Talking the Talk

Listening to family stories – supporting children to play and learn
The Talking the Talk resource

Aims to help professional and community workers to provide opportunities for families to:

• begin talking about their stories of their children’s development while the worker listens.
• continue telling these stories as their children develop from being a baby, to a toddler and then throughout their childhood years.
• explore opportunities to support their children’s development through play and learning.

Assumes that:

• when families feel safe and supported they are more likely to tell their family’s story, share their child’s successes and strengths, and talk about their needs and challenges.
• when there are questions or concerns about a child’s development sometimes things can make it hard for families to take the steps you might think are important.
• when families have the chance to explore what’s most important to them and their children they often feel more confident to make a start with new things.
• if you build a relationship with families over time, you can become a valuable support to them and their children.
• when families are encouraged in each small step they take, big achievements can be made.
How to use the Talking the Talk toolkit

The toolkit provides a process with five (5) steps (see opposite page) for the worker to follow in sequence to help build a relationship and connect with the family by listening to their child and family’s story. It is advisable to work through the steps rather than rushing to make a plan.

The toolkit contains:

- **Talking the Talk booklet** – designed as a guide for workers to engage, listen and talk with families about their child’s development using a storytelling framework.

- **Templates** – there are two templates to help you gather and write down information as you talk with a family. Examples of how to complete the templates are in the *Talking the Talk* booklet (pages 20 and 22). You can also photocopy the two templates on pages 21 and 23. The two templates for you to write on are:
  1. **Child Development Summary** – write down your observations and developmental milestone information from steps 2 and 3 (see opposite page), so you can talk with the family about their child’s strengths and difficulties. This summary is for your records.
  2. **My Child’s Development Plan** – this template can be used when talking with the family about their plans and goals for their child. The original plan is for the family to keep and you can copy for your records.

- **Posters** – the *Talking the Talk – create a healthy family plan and build your family story* (page 19) and the *Developmental Domains* posters are conversation starters to put in your waiting room or a place where your families will see them and perhaps ask what they are about.

**Take time to:**

**Step 1: Listen to the child and family’s story**

Listen to the family tell the story of their child and family. Take note of their child’s strengths, the things they love doing, and the things they find difficult. See page 6

**Step 2: Observe the child’s skills**

Observe their child interact, talk, play and move about. See page 7

**Step 3: Explore the child’s milestones**

With the family, explore the milestones their child has achieved and the things their family has questions or concerns about. See pages 8-15 and 21

**Step 4: Understand the family’s goals**

Understand what’s important to the family to support their child’s development. See pages 16-17

**Step 5: Create a plan with the family**

Work with the family to create a plan to support their child’s development and stay connected over time. See pages 18, 19 and 23


**Starting conversations that last**

Sometimes families will want to talk with you about their child’s development, and sometimes you will be the one that wants to start the conversation. Either way, here are some ideas to guide your conversation.

**Try to…** support the family to tell the story of their child, their family and community.

**Avoid…** asking a list of case history questions and suggesting you know what’s important for them to tell you.

**Try to…** use questions about strengths that are relevant to the child, their family and community.

**Avoid…** focusing on questions about difficulties and skills that might not be relevant to what the child and family have experienced.

**Try to…** use questions to explore what the family thinks about their child’s strengths and possible needs.

**Avoid…** making statements about their child in ways that may be confronting or cause feelings of shame.

**Try to…** accept that each family will be ready to try different things at different times. If they aren’t ready for one thing, find out what might be a better fit.

**Avoid…** rushing to make referrals to assessment and intervention services if the family seems reluctant.

**Try to…** make a plan with the family to keep the conversation going.

**Avoid…** having a one-off conversation with no plan to catch up again.

Remember to appreciate and respect every family’s life situation at the time you’re speaking with them – as well as when it changes from day to day, week to week, and month to month.

**Developmental delays, disorders and differences**

When a child appears to have developmental difficulties, remember that different things can be influencing their strengths and needs and how these change over time. These can include:

**Developmental difference**

*Developmental difference* can simply be a reflection of these different life experiences, rather than reflecting a developmental delay or disorder.

