

# Parentlink

Telethon  
Speech & Hearing   
Linking parents and families to news  
at Telethon Speech & Hearing

ISSUE 37 | TERM 2, 2020



Therapy sessions have looked a little different this term! Read about our new Teletherapy services and if this service is available to your family.



## Parentlink

Term 1, 2020

### Our purpose

As experts in our field, we excel in bringing together services to support children and families to speak, hear, connect and learn, in ways that empower them to live fulfilling lives.

### Chief Executive Officer

Mark Fitzpatrick

### Principal

Janene Hall

### Deputy Principal - Outpost

Geoff Reader

### Deputy Principal - Talkabout

Karole Marshall

### Head of Hearing Services

Philippa Hatch

### Head of Marketing & Venue Hire

Belinda Leksas

### Acting Head of Clinical Services

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# Dates for Your Diary

*What your family can look forward to this year!*

JUNE

01



**MAKE A DIFFERENCE LOTTERY**

Amazing WA getaways and cash prizes to win!

JULY

03



**LAST DAY OF TERM 2**

School Holidays 04/07 - 19/07

20



**FIRST DAY OF TERM 3**

AUGUST

03



**MUM'S NIGHT**

A special night for mums to relax and be pampered!

SEPTEMBER

09



**DAD'S NIGHT**

A casual night for dads to unwind and socialise with other parents from TSH.



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WIN amazing WA getaways + CASH prizes!



## NDIS at TSH

### *Did you know we have a dedicated NDIS team?*

TSH's NDIS team is able to help you access the National Disability Insurance Scheme (NDIS), support you with your planning meeting, funding and any related questions.

Please let us know if you have NDIS funding that you would like to use for our programs or clinics as our NDIS team will be able to help you through this process.

Please email your queries to [ndis@tsh.org.au](mailto:ndis@tsh.org.au) or consult with your child's therapist/program manager to find out how TSH can help support your family.





# Message From Our CEO

*A message from our CEO, Mark Fitzpatrick*



As we head towards the end of Term 2, our world is still impacted by COVID-19. COVID-19 forced us to explore, respond, and adapt to new ways of doing things. It does seem that, though, as quickly as we tried to ramp up online service delivery, we needed to adjust to welcoming back everyone to face-to-face delivery albeit with slightly new considerations.

## Fast-tracking Our Thinking

At TSH we have often spoken about how we can support families no matter where you are, or when you can't make it into a location from which we work, or if you would just prefer to do something from home because it is easier for you. Prior to COVID-19 we were in our infancy in these discussions. We were thrust into a different way of thinking and into delivering services in a different way, and at a rapid pace, and this reminds me of the quote from astrophysicist, Eric Chaisson. He said, *"The two go hand in hand like a dance: chance flirts with necessity, randomness with determinism"*.

We sought to take the opportunity that was driven by the challenges of COVID-19 and in adapting to the challenges before us, we began a new learning process – one we had planned to take, but certainly not at the pace we needed to and certainly not with all of the structure we would have hoped.

## A Lesson in Trust

As CEO, I take great pride in how the thought processes and actions of our team reflects the values we hold. Trust is one of our values at TSH. It is something that we also seek to create in us and our services. But during the changes we implemented to respond to COVID-19 it was your trust in us that allowed us to take a few risks and try things we had not done before. We know that, at times, things did not work the way we hoped or there were glitches in our technology, but we were buoyed by the patience you showed and the support you gave our teams. Thank you for your understanding and your trust in us.

The drive by parents to get your children back into our services has been very humbling.

## Moving Forward

As we move forward into the second half of 2020 and beyond, my hope is that our focus on COVID-19 starts to lessen, but in a way that we learn from the experience. There is much to be gained from TSH providing services even more flexibly and extending our reach to any Western Australian family requiring our services. But we must do so with our focus firmly on the families we support now.

As we head to a mid-year holidays, I hope that all TSH families get the opportunity to recharge your batteries and stay safe.



Talkabout families enjoying OT activities in our improvised auditorium gym.



# An Update on Our Schools

*A word from our Principal, Janene Hall*



With COVID-19 the last two months have been quite extraordinary. We have been tested as a community in ways that we could never have imagined. Now that life is gradually returning to a relatively normal state, I have taken some time to reflect on our shared journey.

