

Digital Toolkit



Kindred

About the Toolkit

Designed to sit alongside the Count Me In handbook, this digital toolkit contains various tools, editable templates, checklists and links to helpful resources.



Blank Templates and Checklists

You will see this icon throughout the toolkit. It highlights the blank templates and checklists for recording your ideas, thoughts, and reflections as you read the guide. You can use these templates by printing them or as digitally editable files.

Print

You can print the whole toolkit. Or if there are specific templates you want to print and record your ideas as you work through the guide, we recommend downloading the printable files of each template located in the Online Folder.

[ACCESS THE PRINTABLE
BLANK TEMPLATES HERE >](#)

Digital

You can download some or all of the templates in Word or editable PDF formats from the Online Folder. These digitally editable templates are useful if you want to share the completed version with others, such as a therapist or community activity provider.

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Meet Ferdie

Throughout the toolkit, you can see examples of how the tools can be applied through the story of 7 year old Ferdinand Diego.



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Finding the Right Fit for Your Child

Activity Identification Tool

This tool takes your child’s interests, considers the environments where they thrive and then matches them to community activities and the stepping stones to get there. On the following pages, you will find examples from Ferdie’s parents and other families, to demonstrate how to use the tool. Go to page 6 to download print and editable versions of this tool, to record your thoughts and ideas for your child.

Ferdie’s Activity Identification Tool Example

Find out how Ferdie’s parents completed the Activity Identification Tool focusing on his interest in soccer and how this could lead to opportunities in the local community.

Interest	
Ferdie loves soccer and kicking the ball around the backyard	
Environment	
<i>Sensory</i>	<i>Social</i>
<ul style="list-style-type: none"> Doesn’t like loud or big noises Very sensitive to various clothing materials 	<ul style="list-style-type: none"> Prefers being on his own agenda Still working on following a group plan
<i>Movement</i>	<i>Physical</i>
<ul style="list-style-type: none"> Movement is important for regulation Opportunity for regular breaks is important 	<ul style="list-style-type: none"> Safest in fenced environments And locations away from busy roads
Community Activities	Stepping Stones to Community Activities
<ul style="list-style-type: none"> Local Soccer Club (during winter), or Indoor Futsal Club 	<ul style="list-style-type: none"> Ball game playdates All Abilities Soccer Group Practice soccer skills with Physio and family Play on the foosball table at the local tavern with family and friends Try the school holiday soccer clinic Watch a live soccer game with friends

How Other Families Used the Activity Identification Tool

Ava's Interest Is Netball

Environment

- Sensory: Ava is very sensitive to various clothing materials
- Social: She feels over-whelmed in groups if there are no familiar faces
- Movement: Has low strength and cannot throw far.
- Physical: Struggles with balance on uneven surfaces

Ideas for Community Activities

- Local Netball team (with friends from preschool)
- After-school Netball group

Stepping Stone Activities

- Watch netball on TV to learn the rules
- Ask the preschool teacher if they can do ball-throwing activities
- Have a playdate at the park next to the netball courts and practice with friend
- Ask physio to incorporate strength-building activities to help with passing the ball

Lucas' Interest Is Computer Games

Environment

- Sensory: Lucas is bothered by bright screens and doesn't like too many different noises at the same time
- Social: Prefers to work individually and not as a group
- Movement: He has restless energy - and requires frequent breaks to stay focused
- Physical: Most comfortable in flexible seating arrangements (i.e. wobble chair)

Ideas for Community Activities

- Local Coding Club
- Online Coding club

Stepping Stone Activities

- Practice typing at home
- Learn how to use ScratchJnr
- Disability-specific coding club
- Work with a friend after school to create a game on ScratchJnr

Amos' Interest Is Gardening

Environment

- Sensory: Amos loves tactile and messy play. However, he is quite sensitive to bright lights.
- Social: He loves interacting with kids of all ages
- Movement: He tires easily
- Physical: Needs access to bathrooms due to weak bladder

Ideas for Community Activities

- Nature Playgroup
- Community Garden Club
- School Sustainability Club
- Kids Bushwalking Club

Stepping Stone Activities

- Learn to care for plants - Buy a plant from the hardware store and care for it together
- Family bushwalks to work on increasing stamina
- Arrange to help a neighbour in the garden
- Make a playdate in nature
- Try the bush rangers club at Centennial Park in the school holidays

Frankie's Interest Is Reading

Environment

- Sensory: Frankie prefers being indoors. She doesn't like loud noises or voices.
- Social: She's most comfortable in smaller groups
- Movement: Need breaks to stretch and adjust position
- Physical: Needs to be wheelchair accessible.

