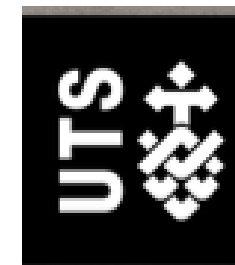




# The Broken Link:

Overcoming challenges  
to successfully engage  
allied health professionals  
in NSW schools

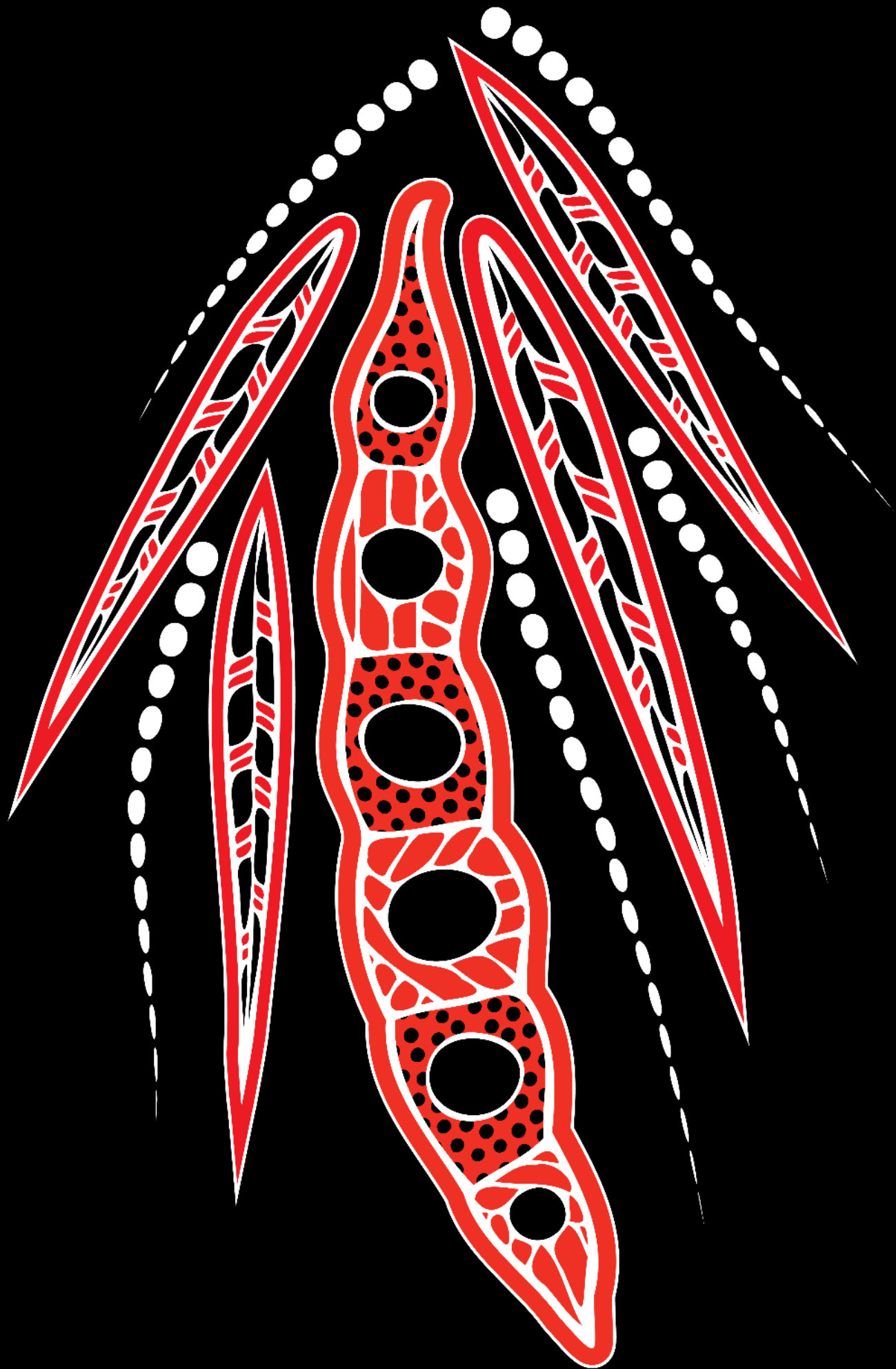
Dr Kirsty Young (Special Education UTS)  
Dr Rebecca Smith (Speech Pathologist UTS)  
Olivia Jackson (Occupational Therapist)



# Acknowledgement of Country

We would like to acknowledge the Gadigal People of the Eora Nation upon whose ancestral lands the ICC now stands. We would also like to pay respect to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for this land.

