

What ADHD can look like

- Impacts executive functions such as future planning, organisation and inhibitive responses to distractions when pursuing goals
- Impacts on top-down regulation
- Behavioural regulation
- Emotional regulation
- Disinhibited aggressive impulses- can lead to conduct disorder symptoms
- Challenges with bottom-up processing of attention

- Need immediate and frequent rewards and there will be a slower extinction of behaviour
- Dopamine transfer deficit can lead to lack of close attention and careless mistakes because behaviour is not being constantly driven by continuous reinforcement of anticipation of dopamine release.
- Greater emphasis on immediate reward
- Poorer performance under partial or discontinuous reward schedules
- Impaired reinforcement learning and acquisition of behaviour

- Impaired integration of earlier reinforcers
- Impaired ability to change behaviour in response to changes in reinforcement contingencies
- Impaired response to conditioned rather than actual reinforcement
- Problems with adding new contingency information in the working memory
- Less behavioural inhibition
- Slower rate of extinction

CULTURE IS INCLUSION

A narrative of Aboriginal and Torres Strait Islander people with disability

Scott Avery

Executive Summary of research findings

1. Disability in Aboriginal and Torres Strait Islander communities is twice as prevalent, more complex in terms of co-occurring disabilities, and compressed within a shorter life expectancy compared to other Australians.
2. Aboriginal and Torres Strait Islander people with disability experience unique form of 'intersectional discrimination' and social inequality that is an interaction of discrimination that is both Aboriginal and Torres Straits Islander and disability related.
3. Frequent exposures to various forms of discrimination can have cumulative impact and can manifest into 'apprehended discrimination'. This is a pathway in which a fear of discrimination transforms into a rational expectation of discrimination, and it can lead to a person avoiding social situations where they could be exposed to possible discrimination.
4. The statistical data and testimony of participants show that intersectional inequality is acute and pervasive across all supports for Aboriginal and Torres Strait Islander people with disability; including disability services, health, education, employment housing and transport.
5. The impact of intersectional inequality as a detrimental impact upon the social health and wellbeing of Aboriginal and Torres Strait Islander people with disability.
6. The sole category that is an exception to the inequalities experienced by Aboriginal and Torres Strait Islander people with disability is their social participation within their own communities. Rates of participation by Aboriginal and Torres Strait Islander people in cultural and community activities are on par with other Aboriginal and Torres Strait Islander people.
7. A culture of inclusion is a moderating force on the social health and wellbeing and has a mitigating impact on intersectional inequality.



First Peoples
Disability Network
Australia

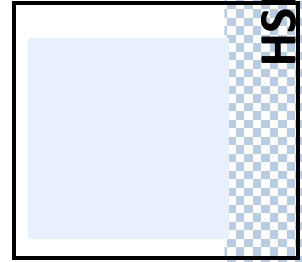
fpdn.org.au



Engagement observation record

for education and care

CONFIDENTIAL



HSP424

This tool is used to collect data on the level of engagement in learning of children and young people through a short observation. Tracking levels of engagement is a useful tool to monitor the effectiveness of strategies.

Name of child/young person:

Education or care service:

Date:

Describe a brief overview of the setting

(Include details such as which class they are in, who is the teacher, who is the support worker and what the task is)

Working

(select all that apply)

unaided

aided

alone

in a group

whole class activity

Minimum of 15 minutes observation at intervals of:

10 seconds

15 seconds

30 seconds

Tick relevant column (**Minimum of 15 minutes observation**)

(in 20 min there would be 80 observations with 15 second intervals; in 30 min with 30 second intervals there would be 60 observations)

	Actively on task	Passive on-task	Off task, moving around, left room	Off task, making noise	Off task, quiet, not moving	Most class off task
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
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16						
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29						
30						
31						
32						
33						
34						
35						

ENGAGEMENT OBSERVATION RECORD

Health Support Planning



Engagement observation record

for education and care

	Actively on task	Passive on-task	Off task, moving around, left room	Off task, making noise	Off task, quiet, not moving	Most class off task
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
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51						
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67						
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74						
75						
76						
77						
78						
79						
80						
Total						
%						

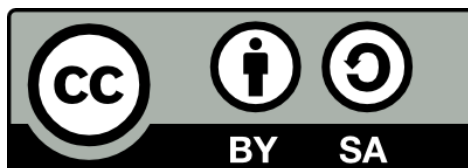
Interoception & Communication



Government
of South Australia

Department for Education

Pazios, A. (2020) *Interoception & Communication*, Department for Education, South Australia.



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Foreword

This booklet has been developed as a supporting resource for *Ready to Learn Kit, Interoception:301* and *Interoception, Parent and Caregiver Booklet*, Department for Education, South Australia.

This booklet supports the implementation of interoception activities with children who are non-verbal, have limited functional communication or respond best with visual instructions.

This is a guide to how you can complete activities with your child throughout your day. It outlines ways in which you can incorporate children's individual communication needs and the interoception language into activities you are already doing.