Ideas for Community Activities

- Local Library Book Club
- Dymocks Lit Club 4 Kids (online book club)

Stepping Stone Activities

- Attend events at the local library
- Visit the library with a friend
- Practise reading aloud and discussing the story
- Create a family book club



Activity Identification Tool

As you work through pages 8, 9 and 10 of the guide, record your thoughts and ideas. This is what the tool looks like to explore one of your child's interests. We've also created a version to explore multiple interests in one table. Click the link at the bottom of the page to download print and editable versions of these tools.

Interest	
Environment	
<i>Sensory</i>	<i>Social</i>
<i>Movement</i>	<i>Physical</i>
Community Activities	Stepping Stones to Community Activities

Zoom In & Out Tool

This tool helps you come up with creative solutions on how your child can participate in activities in non-traditional ways and identify meaningful contributions they can make in the community. You can seek advice from trusted friends, family, and community members who understand your child and the activity to build on these ideas over time.

On the following pages, you will find examples from Ferdie's parents and other families, to demonstrate how to use the tool. Go to page 9 to download print and editable versions of this tool, to record your thoughts and ideas for your child.

Ferdie's Zoom In & Out Example

Find out how Ferdie's parents used the tool to come up with ideas for meaningful roles at his local soccer club.

Context
Ferdie would love to be involved with the same soccer team as his school friends. But he's not sure whether he actually wants to play.
Zoom In: Contribute to One Individual
MORALE BOOSTING: Maybe Ferdie and I could make cards, posters or letters to uplift the kids in the team. Could have a chat with the coach about making a 'kid to kid' award where Ferdie singles someone out for good sportsmanship and effort?
Zoom Out: Contribute to the Group
COORDINATING EVENTS: Ferdie and I could plan some team-building events like pizza nights, host some board games, video games or movie nights. I'll talk to the other kids' parents about this and find out what's coming up, dates to celebrate etc. Ferdie would love this and I think the team would too...
CREATE A CLUB HISTORY: I could look into the soccer club's history with Ferdie. We could make a poster or a booklet with a bit of a timeline to be displayed with the trophies etc.
TEAM PHOTOGRAPHER: Ferdie could take photos and videos of the team during the game.
Zoom Out Further: Contribute to the Community
OUTREACH & INCLUSION: Ferdie could research the needs of the members of the crowd. Providing suggestions to the club about supports for all the different people who attend. Ear plugs for whoever needs them, blankets for the elderly, water for the crowd on hot days... I think this would be really appreciated.

How Other Families Used the Zoom In & Out Tool

Thalia, 9 years old

Context

Thalia is an animated storyteller. Her family think she should join the local drama club but she is afraid of being on stage. She has severe peripheral vision impairment and unilateral deafness. She is learning to use a cane to increase her independence. Thalia's parents use the tool to think about some ways that she could contribute to the drama group. They decide to try these meaningful roles:

Zoom In: Meaningful Contribution One-on-One

- Creative Collaborator: Thalia can use an iPad with low vision features to collect ideas for set design, costumes, and props to improve visual storytelling.

This is meaningful to the Art Director.

Zoom Out: Meaningful Contribution to the Group

- Narration: Thalia can enhance the performance from offstage, using a microphone to welcome the audience, MC the drama club's events, and narrate the story to the plays.

This is meaningful for the audience.

Zoom Out Further: Meaningful Contribution to the Community

- Sign Language Translation: Thalia can enhance the storytelling experience by interpreting key scenes or monologues into AUSLAN.

This is meaningful for the wider community and enhances accessibility so that more people can attend and enjoy the performances.

Silas, 3 years old

Context

Silas has a Developmental Delay and is non-speaking. He loves reading books at home with his parents. But when his Mum takes him to the library for storytime, he's unable to sit still and listen. She calls the librarian and asks if Silas can make some kind of contribution that keeps him engaged. Together they figure out some potential opportunities using the tool for Silas to take on meaningful roles:

Zoom In: Meaningful Contribution One-on-One

- Page Turner: Silas can assist the storyteller by turning the pages of the book when signalled. *This is meaningful to the Librarian.*

Zoom Out: Meaningful Contribution to the Group

- Music Helper: Silas can hand out the percussion instruments and press play on the stereo for that day's recording so the children can join in on a song.