I am so very proud of the way our TSH teams have all stepped up and completely upended the way that we work and the way that we deliver support to children and families. This all happened in a relatively short space of time and we found ourselves moving into a whole new way of working and connecting. People side stepped out of their usual roles and found themselves having to do extraordinary things. Our marketing team were busy moving classrooms into larger spaces and digitising decodable readers. Our education assistants became technology

assistants who helped out with Teams delivery of programs. Our front of house team became hygiene and sanitisation experts. Everyone stepped up, rolled up their sleeves and assisted wherever they could. I am very grateful every day to be part of such an amazing team that clearly puts the best interests of children and families at the centre of every decision and all that we do.

**Now I would like to thank each and every one of you.** We were learning as we moved through the shift to online learning. You didn't get annoyed with us as we found our feet moving our whole service delivery online, including setting up appointments on Teams. You recognised that we were also learning as we went and you patiently waited for us to get this right. You continually thanked us for keeping you informed through every step of the way. You stayed with us

through this journey and trusted that we would always put your best interests first.

**In the coming weeks we will be asking for your feedback on the way we responded to this challenging and unprecedented situation.** What worked for you and what was tricky? What could we have done differently? What did we do well? We would very much appreciate you taking up this invitation and providing us with some feedback. This will help us as we learn from this experience and move forward into the coming years.

So a very sincere thank you to all of you. We feel privileged to be part of your child's journey and promise we will continue to honour our purpose of creating a community where all children and their families can speak, hear, connect and learn in ways that empower them to live fulfilling lives.

## Are your details up to date?

The information that parents/guardians provide at enrolment is important in helping us to look after your child, and should be kept up to date.

It is essential that you inform the us in writing of any change to student details.

In particular, we need to know:

- ▶ change of **address**
- ▶ change of **telephone numbers** (particularly **mobile phone numbers**)
- ▶ change of **email address**
- ▶ any new **medical condition or allergies** that your child may have.

Please contact **Linda Donald** if your family details have changed:  
**ldonald@tsh.org.au / 9387 9888.**





# What's Involved in a Hearing Test?

*Our Outpost students try being an Audiologist for a day!*

The entire team based at St Luke's Catholic Primary School did a fantastic job recreating TSH's Audiology department in their school to help students better understand the importance of good ear health and getting your hearing tested regularly. Students had a wonderful time experiencing what it feels like to be an Audiologist using old, unused equipment from our very own audiologists!



CURRENT OUTPOST SCHOOLS	Location	Program Started	Ages Supported	Contact Number
<b>AQUINAS COLLEGE</b> www.aquinas.wa.edu.au	Salter Point	2015	Male Catholic Pre-kindy - Year 12	(08) 9450 0600
<b>JOHN WOLLASTON ANGLICAN COMMUNITY SCHOOL</b> www.jwacs.wa.edu.au	Camillo	2015	Co-educational Anglican Kindy - Year 12	(08) 9495 8150
<b>MAZENOD COLLEGE</b> www.mazenod.wa.edu.au	Lesmurdie	2019	Male Catholic Year 7 - Year 12	(08) 9291 1500
<b>MEL MARIA CATHOLIC PRIMARY SCHOOL</b> www.melmaria.wa.edu.au	Attadale	2008	Co-educational Catholic Kindy - Year 6	(08) 6330 0500
<b>NEWMAN COLLEGE</b> www.newman.wa.edu.au	Churchlands	1982	Co-educational Catholic Pre-kindy - Year 12	(08) 9204 9444
<b>SERVITE COLLEGE</b> www.servite.wa.edu.au	Tuart Hill	1979	Co-educational Catholic Year 7 - Year 12	(08) 9444 6333
<b>ST BRIGID'S COLLEGE</b> www.stbrigidswa.edu.au	Lesmurdie	1999	Co-ed Catholic (Kindy - Year 6) Girls Catholic (Year 7 - Year 12)	(08) 9290 4200
<b>ST LUKE'S CATHOLIC PRIMARY SCHOOL</b> www.stlukeswoodvale.wa.edu.au	Woodvale	1989	Co-educational Catholic Kindy - Year 6	(08) 9306 6600
<b>ST PIUS X CATHOLIC PRIMARY SCHOOL</b> www.stpiusx.wa.edu.au	Manning	2003	Co-educational Catholic Kindy - Year 7	(08) 9416 5600
<b>ST STEPHEN'S SCHOOL</b> www.ststephens.wa.edu.au	Carramar Duncraig	2001	Co-educational Uniting Church Pre-kindy - Year 12	(08) 9306 7100 (08) 9243 2100
<b>URSULA FRAYNE CATHOLIC COLLEGE</b> www.ufcc.wa.edu.au	Victoria Park	2019	Co-educational Roman Catholic Kindy - Year 12	(08) 9470 0900