For some children, having the chance to join in new and different experiences can support them to succeed in their local Aboriginal and Torres Strait Islander community as well as in other situations, such as preschool, school and sport.

**Developmental delay**

When a child follows the usual path of development, but achieves their milestones more slowly than other children, this is known as a developmental delay.

**Causes of developmental delay** can include being born very early, illness, limitations in life experiences, vision impairment, hearing loss or physical disability.

With the right opportunities and support, sometimes a developmental delay can resolve.

**Developmental disability**

Children with a developmental *disability* may be slow to reach some milestones and may not reach others at all.

**A developmental disability** can bring challenges throughout childhood and into adult life.

**Causes of developmental disability** usually result from a nervous system or neurological impairment which can lead to, for example, learning and behavioural difficulties, autism spectrum disorder, ADHD, etc.

**Early intervention and long term support** can benefit children with developmental disorders and help reach their potential. It also makes sure families are supported to build on their child’s skills and respond to their needs through daily life.
Listen to the Child and Family’s Story

The following questions may help you to start exploring a child’s development with their family.

You don’t need to ask everything in one conversation. Ask key questions that seem like the best fit at the time. Start by inviting a family to tell the story of their child and family. Support the steady building of a relationship that lasts over months and possibly years.

The child and family

1. What’s the most important thing that you would like to talk about today?
2. I’d like to find out more about your family and (child’s name). Can you tell me (child’s name’s) story? What about the story of your family?
3. What are the things (child’s name) and your family spend your time doing?
4. Who are the important children and adults in (child’s name’s) and your family’s life?
5. Where are the different places (child’s name) and your family have lived?
6. Who do you like to include when you make important decisions for (child’s name)?
7. What new things has (child’s name) just started doing in the past couple of months?
8. Can you remember the development of your other children? Is (child’s name) doing similar things at the same age?

The child’s strengths

1. What does (child’s name) love doing the most?
2. What does (child’s name) do really well?
3. What does (child’s name) do that makes you laugh?
4. Who does (child’s name) like to spend time with?
5. What do they love doing when they’re together?

The child’s challenges

1. What does (child’s name) find tricky?
2. How do you help your child do these things?
3. What things doesn’t (child’s name) like doing?
4. Have you ever been worried about (child’s name) health?
5. What about how well (child’s name) can hear or see?
6. Has your (child’s name) ever had any ear infections?
7. Have you ever been worried about (child’s name) development?

Observe the Child’s Skills

Have some toys ready for the child to play with while you’re chatting with the family, for example:

- dolls and teddies
- an empty box
- trucks and cars
- blocks
- coloured pencils and paper
- a tea set
- a cloth or towel
- puzzles
- pop up toys
- books
- bubble blowing
- plastic containers

Make the child feel welcome to play right from the start. As you chat with the family, sometimes contribute to the child’s play and encourage the family to also join in.

Observe how the child plays, e.g. does the child...

- show interest in toys?
- play with toys in ways that are similar to children around the same age?
- use pretend play? (e.g. put a toy person/animal in a car)
- talk about their games and ask questions? How long are their sentences?
- stay with one activity for a period of time?
- play with more than one thing?
- go to their family for help or comfort?
- respond when you or their family members speak to them?

Use the Child Development Summary template page 21 (see example page 20) and write down your observations.
Explore the child’s milestones

Pages 8–15 provide a guide to children’s development from 3 months to 5 years.

Deadly at 3-6 months

Use the Child Development Summary template (see example page 20)

**Making friends**
- Looks and smiles when smiled at
- Enjoys playing with familiar people
- Starts to show some shyness with unfamiliar people

**Listening and talking**
- Listens to everyday sounds and people’s voices
- Makes sounds when people talk to them (e.g. ahh, ooh)
- Makes sounds to communicate ‘happy’ or ‘upset’

**Movement and play**
- Lifts head and chest when lying on their tummy
- Learns to roll over from tummy to back or back to tummy
- Learning to sit with support
- Reaches out for toys and brings hands and toys to mouth
- Likes to play with their toes

**Daily routines**
- Sleeps less during day and a little more at night
- Breast milk (or infant formula) is the food your baby likes most