This is a meaningful contribution for the other children (it also gives Silas a chance to engage without speech).

Zoom Out Further: Meaningful Contribution to the Community

- Publicising Storytime: Silas and his Mum can hand out invitations to advertise the library's storytime program, highlighting inclusivity and early literacy.

This is meaningful for parents in the community who may be looking to make connections, and seek inclusive opportunities for their children.





Zoom In & Out Tool

As you work through pages 11 and 12 of the guide, record your thoughts and ideas. This is what the tool looks like. Click the link at the bottom of the page to download print and editable versions of the tool.

Context

Zoom In: Contribute to One Individual

Zoom Out: Contribute to the Group

Zoom Out Further: Contribute to the Community



Shortlisting Activities

We recommend shortlisting 2-3 activities you think your child may be interested in, before contacting local activity providers. Click the link at the bottom of the page to download print and editable versions of this tool.

Potential Activities	People to Contact

Contacting Activity Providers



Extended List of Questions Checklist

Review the following questions and select which ones to ask when contacting the provider. Think carefully about how many questions to ask and at what point is the right time to ask them. Remember, the focus of the first call should be on figuring out whether the activity is the right one to try. Click the link at the bottom of the page to download print and editable versions of this checklist.

Instructor and Group Dynamics

- What are the qualifications and experience of the instructor(s)?
- What is the teacher-to-student ratio in the program? What is the average class size?
- What is the mix of ages and abilities in the group?
- How does the instructor handle behaviour?
- What is the overall tone and atmosphere of the program? (e.g., competitive, playful, collaborative)

Location and Logistics

- Where exactly are the activities held? Is it a dedicated studio, a community centre, or outdoors? What is the parking situation like? Is there easy access or is it a bit more challenging? What are the drop-off and pick-up procedures?
- Are there specific times or procedures for parents?
-

Financial Considerations

- What are the fees, including any registration and uniform fees?
- What are the payment options?
- What is the cancellation policy? What happens if my child needs to miss a class or withdraw from the program?

Safety and Accessibility

- What safety protocols are in place for the activity?
- Is the facility wheelchair accessible?
- Are there any accommodations available for children with disability?
- What are the emergency procedures in case of an accident or illness?
- What is the background check process for instructors and staff?

Communication and Feedback

- How will I be informed about my child's progress?
- What opportunities are there for me to provide feedback and discuss strategies with the instructor?

Additional Considerations

- Are there any specific clothing or equipment requirements for the activity?
- Can I observe a class before enrolling my child?
- What skills or knowledge will my child gain by participating?
- Do you offer trial classes?

Add Your Own Questions

Elevator Pitch Tool

This tool helps you to create a quick introduction highlighting your child's capabilities and why they would be a good fit for a community activity. A good elevator pitch should take 15 to 30 seconds. Go to page 13 to download print and editable versions of this tool, to record your thoughts and ideas for your child.

Ferdie's Elevator Pitch Example

Opening
<ul style="list-style-type: none"> • This is Ferdie - we are so lucky to be his Mum and Dad! • Ferd is brilliant, helpful, and passionate.
Your Child's Strengths and Interests
<ul style="list-style-type: none"> • A great helper at home (likes to cook his preferred foods with me). • Loves animals (especially reptiles). • Is newly obsessed with soccer!
Examples of Your Child's Developing Passion for an Activity
<ul style="list-style-type: none"> • Fact seeking - Ferdie talks about soccer all the time now, remembers a lot about players, their records and stats • He enjoys kicking a ball around with Dad, might have a go with the team, might prefer to make a different contribution or get involved in his own way. • Example of an Autistic strength - Ferdie soaks up information about his interests; which is so awesome.
Highlight Strategies That Work for Your Child
<ul style="list-style-type: none"> • Follow his lead, be a bit flexible on what his involvement may look like. • Use ear protection in noisy situations. • Using a few Key Sign Words helps with processing and when it is hard to hear (details of these can be provided). • Have a reset - little break, quiet space, take a walk together, body movement.
Next Steps
<ul style="list-style-type: none"> • I will be present if needed. • Connect with team afterwards - ice breaker, offer an arvo tea to share perhaps? • Consider the best way for Ferdie to be involved in the activity moving forward.

