



NEWSLETTER

May 2024



From the Managing Director...

Welcome to our first Newsletter for 2024!
Our goal is to produce these more often. 😊

Thank you to everyone for your continued support of CEQ as we work to meet individual needs in fun, engaging, holistic group programs across all ages!

In this Newsletter you will receive information from some of our activities, meet participants and staff, increase your knowledge and enjoy photos. We have also included a couple of months of the CEQ calendar that might assist you to keep track. Camps are coming up fast!

I am diligently and with some frustration continuing to follow the process through with Brisbane City Council for a Material Change of Use on a property at 260 Musgrave Road, Coopers Plains. This venue has many advantages to assist us to cater for our growth, so is worth the time and effort that has been put into the process. It will be quite some cause for celebration if we get it done!

This year has had some definite highs and lows as we navigate our way through loss, but also the great expansion of our Professional Team and growing Assistant Team.

Professional Team:

Annette Demack (Managing Director and Special Educator);
Judit Veperdi (Conductor);
Nora Kosztolanyi (Conductor);
Ruth Wales (Conductor);
Gabi Kovacs (Conductor);
Clare Stevens (Senior Physiotherapist);
Michelle Tabib (Physiotherapist);
Nina Jorgensen (Occupational Therapist);
Nerida Kho (Speech Therapist);
Shannon Grant (Exercise Physiologist);
Charity Sam (Exercise Physiologist);
Connor Bryant (Counsellor)

Your support and feedback is always welcome!

Remember the info@ceq.org.au email goes directly and only to me.

Warm Regards,

Annette

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With Two Hands*

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CEQ Team

Shannon Grant – Exercise Physiologist

What is an Accredited Exercise Physiologist?

Exercise Physiologists, or EPs for short, are university qualified allied health professionals equipped with the knowledge, skills and competencies to design, deliver and evaluate safe, effective and holistic exercise interventions for people with acute, sub-acute or chronic medical conditions, injuries or disabilities. EPs treat any condition for which there is evidence that exercise can improve clinical status such as in the cardiovascular, metabolic, neurological, musculoskeletal, cancers, kidney, respiratory / pulmonary and mental health domains.



What is the Difference between Exercise Physiologists and Physiotherapists?

Exercise physiologists use evidence-based movement and exercise intervention for chronic disease prevention and management, musculoskeletal injuries, and weight management.

Physiotherapists can diagnose a range of conditions and use various methods to treat musculoskeletal problems, alleviate pain, restore function, and manage chronic conditions.

EPs and physiotherapists work closely together to achieve the best outcomes for clients.



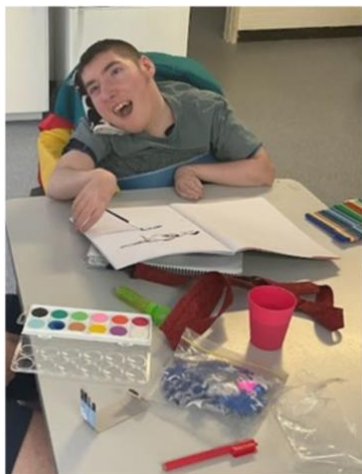


Carina Update

Ruth Wales – Conductor

Hi from Carina ACE!

We have been busy so far this year with most of us trying out new walkers so we can all dance together, and new communication devices. We are expressing ourselves in lots of different ways. Carina ACE are also well underway with our yearlong project, that we decided on in February, which is all about textiles! We have been using the sewing machine with switches as well as creating amazing tote bags, bunting to express everyone in our group, and new face mats. In between all of these activities we have been working so hard to make progress on our goals. Most notable Miss Deanna has rolled by herself for the first time and Abbey is super excited to be up and about in a walker. So much extra motivation now we can all get up at the same time!





Chermside Update

Judit Veperdi – Conductor

At Chermside we have been enjoying the last of the warm Autumn weather and celebrating Easter. We had a science focus in our group recently and discovered how to make ice cream. It was delicious!