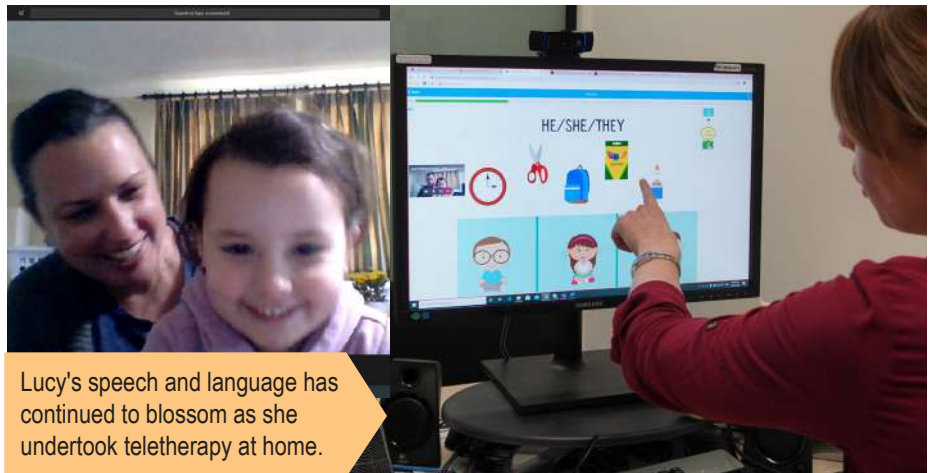




# Supporting Your Family Wherever You Are

## *How Teletherapy can help your child continue their learning*

In response to the challenges imposed by COVID-19, TSH's Chatterbox and clinical teams have been working diligently over the past few months to introduce a new service delivery model called "Teletherapy". Teletherapy (or online therapy) has enabled all TSH families to access their individual therapy sessions and group sessions safely from all corners of WA and has been a very effective way for children to continue their learning while social distancing restrictions were in place.



Lucy's speech and language has continued to blossom as she undertook teletherapy at home.

Thanks to the amazing work of our IT team, TSH staff were quickly set up with new devices and videoconferencing applications which meant our therapists and educators were able to connect safely and securely to all families digitally. Moving entire classes and programs into the digital realm is not without its challenges, and we thank all families for staying with us while technical issues were resolved.

Everyone worked together to share and develop online resources that met the needs and goals of our families. Our multidisciplinary team from Chatterbox came together and created some fantastic parent talks that were accessible during group time. Our therapy staff utilised online books, learning cards, interactive lesson plans and parent coaching techniques to guide parents remotely. And our Talkabout team delivered learning packages to families at

home, so that parents still felt supported and empowered during this most isolating time.

One TSH family who has made fantastic progress using teletherapy these past few months is Lucy and Anna Muirden. Diagnosed with severe unilateral hearing loss at birth, Lucy has been supported by our Chatterbox program since two months of age. Gaining her first cochlear implant at age two, Lucy and mum Anna have enjoyed receiving professional support from our multidisciplinary team from the comfort of their own home.

"Lucy has been very engaged in her sessions over teletherapy," says TSH Acting Head of Clinical Services, Felicity McNally.

"As Lucy was in her home environment, she was more willing to engage with her therapist and was a lot more vocal during sessions. Lucy loved the interactive

games played through her tablet and those helped her speech and language development."

With the guidance of our therapists, the home environment and use of everyday objects allowed Lucy to develop listening and spoken language skills, and assisted mum Anna to discover strategies at home to support Lucy's development. Keeping connected via teletherapy throughout COVID-19 meant Lucy and her family were still on-track towards reaching their therapy goals for the year.

In a bid to provide greater flexibility and support for families, TSH has now added teletherapy as a permanent service to our Chatterbox and clinical service delivery model.

