



Welcome to the PlayTogether Guide



What is the PlayTogether program?

PlayTogether is a program delivered by Playgroup Tasmania supporting playgroups to be more inclusive of all children and families, especially those with additional needs like a disability or delay. There are simple and small adaptations that can be made to the playgroup environment to help it be inclusive for all children and families! Importantly, inclusive changes for a particular child or adult with disability or additional needs will benefit all children and adults, improving playgroup for all!

What is inclusion?

Inclusion is an approach that values all individuals, ensuring all individuals belong, and have equal access to all experiences¹. Inclusion at playgroup recognises that all children and families benefit from play, and recognises the different backgrounds, strengths and abilities of all children and families.

The United Nations have developed the Convention on the Rights of Persons with Disabilities. When the focus of inclusion is disability, the following definition is recognised:

“The meaningful participation of persons with disabilities in all their diversity, the promotion of their rights and the considerations of disability-related perspectives, in compliance with the Conventions on the Rights of Persons with Disabilities”¹

Being included at playgroup is more than just physically being at playgroup, it is making sure all children and carers are involved in planning, playing, the relationships and all aspects of playgroup.

Playgroups already aim to be inclusive; many aspects of playgroup are already fantastic examples of inclusive play, support and activities. There may be some knowledge, ideas and simple changes to playgroup that can help it be even more inclusive for all families.

¹ United Nations 2018, 'United Nations Disability Strategy'
<https://www.un.org/en/content/disabilitystrategy/assets/documentation/UN_Disability_Inclusion_Strategy_english.pdf>

Inclusion at Playgroup

Research shows playgroup participation benefits all children from a range of different backgrounds across all areas of child development². Attending a playgroup is also associated with stronger social support for parents and carers³. Being inclusive recognises that all children and families, including those with additional needs, have a right to benefit from playgroups.

The world is made up of diverse individuals who have a wide range of skills, backgrounds and understandings. This diversity is being increasingly valued and celebrated. An inclusive world starts with inclusive early childhood experiences, including at home, at playgroup, at early learning and then at school. This benefits all children and families. An inclusive community involves all children and families building relationships and learning from each other.⁴

Inclusive playgroups complement the Early Childhood Australia and Early Childhood Intervention Australia joint position statement on the inclusion of children with a disability in early childhood education and care. The National Quality Framework and the Early Years Learning Framework also provide a strong basis for equity and inclusion for all children, and strength-based learning.

² Gregory, T., Harman-Smith, Y., Sincovich, A., Wilson, A., & Brinkman, S. (2016). *It takes a village to raise a child: The influence and impact of playgroups across Australia*. Telethon Kids Institute, South Australia. ISBN 978-0-9876002-4-0.

³ Department of Families, Housing, Community Services and Indigenous Affairs, (2008). *Evaluation of the Playgroup Program: Final report*.
<https://www.playgroup.org.au/site/DefaultSite/filesystem/documents/Research/FINAL%20ARTD%20Playgroup%20Evaluation%20Report%20October%202008.pdf>

⁴ Early Childhood Australia and Early Childhood Intervention Australia, *Joint position statement on the inclusion of children with a disability in early childhood education and care*, http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf

How can we be inclusive?

Being inclusive is about thinking:

“Is playgroup accessible for everyone?”

The different aspects we might need to think about include:

Communication

Some children and adults have language delays, language disorders, and some families speak English as their second language. Some people use a communication device, such as pictures or a speech device on a tablet. Some people are Deaf or hard of hearing and use sign language. Some children with delayed language development use key word signs to help them communicate. Are there ways we can use simple language, key word signs, and visual supports to make communication easier for everyone at playgroup?

Using an interpreter may be appropriate for those families who have English as a second language. Playgroup leaders can contact Playgroup Tasmania for advice and assistance in arranging this.