The Girra Maa wattle seed artwork was produced by Wiradjuri artist Nathan Peckham



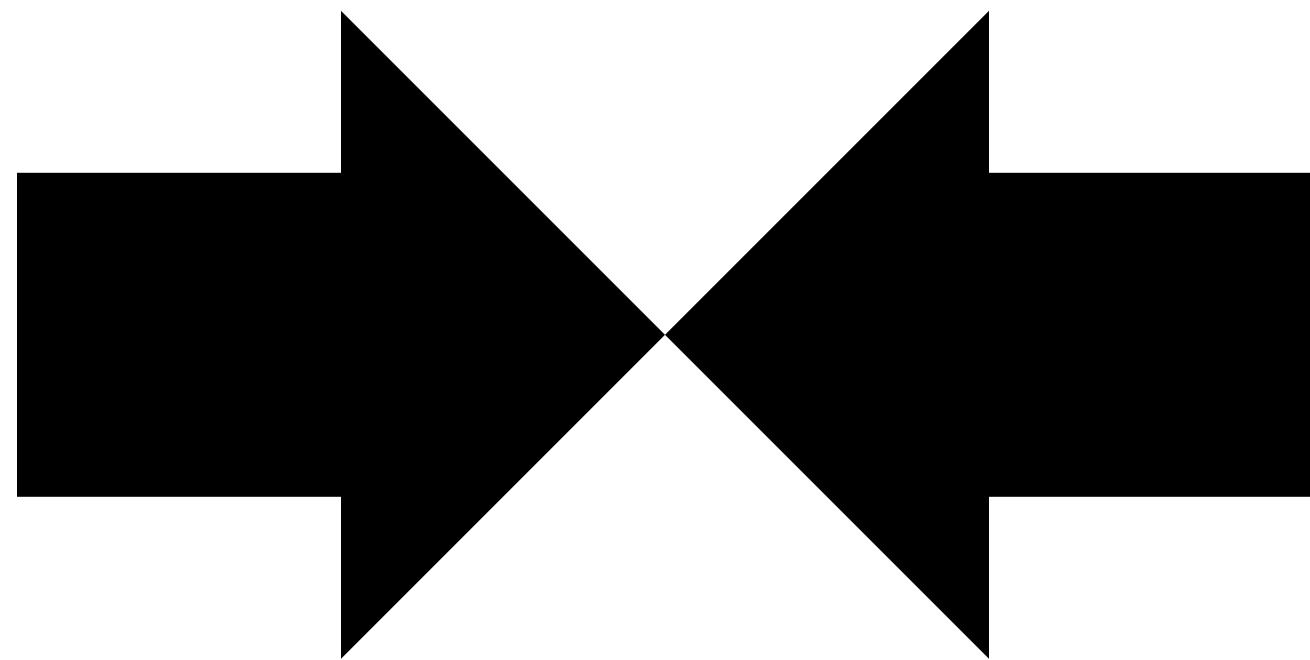


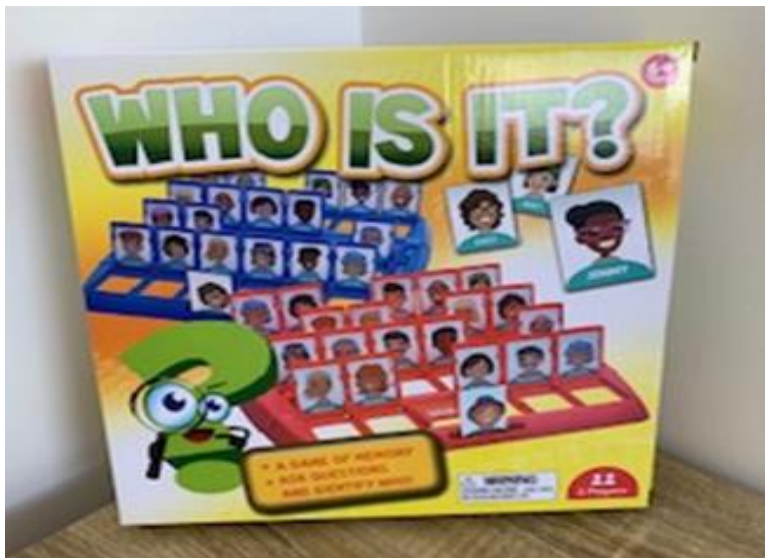
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**When a parent or therapist asks for therapy to be delivered in your school what is your immediate reaction?**







