

Autism Project



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Family Day Care Sydney Wide
Funded by Innovative Solutions

Acknowledgement of Country



Where did the project originate?



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- For several years our FDC service had been wanting to provide training and build capacity within the educator group to take children with Autism into their services
- Educators often stated "I don't know what to do with a child with Autism".
- There was hesitancy in the group to enrol a child with a diagnosis or with noticeable behavioural issues

How did we start



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- We contacted our local Inclusion Support Agency (ISA).
- We researched possible partner organisations.
- We organised meetings between ourselves, the ISA and our project partner, Plumtree.
- We applied for an Innovative Solutions grant to provide the funds to complete the project.

The ASD project



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The purpose of the project for FDC Educators was to break down the barriers to inclusion of ASD children into services.

To achieve this with FDC Educators we needed to:

- Increase their knowledge in relation to ASD
- Provide them with strategies to engage ASD children into their daily program
- Develop their confidence to enrol a child with ASD
- Develop their confidence overall, to include any child with additional or behavioural needs

Methodology



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1. High level information webinar on ASD in general for all FDC educators

2. **A targeted program for 32 key Educators and 6 staff which would consist of:**
 - Pre-project survey of targeted key Educators and staff

 - Discussion sessions to provide strategies for use in day-to-day programs
 - Using visuals
 - Sensory play
 - Engaging ASD children in play



3. Visits to 3 Play Sessions, in 3 different locations
4. Visits by FDC staff to Plumtree Preschool
5. Therapists and ESO staff arranged individual home visits to FDC educators with identified children in care
6. Access to Plumtree online resources and provision of tools/resources to Educators

Therapists visits to Play Sessions



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"When Dayna visited Play Session I was really grateful to be able to ask her lots of specific questions about the child in care who has Autism, things I could do to help him in my service", Mawarni.



"I had some concerns, with one of the children in my care, not wanting to touch or play with water. I found that when it came to handwashing time, she would become very upset and move her hands away.

When I talked to Marg about this, she said that children with ASD could sometimes have sensory sensitivities, so this may be why she reacts the way she does when having to wash her hands. She talked to me about how I could gradually get the child into a handwashing routine", Mee



"We had a few conversations. In particular one was about some resources she (Marg) shared with me which I adapted and have used in my service on a daily basis, these included ideas for Communication goals.

With one very anxious little boy, firstly I started with imitation, without using toys, then I moved onto imitation using props such as toys and household objects. Once I had this quiet shy boy interacting with me, I moved onto and transitioned into sound imitation. It has really encouraged this little guy to join in and connect with me and his peers and now he's finally starting to communicate with me and his peers and his anxiety levels have decreased so much", Rachel

ESO visits to Plumtree Preschool



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The purpose of these visit was for our visiting staff, Educator Support Officers (ESO) to see strategies in action in an early learning setting.

Individual Home Visits



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- Individual 1:1 visits with Therapists were undertaken at 6 homes.
- Visits were to observe the child an Educator had in care and discuss the issues that the Educator was having including that child into the service.
- Strategies were offered to the Educator to overcome these issues and therapists role modelled strategies as well.



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Pre-project survey



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- Surveyed 6 staff and 32 FDC Educators before the targeted programme started
- Designed to measure participants:
- confidence in enrolling an ASD child
- current knowledge of strategies to use to include and ASD child
- previous experience causing a barrier to inclusion

Post-project survey



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- How confident to feel about taking an ASD child into care now?
- Do you feel more equipped to take a child with behavioural issues into care now?
- What did you gain from the project?