Movement

Some people have differences in how they move. They may have some difficulties with using their hands, or some difficulty with sitting, walking, running or jumping. Some people use a walker, crutches or a wheelchair to help them get around. Consider the physical space at playgroup – is there enough space in between activities and are things accessible to someone using a walker or wheelchair? Can some simple adaptations be made to activities if holding items with hands is tricky?

Vision and Hearing

People who are blind or have low vision will benefit from a physical environment that is set up clearly, is not cluttered and has clear walkways. Is signage or written information written clearly and in a dark colour on a pale background, so it is easier to see. Are any steps or uneven surfaces marked clearly?

People who are Deaf or hard of hearing will benefit from visual supports. Ensure there is adequate signage for playgroup including the toilets etc. Ensure there is some written information about playgroup available. If there is important information given out at playgroup, make sure this is written down for an adult who is Deaf. Information can also be shared on a group Facebook page or email for your playgroup.

Supporting Children's Behaviour

Just as children develop movement and language skills at different rates and in different ways, children also develop emotional regulation and social skills at different rates. Children also have “bad days” just like we do, however they are still learning how to deal with disappointments. Ross Greene's philosophy “kids do well when they can” is important to remember⁵. If children are not doing well, it is because the demands are too much for them and/or the child does not have the necessary skills to cope with the demands. It is not because the child is *not wanting* to do well.

Research shows that what we often label as “challenging” behaviour can be thought of as a way of communicating unmet needs.

Are we thinking about why children behave in certain ways, and what the message of this behaviour might be? Is the behaviour because of the physical environment (e.g., the noise level)? Are they trying to express their emotions?

Consider:

Frustration: they cannot do something or cannot tell you what they want

Fear: they are frightened of something

Strong feelings: they are unhappy or angry about something, they dislike or are unhappy about a situation

Anxiety: they are feeling confused, worried, stressed, unable to think well

Hyperactivity: they have excess energy and cannot seem to burn it off

Attention: they are making attempts to meet their need for attention, attachment, and interaction by behaving in a certain way. They are wanting engagement from someone

Difficulty with understanding: they might not understand what is expected. They might not know what is happening around them or retain information that you have given them (taken from Developmental Delay wa 2017, *What is your child's Challenging Behaviour trying to tell you? A guide for families WA*, <https://ddwa.org.au/wp-content/uploads/2017/08/DDC14ChallengingBehaviourWorkbookDIGITAL.pdf>)

Sensory

Sensory processing is how our bodies take in information from our senses and organise that information.

Some people have sensory processing needs. Some may overreact to certain sounds, sights and tactile feeling. Some sensations may feel very unpleasant or even painful to some people. Others may seek out additional sensory input and may be moving a lot or seeking out certain pressure or touch input.

Talking about disability

Our choice of language has an impact on the way people feel. Language influences community attitudes to disability (for better and or worse) and therefore affects how people with a disability are viewed in society.

People with Disability Australia have the following guidelines for talking about disability:

1. Put the person first. A person isn't defined by their disability – they are a person first.
Use “person with a disability” rather than “disabled person”
Use “girl with Down Syndrome” rather than “Down’s girl”
The person’s disability should not be focussed on and it only needs to be mentioned when relevant.
2. It is ok to say the word “disability”. Please use this rather than “victim”, “sufferer”, “differently abled” or “special needs”. These words can reinforce the view that people with a disability need to be pitied and treated differently.
3. Use the term “accessible toilet” rather than “disabled toilet”. The toilet itself is not disabled.
4. When talking about people without a disability, say “people without a disability” rather than “normal” or “healthy”. Disability is a normal part of life and many people with disability are healthy.
5. First and foremost, call someone by their name! Ask the person what language they use or would prefer to use in their situation.