For more information about accessing teletherapy for your child, see [www.tsh.org.au/teletherapy-access-our-services-online](http://www.tsh.org.au/teletherapy-access-our-services-online)



# Getting Through the Next Phase of COVID-19

## *How to support your kids through the next phase of COVID-19*

In Western Australia we have so far been remarkably successful in flattening the curve and preventing the community spread of COVID-19. Yet life is not back to normal and we retain the uncertainty about when we might get back some of the aspects of 'normal life' that we miss.

Child psychologist and researcher at Telethon Kids, Dr Monique Robinson explains that the only way out is through, and while we hope to regain as much of what we have lost as possible, the world is going to look different on the other side.

Here's Dr Robinson's tips for families on coming out of COVID-19 successfully.

### **1. Aim to be as consistent as you can**

When we were all isolating at home and legally only permitted to be around one other person, at a social distance, the rules were pretty easy to explain to kids and to follow. As we gradually ease back on the restrictions, it might feel like we drift into grey area. Are play dates okay? If I can gather with up to 10 people, why can't I play in my soccer league? If I don't have to keep socially distant at school, why do I have to at the shops?

So can you organise a play date now? Although legally we can gather in groups up to 10 for indoor and outdoor gatherings, we are still required to maintain social distance and encouraged

to stay home. If you have older children you may be able to trust them to gather and maintain distance, but younger children are more difficult, perhaps impossible, to keep separate, especially when they are excited to see each other again.



It's always best with children to keep the rules clear. Explain that school is allowed because education is important and schools are being regularly cleaned and are managing any risk as best they can.

We are waiting for an update regarding the resumption of junior sport but as with anything, it may not look the way it used to. Keep consistently following

the guidelines and keep up to date. The State government has clear and up to date information to help you understand what is and isn't permitted as we evolve out of the COVID-19 crisis in WA, visit [wa.gov.au](http://wa.gov.au) regularly to keep up to date.

### **2. What would you like to take from COVID-19?**

Yes COVID-19 has changed our world and brought a lot of stress and heartache with it. But if you look at your own personal situation, are there things as a parent that you've learned about yourself and your kids having time at home together? Many parents are talking about the change of pace and how not having to rush or be as busy has helped everybody relax. Children may have thrived having more time with parents and sibling relationships may have grown through the lack of peer distraction. Happy memories may have been created as kids went camping in the backyard, drew rainbows on the pavement and laughed at friends over zoom. Family bike rides and walks replaced organised sport. Talking to your neighbours and getting to know your local small businesses.

We can continue to promote the values that make us better citizens and kinder people- looking after one another, caring for the vulnerable, learning to be calm, enjoying the natural environment, sharing, thoughtfulness, togetherness, generosity, belonging.





That's not to sugar-coat the financial pain and worry that many families are now experiencing. But while it is fresh in your mind, make a note of any things as a parent that you have found positive about staying home during COVID-19 and look at ways that you may be able to bring those aspects into life going forward as restrictions gradually ease.

Equally, your family may have learned about processes and dynamics in the family that don't work so well. We can learn from these too. Did the increase in screen time make your child more detached or distracted? Are there family relationships that need more effort or professional help? Having home schooled your child do you have any new information on how they learn or areas to spend more time on?

We've all done the best we can to keep our families afloat financially and emotionally during this time, but whether good or bad the lessons we have learned can help us create a happier family life going forward.

### 3. Keep the positive hygiene habits

Through all of this we've learned some pretty interesting things about germs and how they spread. Will we ever shake hands again or casually pick out a shopping trolley without immediately reaching for hand sanitiser?

We don't want to focus our kids attention too obsessively towards germs but the hygiene habits we've developed in COVID-19 can certainly stay. Washing hands regularly, with soap, and for 20 seconds. Coughing into our elbow. Staying home from work and school if we feel unwell. There are many aspects of the current situation that might assist kids going forward to lose the unflattering "super-spreader" tag in terms of colds and other bugs- which is great for all of us.

### 4. Respect others and their feelings

Not everyone is going to feel comfortable leaping back into normal life as restrictions ease and that's okay. It's not helpful to personally judge anyone for their personal assessment of the current level of risk. We are all required to comply with the laws and restrictions of course, but within that if some families make an assessment of their own level of risk that means they stay home for longer or do not immediately participate in activities they used to, they are able to make that choice.

