE
- contact Yeerongpilly ECDP to advise staff if your child will be absent due to illness or appointments

BEHAVIOUR SUPPORT

Yeerongpilly uses a range of developmentally appropriate strategies that are responsive to the individual needs of children.

Support is offered to help with issues arising for individual children through:

- teacher/therapist support
- guidance officer support
- psychology support
- referral to outside services if required

PARENT EDUCATION

This is made available to parents through formal and informal means including discussions on an individual basis, emails, newsletters, playgroup, parent information sessions and other correspondence sent home as required.

Information is offered in, but not limited to, the following areas:

- Audiological management (hearing aids, cochlear implants, WCD)
- Development of speech, language and listening skills
- Hearing loss and its impact on the child and their family
- General child development information
- Information and support related to additional needs that children may have
- Transitioning to school/Prep

HEALTH & SAFETY

The Centre is a **NON SMOKING CENTRE**. No smoking should occur within sight of the children in attendance (i.e. not in the building or in the car park).

INJURIES

Parents of an injured child will be contacted immediately. All incidents requiring first aid or medical intervention are recorded on the DoE Workplace Health and Safety portal. The physical safety of the children is one of the important responsibilities of our Centre.

ILLNESS

- For minor ailments, parents should use their own judgement. Usually if a parent is in doubt as to whether their child is well enough to attend then it is best to keep them at home.
- It is important to advise us of any illness your child has, in case it is contagious.
- Certain contagious diseases are notifiable and exclusion from the Centre is necessary.
- Children suffering from an infectious complaint e.g. measles, mumps, head lice, chicken pox, COVID-19 **MUST NOT ATTEND** the centre. Please refer to the Queensland Health Exclusion Policies below.
- If your child becomes ill during the day you will be notified so he/she can be taken home as soon as possible.



EXCLUSIONS RECOMMENDED BY QUEENSLAND DEPARTMENT OF HEALTH

For more information and illness exclusions:

https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf

If you have any questions please contact the office.



MEDICATION

For medication to be administered during school hours and/or during school-related events, parents/carers are required to provide the school with:

- A completed [Consent to administer medication form](#)
- The medication must be in its original container, with intact packaging, with an attached pharmacy label.

If your child requires medication at a routine time (e.g. 11am every day), the pharmacy label attached to the medication provides the school with the instructions from the doctor/dentist needed to safely administer the medication. Examples of routine medication include Ritalin, antibiotics, eye/ear drops, enzyme tablets and ointments. No other written information from the prescribing health practitioner is required.

Additional written information from the prescribing health practitioner is required if your child:

- a. **requires medication as an emergency response** of a child's health condition i.e. asthma, allergy. Depending on your child's health condition, the prescribing health practitioner will need to complete:
 - an Asthma Action Plan and/or
 - an Anaphylaxis Action Plan and/or
 - written instructions if your child has more complex health needs.
- b. **requires insulin**. Your doctor will need to complete a medication order for insulin
- c. **requires medication as needed (but not as an emergency response)**. Your health practitioner will need to complete a *Medication order to administer 'as-needed' medication at school*.
- d. **has their dosage changed from that on the pharmacy label**. Your health practitioner will need to write a letter for the school explaining the changes. To assist the school in safely administering the medication to your child, you are encouraged to have your pharmacist update the pharmacy label attached to the medication with the new dosage as soon as possible.

SKIN CARE

The Centre requires that both children and adults wear hats outdoors. Parents are encouraged to apply sunscreen and repellent to their child at the beginning of the day. All care is taken to ensure that the children are sun-safe and play in shaded areas.

VOLUNTARY FINANCIAL CONTRIBUTION

Yeerongpilly ECDP is a State Government facility resourced to provide a core educational service with no cost to families. To enhance our programs parents may choose to make a voluntary financial contribution towards the costs of arts and crafts supplies, cooking materials and playgroup morning teas.

A suggested guideline for the contribution is \$10 per term for families accessing individual sessions and playgroup, and \$20 per term for families accessing the group program.

Envelopes for payment are available from the office or your child's teacher.

HOLIDAYS

Yeerongpilly ECDP is a State Government ECDP and as such normal school vacations, public holidays and student free days are observed.

For school holidays and term dates please view the webpage below

<https://education.qld.gov.au/about-us/calendar/term-dates>

Please don't hesitate to contact us if you have any questions or require further information.



Yeerongpilly Early Childhood Development Program (ECDP)

Location:
Yeronga State School Campus
99 School Road
Yeerongpilly Qld 4105

Postal Address:
122 Park Road
Yeronga Qld 4104

Ph: 3426 4222
Mobile: 0475 834 719

Email: yecdp-admin@yerongass.eq.edu.au
Website: www.yeerongpillyecdp.eq.edu.au