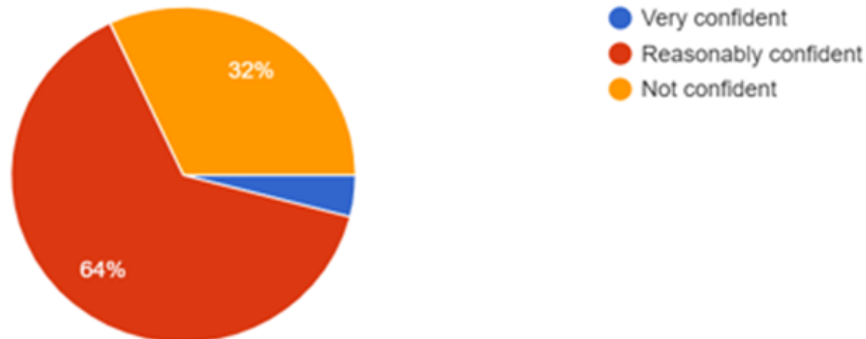


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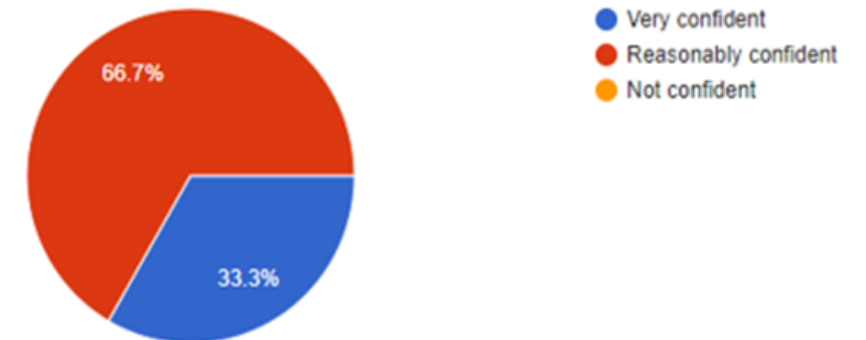
Survey results

How confident are you to take a child with Autism Spectrum Disorder (ASD) into care now?

Pre Survey



Post Survey



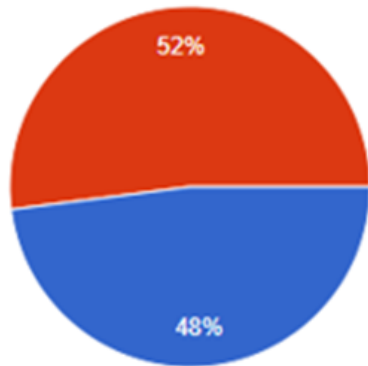


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Survey results

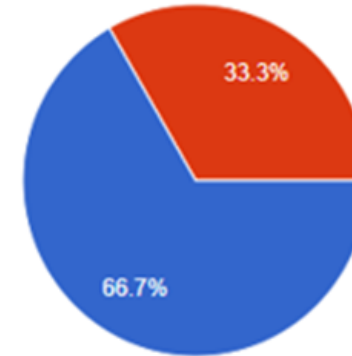
Have you had a child with ASD in care previously?

Pre Survey



● yes
● no

Post Survey



● yes
● no

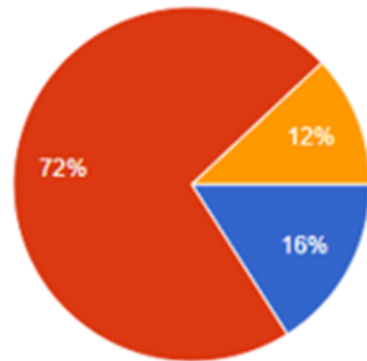


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Survey results

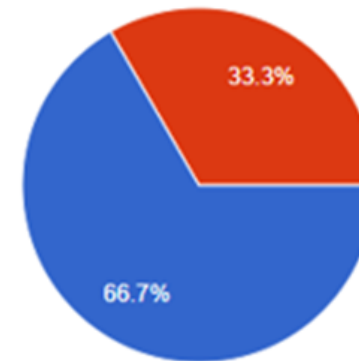
How confident are you in using visuals with children?

Pre Survey



● Very confident
● Reasonably confident
● Not confident

Post Survey



● Very confident
● Reasonably confident
● Not confident

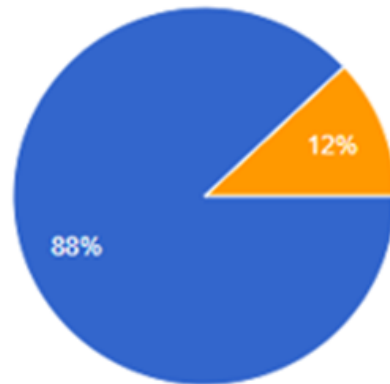


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Survey results

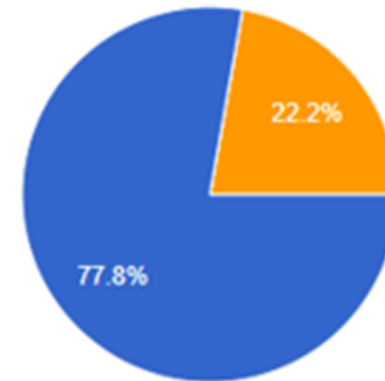
Do you currently use sensory items in your environment?