### 5. Celebrate the success of WA

We wanted our kids to learn positive hygiene habits to stop the spread and we did manage thus far to stop the spread in WA. Remind them of all the things they had to give up in COVID-19 and tell them that the result of that was we did get the number of cases to very low levels and we did avoid widespread community transmission. We're not done yet and we still care deeply for our counterparts interstate and overseas, but in the small world that surrounds our children here in WA we can point out our lifestyle change has thus far done what we hoped it would. It's incentive to keep following the advice and try to maintain this for as long as it takes now.

If you believe your child (or yourself) to be overwhelmed by the coronavirus situation, seek help from your GP as a first step. Keep an eye out for others in the community who you feel may be struggling and provide whatever support you can while we remain under the COVID-19 restrictions.

As mentioned before, concerns regarding our health, our loved ones and our financial security are all major concerns. It's important that despite our fears we do remain calm and have open communication with our families, friends, employers and others who can help us navigate through. For those who are struggling to cope, please seek advice from your GP as soon as you can.

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<http://telethonkids.org.au>



# Taking Talkabout Out of the Classroom!

*Turning our auditorium into fun spaces for children to learn and connect*

Here at TSH we always looking for ways to make our program more enjoyable, adaptable and progressive while at the same time maintaining our high standards and expertise. When coronavirus hit the world, all schools and programs needed to rethink how they could still deliver a high-quality program while keeping students, parents and staff safe.

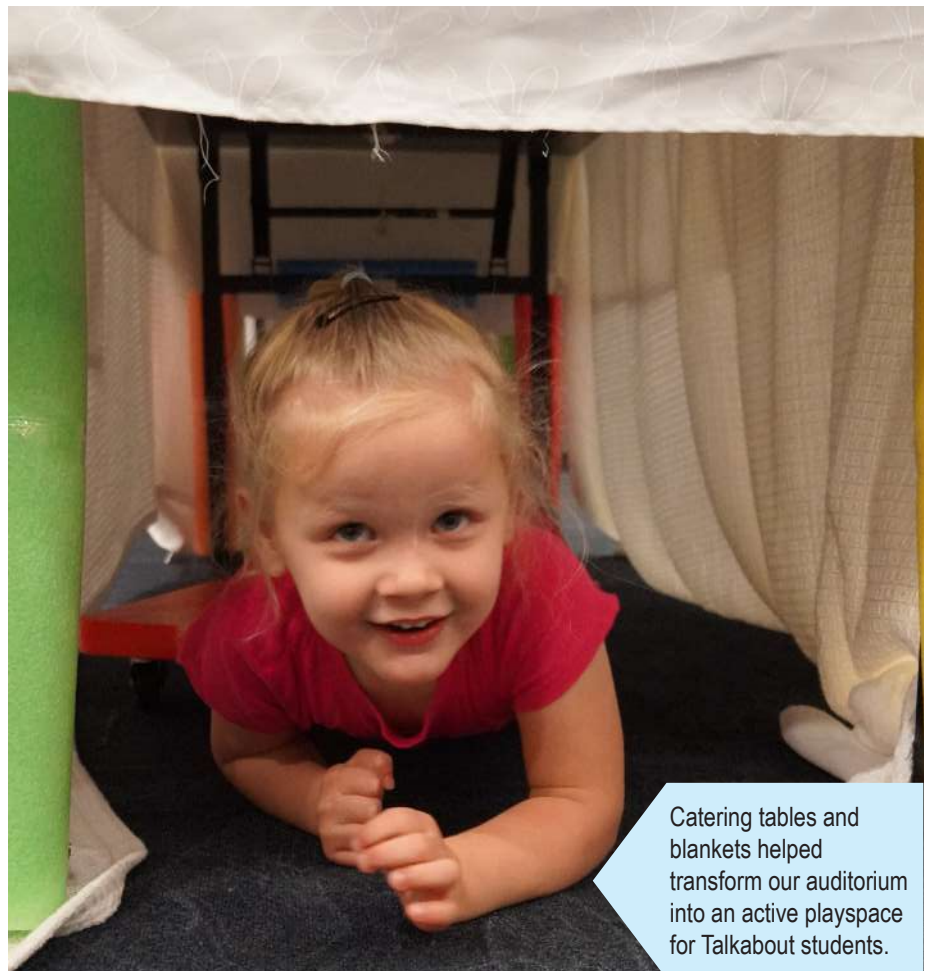
At the start of Term 2 our Kindy and Pre-Primary Talkabout programs began online learning while also welcoming any students that wanted to resume face-to-face learning. However, our 3-year-old playgroups and Playtime playgroup students and parents needed something else. Therefore, our auditorium/break out rooms and the Tomasi room upstairs transformed into new playgroup rooms.

