

Our Vision
Transforming children's lives

Our Mission
To help children flourish through
therapy and family support

Accessing our services

Families can contact us directly to access most of our therapy services. A referral from a doctor or other allied health professional is not required for our private services, but families need to meet eligibility requirements to access government funded programs.

Cost of services

The cost of service depends on the funding source, length and type of service required. Some therapy services can be partially claimed through Medicare if a referral for a GP / Team Care Arrangements Plan is made by a GP. Private health rebates may also apply. As a charitable organisation, the cost of Kids Are Kids! services are subsidised to be affordable for all families.

Payments and cancellations

Payment is required at the time of the service. Payment for assessments is required at the first assessment appointment. The assessment report will be released once full payment has been made. We require 24 hours notice for cancellation or rescheduling of appointments otherwise a 50% fee may apply.

Enquiries and appointments

We understand that the health system can be complex and we support families to understand which programs and services you may be eligible to receive. For further details about any of our programs or to discuss your child's difficulties and needs please contact us.

REACHING POTENTIAL TOGETHER

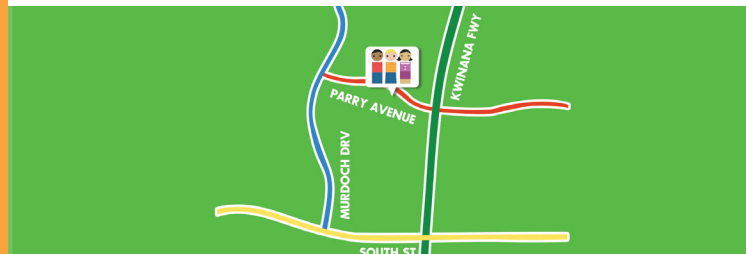
The Kids Are Kids! team is passionate about helping children and families.

Our dedicated team of qualified therapy professionals provide specialist therapy services including:



- Speech Pathology
- Occupational Therapy
- Physiotherapy
- Clinical Psychology
- Parent Workshops & Support

Kids Are Kids! is registered to provide supports for National Disability Insurance Scheme participants



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Occupational Therapy Services

www.kidsarekids.org.au

KIDS ARE KIDS!
THERAPY & EDUCATION CENTRE INC.

What is Occupational Therapy?

Occupational Therapy for children focuses on your child's ability to master the skills and perform activities necessary for everyday life (in essence, how children 'occupy' their time). This includes academic learning, physical play, social interaction and self-care skills.

Occupational Therapy helps when a child is having difficulty learning to develop and perform new skills (especially if taking longer than considered typical for their age). It also helps children to develop age appropriate attention and behaviour.

When difficulties occur, we can ask 'Why is the skill difficult?' review underlying foundation skills and physical abilities to determine the origin of the challenge, then deduce appropriate strategies to further develop these skill areas.

How Occupational Therapy can help

Children can experience difficulties in one or more areas of skill development. The areas of development that Occupational Therapy focuses on include:

- Fine motor skills: such as using pencils, scissors, zippers and buttons
- Gross motor skills: physical skills such as coordination between both sides of the body, kicking and throwing
- Visual perceptual skills: needed for mastery of reading & writing
- Self care skills: such as dressing, feeding and toileting
- Self-management: the ability to organise
- Sensory processing: those sensory reactions that influence behaviour

Our experienced Occupational Therapists can assist with school or centre-based screening, assessments and therapy services.

Identifying the Need for Occupational Therapy

Fine Motor Skills

These involve the smaller muscles of the hands in precision movements such as doing up buttons, using pencils/ scissors or building with blocks. These skills are essential for school related performance, everyday life and play with

peers. Although there are a number of underlying physical skills necessary to perform table top activities, the following are easily observed by parents and teachers.

- Pencil skills: scribbling, colouring, drawing and writing – how is the pencil held and moved, what does the finished product look like
- Scissor skills: scissor skills are monitored by how the skill is performed – how are the scissors held and moved, does the helping hand turn the paper, what does the outcome look like
- Manipulation skills: precise finger control of an object - these skills are crucial for academic performance, self-care and play

Gross Motor Skills

These involve the use of the large muscles of the body such as the arms and legs for running, skipping, jumping and ball skills. Occupational Therapists can address some of the underlying foundation skills required for the performance of physical skills.

Although there are a number of underlying physical skills necessary to perform gross motor activities, the following are easily observed by parents and teachers:

- Balance and coordination: the ability to maintain body postures in a controlled manner while stationary and when in motion. Balance skills influence the ability to fluidly perform multiple complex movements simultaneously and with control
- Endurance and strength: adequate strength allows the body to perform movement with an appropriate force for generating momentum of the body/object. A child's ability to attend for appropriate durations is determined by a child's endurance level; the ability to repeatedly perform controlled movements with a consistent outcome over time
- Skill performance and participation: the quality and consistency of the skill being performed, which often influences a child's ability and willingness to participate in activities

Sensory processing refers the way in which the child's brain receives, organises and responds to sensory input in order for him/her to behave in a meaningful and consistent manner with the world around them. Difficulties in doing this effectively can result in issues with coordination, distractibility and inattention, problem behaviours, play and social skills and learning difficulties. The three areas that are affected by poor sensory integration include:

- Attention: the ability to selectively tune in or attend to a stimulus, to sustain that focus and to shift that focus from one stimulus to another. Children can be either easily distracted (over-tuned in) or fail to tune in and notice the world around them
- Behaviour: in the case of sensory processing difficulties the child may behave in a particular manner influenced by their physical environment, emotional or social factors, their own alertness levels, sensory processing and/or their experience in the situation
- Learning: attempting skills, making mistakes, retaining the memory of mistakes, repeated practice and ultimately mastering new skills. In the process, the child develops their own preferred style of learning

Self-management is the ability to look after oneself as we get older. The ability to engage in an academic setting, social setting or even in the home is largely influenced by a child's ability to take care of him/herself. These skills are precursors to many school related tasks.

The two main functional areas of self-management skills include:

- Organisation: the ability for a child to understand what they want to do, to know where to begin the task, the sequence in which to carry it out, to problem solve in the event of a challenge and to persist with the task to completion
- Daily living skills: the everyday tasks undertaken to be ready to participate in life activities