By encouraging our children to communicate and to connect to themselves during everyday activities, we help our children to identify their body signals, recognise when their body signals change, communicate what they are feeling and act or respond in a socially acceptable way to these body signals.

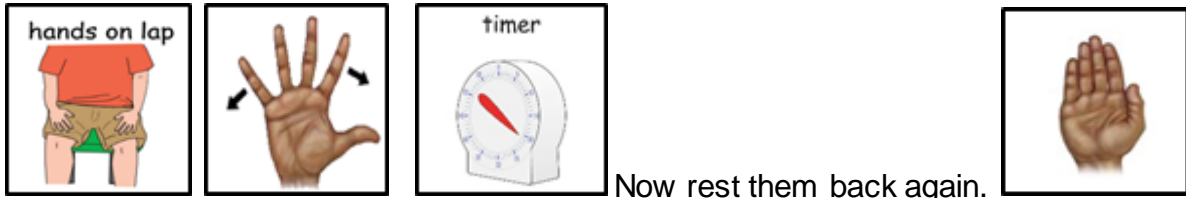
We hope you find this booklet useful to help your children deal with big emotions.



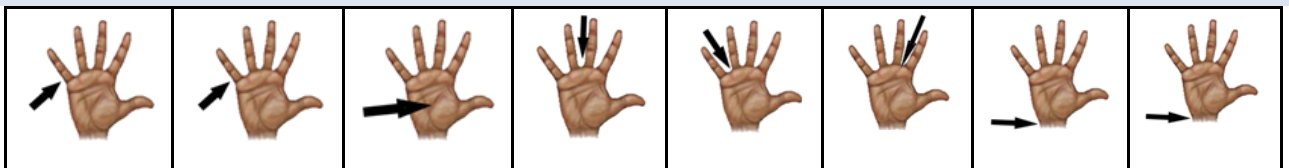
Interoception activity

Finger Stretch

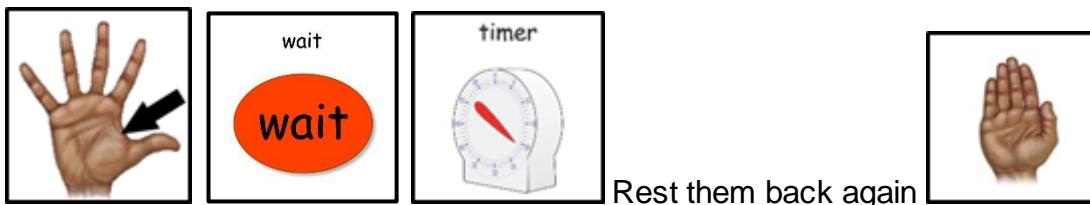
Sitting down, rest your hands in your lap, stretch your fingers as wide apart as you can and hold them for 30 seconds.



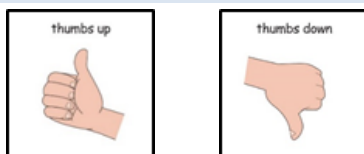
Where did you feel it when your hands were stretched?



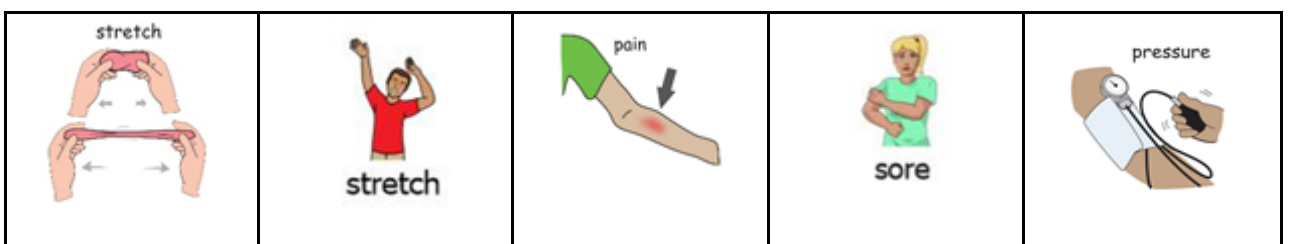
We are going to repeat the activity again, but this time we are going to focus on the webbing between our finger and thumb.



Did you feel it between your finger and thumb?



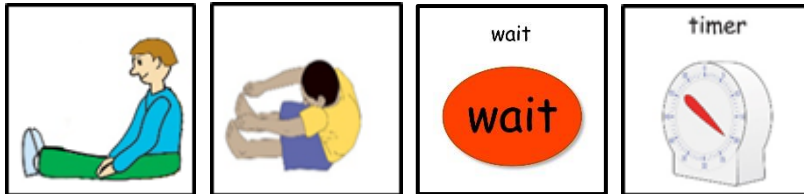
What did you feel?