Pre Survey



● yes
● no
● sometimes

Post Survey



● yes
● no
● sometimes

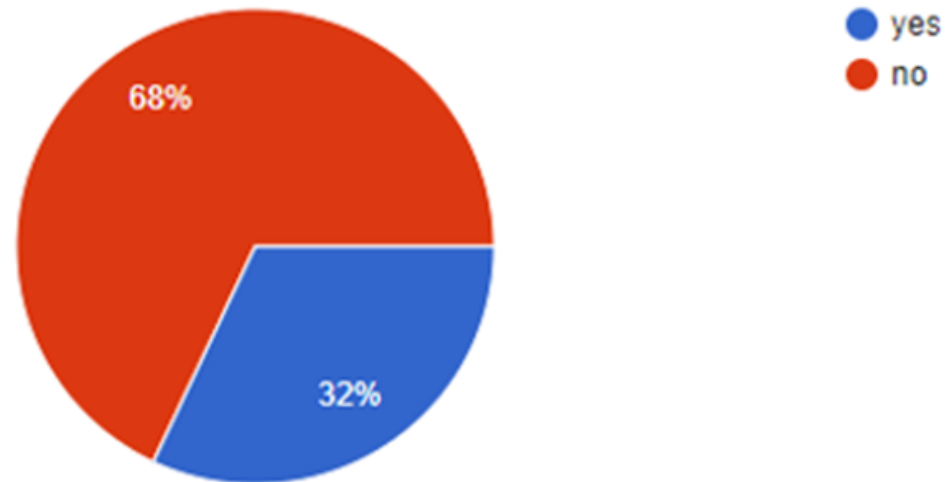


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Survey results

Do you struggle integrating a child with behavioural issues into your service?

Pre Survey



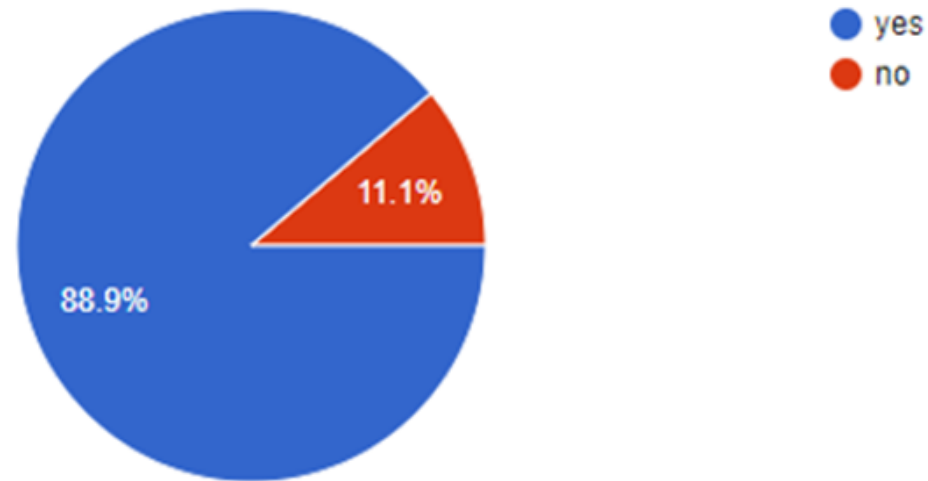


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Survey results

Do you feel more equipped to integrate a child with behavioural issues into your service now?

Post Survey





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Into the future.....



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- All new FDC educators will be provided with a workshop as part of induction around ASD and strategies for inclusion
- New Educators will be provided with a pack of visuals and guidance around using these with all children in care
- Educators will be provided with links to various short Youtube videos that Plumtree have available



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