Talking with children about inclusion and disability

Introducing children to a range of people with varying abilities can have lifelong benefits for the individual and the community. It is important to talk openly with children about similarities, differences and disability. After all, disability is a normal part of life and being open about it encourages inclusion. Sometimes adults feel worried about talking about disability with children, however children are often accepting of difference. They are not born with the outdated preconceptions of disability that adults sometimes have

You can promote children's acceptance and understanding of others by:

- talking with children honestly and sensitively about the similarities and differences between themselves
- encouraging and supporting children to include others who have additional needs in their play, experiences and interactions
- modelling inclusive practice through your interactions with children and adults
- encouraging children to understand and to demonstrate empathy for others where appropriate

How to explain differences in abilities to children:

- Explore how everyone in your playgroup is different –help children see that everyone is different and unique but stress the things we have in common. For example, “Kate can’t talk yet but does like to hold your hand while you sing Ring a Ring a Rosie”
- Be ready to explain and support if other children are making unrealistic demands

- Encourage children when they interact well. Acknowledge a child's attempts to socialise by giving them a starting point for involvement. Suggest they sit and share a toy with the new child
- Encourage children to interact freely and answer their questions openly and honestly

Making Playgroup Inclusive

Welcoming new families

Welcoming families to playgroup is one of the most important elements of a successful, inclusive playgroup. This is generally the first point of contact for families and encourages a place of belonging and community.

Some ways you can support new families to feel welcome:

- Have a sign out the front to help new families find the playgroup easily.
- Warmly welcome all new families individually. Choose a 'welcomer' whose responsibility is to specifically welcome new families. This person could arrange name tags and give a guided tour and explain the routines.
- Greet both the adult and the child.
- Introduce the new family to other families.
- Offer the adult a tea/coffee and take time to chat.
- Be friendly – families are more likely to return if they feel someone took an interest in them and their child.
- Ask about the child's interests.

At the end of the session:

- Farewell new families with "see you next week!"
- Follow up with a phone call or message asking how they found playgroup.

Remain welcoming:

- Welcome them and their child by name in the following weeks.
- Involve them in activities and in rosters.

- o Be watchful of those who may feel left out at playgroup.
- o Consider a “buddy “system whereby a regular member welcomes and supports a new family over the first few weeks of attendance.
- o Continue to talk with children and families about what they enjoy at playgroup and if there are changes that could be made

Inclusion at Playgroup

How we embed inclusive practices at playgroup can have a hugely positive impact for children and families with disability. Things to consider include the playgroup space, some tools that can be used (e.g., visual supports), and adapting activities to better support inclusion.

Play provides an opportunity for children to engage and interact in the world around them and contributes to a sense of wellbeing. Inclusive play makes opportunities available for all children and families regardless of ability and background. Importantly it does not require every element to be accessible for everyone. It is the combination of experiences which will have an impact. An inclusive focus allows us to rethink how we can set up our playgroup space. What can a child engage if they use a wheelchair? What are the ways that children play together?

A crucial part of inclusion is communication. Find out about children’s strengths, interests and capabilities. Never make assumptions about a child or family member’s abilities, interests or support needs. At playgroup our goal is to help every child and family to participate and feel welcome without judgment.

The Playgroup Space:

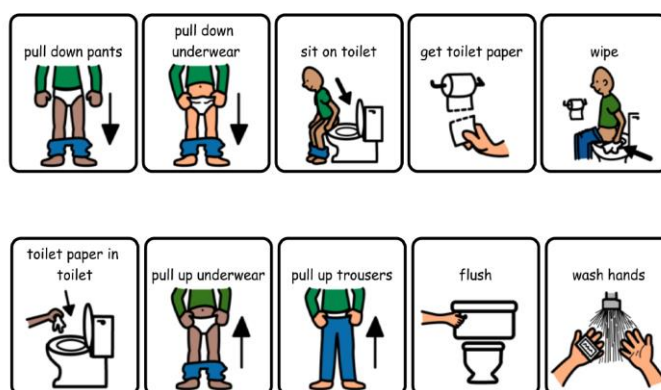
- o Keep space organised and much the same every week.
- o Cut down on visual distractions – can extra posters and clutter be removed / covered? Some people with sensory processing differences

find a lot of visual information overwhelming which can contribute to anxiety.