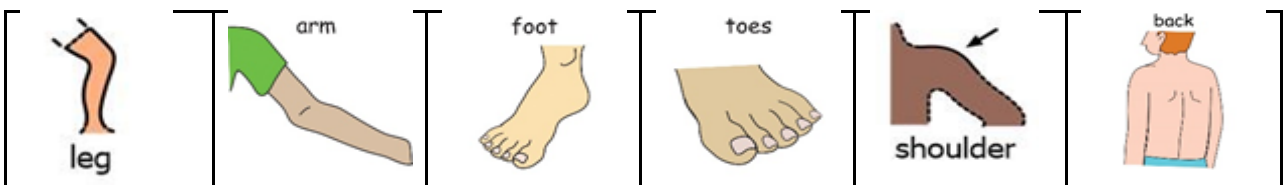
Interoception activity

Toe Touch

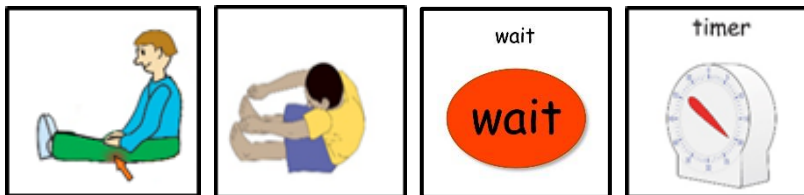
In a seated position on the floor, sit up straight and stretch your legs out. Reach your arms out straight and try to touch your toes. Hold this for 30 seconds.



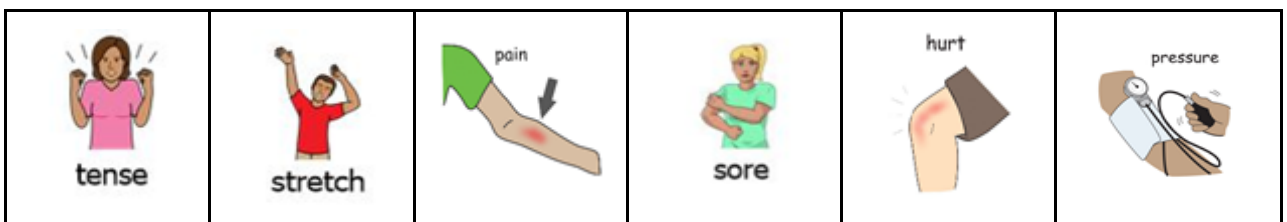
Where did you feel it?



We are going to repeat this activity again, but this time we are going to focus on the muscles at the back of our legs (our hamstrings)



What did you feel?

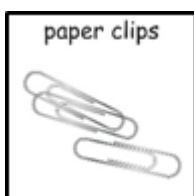


Interoception activity

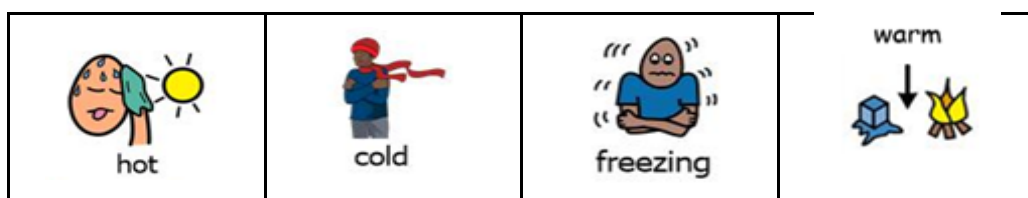
Paperclip

Place some paperclips in the freezer prior to this activity.

Give your child a paperclip from the box.

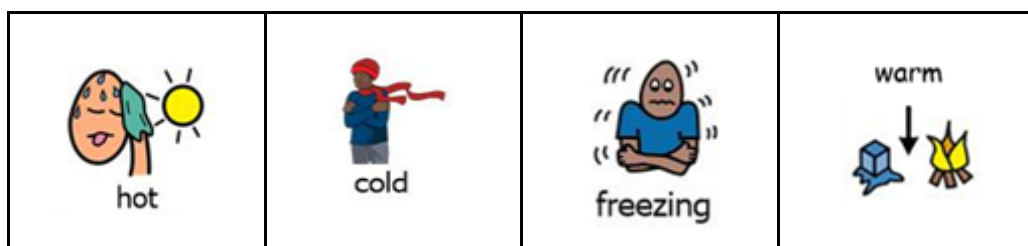


What do you feel?



We are going to repeat the activity again, but this time you are going to give your child a paperclip from the freezer.

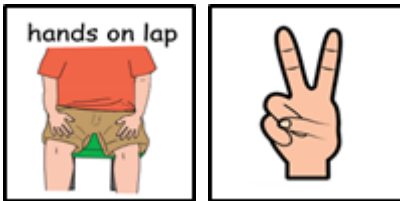
What do you feel?



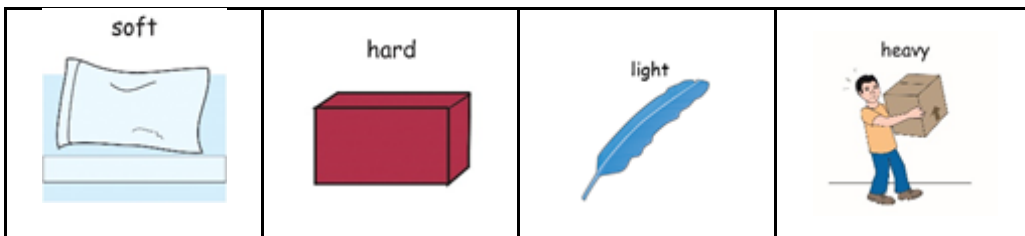
Interoception activity

Firm versus Light Touch

Sitting down, rest your hands on your lap. Rest 2 fingers on the top of your leg.