How Other Families Used the Elevator Pitch Tool

Riley, 10 years old

"Hello, my name is Morgan, and I'm calling about my 10 year old, Riley. Riley has a unique mind which is such a wonderful strength in chess. Their passion for chess came from playing online and then searching for videos to learn better strategies. Riley experiences chronic pain due to spina bifida, and chess has become such a focus. We consider it part of their toolkit for managing discomfort. Making the room a bit more wheelchair accessible will be easier than you might think, and we'd be happy to help with that. I'd love to discuss this more with you and find out a bit more about the club."

Brianna, 6 years old

"Hey there, I'm Eleanor, and I'm calling about my daughter Brianna who is a passionate artist. She has a great sense of humour and loves making people laugh. Brianna has Down Syndrome, and her passion for art began through therapies working on fine motor skills. She has some amazing adapted tools like grip aids and her own brushes that allow her to create stunning works of art. I'd love for you to get to know Brianna better - she has so much to offer and I know you'll enjoy spending time with her."



Elevator Pitch Tool

As you work through page 17 of the guide, you can record your thoughts and ideas. This is what the tool looks like. Click the link at the bottom of the page to download print or editable versions of the tool.

Opening

Your Child's Strengths and Interests

Examples of Your Child's Developing Passion for an Activity

Highlight Strategies That Work for Your Child

Next Steps

All About Me Tool

An All About Me is a one-page document that you can make to tell others about your child. It talks about your child's strengths, interests, and abilities and gives tips on how to best support and communicate with them.

You can use the template on the next page or design your own document in a free program like [Canva](#).

Ferdie's All About Me Example

About Me	Words Used to Describe Me
Ferdinand Diego Age 7 	Energetic Highly focused on my interests Serious (sometimes!) Persistent Gentle Sensitive
My Favourite People	My Favourite Things
Mum and Dad My Pop Our lizard, Rex Gary and Liam (our neighbours) Chelsea (my OT) Zookeeper Dan (local reptile expert!)	Playing in the backyard with Dad My signed Mariners ball FIFA 23 for Nintendo Spaghetti bolognese Reptiles The colour yellow Match Attax cards
My Favourite Activities	I Thrive When
Watching A-League games on channel 10 Watching cartoons Laying out my Attax cards & sorting them Making slime kits Kicking my ball Playing on the foosball table at the local family tavern	People check in with how I'm feeling I am trusted with a job I have strategies and supports to help me I am praised for my efforts I can take breaks I'm in an environment that works well for me
I'm Working On	What Doesn't Work for Me
Doing up buttons Steady balance Helping with jobs at home Running Turn-taking Multi-step instructions Explaining my feelings	Talking very fast or very loud (shouting) Changing plans without notice Big noises (fireworks, starter guns, safety drills with alarms) Sarcasm Vague instructions Sandy places Itchy labels



All About Me Tool

As you work through page 18 of the guide, record your thoughts and ideas. This is what the tool looks like. Click the link at the bottom of the page to download print and editable versions of the tool.

About Me	Words Used to Describe Me
My Favourite People	My Favourite Things
My Favourite Activities	I Thrive When
I'm Working On	What Doesn't Work for Me

Setting Up for Success



What You Can Do to Prepare Checklist

Select which things you will do to prepare in the lead-up to your child starting a new community activity. Click the link at the bottom of the page to download print and editable versions of this checklist.

What You Can Do

- Do a drive-by: Check out the location, parking situation, and how crowded it might be during your child's class time.
- Tour the space: Arrange a tour without your child to assess the environment for safety, accessibility, and any sensory considerations. Observing a session in action can be even more helpful.
- Talk to the instructor: Discuss any specific concerns you have about your child's needs or comfort level with the instructor.
- Gather information online: Look at the activity's website, social media pages, or online reviews to learn more about the environment, rules, and expectations.
- Plan their routine: Develop a clear pre-activity routine with ample time for getting ready, eating, and using the bathroom. Ensure your child is well-rested and has eaten beforehand.
- Be their support system: Stay close during the class to offer encouragement and assistance if needed. Remember, this is about discovery and enjoyment!
- Boost their confidence: There is a lot you can do at home in your everyday routines to increase your child's confidence to try a new activity. View our tips in 'Boosting confidence' on page 24 of the guide.
- All About Me page: Send the instructor your child's 'All About Me' beforehand and print a copy for them to take along.
- Pack familiar items: Let your child bring a favourite toy, stuffed animal, or blanket to provide comfort and a sense of security.