- o Reduce background noise if possible. A lot of noise can be overwhelming and increase anxiety for some people with sensory processing difficulties.
- o Lighting – avoid overly bright lights and flickering lights. Lights like this can be unsettling for some people with sensory processing difficulties.
- o Label items / containers – use both words and pictures.
- o Play areas well defined. This helps children know where and what they can play with. It is less overwhelming when different play areas are well defined and a little separate from each other.
- o Enough space in between areas and furniture for people to move, especially those using prams, wheelchairs, walkers.
- o Play activities able to be set up at different levels. For example, if an adult using a wheelchair can't play with their child with cars on the floor, set up some cars on a table.
- o Remove or tape down rugs to make it easier and safer for all people to move around.
- o Use heavy and stable furniture that can't be easily knocked over.

Toilets

- o Is there a sign clearly showing where the toilets are?
- o Are they accessible for someone using a walker or wheelchair?
- o A visual schedule of the steps involved in going to the toilet and washing hands helps many children complete this task more independently



Quiet Space

- Provide a quiet area where a child can spend time if they are feeling overwhelmed or need a break. This can often be effective in preventing upsets and meltdowns. A quiet area can be easily provided by:
 - A tent or tepee
 - A corner or area in an area of playgroup that tends to be less noisy – consider placing some fabric or a piece of furniture to partially close off the area
 - Have cushions or a blanket
 - Consider having some simple sensory toys in the quiet area such as stress balls, small puzzles, glitter wands or a vibrating toy.



Using visual supports at Playgroup

What are visual supports?

A visual support is a simple form of communication using written words and pictures/photos. We all use visual supports every day – e.g., a diary, labels for items, road signs. Children benefit from using visual supports because many children are “visual learners”.

Why use visual supports?

- o many children are “visual learners”
- o visuals are easier to understand than spoken language
- o even for children who do understand spoken language, visual communication is an additional reminder
- o visual communication does not go away like spoken communication does
- o visual communication comes from a neutral place without emotion

Who benefits from visual supports?

People who may have difficulty with understanding spoken language / children with speech delays.

People who do understand spoken language but who are overwhelmed by the sights and sounds going on and so might not understand spoken language at the time, or quickly forget it.

People who are deaf or hearing impaired.

People on the autism spectrum.

People who speak languages other than English.

EVERYONE can benefit from visual supports.

Some visual supports that may be helpful at playgroup include: Social Stories, Visual Schedules, “First, Then” cards and Keyword Signing.

Social story

A social story is a real-life story with words and photos that care givers can read to their child before a specific situation, to help their child understand what is going to happen. This can help reduce anxiety about a new or different situation, and help a child feel more prepared for a new or different situation. Social stories have been shown to:

- o help a child understand what is going to happen
- o help a child prepare for what others might do and why
- o help a child prepare for what they might need to do
- o help reduce anxiety about a situation.

A social story can be used to help some children be prepared for playgroup. Additionally, if a child has difficulty with a certain aspect of playgroup, a social story could be developed for this specific situation.

Visual schedules

Visual schedules are a simple list of words and pictures to show the order in which something happens. This helps children anticipate what is going to happen and helps them prepare for transitions. It also helps children (and adults) feel much less anxious about the session.

First, then

This is a visual support to communicate “FIRST this activity, THEN this activity”. This can be used for any transition that may be difficult or new, or to help a child complete an activity or task before moving onto a more preferred activity. This simple way of communicating is helpful for any child. It is important to say the words as well as showing the visual support.

Keyword signing

Keyword signing is using a simple sign to communicate a key word or a key message. Many are natural gestures. Keyword signs are usually paired with saying the word at the same time. This is helpful for children with communication difficulties; some children with communication

delays will be learning and using keyword signs at home with their families to help their communication. Keyword signing is something that helps all children's language development.