Not only did we change the location of playgroups, we also revamped each room to meet the guidelines set by the Health Department. Each group was split into two – half of the students worked with an Occupational Therapist and Education Assistant for 30 minutes while the other half worked with a Teacher and Speech Pathologist.

During the transition between groups, families received valuable Parent Education by one of our therapists. This time allowed parents to regroup, enhance their knowledge from our Speech Pathologist/Occupational Therapist, and also learn from each other.

This revamped structure provided personalised time for the families and students with our specialist staff and the teacher, while keeping everyone extra safe.

A big thank you to all the staff involved and their commitment to making our Playgroups match the needs of our families and students.



Catering tables and blankets helped transform our auditorium into an active playspace for Talkabout students.





Students worked in small groups to focus on all areas of their development with our multidisciplinary team.







# A Lifelong Difference With Early Intervention

## *Early intervention for children with hearing loss slashes long-term costs and social barriers*

First Voice's latest Sound Outcomes Report reveals that First Voice Early Intervention programs yield an average lifelong benefit of \$497,000 for each child with bilateral hearing loss. Benefits include long and short-term wellbeing, education, economic gains and financial benefits.

The report is based on analysis of one of the largest datasets globally for children with hearing loss, involving 1,433 children and their families supported by First Voice organisations in 2018 across Australia, New Zealand and the UK.

An economic analysis conducted by Deloitte (2017) that showed a \$3.94\* return on investment for every dollar invested in a First Voice Early Intervention program in 2019<sup>1,2</sup>. Mark Fitzpatrick, Chair of First Voice, said that the Sound Outcomes Report

affirms the significant benefits of early intervention – not only for the children and their families, but also for the community more broadly.

"The report reinforces the importance of early intervention services as they ensure all children are given the opportunity to reach their full potential."

"Our research also shows these children mature into productive members of society with high levels of education, social participation and full-time employment, despite their hearing loss. It is absolutely crucial to ensure that children with hearing loss are set up for lifelong success with access to early intervention support services."

Deafness is the most common disability among children in the western world. In Australia, the incidence rate rises from

one in every 1,000 babies at birth to one in 300 children by school age (due to acquired and developing hearing loss).

It costs almost \$22,000 per year per child to provide these essential services to help just one deaf child learn to listen and speak, and to reach their full potential."

Read the Sound Outcomes Summary Report at [www.firstvoice.org.au](http://www.firstvoice.org.au).

### References:

First Voice Sound Outcomes: First Voice 2018 Spoken Language data. Available here: <https://www.firstvoice.org.au/wp-content/uploads/2020/02/FV-Sound-Outcomes-2018-Report-Final.pdf>  
 Deloitte Cost-benefit analysis of First Voice's early intervention program 2017. Available here: <https://www.firstvoice.org.au/wp-content/uploads/2016/09/First-Voice-Deloitte-Access-Economics-Cost-Benefit-Analysis.pdf>  
 The Shepherd Centre Impact Report 2017. Available here: <https://shepherdcentre.org.au/wp-content/uploads/2015/12/2017-IMPACT-REPORT-FINAL-for-web.pdf>  
 \* The 2019 values have been calculated by adjusting for inflation.

### Key findings from the Sound Outcomes Report:

**Demographics:** First Voice centres supported 1,433 children in 2018. Of these:

- 79% of children had hearing loss in both ears, and 21% unilateral hearing loss
- 32% of children spoke a language other than English as their primary language
- 18% had already been diagnosed with an additional disability that impacts their communication
- 32% had cochlear implants, 47% hearing aids and 12% other hearing devices

**Graduate Outcomes:** comparing First Voice graduates' quality of spoken language with children with normal hearing:

- 86% of graduates with hearing loss only are within or above the normal range for spoken language compared with 84% for typically-hearing children
- 53% of all FV graduates (i.e. including children: (1) with additional disabilities affecting communication; (2) with a primary language other than English; and (3) who were late diagnosed or treated) are within or above the normal range

**2017 First Voice Graduate Survey:**

- 86% of respondents had successfully completed Year 12;
- 82% were accepted into tertiary education courses; and
- 77% had found paid employment



# Marie Kormendy AM

*TSH's first teacher and Principal awarded Queen's Honour!*



Congratulations to our very first teacher and Principal, Marie Kormendy, who was honoured as a Member in the General Division of the Order of Australia in this year's Queen's Birthday Honours list!

