



SHINE January Intensive Multidisciplinary Program

The SHINE January Intensive Multidisciplinary Program is a renowned intervention program run for 26 years by the Andrew Dean Fildes Foundation (SHINE). It is free for families and funded through philanthropy. It attracts health professionals, educators, and families from across Victoria, including regional areas.

SHINE employs highly qualified and experienced professionals from a variety of disciplines including speech pathology, occupational therapy, psychology, and art therapies (art, dance, drama, music) who use evidenced-based practices and work together to support children. Children are involved in fun and engaging activities that target their learning/intervention goals. The SHINE staff work with university students studying health degrees to assist in program delivery.

In 2023, the January SHINE Program will be delivered at St Kilda Primary School in St Kilda Monday-Friday over 2 weeks, between the 9th - 20th of January. Successful applicants will be invited to attend for one full week (Monday-Friday) 9am-3pm each day (expect the last Friday when the program finishes at 1pm).

In order to be eligible to attend a program, a child must:

- Be of school age and have an appropriate assessment, diagnosis, or known goals that can be worked upon during the program
- Have an IQ in the normal range (70 or above)
- Have hearing and vision within the normal range (or have glasses or hearing aids that allow this)
- Not have a major physical impairment
- Not have a major mental health or behaviour problem

Note: Priority will be given to vulnerable families and children experiencing disadvantage in relation to their diagnosis and social/economic/family situation

Below are some of the programs offered at the upcoming January program. Please distribute the Expression of Interest Form (attached) to families who you believe would benefit – the form contains further information

More information at the SHINE website: www.shine.org.au and funding partner <https://www.variety.org.au/vic/variety-shine-program/>

Program types offered at the SHINE January Intensive Multidisciplinary Program

1. **Sensory/self-regulation program using Drama Therapy**
2. **Social skills program using Drama Therapy**
3. **Lego therapy program – supporting conversation and social skills**
4. **Narrative program – supporting the telling of stories to support grammar/reading/writing**
5. **Writing program – supporting handwriting**
6. **Play therapy program**

Sensory/self-regulation program using Drama Therapy

Run by a Drama Therapist, the sensory and self-regulation group program will support the development of a child's ability to understand and manage their behaviours and reactions. Using evidence-based practices the program will incorporate elements of art, dance and music to increase engagement and participation of children. Self-regulation skills will support a child's ability to develop impulse control, regulate reactions to strong emotions and focus on tasks.

Social Skills using Drama Therapy

Run by a drama therapist, the social skills group program will incorporate art, dance and music to support the development of interactions at school. Over the course of a week, children will participate in a range of creative activities, role plays and reflective practices with the aim of exploring and developing social skills whilst in a supportive environment. Topics such as team-building, listening, anger and/or anxiety management, overcoming challenges, resilience and self-reflection will likely be addressed through creative and imaginative processes over the course of the week.

Lego Therapy Program

LEGO Therapy is a naturalistic, play-based social skills program that uses Lego as its main activity. It is designed to improve school-age children's (ages 7;0 to 14;0 years) social competence (LeGoff, 2004; LeGoff & Sherman, 2006). This intervention approach targets a variety of aspects of social interaction, including joint attention, turn taking, initiating and maintaining conversation, conflict resolution/problem solving, asking for assistance, friendship building, teamwork/collaboration, and functional use of language for social purposes. LEGO Therapy considers a child's natural interests, using interactive LEGO play to motivate learning and change behaviour. This approach to intervention has shown statistically significant improvements in children's language development, verbal and non-verbal communication, for children with conversational skills problems and those with High Functioning Autism Spectrum Disorders. The students are matched for age and usually participate in a group of 3. The program will be supported and run by a speech-language therapist.

Narrative Program

The Narrative program is aimed at assisting children who need help to tell stories (or write stories) at school. Narrative work is useful for children learning to sequence, learning the parts of telling a story, and learning to tell a fully developed story. The work in the narrative program can entail listening to stories and answering questions or retelling a story or developing your own stories. This is a critical skill in school. Some of the programs we use include: Story Building, Story Grammar Therapy, Story Champs, SKILLS Program (Supporting Knowledge in Language and Literacy). This program is offered by a Speech-Language therapist.

Writing Program

Delivered by an occupational therapist, the program is aimed at helping children who have difficulty with handwriting. Each child's program is set up individually. The goals will vary for each child. Some of the goals might be to; increase fine motor skills, holding the pencil properly, writing letters and words neatly, using appropriate spacing, generating good ideas to write about, organising your ideas, selecting the best words to use, using a range of grammatical structures and use of sentence fluency, and use of writing conventions (caps vs small, punctuation, & proper spelling). These programs may also work on text types like recounts, information reports, exposition, explanation, description, procedure, discussion, response, or narrative writing. These programs may also entail the use of keyboarding, use of computers, and alternative writing programs for using speech to text for writing.

Play Therapy Program

The play therapy program will be run by a play therapist and supported by Occupational Therapy input. It will draw upon the evidence-based extensive research work by Karen Stegnetti to develop spontaneous pretend/imaginative play in children which will foster a child's ability to play independently and with peers. Pretend play promotes language and social development and the emotional integration of a child's experiences.