Running the playgroup

- o Have a predictable routine to the playgroup session
- o Make instructions short and simple
- o Let people know in advance when an activity is about to end
- o "First, Then" is a useful approach for instructions. For example, say: "first wash hands, then eat snack" – using this simple language is easier for children to understand what is expected of them, and in what order.
- o If a child has a strong interest – try to use it in playgroup. For example, if they love water or dinosaurs, try to involve these in different activities and group time.
- o If it is very difficult for a child to finish an activity, or finish their turn with something use a timer to show when an activity is about to end
 - an egg or kitchen timer
 - a timer on a smartphone e.g., Children's Countdown Timer

Group Time

Some children enjoy group time, others aren't so interested. Group time can be a flexible time where children may come and go.

Keep group time short and predictable – things in more or less the same order each week.

Children usually love repetition – repeat favourite, well known songs and books.

Sing simple songs where the actions aren't too fast or complicated.

Do lots of pausing and waiting for participation from the children. This benefits all children's language development.

Some things to consider to help children engage with group time are:

o

If there are children who have strong interests in particular topics, try and incorporate this topic into group time some weeks. See if that child would like to contribute by holding something or sharing their knowledge with the group.

Craft Play

There are easy ways to adapt craft activities:

o Thick markers and crayons are easier to grasp. There are some designed for young children that are also helpful for all people who have difficulties grasping.



o Cutting is difficult for many children – consider having adapted and left-handed scissors, using thin card rather than paper, ripping instead of cutting or having some things pre-cut



o If a table is not the right height for a child, you can set up the craft on the wall, an easel or a chalkboard. It is fun for children to work on a vertical surface and good for their arm and hand strength.



o If it is hard for a child to steady paper while drawing put something heavy on paper so it doesn't move or sticky tape it to the table or easel

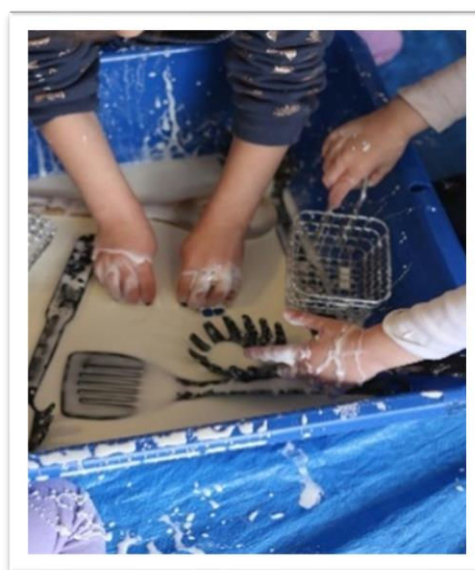
- o Have a completed craft activity, photo of the completed activity or a cue card to give children an idea of what they might make (without restricting individual children's creativity)
- o Finger painting is often easier for everyone

Sensory/Messy Play

Sensory or messy play is play that stimulates children's senses such as sand, water, bubbles, playdough, mud and finger-paint. Some children who may not be interested in other types of play are often very fascinated with messy play. In this way, messy play can be an important part of an inclusive playgroup.

Some children do not like the feeling of certain textures. Make sure there are items available so they can still play without touching with their fingers. For example, provide scoops for rice play, things to stick into playdough, pop sticks or paintbrushes for shaving cream and paint.

Have a small bucket of water and towel next to messy play so children can wash their hands straight away if they want to. Have messy play at different levels – if the play is at the floor / table that a child can't easily get to try moving somewhere else that is easier for them (or some on the floor and some on the table).



