



Tips for when you hit bumps in the road



A map for working better together

There are times when working together for inclusion may not go smoothly. Pinpointing where things have gone wrong will help you to find a starting point to get back on track.

Working together is not always easy, but it *is* possible, it *is* best practice, and it *is* worth it.



“The ECI professional is not available to travel to our region”

In some regions, telehealth therapy sessions are the main way for early childhood intervention (ECI) professionals to work with children and families.

When planning telehealth therapy sessions, it is important to think about how the sessions can align with best practice. We know from research that all children learn through play and through relationships. Focusing on how telehealth therapy sessions can happen in the child’s natural, everyday environments will maximise opportunities for learning, connecting with peers and practising skills. To achieve this, telehealth therapy sessions can occur in the child’s home with parents and siblings involved and in the child’s early childhood education and care (ECEC) service with educators and peers.

An inclusion team that works well together will help to guide the way telehealth therapy sessions and activities are planned so that better outcomes are achieved for children, families and ECEC services.

Online meetings can allow all inclusion team members to actively contribute. The process of sharing information, listening to each other’s perspectives, finding common ground and planning the next steps is all possible in an online meeting. Emails, phone calls and texts can also be useful ways to check in with each other.

The following questions can help you to decide when, where and how telehealth therapy sessions can happen:

- ▶ Can the focus of the telehealth therapy sessions be delivered in the social context of the ECEC setting with peers, so the child is not removed and isolated from the program?
- ▶ How can educators be involved in these sessions and how can they share their knowledge about the child in the setting with the therapist?
- ▶ Are some telehealth therapy sessions better delivered in the home setting with siblings and parents/carers involved?

Continue to use the *Inclusion Together* map...

Have a shared conversation



Share hopes, needs, problems, thinking, goals and ideas.

Find common ground



Find common ground to focus on, together.

Agree on the path forward



Agree on next steps and 'who does what'.

Keep connected



Check in and keep working together as the journey continues.



“I need some more help.”

If the inclusion team needs further help, access inclusion support organisations and resources:

Family and Carers

- ▶ [Family Advocacy](#)
- ▶ [Kindred](#)
- ▶ [Reimagine Australia](#)
- ▶ [Thrivary](#)

Early Childhood Intervention Professionals

- ▶ [PRECIS: Professionals and Researchers in Early Childhood Intervention](#)
- ▶ [Reimagine Australia](#)
- ▶ [Thrivary](#)

Early Childhood Education and Care Services

- ▶ [Disability Discrimination ACT \(1992\) resources](#)
- ▶ [Inclusion Agencies](#) provides free tailored inclusion support to educators in Commonwealth funded centre-based day care, family day care and out of school hours care services across Australia.
- ▶ [Reimagine Australia](#)
- ▶ State funded programs provide inclusion support to community-based kindergartens and preschools. The structure and focus of these programs vary from state to state. For example,
 - New South Wales – [Sector Capacity Building Program](#)
 - Queensland - [Kindergarten Inclusion Support Scheme](#)
 - Victoria - [Kindergarten Inclusion Support \(KIS\) Contacts](#)

Contact your relevant state or territory education department for information and contact details.

▶ [Thrivary](#)

Click [here](#) to find out more about *Inclusion Together* or go to <https://inclusionagency NSW ACT.org.au/about/inclusion-together>