Izzy has a new speech generating device that she accesses with the Hiru eye gaze system. She can communicate with her friends with this device as well as control music choices, watch YouTube and access any of the apps available via the App store. We have been working on our switching skills with focused games that we play either alone or together. Some of us have been exploring letters and sentence structure for our literacy skills. Some Chermside participants have trialled a Hydrotherapy session at Newmarket pool.

Finally, we have been reflecting on our friendships and remembering our beautiful friend Madi. We have found we can express our emotions to each other through the language in communication systems, reading stories about loss together and creating art.





Early Intervention (EI)

Nora Kosztolanyi – Conductor

Hello to our EI families and Friends,

Our early intervention CE is a program for all those families who have concerns about their child not developing satisfactorily compared to their age group, their child won't achieve and/or behind the developmental milestones.

Our aim is to provide the best potential opportunities for young children with motor coordination disorders of neurological origin and global developmental delay to achieve their maximum levels of physical, cognitive, and social independence applying a holistic approach, a comprehensive Conductive Education program. The educational process includes development of movement, self-care activities, communication, cognitive functions, improvement of manipulation, play skills, and teaching children about their surrounding environment.

Our CE program is all inclusive: includes everything from mealtimes to play and learning that characterises a healthy child's everyday life. It is a structured, play based program, we apply what we have learnt from one session to the other.

Our littles work in small groups, this creates a positive environment where children are motivated to learn whilst having fun. Children develop a desire to accomplish age-appropriate activities. Every child works at their own level and to their own potential.

Our CE program provides excellent preparation for kindy/preschool.

Our EI team is dedicated to work collaboratively with parents and families. Our program promotes parental learning such as discovering your child's potentials and achievements, providing motivations and facilitations, knowing appropriate tasks and implementing them within daily life situations, and establishing realistic goals. The belief of high expectation (not unrealistic) is very important. The child feels his/her parents' attitude.

We thank all our families for their continued support and hard work at home following through with our program.





El – Children's Footwear

Clare Stevens – Physiotherapist

Whether to make our kids wear shoes and if so, what shoes, is often a question for our Early Intervention team.

The Australian Podiatry Association states that:

“Children’s feet differ from those of adults, as they are not yet fully formed. At six months of age the foot is still mostly cartilage; in fact, the last bone doesn’t begin to form until children are about three years old. By 18 years, most of the bones are fully formed.”

When your child first begins to walk, shoes should only be used when protection is needed from the ground. Allowing children to go barefoot or to wear very soft shoes helps the foot to typically develop and assists in strengthening muscles. The barefoot is also a great way for our brains to gather and transfer sensory information that is needed to help organise our body position sense. For these reasons we often have at least some of our early intervention programme without wearing shoes. Certainly shoes are needed for protection against our environment when out and about, but if the feet are always covered we are restricting the sensory information that is being received and the opportunity for the muscles of the foot and ankle to respond and develop and strengthen to different surfaces and textures.

Many children attending EI programmes have different physical abilities and their feet may not look the same as other children. Often they have in shoe orthotics or some type of ankle foot orthoses (AFO) prescribed. These orthoses are prescribed to support the alignment of the ankle and foot and provide stability to the joints. They can assist in giving a more stable base of support for sitting and standing. Because they are designed to give stability they can also restrict or at least make it more difficult to perform some functional movements like squatting, kneeling, knee walking, crawling, bringing one leg forward to stand and stepping through when walking is facilitated. There are shoes available that will give heel and the base of the foot support but allow the ankle to move functionally but maybe not in the absolute best clinical alignment. It’s a bit of a compromise and can depend on what the priority is at that time in the child’s development.

When looking for shoes that consider these factors, look for the following:

- A firm strong heel counter – this is the back part of the heel. It should not compress easily.
- A strong base at the bottom of the shoe but it should be able to be bent a little at the line where the toes and forefoot meet.
- Most children in EI will tend to go over on their feet so that the inside of the foot is taking too much weight so some support along the inner sole of the shoe that guides the foot and heel back away from the ground is helpful.
- Sometimes a higher heel that comes up above the top of the foot can give some sensory input that can guide the heel and foot to respond to different surfaces in better alignment
- Easy to get on and off and can be adjusted for different foot widths and sometimes can be used to pull the foot into a better position e.g. Velcro straps that do up on the outside of the foot can give the sensory input of pulling up the inner arch.