## Speech Pathology

- Communication and feeding therapies to children in support and mainstream classrooms.
- Outreach to rural schools where limited services are available (UTS SPROUTS Clinic).
- Speech pathology can assist your students to build their understanding and vocabulary access the classroom curriculum. We may also provide mealtime and social skills support to support their participation.

# Occupational Therapy

Support daily occupations that may include self-care, engaging in school tasks and play.

Occupational therapy can assist students where there are challenges with:

- fine motor/handwriting and gross motor skills required to participate in classroom tasks
- dressing, eating, toileting, organisation of self and belongings
- engaging in the playground physically and socially
- managing strong emotions and behaviours to self regulate
- sensory processing differences
- accessing the environment and curriculum due to physical barriers



A close-up photograph of a white grid pattern on graph paper. Numerous small, five-pointed stars are scattered across the grid. The stars are in various colors: red, green, yellow, blue, and silver. Some stars are placed on the grid lines, while others are slightly off-center. The background is a soft, out-of-focus white.

## Our client - Josh

Both speech and OT have been contacted by the parent of a 12-year-old boy in Year 6 in a support unit. Josh requires specific support:

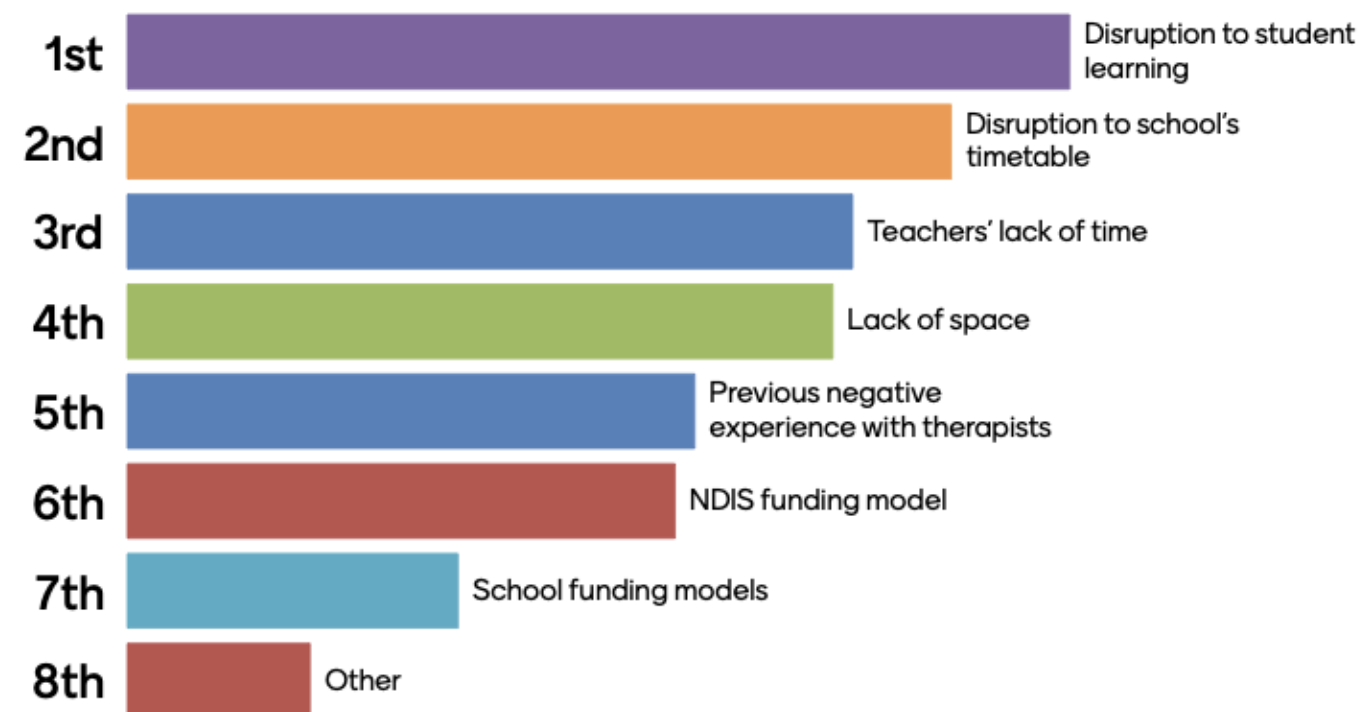
- with sitting at the table or on the floor to complete tasks
- to follow instructions provided by the teacher
- for toileting and for feeding
- Josh communicates using pictures on his iPad or single words
- he frequently tries to leave the classroom when other children in the class are too loud
- parents are concerned about his transition to high school
- therapy is funded through the NDIS