**Ask the family**
“How do you feel your child is going with these different skills?”

Deadly at 6-9 months

Use the Child Development Summary template (see example page 20)

**Making friends**
- Uses eye contact and shows different facial expressions
- Recognises familiar people
- May be shy with strangers and clingy with familiar people

**Listening and talking**
- Copies sounds and actions (e.g. blowing raspberries, pointing, showing, waving)
- Understands words e.g. ‘bye-bye’, ‘no’
- Starting to use long strings of babble (e.g. bu-bu, ma-ma, da-da)

**Movement and play**
- Rolling and starts to move around the floor (e.g. crawling)
- Explores things within their reach
- Is curious about what’s happening around them

**Daily routines**
- Starting to have a sleep routine and able to settle more easily
- Starting to eat solid foods

**Ask the family**
“How do you feel your child is going with these different skills?”

Ask the family

“How do you feel your child is going with these different skills?”
### Deadly at 9-12 months

*Use the Child Development Summary template (see example page 20)*

<table>
<thead>
<tr>
<th>Making friends</th>
<th>Listening and talking</th>
<th>Movement and play</th>
<th>Daily routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enjoys communicating with familiar people using eye contact and facial expression</td>
<td>• Listens and follows sounds (e.g. turns head to search unseen sound)</td>
<td>• Is keen to explore the world</td>
<td>• Holds food and chews different textures (biscuits, meat, pasta, fruit)</td>
</tr>
<tr>
<td>• Can be shy with unfamiliar people and seek out familiar people for comfort</td>
<td>• Uses gestures (e.g. waves ‘bye-bye’)</td>
<td>• Explores things in different ways (e.g. shaking, banging and throwing)</td>
<td>• Starts to pull to stand when holding onto furniture</td>
</tr>
<tr>
<td>• Enjoys taking turns when playing games (e.g. ‘peek-a-boo’, clapping)</td>
<td>• Shows what they want by pointing and making sounds</td>
<td>• Starting to pull to stand when holding onto furniture</td>
<td>• Puts things in and out of containers</td>
</tr>
<tr>
<td></td>
<td>• Babbles loudly in repetitive strings that sound like they are ‘talking’ (babudu, agagmu)</td>
<td>• Picks up small things with fingertips and thumb (e.g. sultanas)</td>
<td>• Picks up small things with fingertips and thumb, turns pages in book</td>
</tr>
<tr>
<td></td>
<td>• Tries to copy sounds and words</td>
<td></td>
<td>• Starting to hold pencil and scribble when shown</td>
</tr>
<tr>
<td></td>
<td>• Enjoy repetitive rhymes and songs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Deadly at 12-18 months

*Use the Child Development Summary template (see example page 20)*

<table>
<thead>
<tr>
<th>Making friends</th>
<th>Listening and talking</th>
<th>Movement and play</th>
<th>Daily routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plays happily beside other children</td>
<td>• Understands and responds to simple requests (e.g. child passes something in response to ‘Ta’)</td>
<td>• Walks while holding onto furniture and can walk independently by 18 months</td>
<td>• Starts feeding self with a spoon and chews well</td>
</tr>
<tr>
<td>• Plays games with carer or another familiar person</td>
<td>• Learns new words everyday</td>
<td>• Plays using objects for their real purpose (e.g. playing with doll, pushing car, stacking blocks)</td>
<td>• By 18 months drinks from cup holding with both hands</td>
</tr>
<tr>
<td>• Repeats actions or sounds to get attention (e.g. dropping toys, squealing)</td>
<td>• Starting to use some words with meaning (e.g. mama, dada, cup, car)</td>
<td>• Enjoy playing ball games</td>
<td>• By 18 months starting to help with dressing and undressing (e.g. holding arms up for putting shirt on)</td>
</tr>
<tr>
<td>• By 18 months learning routine behaviours when asked e.g. ‘sit down’, ‘come here’</td>
<td>• Enjoys simple picture books and points to pictures</td>
<td>• Picks up small objects with fingertip and thumb</td>
<td>• By 18 months starting to help with dressing and undressing (e.g. holding arms up for putting shirt on)</td>
</tr>
<tr>
<td></td>
<td>• By 18 months understands many words and short requests (e.g. ‘show me the ball!’)</td>
<td>• Starting to hold pencil and scribble when shown</td>
<td></td>
</tr>
</tbody>
</table>