Play Together

Checklist for Playgroup Leaders – Things to consider

Finding Playgroup

- Clear and welcoming signage out the front

Welcome station

- Welcome message
- fees, information about playgroup, nametags available
- Play Together Guide is available
- Parent/ care giver factsheets about inclusion at playgroup
- Social story
- Visual schedule of playgroup
- Do all new families know the playgroup leader, the layout, the routine and where the toilets are?
- Follow up phone call /Facebook message / email to new families

Playgroup Environment

- Play activities which are adaptable for different ages, stages and interest of children (see the Guide for information and suggestions)
- Enough space between activities and furniture for prams, walking frames, wheelchairs
- Different areas accessible for people with movement difficulties or people using a wheelchair or walking frame (e.g., are there ramps if needed?)
- Play areas or zones are defined
- Trip hazards like rugs removed or taped down
- Uneven surfaces clearly marked
- How loud is it? Are there quiet spaces available?
- Is there too much visual distraction? Remove unnecessary posters and clutter
- Quiet space for children to have a break

- Is it clear where the toilets are? Are the toilets accessible?
- Visual schedule for going to the toilet displayed in the toilet
- Play is on different levels – not just the floor
- Signs and written information easy to read / not too small / dark colour on pale background

Craft and messy play

- Play on different levels and surfaces, including using the wall/easels if tables are difficult
- Scissors including left-handed and adaptive (e.g., spring loaded)
- Thick textas, pencils, crayons
- Small container with water and a towel for handwashing after messy play

Outside play

- Enough room for someone using a walking frame or a wheelchair
- Range of equipment for different ages, stages and interests of children
- Opportunity for someone to support children's movement needs (for example providing opportunity for children who have a sensory need)
- Uneven surfaces clearly marked

Home corner

- Enough physical room for moving around
- Toys with different skin tones and genders

Baby area

- Appropriate space (for example - in a corner but still close to others for social contact)
- Suitable baby toys

Group time (if included at playgroup)

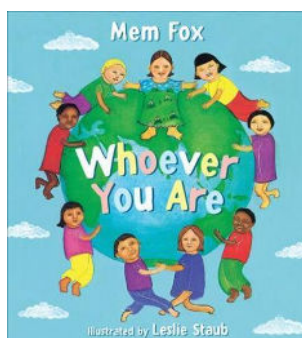
- ❑ Is the group time including everyone who wants to be included? Make sure no one is outside of the rest of the group
- ❑ Visuals for expected behaviour and for group time schedule if needed
- ❑ Choice of songs – not too fast, key word signs, have a mixture of songs with actions and no actions
- ❑ Lots of repetition of favourite songs and books
- ❑ Pausing in parts of books and songs with an expectant face waiting for a response
- ❑ Carpet circles or cushions to sit on
- ❑ Fidget toys if appropriate

Children's books about disability and diversity

These book suggestions are available at Libraries Tasmania:

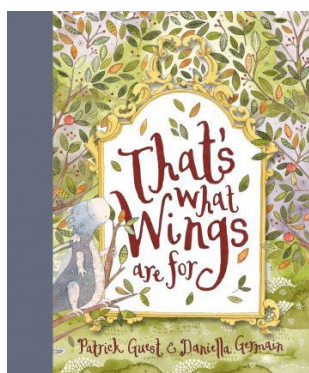
[//www.libraries.tas.gov.au/Pages/Home.aspx](http://www.libraries.tas.gov.au/Pages/Home.aspx)

Please visit your local library or check on-line to access the books.



