

Funding level case studies

Level 1

Maddy has a diagnosis of Autism Spectrum Disorder. She attends preschool 2 days each week. Maddy is able to communicate using body language, sign and visuals. Sometimes she requires assistance from an educator to communicate. Maddy does not cope well with transitions between activities. She requires intermittent support from an educator to keep her focused and meaningfully engaged as she sometimes wanders around the room without participating in activities or engaging with her peers. Maddy engages in solitary play while at preschool however she is happy for her peers to play beside her. Sometimes Maddy can become frustrated and emotional when she experiences difficulty with a task. Maddy likes to have set routines in her day and has been attending Early Intervention for the past year.

Level 1

Jacob is almost 5 years old. He has been diagnosed with a severe language disorder. He requires intermittent educator guidance as both his receptive and expressive language skills are affected. Jacob enjoys water play and any outdoor activities. Jacob does not always follow routines and requires intermittent educator or peer support. He is beginning to follow familiar and simple instructions with 2 steps. He has limited speech and has difficulty expressing himself with peers. Jacob gets excited easily and he can sometimes grab other children to communicate. When he is upset he will growl at his peers. Jacob has difficulty understanding social cues and personal space.

Level 2

Yassin is a 4 year old boy. He has a diagnosis of Autism. He is non-verbal and has started using visuals. At home Yassin likes using his iPad. At preschool, the educators are still observing Yassin to learn more about his interests. Yassin has identified sensory processing issues, particularly auditory and tactile. Yassin explores his environment by putting everything in his mouth. He reacts to loud noises by covering his ears and running away. Yassin's family is bi-lingual speaking Arabic and English at home, Arabic is their first language. Yassin is in nappies. He can undress himself but needs help with dressing. He is able to feed himself, but needs encouragement to eat and dislikes sitting at the table. He has been attending Early Intervention and is beginning to make eye contact. He can now tolerate other children in his play space and is beginning to participate in parallel play guided by an educator, with one other child.

Level 2

Lily is three years old and starting preschool is her first experience away from her family. Lily has Cerebral Palsy and a severe speech disorder. Lily loves listening to stories and

playing language games with her mum. At preschool, Lily's favourite activity is playing in home corner. Lily has well developed receptive language but her expressive language is moderately delayed and her speech (articulation) is severely delayed. Lily needs support from an educator to get into a chair and to stand up. Lily is currently in nappies and is developing an awareness of the need to go to the toilet. Her mum is keen to start toilet training. Cerebral Palsy affects both Lily's fine and gross motor skills. She is able to feed herself finger food and can use a spoon or fork. She hasn't had very much experience with drawing implements or scissors. Lily is an only child and hasn't had very many opportunities to interact with her peers. Her mum is concerned that she lacks the skills to enter play and take turns.

Level 3

Jade has been diagnosed with Muscular Dystrophy since birth. She has movement of her arms and head only. Jade is in a wheelchair and as she has insufficient strength in her arms, an educator needs to push her around for her to participate in the preschool experiences. Jade has severe receptive and expressive language delay and a speech therapist attends the service weekly to support the educators to embed her objectives into the daily routines and activities. She frequently becomes frustrated with her inability to communicate with her peers and often becomes distressed and emotional. Jade uses visuals to communicate and requires one-to-one support for all toileting, self-care and feeding. Jade needs to be watched closely when eating as she often has difficulty swallowing and frequently gags or chokes on food.

Level 3

James has a diagnosis of global developmental delay with a severe social/emotional disability and a language delay. He displays severe aggressive behaviour and frequently places educators and his peers at risk due to his inability to control his anger. Some of the behaviour he exhibits includes hitting, shoving, scratching and pushing the children and educators. At these times he requires an alternate space and calming experiences. He prefers to engage in solitary play and has difficulty transitioning between activities and routines. James' language delay also impacts on his social skills. His ability to participate in preschool experiences is impacted by his difficulties to self-regulate. James' communication difficulties increase his levels of frustration often resulting in aggressive behaviour. He requires constant educator support and specific experiences to engage in the preschool program and to ensure the safety of the educators and children.

Level 3

Sarah is a four year old girl with multiple disabilities. She has Spina Bifida, Microcephaly, a vision impairment and a hearing impairment. Sarah is in a wheelchair and needs to be tube-

fed. She is in nappies and all her self-care needs must be met by an educator. Sarah is non-verbal but does vocalise to express joy and when she is distressed. A speech pathologist is supporting the preschool educators to further analyse Sarah's vocalisations and gestures to understand their purpose and support Sarah's communication development. Sarah enjoys music and is beginning to use cause and effect toys with support.