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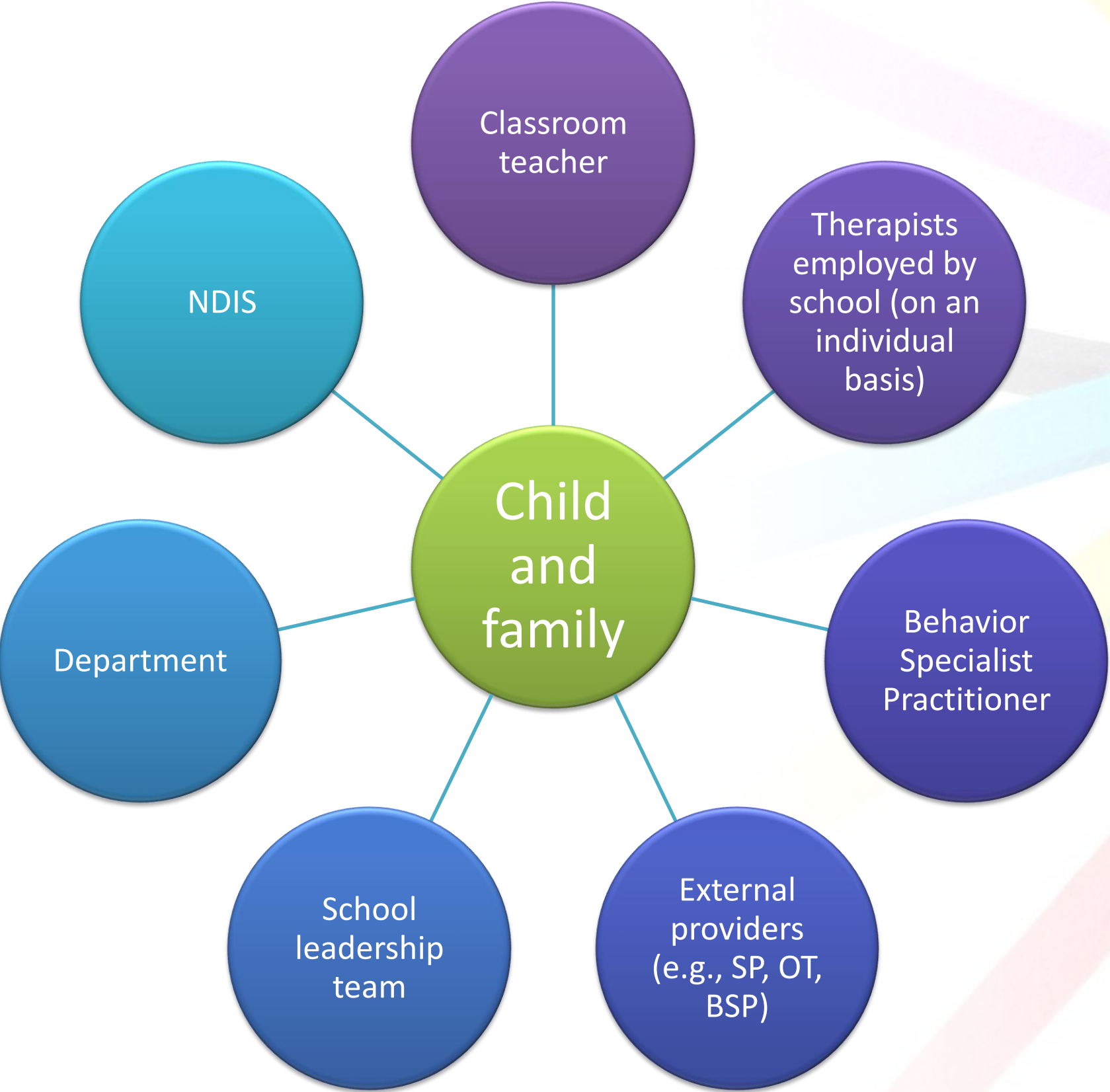
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