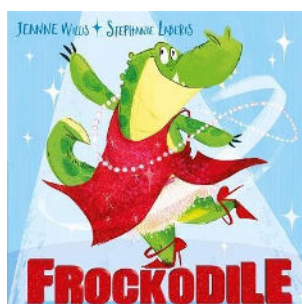
Whoever You Are

By Mem Fox



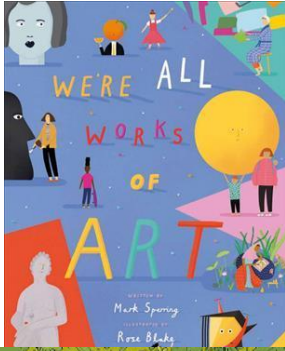
That's What Wings Are For

By Patrick Guest



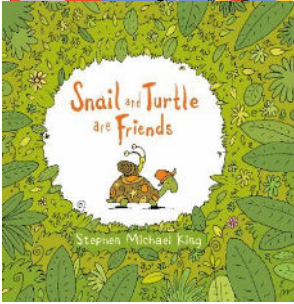
Frockodile

By Jeanne Willis



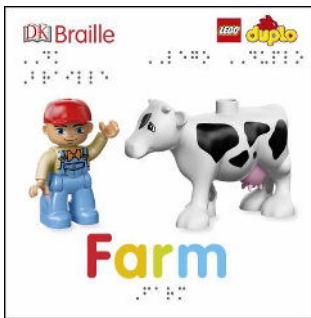
We're All Works of Art

By Mark Sperring



Snail and Turtle are Friends

By Stephen Michael King



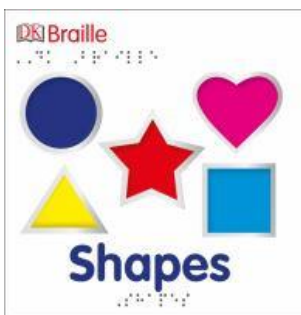
Farm (book with words and braille)

By Emma Grange



Counting (book with words and braille)

By Fleur Star



Shapes (book with words and braille)

By Fleur Star

Other book suggestions:

“Some Monsters are Different” by David Milgrim

“Just Because” by Jacqueline Wilson

“Susan Laughs” by Jeanne Willis and Tony Ross

“The Chalk Rainbow” by Deborah Kelly and Gwynneth Jones

LINKS TO SERVICES AND FURTHER INFORMATION

Playgroup Tasmania: Information, resources and support for Playgroups.

<https://playgrouptas.org.au/>

Ph: 1800 171 882

Playgroup Tasmania Resource Hub: online training and downloadable resources focussed on Inclusive Playgroups and Child Safety and Wellbeing

<https://www.playgrouptasresourcehub.org.au>

PlayConnect + Playgroups: PlayConnect + supported playgroups are run through Playgroup Tasmania for children with developmental concerns or disability and their families. No diagnosis is needed. Contact Playgroup Tasmania for details of groups in each region.

<https://playgrouptas.org.au/playgroup-types>

PALS Supported Playgroups: All ability playgroups with a particular cultural or arts focus. See our website for more information and group locations:

<https://playgrouptas.org.au/playgroup-types/pals-playgroup>

Information to support inclusion:

<https://beyou.edu.au/resources/disability-inclusion-guide>

Inclusion: Children with disability | Raising Children Network

<https://raisingchildren.net.au/disability/disability-rights-the-law/rights/inclusion-children-with-disability-developmental-delay-autism>

Early Childhood Australia (ECA) Inclusion Resources:

<https://www.earlychildhoodaustralia.org.au/our-work/inclusion-resources/>

Raising Children website: Raising children has information and resources on having a child with a disability

<https://raisingchildren.net.au/disability>

https://raisingchildren.net.au/disability/services-support?gclid=EAlalQobChMI4aXlpu3t5wIVUT5gCh1gPw7iEAAYASAAEgJbEfD_BwE

Information on parenting with an intellectual disability

<https://raisingchildren.net.au/grown-ups/family-diversity/parents-like-me/parenting-with-intellectual-disability>

Information on parenting with a mental illness

<https://raisingchildren.net.au/grown-ups/family-diversity/parents-like-me/parenting-with-mental-illness>

Centre for Community Child Health: Family Information Sheets, covering a wide range of information about children's health, wellbeing and parenting support

<https://www.rch.org.au/kidsinfo/>

IDEAS: IDEAS mission is to improve the lives of people with disability at every age through disability information that is free, accurate and independent.

IDEAS Disability Information Service - <http://www.ideas.org.au/>

Association for Children with a Disability (Tas): ACD focus on assisting families with children and young people with disability aged 0-25yrs.