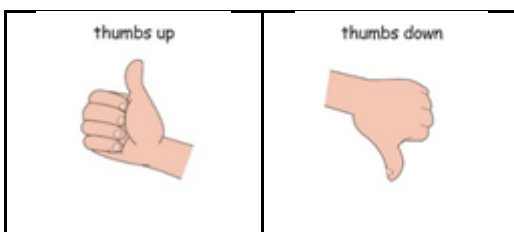


What do you feel?

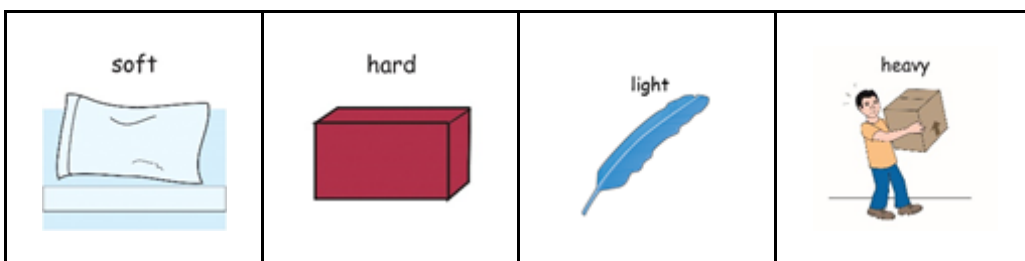


We are going to repeat the activity again, but this time we are going to push our 2 fingers into our leg.

Are the feelings in your leg/fingers different?



What do you feel now?



Interoception

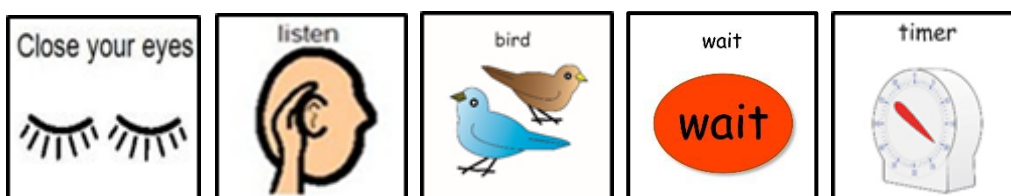
Incidental learning

Interoception activity

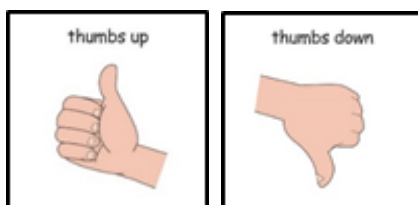
Music/Sounds

Notice the sounds in the environment around you. Bring your child's attention to something you can hear, following the example below:

Close your eyes and listen to the sounds of the birds, listen for 30 seconds.



Can you hear the birds?



What can you feel inside your body?



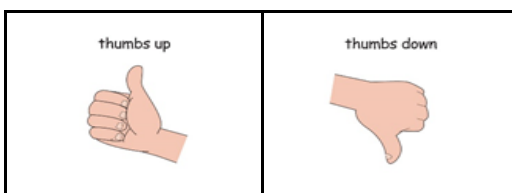
Interoception activity

Baking

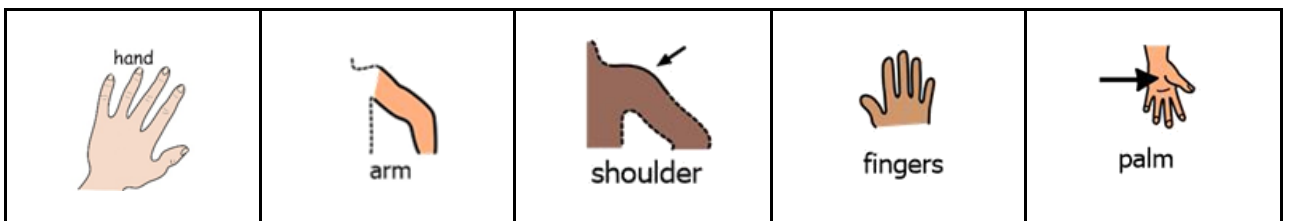
Bake a cake together. While your child is stirring the ingredients in the bowl, ask them to use their muscles and stir hard 5 times.



Did you feel it?

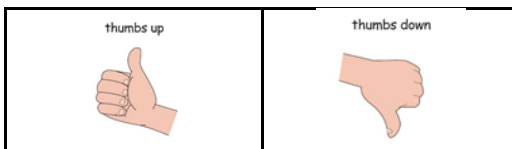


Where did you feel it in your body?