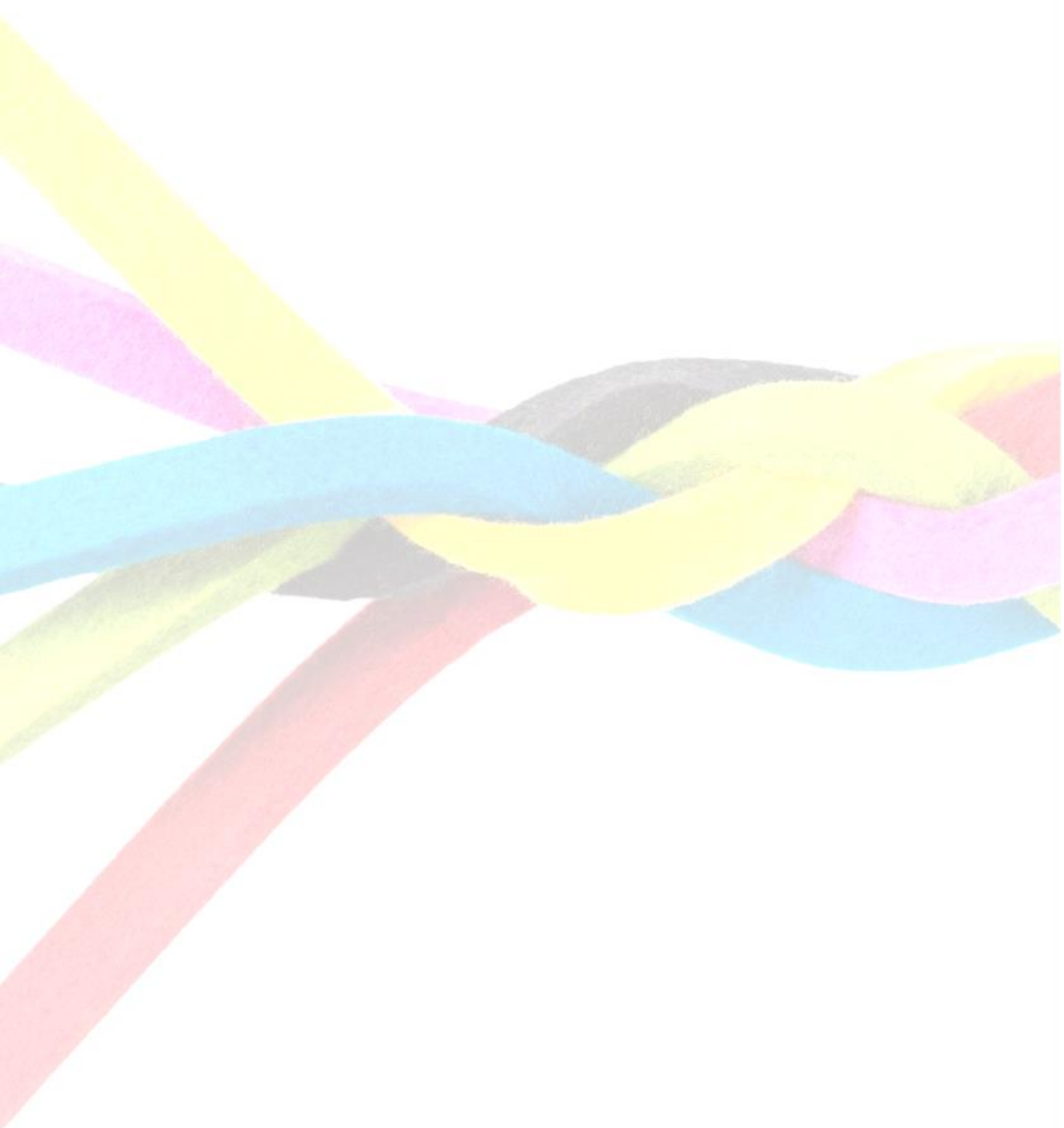
## Rank these items from MOST to LEAST problematic