Preparing for the First Session

- Get familiar: Take your child for a tour pointing things out and letting them test equipment. If possible, watch a class in action to give them a sneak peek.
- Show pictures and videos: Share pictures of the space, activities, and instructors. This can help your child familiarise themselves with the environment and feel more comfortable.
- Create a social story: Write a story about what to expect. Learn more on the next page.
- Use AAC devices or iPads: If your child uses these tools, upload pictures or videos related to the activity for them to access easily.
- Talk it up: Build excitement by discussing the activity with enthusiasm. Highlight things your child might enjoy, like making new friends, learning new skills, or doing fun activities.
- Address concerns: Acknowledge and validate any nervousness your child might feel. Talk about strategies for managing these feelings, like deep breathing or having a comfort item.
- Talk openly about the activity: Discuss what your child hopes to gain from the experience and any concerns they might have.
- Establish expectations: Explain the session structure, duration, and rules. Discuss what your child can expect and how they can communicate with you during the activity.
- Prepare for possible challenges: Talk about how your child can handle potential difficulties, like feeling shy or not understanding something. Practice coping mechanisms together.

Add Your Own Ideas

Social Story Tool

Social Stories can help children feel less anxious and uncertain when they're preparing for new experiences. Below is a tool to help you plan a Social Story for your child. You can find tips and examples on the next page. Go to page 19 to download print and editable versions of this tool.

Planning a Social Story

Details

Include the 'who, when and where'. When is this happening and how long will it go for, where will it take place, who will be there? For example:

- *On Tuesday, Auntie Lisa will pick me up from school early at 2 o'clock*
- *I will be doing Lego Club at the public library for half an hour*
- *Mr Ehrlich will show us what to build. Auntie Lisa will stay to watch*

Reasoning

Explain the 'why', focusing on the positives. For example:

- I am trialling with the team because I am great at bowling
- I am trying out the painting class to see if I enjoy it
- I am joining the cat-care group to meet people who like some of the same things as me
- My family is volunteering at the community garden because helping is one of our values

Tip: Avoid using forced positivity or behaviourist expectations, such as:

- *I will love the class!*
- *If I can sit quietly, the teacher will be so happy*
- *I need to remember to smile so that I can make friends*
- *I will show I am listening with a still body and my eyes on the coach*
- *If I don't yell or use nasty words I will get an ice cream after the group time*

Strategies

Provide your child with one or two strategies they can use to feel comfortable. Emphasise that your child's choices will be respected. For example:

- If the hall is noisy I can use my ear defenders or take my craft to the outdoor table with a smaller group. I am allowed to choose the workspace that works for me.
- My big brother will be there if I feel nervous, and Mum is just outside if I need her. I can take a break if my tics are bothering me.
- It is ok to ask questions. No one will get upset if I need to repeat things. I can also do movement patterns on my fidget cube when I need self-soothing-sameness.
- My support buddy will help me in and out of my wheelchair. If I don't feel safe in the water I can tell him. He will always help me back out straight away.

Reassurance

Encourage and support your child and remind them their preferences will be respected and that it is ok to have different skills or interests from others. For example:

- If I want, I can just watch what the players do. My choices will be respected.
- If I don't like the activity we don't have to sign up. A trial is to see if you like it. Everybody likes different things and that is ok.
- I am a great kid with lots of different skills. I do not have to win races to be doing a fantastic job.
- Artists have all different styles. Creativity isn't about making something perfect. My goal is to experiment and have fun.

Tips:

- Ensure that the language is understandable and familiar, and that the story is clear and simple.
- Visual aids such as pictures or photos can also be helpful, especially for non-readers.
- Once you've used the template provided to plan out your social story it can be presented in a variety of ways, such as a comic strip, laminated cards on a keyring, hand drawn or a digital version with audio description.
- You can use programs such as [ToonyTool](#), [Canva](#), [StoryboardThat](#), [Choiceworks](#) or [Boardmaker](#) to create your story.

Ferdie's Social Story Example

See how Ferdie's parents used the planning template to create a social story using Canva.





Social Story Planning Tool

This is what the Social Story Planning tool looks like. Click the link at the bottom of the page to download print and editable versions of the tool.