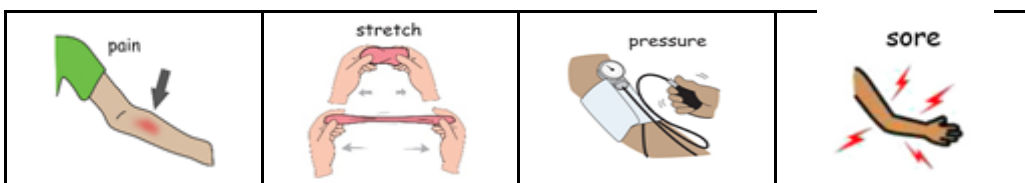


We are going to stir the ingredients again, but this time we are going to focus on what we notice about our arm muscles. Ask your child to use their muscles and stir hard 5 times.

Did you notice it in your arm muscles?



What did you feel in your arm muscles?



Interoception activity

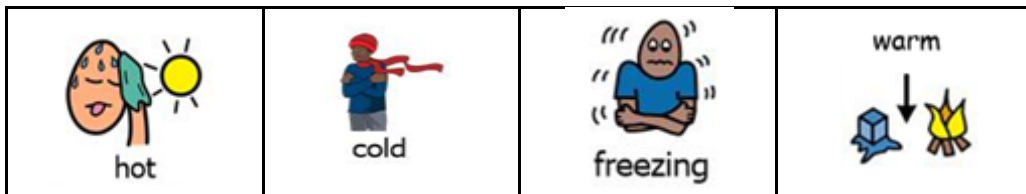
Temperature

These activities can be done on days when the outside temperature is different from the inside temperature.



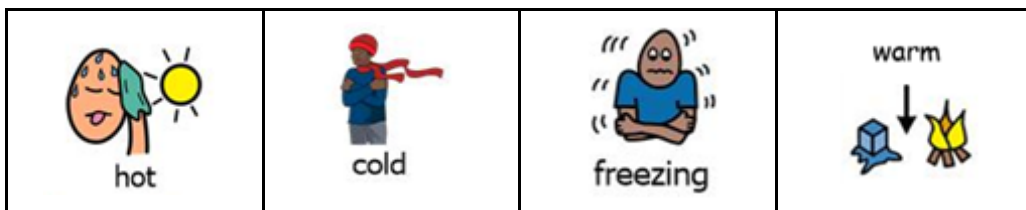
On a cold day, stand still inside your house. Put your hands on your arms.

How does it feel?



Now go outside into the air. Close your eyes, stand still and notice the air on your skin. Is it hot, cold, warm or cool? Now put your hands on your arms and feel your skin.

What do you feel?



What does this tell you about what you should wear?

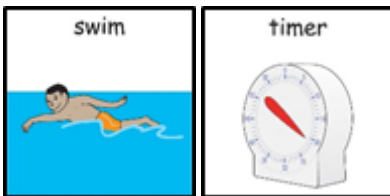


Interoception activity

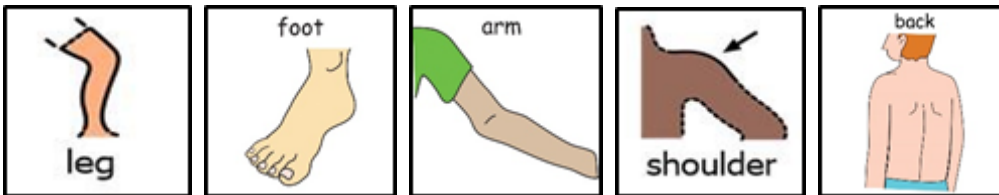
Swimming

This activity can be done when you are swimming

Ask your child to practise their swimming for 30 seconds.



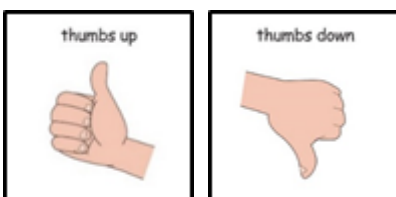
Where can you feel it when you swim?



We are going to repeat the activity again, but this time tell your child to focus on feeling it in their hands.



Did you feel it in your hands?



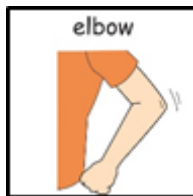
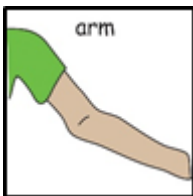
Interoception activity

Throwing a Frisbee

Ask your child to play Frisbee with you. Throw and catch the frisbee for 30 seconds.



Where did you feel it when you were catching the frisbee?



We are going to repeat the activity again, but this time tell your child to focus on what they feel in their hand.



Did you feel it in your hand?



What did you feel?



References

Craig, A. D., & Craig, A. D. (2009). How do you feel--now? The anterior insula and human awareness. *Nature reviews neuroscience*, 10(1). Doi: 10.1038/nrn2555

Davies, Catherine, Di Rodd, Kerry Parsons, and Emma Goodall. "The 8 th Sense: Interoception." DECD, Adelaide

Frost L, Bondy A. (2002). *The Picture Exchange Communication System*. Second Edition. Pyramid Educational Consultants, Australia.