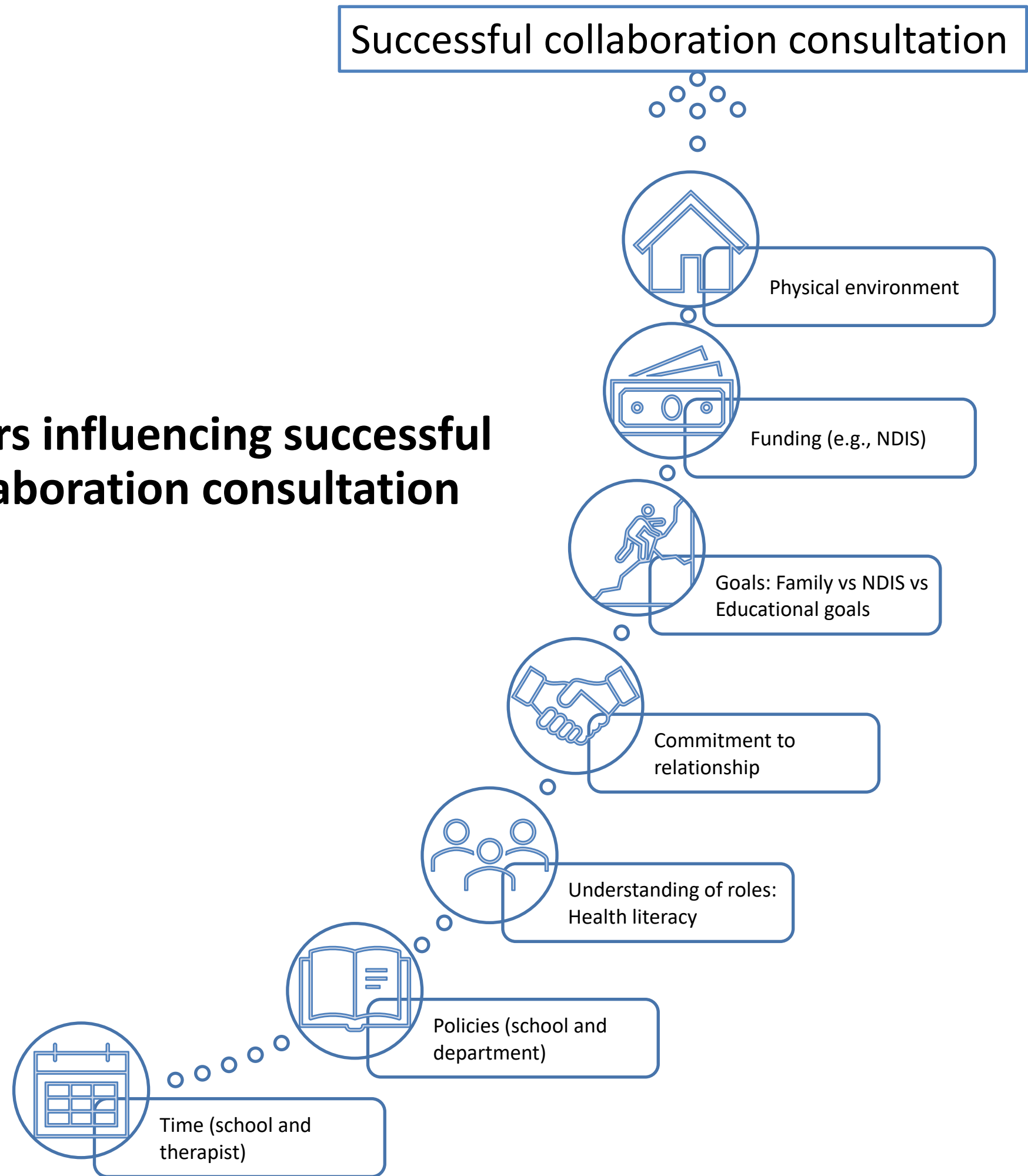


# Parties Involved





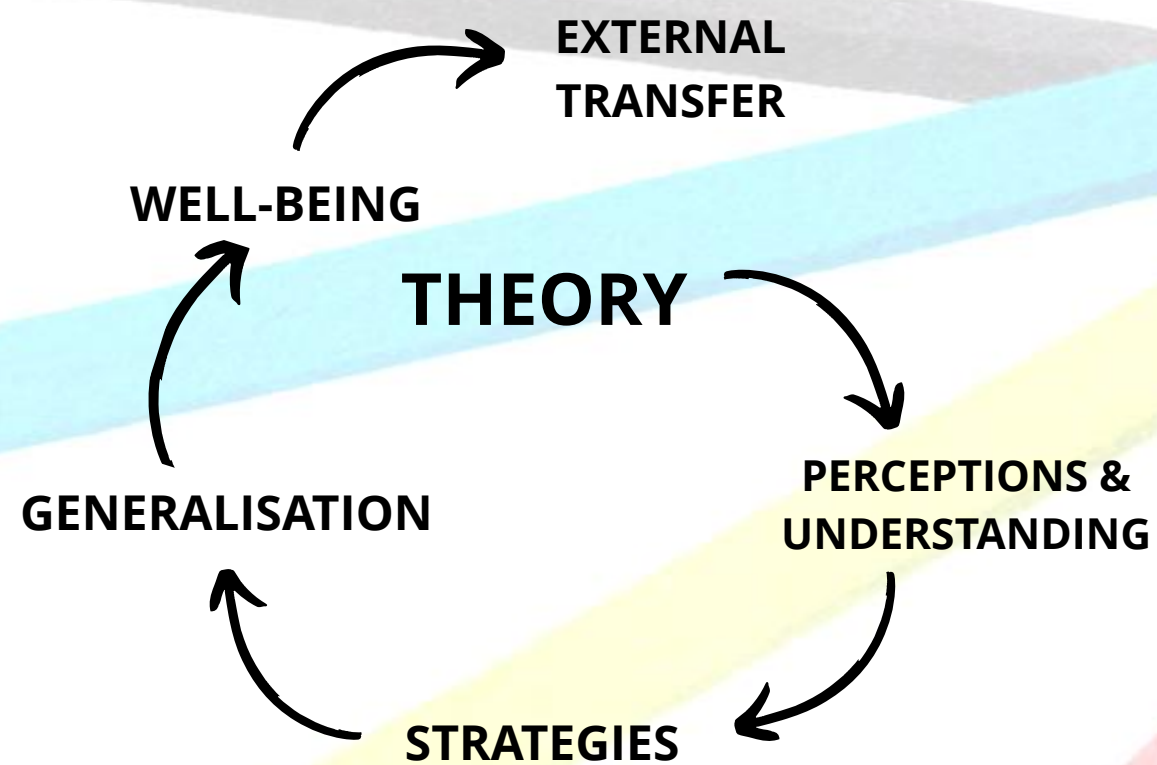
## Factors influencing successful collaboration consultation



# Success Story

Project undertaken with three SSPs in the Sutherland Shire

## Educator PL outcomes



## Contributing factors

In this study 10 key facilitators of success:

- investment in human resources
- sufficient time
- developing trust and respect
- modelling practices
- whole-school approach
- shared language
- flexible opportunities for communication
- ownership and accountability
- developing a community of practice
- transfer of knowledge to mainstream schools

# Moving forward, what can we take back to our colleagues to help you lead your school/district toward more collaborative practices between teachers and therapists?



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Your questions/advice for therapists, educators, families, leaders? **10** Responses

Test ↗

Logistical challenges

I don't have the space to accommodate

Difficult to manage re space , would love to have you all pre screened ..

I welcome therapists - but too many unfamiliar adults in the classroom results in too much dysregulation

The therapists need to understand we are managing our spaces and staff and students not just facilitating the therapy in our spaces

Need to support school goals if therapy is happening in school

We need to work collaboratively but with respect.

Would you allow a teacher to come and run a lesson in your therapy session?

Is therapy actually required at school? How will it

# WHERE TO FROM HERE?

To continue the discussion, join the:  
Allied Health in Schools LinkedIn Group

<https://www.linkedin.com/groups/14285174/>



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