Details

Reasoning

Strategies

Reassurance

Looks Like, Feels Like Tool

This tool is a framework for identifying what successful participation could look like for your child based on their unique goals and your values as a family. These can be used as your indicators of success. Go to page 21 to download print and editable versions of this tool.

How to Use the Tool

Close your eyes, and picture what success in the activity could look like and feel like. What do you hope for? What does your child hope for?

Your objectives may not necessarily involve scoring points or achieving a specific skill level. They might be difficult to measure but easy to sense.

Ferdie’s Looks Like, Feels Like Example

 Looks Like	 Feels Like
<ul style="list-style-type: none"> • Ferdie smiling • Involvement - doesn't actually have to be him kicking the ball • Better sleep for Ferdie through more physical activity • Cheering for others • Hearing Ferdie have the confidence to speak to other adults. 	<ul style="list-style-type: none"> • Confidence • Knowing he is needed and appreciated in whatever role he takes on • Pride (ours and his) • Bravery - not being afraid to make mistakes, have falls, miss a goal etc.

Tips

- Involve your child as much as possible.
- Focus on what you want your child to experience rather than avoid.
- Aim for 3-5 'Looks Like, Feels Like' statements.
- If helpful, use pictures, symbols, or short videos to accompany your written descriptions.
- Use your indicators of success as a guide, not a rigid checklist. Adapt them as needed based on your child's progress and changing situations.





Looks Like, Feels Like Tool

As you work through page 25 of the guide, record your thoughts, these can be used as your indicators of success. This is what the tool looks like. Click the link at the bottom of the page to download print and editable versions of the tool.

 What Success Looks Like	 What Success Feels Like

Reasonable Adjustments Tool

A reasonable adjustment refers to any change that is made to remove or reduce barriers faced by people with disability. This tool provides a framework for capturing reasonable adjustments for your child across six areas of functional capacity: mobility, communication, social, learning, self-care and self-management.

You can find tips and examples on the next page. Go to page 24 to download print and editable versions of this tool.

Example of Reasonable Adjustment for Ferdie

Mobility

- Ferdie struggles with balance and coordination. OT recommends he wears extra padding, wrist guards, and modified shoes with a thick, firm sole for stability.
- Coach should emphasise spacing between players to prevent collisions & falls.
- Prioritise a position that minimises the need for complex movements for Ferdie. Suggestion - goalkeeper.

Communication

- Use a mini whiteboard to draw game strategies - 'Show don't tell'.
- Keep instructions simple, allow time to process, repeat while demonstrating.
- Integrate Key Word Sign into instructions - just a few core words, quite easy to learn.

Social

- Information about plans and changes to be given to family ahead of time for social stories.
- Be aware of supporting positive interactions between teammates and valuing differences. Ideas include a buddy system, trying small group games to reduce pressure/anxiety, and role-playing scenarios such as responding to setbacks, giving encouragement, etc.

Learning

- Movement is regulating for Ferdie and helps with processing information. Wobble boards or cushions allow stationary movement when it's time for the group to gather, listen and learn. Ferdie will struggle to process if he has to sit directly on grass (sensory).
- Ferdie enjoys his own agenda and is working on following a group plan. Consider allowing choices with boundaries, eg. having Ferdie sequence the drills set for the day.

Self-Care

- Ferdie will use ear defenders to help with noise sensitivity.
- Adjustment to uniform - a synthetic jersey will likely cause sensory stress however the club logo could be printed onto stretch cotton of the same colour.
- Regarding no jewellery policy, Ferdie wears a silicone 'chewelry' pendant (safe breakaway clasp on soft cord). This prevents damage to his hands from chew stimming.

Self-Management

- Ferdie will need a predictable timetable, reminders of time left, count downs etc.
- The fenced field is ideal - please ensure the gate is kept closed during sessions & display signage to ensure other families always close and latch it during sessions for safety.

Example of Reasonable Adjustments for Molly, 4 years old

Molly has cerebral palsy who loves everything pastel 'fairy colours', pancakes, glitter, and play-dough. Her older sisters do gymnastics, and Molly would like to join a class too. Her parents, Inge and Noa, discuss some potential reasonable adjustments with Molly's physiotherapist.

Mobility

Molly has challenges with coordination and balance, the physio suggests putting in spotting mats and platforms for transitions on and off the equipment. This adjustment will prevent accidents and help Molly feel more secure and confident.