Goodall, E. (2016). Interoception 101. *DECD, Adelaide*.

Lean, C., and Leslie, M. (2020) *Interoception, Parent and Caregiver Booklet*, Department for Education, South Australia.

Mahler, K. J. (2016). *Interoception: The Eighth Sensory System: Practical Solutions for Improving Self-Regulation, Self-Awareness and Social Understanding of Individuals With Autism Spectrum and Related Disorders*. AAPC Publishing.

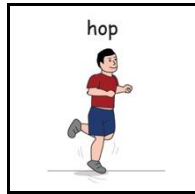
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Boardmaker images PCS® images used with permission from Tobii Dynavox Licensing (www.goboardmaker.com). All rights reserved.



Appendix A – Interoception Activity



Where can you feel it?

Now focus on feeling it...



What did you notice?



Appendix B – Interoception Activity | Set up card



Where can you feel it?

--	--	--	--	--	--	--














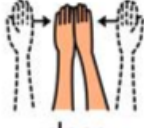







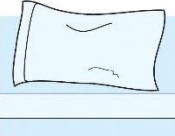

























What did you notice?

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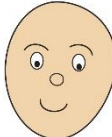



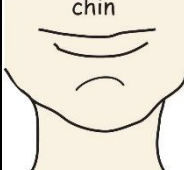
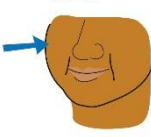
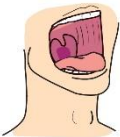
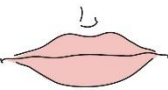



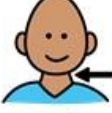
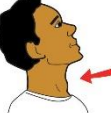
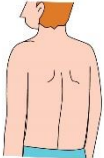

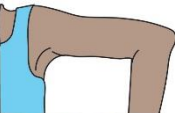
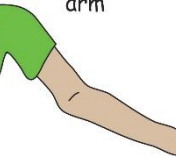
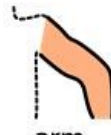





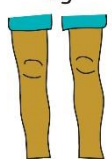









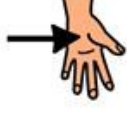

Appendix C – Interoception Opportunities | Communication Pictures

run 	skip 	hop 	jump 	dance 	walk 	stomp feet
ride 	climb 	bend 	mow the lawn 	swim 	swing 	catch
kick 	sweep 	hike 	play frisbee 	water plants 	go upstairs 	go downstairs
dig 	wipe table 	water ski 	water play 	write 	draw 	drink
bite 	crawl 	pull 	push 	bounce on ball 	gargle 	knock
wrap 	squeeze 	brush 	brush 	chop 	lift weights 	hit
build 	clap hands 	wash hands 	stir 	stretch 	throw 	tie

