**SHINE CRITERIA FOR JANUARY 2018**

**VARIETY-SHINE INTENSIVE INTERVENTION PROGRAM**

SHINE Programs are intensive opportunities for children with a range of disabilities to get access to high quality multidisciplinary team services at “no cost” to families.

SHINE takes predominantly university students from Speech-Language Pathology and gets support from Occupational Therapy, Psychology, and a number of areas of Visual and Performing Arts that provide fun intervention activities in which to “embed” treatment for children.

SHINE attempts to identify and locate students who are NOT funded by other federal or state programs, are under funded or under-resourced, or students who have known disabilities but have no services. These students are given priority for our programs.

Thus, SHINE gives entry to students with the following diagnoses / labels:

Articulation Delays—Articulation Disorders

Attention Deficit & Attention Deficit Hyperactive Disorder (ADHD)

Auditory Processing Impairments / Disorders (CAPD)

Communicative Social Deficits (needing social skills and friendship work)

Confidence & Self-Esteem Difficulties

Conversational and Narrative Difficulties

High Functioning Autism Spectrum Disorders

Language Delay—Language Impairment—Language Disorders—Specific Language Impairment

Learning Disabilities and Learning Difficulties of all types including Dyscalculia & Nonverbal

Mental Health Anxiety / Depression as they relate to school work

Reading Delay—Reading Impaired—Reading Disorders—Dyslexia

Semantic & Pragmatic Disorders

Sensory Processing Disorders

Speech Sound Disorders & Dyspraxia

Spelling Delay or Impairment

Writing Delay—Writing Impairment—Writing Disorders—Dysgraphia

The students identified below are funded by other programs. There are specialist funds and schools for those with high profile medical issues, physical disabilities, behaviour problems, deaf / blind and physical disabilities. There are also special developmental schools and specialist schools for students with intellectual disability and autism spectrum disorders.

SHINE does NOT provide services to the following areas: Intellectual Disabled, Severely / Profoundly Autistic, Physically Impaired (Blind, Cerebral Palsy, Cerebral Palsy, Deaf, Stroke), Major Problem Behaviours, Major Medical Issues, or those with Major Mental Health concerns related to Trauma.

We simply do not have the staffing or expertise to deal with many of these complex problems. These problems are funded by other programs and we can direct you to appropriate programs if your child needs help in these areas.

**HOW DO WE DETERMINE WHO IS SELECTED:**

Three professionals involved with the program review all the files for each applicant and determine if the program staff and University students will be able to meet the needs of the applicant if they attend the program. In some cases, professional advice is sought from other professionals.

**WHAT IS REQUIRED TO DETERMINE ELIGIBILITY?**

School aged children who have a formal diagnosis from qualified practitioners are one of the first criteria. We require that ANY and ALL reports related to the child are provided to us. These typically will include any and all of the following:

1. Completion of a formal application to the program indicating name, DOB, age, school of your child and the week/s you would like to attend and also details about what you believe needs to be worked on.
2. Medical and Psychological reports that identify potential learning difficulties.
3. Lists of medications the child is currently taking.
4. Any assessments of hearing (auditory skills) and vision.
5. Any and ALL assessments of Intellectual Ability or Intelligence Quotient.
6. Any and all assessment reports identifying the child’s difficulties.
7. Any and ALL previous therapy reports to help us understand what has been tried already.
8. At least the two most recent school reports for the child or a letter from the child’s teacher outlining what the student needs help with.
9. If the child has had an Individualised Learning Program (at school) then the most recent ILP should be provided—this also helps us determine school-based goals that have been agreed upon by the family.
10. The family and school can provide any additional information that will aid us in determining eligibility and helping us target appropriate skills that need work.

All these materials are utilised to determine eligibility and also what goals we might target during the intensive program. We are not able to make a decision about “inclusion” in the program until we are confident we understand your child’s needs and how we might help your child. In some instances, we may recommend that your child have some further assessments and we may be able to organise these for you at no cost.