



# Emerge Allied Health

ACCEPTANCE | CONNECTION | INNOVATION



**SALLY CASHMAN**

Psychologist



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Practice Manager



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Behaviour Therapist

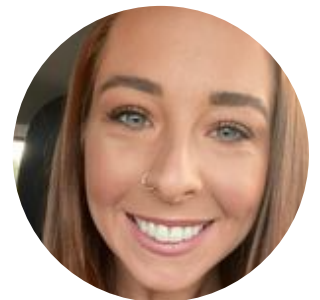
## WELCOME TO THE TEAM!

Emerge Allied Health is thrilled to welcome lots of new faces to our team this year. Check out our website [here](#) to find out more about what they can do to support the children in your life.



**ALEX LONG**

Allied Health Assistant



**JESS HARDSTAFF**

Allied Health Assistant



## Seeing people wearing face masks



For more COVID-19 resources visit our website [www.autismspectrum.org.au](http://www.autismspectrum.org.au)



## COVID-19 Resources

A range of resources to support children to understand COVID-19, its prevention, and testing, can be found on the Autism Spectrum Australia website ([click here](#)).

We especially like the freely downloadable Social Stories. [This one](#) supports children to feel more comfortable with seeing adults wearing masks.

## Wash your hands

Visual schedules are a useful tool for supporting children to understand and follow a sequence of steps. Below we have provided a typical visual schedule for washing your hands, which you can print and laminate for your bathroom. It can also be found at Living Well with Autism ([here](#)), along with many other common visual schedules.



## TRAINING FOR YOUR STAFF

Emerge can work with you to provide training to your staff. We can provide training in speech and language development, positive behaviour management, sensory processing, daily living skills, Autism Spectrum Disorders, and more. Speak to your local Inclusion Support Agency around grants that may be available for educators. Explore how we have worked with other services

[here](#).

Contact us at [admin@emergealliedhealth.com](mailto:admin@emergealliedhealth.com) to discuss your needs.

# Creating a Regulation Space

A space that enables children to manage their own regulation can be a useful addition to your classroom or home. Importantly, this should not be seen as a 'timeout' or punitive space.

You can fill the space with tools to support regulation, such as cushions, fidget toys, headphones, playdough, books, weighted toys or cushions, dice or cards to support breathing exercises or stretching, visual timers, or mindfulness tools like glitter jars.



## For your Bookshelf

Hey Warrior is written by child psychologist Karen Young. It introduces children to the concept of anxiety in an empowering way, and gives them strategies for when their warrior amygdala takes over.

View a video trailer of Hey Warrior [here.](#)



## SUPPORTING TRANSITIONS

Children are asked to cope with many transitions throughout the day – from home to school or care, from a preferred task to a non-preferred task, from outside time to classroom time. Some children find it difficult to move from one activity to another.

Three steps are involved in transitions, each of which present opportunities for your support:

- 1. Stop the current task:** Use visual timers, provide a 'completed work' box, visual schedules with a 'finished' column, provide intermediate steps (e.g., when moving from preferred to non-preferred, provide an intermediate neutral activity).
- 2. Think about the next task:** Use visual schedules, photo cues of the next location, activity, or person, preview the task (e.g., provide a few spelling words and spell them together before a test).
- 3. Begin the next task:** help them to start, provide regulation tools while they begin.



PSYCHOLOGY| SPEECH PATHOLOGY| BEHAVIOUR, PLAY & OCCUPATIONAL THERAPY



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