Appendix D – Interoception | Communication Pictures

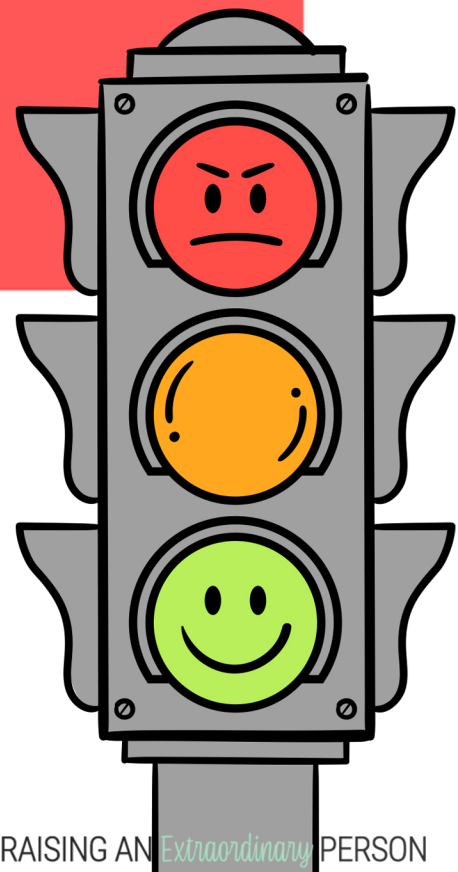
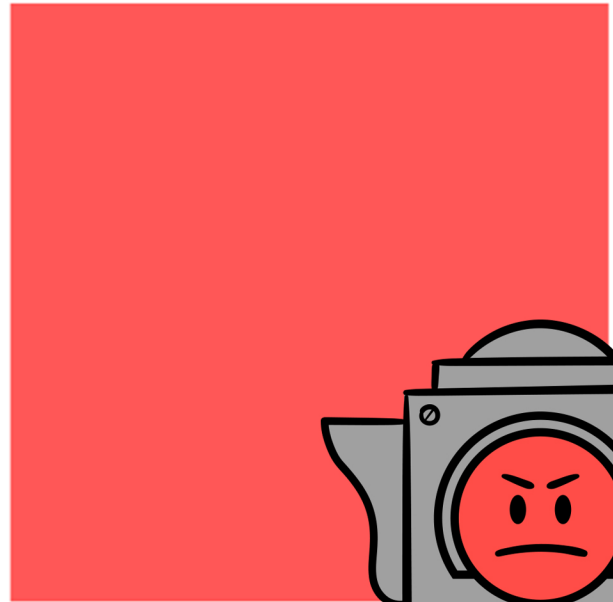
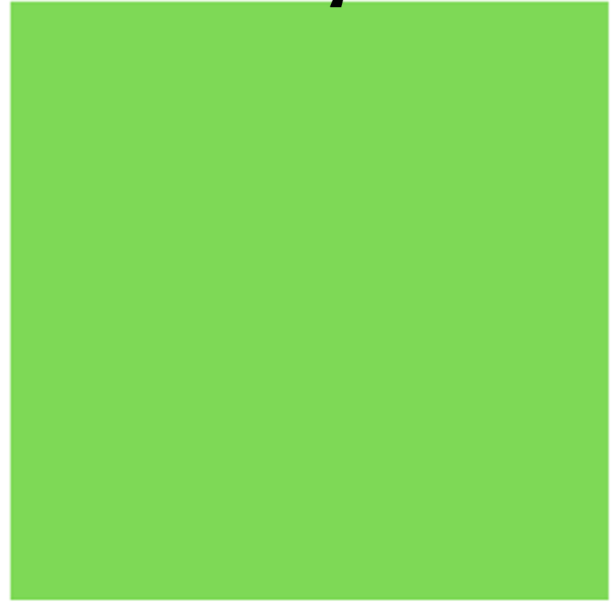
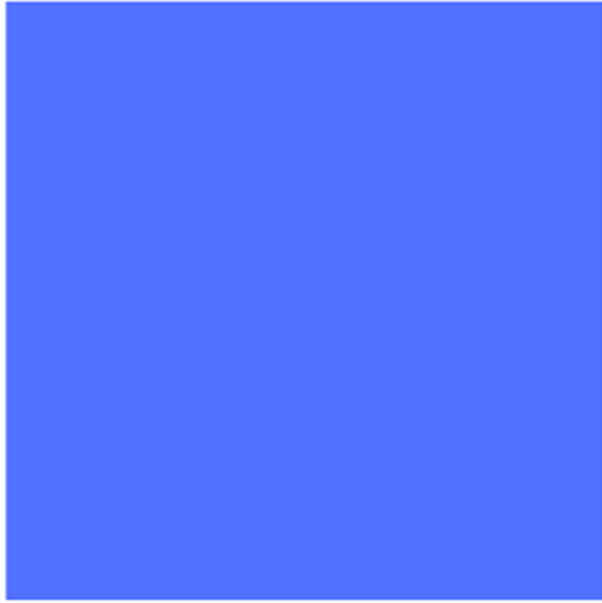
timer 	wait 	foot on floor 	still 	sit 	hands on lap 	lap 
twirl 	move 	relax muscles 	tense 	flap hands 	listen 	listen 
open 	close 	thumbs down 	thumbs up 	okay 	good 	loose 
heavy 	loud 	soft 	light 	Close your eyes 	wiggle 	wiggle fingers 
twist 	hot 	warm 	sunny 	feel 	hard 	
t-shirt 	shorts 	track pants 	jumper 	baseball cap 	woolly cap 	
excited 	anxious 	sad 	happy 	tired 	angry 	bored 
excited 	worried 	sad 	happy 	tired 	angry 	frustrated 

Appendix E – Interoception Activities | Communication Pictures

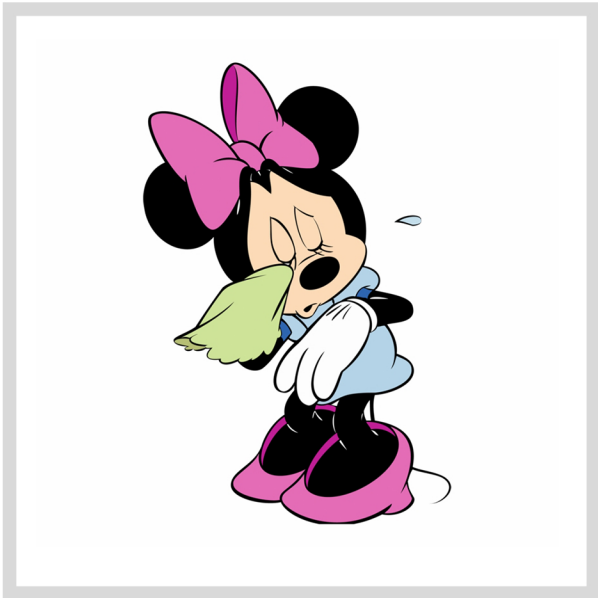
head 	forehead 	eyes 	nose 	chin 	cheek 	throat 
mouth 	tongue 	ear 	teeth 	neck 	neck 	back 
elbow 	elbow 	arm 	arm 	muscle 	shoulder 	shoulder 
tummy 	stomach 	leg 	leg 	knee 	ankle 	ankle 
toes 	foot 	finger 	fingers 	hand 	palm 	thumb 

It hurts 	sore 	tense 	sweaty 	freezing 	stretch 	hot 
I am stiff 	sore 	hurt 	pressure 	pain 	Stretch 	cold 

Which **Zone** are they in?