Marie was recognised for her significant service to people who are deaf or hard of hearing through humanitarian assistance programs, and was instrumental in getting Telethon Speech & Hearing started in its early years alongside other WA families seeking the best education and therapeutic support for children with hearing loss.

Marie was just four-years-old when she knew she wanted to be a teacher, which led her down a path to eventually open WA's first school for deaf children.

"When I was in teacher's college in Ballarat the principal of the newly established training centre for teachers of the deaf in Melbourne came to the college and talked to us about teaching deaf children," the 84-year-old said.

"I was so inspired by him that I decided right there on the spot that I wanted to be a teacher of the deaf."

In 1959 Marie moved to WA and, some years later, started and became the founding principal of the Speech and Hearing Centre.

"There was very little in terms of options for deaf children [in WA] at the time," the North Perth resident said.

"When I see the Speech and Hearing Centre now, well I should say Telethon Speech and Hearing, and visit there I'm quite staggered to think that we started it off in the Nedlands Park Tennis Club some 50 more years ago."

Marie said the centre started off with just five children, with herself and parent helpers.

"Now services that they offer deaf children and other children with language difficulties it's just amazing."

She said watching parents realise their children could comprehend things was "what kept her going".

"I've seen that kind of thing so many times with parents, particularly mothers, of young deaf children when they first see that their child does understand something - it's very precious," she said.

Marie says receiving the award for her work with HearingAID-East Java – which works to provide deaf Indonesian children with access to the latest practices is an honour she must share.

"I'm only part of the journey that's been taken in East Java, so I'm just part of a bigger picture, in a way I feel by accepting it, it's also a tribute to them as well," she said.



Marie teaching one of our very first students, Jenny Crommelin.





# Library Borrowing

*Library books are still available to you and your child*

Despite temporary restrictions preventing parents to be on our school premises, library books are still available for you and your child to enjoy.

All family members can enjoy borrowing books and resources from our library including:

- ▶ Books in a variety of print sizes and topics
- ▶ Fiction and nonfiction books
- ▶ Blank question kits.

Simply send an email to our librarian Julie with your borrowing requests and she will hand over books to your child's teacher/therapist for collection! Julie's email is: [jcox@tsh.org.au](mailto:jcox@tsh.org.au).



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# Building Connections with Your Child

*With TSH Psychologist, Jane Carmignani*

Over the past month, TSH Psychologist Jane has been having regular chats on our social media channels, to help you build greater connections with your child. Recent topics that Jane has covered online include: Bids for Connection, Mini Moments, and Self-Compassion.

There is no doubt that we are all affected by Coronavirus in some way. We see that we are all having various reactions to this crisis. For some of us, it triggers our anxiety, others may withdraw, others still may work hard at finding a positive spin for the situation. There are no right

or wrong reactions. Our feelings are our reality and must always be acknowledged and valued. Not just by others but by yourself. And we want you to know that we see you and know you are trying your hardest.

View recordings of our video chats with Jane through our Facebook or Instagram pages [@telethonspeechhearing](#).

Psychology and counselling services are available to all TSH families. Speak to your program manager or call 9387 9888 for further information.



## Face-To-Face Appointments Return

TSH is happy to announce that we have recommenced "Face-to-Face" sessions for individuals through our clinics.

We would like to thank all of our families for their support throughout COVID-19. Things have moved quickly and we are transitioning back to face-to-face service delivery at both our Wembley and Cockburn clinics.

As we do this, we are placing the highest priority on the safety of children, families and staff. All therapy rooms have hand

sanitiser, tissues and cleaning spray for toys and surfaces to ensure we maintain the highest hygiene standards.

We are not yet able to provide PROMPT therapy or feeding therapy but please feel free to talk to our friendly therapy staff about how we can best support your child.

Due to the success of Teletherapy we have now introduced this as part of our clinic service delivery, so you are able to continue with your online sessions in the

future. If you wish for more information about our clinics please call reception on 9387 9888.



Telethon  
Speech & Hearing

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TO WIN!**

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PACAKAGE



COMO THE  
TREASURY  
EXPERIENCE



ADVENTURE  
WORLD  
FAMILY PASS



BEAUTY /  
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