### Ask the family

“*How do you feel your child is going with these different skills?*”
**Deadly at 2 years**

Use the *Child Development Summary* template (see example page 20)

**Making friends**
- Happily plays near or with other children
- Begins to include other children in simple play
- Is developing more self-control but sometimes finds it hard to control emotions

**Listening and talking**
- Consistently learns new words
- Says at least two word sentences (e.g. ‘push car’, ‘throw big ball Daddy’)
- Understands two step instructions (e.g. get your teddy and give me a cuddle)
- Listens and pays attention to stories and books

**Movement and play**
- Walks and runs well
- Walks up and down stairs while holding on
- Enjoys playing ball games
- Copies household activities (e.g. sweeping the floor)
- Plays imaginary games (e.g. uses a box for a car, makes toys talk to each other)
- Plays with blocks or other construction toys (e.g. building towers)
- Enjoys scribbling and drawing (e.g. circles and lines)

**Daily routines**
- Puts on some clothes without help
- May be ready for toilet training (e.g. knows when they are wet)
- Asks for things like food, drink, toys

**Ask the family**
“*How do you feel your child is going with these different skills?*”

**Deadly at 3 years**

Use the *Child Development Summary* template (see example page 20)

**Making friends**
- Plays together with other children
- Understands sharing play things, turn-taking and simple rules
- With familiar people, can separate from parents/carer
- Can tell you their name when asked

**Listening and talking**
- Uses at least three words together to have a simple conversation (e.g. ‘car go down, mummy read big book now’)
- Familiar people understand speech most of the time
- Can follow three step instructions (e.g. ‘bring ball and book and come to mummy’)
- Can say how they feel (e.g. happy, sad, angry)

**Movement and play**
- Walks, runs and jumps well
- Likes to climb and play on playground equipment
- Cuts with scissors, may need help
- Copies drawing lines and circles
- Makes up games and stories (e.g. pretends to be dinosaurs, football stars, princess)

**Daily routines**
- Able to dress and undress with help
- Usually toilet trained by day
- Washes and dries hands
- Eats skillfully with a spoon, and may use a fork
- Able to follow family rules (e.g. when going out)

**Ask the family**
“*How do you feel your child is going with these different skills?*”
Deadly at 4 years

Use the Child Development Summary template (see example page 20)

Making friends
- Plays cooperatively, understands simple rules, taking turns and sharing with other children
- Enjoys creative and imaginative play with other children
- Separates happily from parent/carer

Listening and talking
- Can have a conversation
- Can tell a story about past or future events
- Uses words for people such as ‘I’, ‘you’, ‘he’, and ‘she’
- Speech can be understood by people outside the family
- Understands words for a wide range of feelings (e.g. sad, excited, happy, scared)
- Follows instructions containing ‘in’, ‘out’ ‘beside’ (e.g. ‘put the ball beside the door’)

Movement and play
- Runs well, turning corners
- Walks up and down stairs alone
- Plays ball games
- Climbs playground equipment easily
- Draws a stick person (may have 3-4 features, e.g. head, arms, legs and body)
- Cuts with scissors independently

Daily routines
- Uses spoon and fork well
- Can dress and undress mostly without help
- Is toilet trained by day and night

Ask the family
“How do you feel your child is going with these different skills?”