Instructions: Choose a card from the pile and take a moment to examine the character's facial expression. Decide which zone you think they are in and place your card on top of the zone's color.







Yarning about alcohol, your baby and your health

Audit-C

How often do you have a standard drink containing alcohol?

SCORE:

Never (0)..... Monthly (1)..... Weekly (2) Some days each week (3) Most days each week (4)

How many standard drinks containing alcohol do you have on a typical day when you are drinking?

1 or 2 (0)..... 3 or 4 (1)..... 5 or 6 (2) 7-9 (3) more than 10 (4)

How often do you have six (6) or more standard drinks on one occasion?

Never (0).... Less than monthly (1) ...Monthly (2) ...Some days a week (3).... Most days each week (4)

High risk = Score more than 8 in total

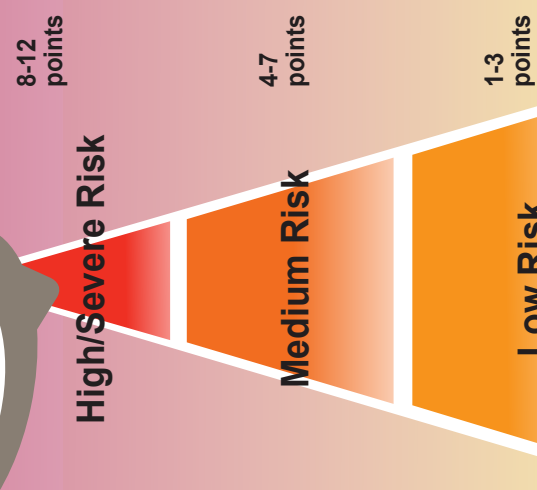


TOTAL SCORE:

Add the number for each question to get your total score

The Health Risks to you and your baby

1-12 points risk to baby



0 points no risk to baby

It's risky to drink grog or use drugs when pregnant or breastfeeding

- « When you drink, so does your baby
- « When you smoke your baby smokes too
- « When you drink, alcohol goes into your breast milk
- « Alcohol and other drugs can harm or affect your baby
- « Your child might grow up with trouble learning
- « Drinking can cause FASD: Fetal Alcohol Spectrum Disorder
- « FASD is a disability for life



If you want to know more about FASD speak to your midwife, AHP, AOD Worker, nurse or doctor at clinic.

No Safe Amount of Alcohol for Baby

- Baby's brain is developing fast inside you
- Alcohol, tobacco and drugs can stop it growing properly
- Damage to heart and bones
- Baby too small and weak
- Face wrong shape, looks different
- Slow to grow
- Slow to learn
- Big worries for baby's whole life
- Troubled behaviour

Does this worry you about your drinking and your baby?



Family and friends

Who keeps us strong?



Who can help YOU to make the change



Is ALCOHOL a worry?

Do you or your family think you have a worry?

- Do you think you use too much alcohol? YES NO
- Are you worried about your alcohol use? YES NO
- Does your family worry about your alcohol use? YES NO
- Do you feel stressed out without alcohol? YES NO
- Do you wish you could stop? YES NO

If you said YES to any of these, you may have worries with alcohol

What keeps us strong?



Reasons to change

- Healthy baby that grows up strong
- Baby learns and develops like other kids
- Happy family
- Better relationships
- Family grows strong
- Everybody healthier and happier
- Community stays strong

Tips for change

- Walk away from drinking - Doctor's orders
- Do other things you enjoy
- Stay with non-drinkers and spend time with other mums who don't drink or smoke or use drugs
- Spend time with your family and children who don't drink or smoke or use drugs



Your plan for making change

What is the most important thing for you to work on changing right now?

Goal:

What would be your steps for making that change?

Step 1:

Step 2:

What is another important thing for you to work on changing right now?

Goal:

What would be your steps for making that change?

Step 1:

Step 2:

What do you think could stop you from achieving your goals?

All images supplied by the Department of Health ICD Unit

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Helping you change

Who will help?

What will they do to help?

Check with

to see how your plan is going.

Yarning about Alcohol and Pregnancy

Name:



Use this tool with the Yarning about Alcohol and Pregnancy Advice Card

Who to see

Name:

Health Centre:

Contact Person:

Contact Number:

Next Visit: Time:

This pamphlet has been developed by the Remote Alcohol & Other Drugs Workforce Program in collaboration with Menzies School of Health Research's Aboriginal and Islander Mental Health Initiative (AIMhi)NT. For further information or more copies of this resource contact the Remote Alcohol and Other Drugs Workforce, Department of Health on 08 8958 2503 or www.remoteaod.com.au

animal-themed
YOGA POSES



Turtle pose



Camel pose



Cow pose



Cat pose



Frog pose



Lion pose