Also, keep in mind that the foot is at the end of the body, so what happens from the ground up is all part of the picture. In particular how the pelvis is moving and keeping stable has a big impact on what is happening in the feet. That’s why a holistic conductive education programme is so wonderful!

Reference:

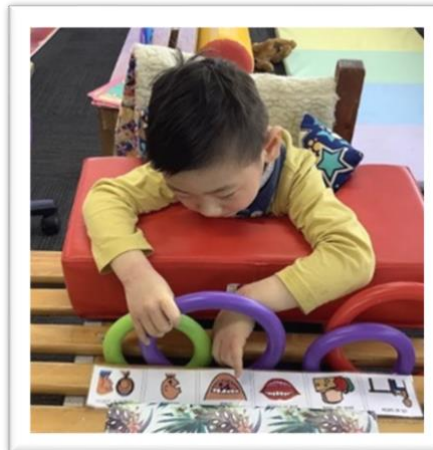
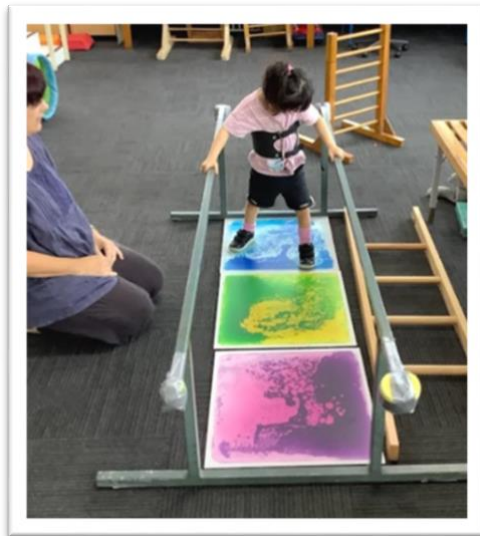
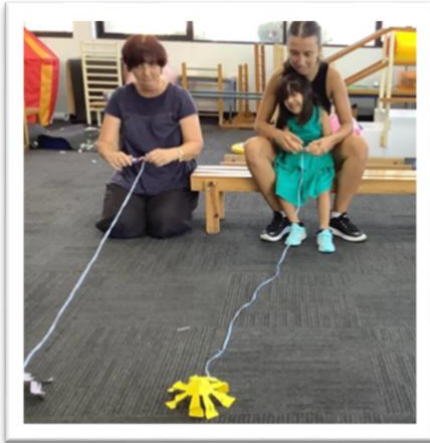
Healthcare (Basel). 2023 May; 11(10): 1418.

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PMCID: PMC10218108 PMID: 37239704

Understanding the Role of Children's Footwear on Children's Feet and Gait Development: A Systematic Scoping Review
Yuan Wang, 1,2 Hanhui Jiang , 1,2 Lin Yu, 1,* Zixiang Gao, 1,3,4 Wei Liu, 1,3,4 Qichang Mei , 1,2,5,* and Yaodong Gu 1,2

Early Intervention



Book Review

Bowerbird Blues – Aura Parker

"This new picture book from Aura Parker stars a beautiful bowerbird on the search for blue! It's a moving story of longing and connection, that unfolds as the bowerbird's search sends him soaring across the sea, sky and city."

He swoops and snatches vibrant treasures for his collection, and soon his bower—a mix of natural and unnatural objects—attracts something greater and more fulfilling than he could ever have imagined."

Two of our ACE (Adult Conductive Education) participants reviewed the picture book featured in this year's National Simultaneous Storytime (google for more information).

Would you recommend this book?

Yes – but for little children (primary school).

It was fair and a different perspective.