Social

Noa is worried about Molly feeling left behind or like the odd one out. The physio recommends that the coach consider regularly pairing the group into "buddies" to highlight and reward cooperation and peer encouragement.

Self-Care

The physio is also aware that Molly has reduced interoception (a sense of her body's needs). The coach could adjust their session plan with prompts for the group to hydrate with their water bottles and take a toilet break.

Other Adjustments

Finally, Molly's physiotherapist suggests starting out with a support person such as a sibling or parent. Noa asks about having the physio attend. The physio recommends that Inge and Noa first see if Molly likes gymnastics. If things work out well, the physiotherapist can assist with stretching, using adaptive equipment, and offering modifications to specific activities - for example, helping Molly to do forward rolls rather than cartwheels.

Communication

The physio also thinks that picture cards would be helpful for Molly to process what is expected. Perhaps her speech therapist could make up some visual instructions?

Learning

Molly's physiotherapist talks about breaking complex skills and extended movements into smaller, more manageable steps whenever Molly is learning a new routine.

Self-Management

The physio suggests that the coach could ease the transition by displaying a timetable and crossing off completed activities, or by using a visual timer.





Reasonable Adjustments Tool

Click the link at the bottom of the page to download print and editable versions of this tool.

Mobility	Communication
Social	Learning
Self-Care	Self-Management

Deciding the Next Step

Working Out if It's the Right Fit

Review the following questions, which are designed to help you work out whether the activity is a good fit for your child and family. Check the boxes where you can answer yes. Click the link at the bottom of the page to download print and editable versions of this checklist.

Reflective Questions

- Is my child excited to attend the activity?
- Is this fun for our family?
- Is the activity working towards the objectives we want to achieve?
- Have the discussions we've had with group members been positive and encouraging?
- Have conversations with the provider been collaborative?
- Is my child being treated fairly?
- Can I ask to make changes?
- Is my child being welcomed as part of the group or has a meaningful role?
- Has a support person been welcomed?
- Is my child passionate about this activity?

If you weren't able to check many of the above boxes, we have some suggestions about possible next steps.

Add Your Own Thoughts and Reflections

If Things Didn't Go as Planned

Review and check off which of the following things you plan on doing as next steps.

- Talk with your child: Ask them how they feel about the activity and if they have any concerns or challenges.
- Reconsider reasonable adjustments (revisit page 26 of the guide): Are there any additional strategies, supports or adjustments that can be tried to make the activity more suitable or enjoyable for your child?
- Talk to the activity leader: Share your observations and concerns with the instructor. They might have some suggestions that can be made to improve the activity.
- Give it time: Sometimes, it can take more than one session to know if it's going to be the right fit. As long as your child feels safe and happy, you may want to encourage them to go back a few times before making a choice.
- Explore alternative ways of contributing: If your child enjoys the environment but doesn't enjoy the activity, perhaps it is time to think creatively about a meaningful contribution your child can make. See page 11 of the guide.

Advocacy Contacts

National Organisations

National Disability Advocacy Program (NDAP)
[Visit Website](#)

Advocacy for Inclusion
[Visit Website](#)

Disability Advocacy Network Australia (DANA)
[Visit Website](#)

People with Disability Australia
[Visit Website](#)

Down Syndrome Australia
[Visit Website](#)

NSW Organisations

Family Advocacy
[Visit Website](#)

Australian Centre for Disability Law
[Visit Website](#)

Disability Advocacy NSW
[Visit Website](#)

Self Advocacy NSW
[Visit Website](#)

VIC Organisations

Association for Children with Disability (ACD)
[Visit Website](#)

ACT Organisations

Disability, Aged and Carer Advocacy Service (ADACAS)
[Visit Website](#)

QLD Organisations

Queensland Advocacy for Inclusion (QAI)
[Visit Website](#)

SA Organisations

Disability Advocacy and Complaints Service of South Australia Inc (DACSSA)
[Visit Website](#)

TAS Organisations

Advocacy Tasmania
[Visit Website](#)

WA Organisations

People With Disabilities WA (PWDAWA)
[Visit Website](#)

Kindred

An independent family-led organisation, for parents and caregivers raising children with disability, developmental delays and neurodivergence. Through peer groups, workshops, educational resources and stories, Kindred empowers families to grow their skills, knowledge and confidence to support their children and family to thrive.



kindred.org.au



info@kindred.org.au



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