<http://acdtas.com.au/>

[MyTime Calendar - The Association for Children with Disability \(Tas\) Inc \(acdtas.com.au\)](http://acdtas.com.au/)

ACD and SpeakOut Advocacy have established a website to assist families to locate services in their local community:

Finding Your Way website:

<http://findingyourway.com.au/>

National Disability Insurance Scheme (NDIS) Tasmania:
Children aged under 7 years can access NDIS support through contacting an Early Childhood Partner in the Community. No diagnosis is necessary.

In Tasmania, Partners delivering the Early Childhood Approach are in the following regions:

South East and North West Tasmania - [Mission Australia](#)

North and South West Tasmania - [Baptcare](#)

For more information:

Phone contact: 1800 572 152 (Statewide), or check online:

<https://www.ndis.gov.au/understanding/ndis-each-state/tasmania>

Families Tasmania: A statewide organisation supporting, connecting and inspiring local families and the wider community. They provide parenting information and support with drop-in centres, playgroups, walking groups, information session and resource libraries.

<https://www.familiestasmania.org.au>

Care 2 Serve: An organisation supporting Tasmanian Carers - those people helping take care of someone with disability, mental health needs, chronic or life limiting condition, alcohol or other drug dependence or who is frail or aged. Care2Serve is the Tasmanian provider of the National Carer Gateway support services.

<https://care2serve.com.au>

Find Help Tas: An online guide connecting Tasmanians with local community services. Sections include: Children & Families, Disability, Education & Employment, Health, Mental Health and others.

<https://www.findhelptas.org.au>

ECIS: A statewide service of the Department for Education, Children and Young People with bases in Hobart, Launceston, Burnie and Devonport. ECIS works in partnership with families to maximise achievements of children (birth – 4years) with developmental delay or disability. Parents can refer their child to ECIS.

<https://www.decyp.tas.gov.au/parents-carers/early-years/early-childhood-intervention-service/>

Parenting SA Easy Guides: Parenting SA has a wealth of information about parenting, families, disability etc

[Parenting SA - Parent Easy Guides](#)

Autism Tas: Provides services and information for people with autism and for the general community.

<https://www.autismtas.org.au/> Infoline: 1300 AUTISM (1300 288 476) for information related to autism

Autism Connect: A national autism hotline. Phone: 1300 308 699

[Autism Connect - National autism helpline \(amaze.org.au\)](#)

Amaze has developed an online training package called "What is Autism", approx. 1 hour to complete: https://www.amaze.org.au/register-what-is-autism/?utm_campaign=301669_What%20is%20autism%20stakeholder%20launch&utm_medium=email&utm_source=AMAZE%20INCORPORATED&dm_i=5LB4,6GRP,29U90L,OMTW,1

Down Syndrome Tasmania: Provides services for people with Down Syndrome, developmental delay and other chromosomal disorders.

<http://www.downsyndrometasmania.org.au/>

Cerebral Palsy Australia:

<https://cpaustralia.com.au/> - information about cerebral palsy

Vision Australia and Guide Dogs Tasmania: Services for those who are blind or have low vision

<https://www.visionaustralia.org/>

<https://guidedogstas.com.au/>

Expression Australia (formerly Tasmanian Deaf Society): Delivers services and support to Tasmanians who are Deaf or hard of hearing.

<http://tasdeaf.org.au/>

People with Disability Australia: PWDA is a national disability rights, information, advocacy and representative organisation that is made up of, led and governed by people with disability.

<https://pwd.org.au/>

WWD Australia: Website provides information about the rights of women with disabilities

<http://wwda.org.au/>

Sparklebox website: Free printable resources for young children, including visual supports, worksheets etc

<https://www.sparklebox.co.uk/>

Scope Victoria - keyword signs for songs:

<https://www.scopeaust.org.au/information-resources-hub/nurseryrhymes/>



Our vision: Families with young children and babies are supported to flourish physically, emotionally and socially through their connections to Tasmania's playgroup community

Connect with us...

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