



Building better futures  
for children with disabilities



## School Aged Children

### What does the research tell us?

Research has consistently highlighted the importance of interactions between children and their environments, and the influence these experiences have on children's development, learning and well-being (Berk, 2006; Bronfenbrenner, 1979). Research has also shown factors that are associated with positive child and family outcomes. These include, but are not limited to:

- children's active engagement in activities and routines across settings;
- children's knowledge and acquisition of skills across various developmental areas;
- children's development of positive, sustained relationships with adults, including teachers and peers;
- children's motivation to learn, engagement and participation in activities;
- children's sense of belonging and membership in the classroom and school community;
- family access to services and supports, and understanding and involvement in children's assessment, learning and development (Florian & Beaton, 2017; Soukakou, 2016).

Noah's Arks' allied health professionals have expertise in the early years of a child's development (0-12 years). We use evidence-based practices and strategies to work with children, families and teachers to support children's learning and participation in family, school and recreational activities.



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*Every hour of every day is a learning opportunity for school aged children. Every hour of every day can be used to support children's development and maximise their learning and participation in their home, school and other community settings.*

## What do parents tell us?

In 2017, over 100 parents were interviewed by a Project Worker to hear their feedback about the way we work at Noah's Ark. A common theme through our Family Exit Interviews has been parents seeking continuity of support as their child transitions into school. Many parents spoke about their hopes of having access to Noah's Ark's services throughout the primary school years. The top three supports that parents identified that would be of value to their child and family included:

- Inclusion support and coordination across environments;
- Bursts of therapy – particularly occupation therapy and speech pathology;
- Social skills programs or supports.

For the full Family Exit Interview Report, please visit our website.

[https://noahsarkinc.org.au/wp-content/uploads/2015/11/Family\\_Exit\\_Interview\\_Report\\_2017.pdf](https://noahsarkinc.org.au/wp-content/uploads/2015/11/Family_Exit_Interview_Report_2017.pdf)



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## What do children tell us?

Listening to the views of children is important to staff at Noah's Ark. We learn from their interests and priorities and support them in making decisions in order to build their knowledge, skills and confidence. Children's participation in decision-making about their learning has positive spill-over effects, including although not limited to, social inclusion, self-esteem, autonomy and learner motivation (Beyond Blue, 2017; Cox, Dyer, Robinson-Pant, 2010; Rudduck & McIntyre, 2007).

We look forward to sharing our child and family centred work with you as we extend our professional support to school aged children, their families and the schools they attend.

## References

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