It was fast-paced and had pretty pictures. It was fun and had some difficult words.

Overall, I thought it was bad.

~Gabriela

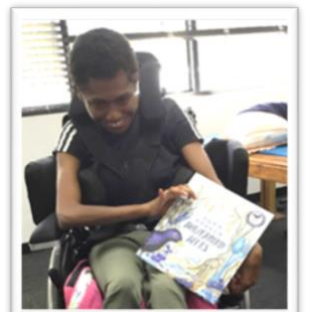


Yes – it's good (for children).

It was very interesting.

I would read it again.

~Angelina





Nerida's Communication Corner

Nerida Kho – Speech Pathologist

At CEQ we have a multimodal communication environment. We “listen” to, and make meaning from, all forms of communication; facial expressions, gestures, vocalisations, PODD books, Key Word Sign (KWS), Speech Generating Devices (SPG) and speech. When we reply and interact we also use several of these multi-modal options for each message. We will say the words and use KWS, or we might reply to someone and navigate to the message in a CEQ PODD (or the participants’ PODD or SGD). This is called modelling communication.

Using multimodal communication helps all our participants be heard and helps everyone comprehend what is being said. It also makes sure everyone learns the different communication styles and the words available. It builds everyone’s vocabulary! The more words we can remember how to say in whatever communication style, the more efficiently we can communicate our message. By respecting all communication, we all feel listened to and included.

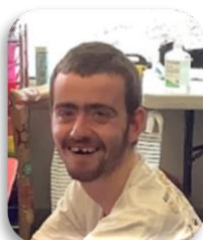


Get to know the CEQ family... A bit about Charity

Hey everyone! I'm Charity, and I'm super pumped to be part of the awesome team at CEQ. I graduated from Griffith University in 2022 with a degree in clinical Exercise Physiology. I started my journey in allied health doing support work while I was studying, and after graduation, I dived into the occupational rehab field, focusing on pre-employment medicals. It was a good experience, but I felt like I needed

more of a challenge. I found myself constantly drawn back to my time as a support worker, working with clinical populations. That's when I realised my true passion as an Exercise Physiologist is helping people become their best selves. Shortly after, I came across this amazing job opportunity at CEQ through a job ad on seek by Annette. It caught my attention, and I applied without hesitation. And now, here I am, ready to make a positive impact and contribute to the incredible work we do at CEQ. These first 4 months have been a mix of challenges and awesomeness, and I can't wait to see what the rest of the year has in store for me.

Looking for something interesting to do?



Dylan from ACE at Chermside recommends seeing the play “Cost of Living”. Showing at the Billie Brown Theatre from June 15 to July 13.

<https://queenslandtheatre.com.au/plays/cost-of-living>



Early Childhood Intervention 0-5yrs
Preppin' for Prep 4-6yrs
Primary & High School Age Students
Adult Conductive Education 'ACE'

UPCOMING DATES

JUNE							
S	M	T	W	T	F	S	
30						1	Jun 16 – 18 Camp One
2	3	4	5	6	7	8	Jun 19 – 21 Camp Two
9	10	11	12	13	14	15	Jun 21 Last day of Early Intervention & School Age Programs for Term 2
16	17	18	19	20	21	22	Jun 22 – 24 Camp Three
23	24	25	26	27	28	29	Jun 25 – 27 Camp Four
							Jun 28 – 30 Camp Five
							Jun 28 Last day of ACE for Term 2
JULY							
S	M	T	W	T	F	S	
	1	2	3	4	5	6	Jul 1 – 5 CEQ Closed Winter break
7	8	9	10	11	12	13	Jul 1 – 3 Camp Six
14	15	16	17	18	19	20	Jul 4 – 6 Camp Seven
21	22	23	24	25	26	27	Jul 8 ACE & School Age Programs Term 3 begins
28	29	30	31				Jul 9 Early Intervention Term 3 begins
AUGUST							
S	M	T	W	T	F	S	
				1	2	3	Aug 14 CEQ Closed Ekka Show Holiday
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	