Deadly at 5 years

Use the Child Development Summary template (see example page 20)

Making friends
- Co-operates with other children and understands the need for rules and fair play (e.g. sharing, negotiating)
- Shows affection and sympathy to others
- Chooses own friends or play mates
- General behaviour, more sensible, controlled and independent

Listening and talking
- Can communicate well with only a few grammatical errors
- Follows instructions with multiple parts (e.g. ‘find your hat and shoes and let’s play outside’)
- Able to answer questions that start with ‘where’, ‘what’, ‘who’, ‘why’
- Creates imaginative stories in pretend play

Movement and play
- Skilled at climbing, sliding, skipping, hopping and ball games
- Rides bike (with trainers) or scooter
- Copies letters and writes some letters in own name
- Puts more detail in drawings (e.g. windows on house), colours pictures neatly
- Counts between 10 and 20 objects
- Cuts out simple shapes with scissors

Daily routines
- Dresses and undresses with little help for most clothes
- Uses spoon and fork well, cuts soft food with knife
- Eats a wide range of foods (e.g. meat, pasta, fruit, veggies, nuts)

Ask the family
“How do you feel your child is going with these different skills?”
Understand the family’s goals

By now you have a good understanding of the family and child’s story and the child’s strengths and challenges (as summarised on the Child Development Summary template, see example page 20). In order to understand what is important to the family to support their child’s development, setting goals is the next step.

Different families have different goals for their children. They may be ready and interested in having conversations about their children’s development in different ways at different times.

Sometimes families will be ready for small steps, such as organising a hearing test or attending a playgroup. Other families may not be ready for planning or setting goals yet, but will continue to engage and talk about their child’s development.

Remember the most valuable thing you can do is build a relationship with the family so you can support them at each stage of their child’s development. If a family feels pressured there is every chance they won’t stay engaged and connected.

For families that are ready for setting goals, take time to talk together about what is important to them, and their ideas about how to support their child’s development (page 17).

Safety for every family should be built into their goal setting. Further safety tips can be found at the Kidsafe website: www.kidsafeqld.com.au

Healthy Hearing is important to children’s speech and language development from the earliest months of life. If you have concerns about a child’s hearing, consult your doctor or nearest Child Health Clinic at www.qld.gov.au/health/children or call 13HEALTH (13 43 25 84).

The following questions are designed to help you talk to families about their goals for their child.

Use the My Child’s Development Plan template to write down the family’s plan (see example page 22)

Explore the family’s priorities

1. What would you like (child’s name) to do better?
2. Has anyone else – like the daycare mum/teacher – told you that (child’s name) finds some things tricky?
3. When you think of other children the same age as (child’s name) like cousins or brothers and sisters – how do you think your child is going with... (show on the faces below)
   • Making friends and being with other people
   • Listening and talking
   • Moving around and physical activities
   • Playing games and playing with toys
   • Daily routines like feeding, dressing and toileting.

Explore the family’s ideas to support their child’s development

4. When have you noticed that your child learns the most?
5. Are there other things you would like to try with your child?
6. Do you know other people in your community who might have ideas to help your child develop and learn? They might be community Elders, your family, your friends or professional people.
7. Are there any other questions you have about your child, e.g. hearing, vision, talking or physical skills?

Ask the family

“How do you feel your child is going with these different skills?”
Create a plan

By now you have talked with the family about their child's strengths and challenges and what is important to the family to support their child's play and learning. If you have used the Child Development Summary template, refer to this document when you talk to the family about creating a plan.

Creating a plan with the family is the step to identify ways to support their child's development and stay connected over time.

There are two resources to use during this process (pages 21 and 23). Start with the poster on page 19, Talking the Talk – create a healthy family plan and build your family story.

Talk together with the family about the pictures and ideas about what things would help them to support their child at this time. Remember, small successful steps can be good building blocks to bigger steps in the future. Then add their ideas to the My Child’s Development Plan template.

Some things to consider when going through this process is to explore and understand ‘why’ the family is making this plan at this particular time. There may be more relevant or pressing family circumstances that might influence their decision making at a particular time (e.g housing, health, finances, supports etc.)

Some things to consider in the ‘how’ the family supports their child's development may include:
- ‘who’ is involved
- ‘where’ it will happen
- ‘what’ they will do
- ‘when’ will they do it

During this time with the family, you may like to acknowledge the family’s time in exploring their story. Encourage the family to come back for another conversation to stay connected over time. Talk with the family about what they need in order to keep them engaged (e.g. family makes contact, scheduled regular reviews, check-ups at key ages).

Child Development Summary
For steps 2 and 3, see example page 20.

My Child’s Development Plan
For steps 4 and 5, see example page 22.

Join in with...
- a play group
- a parent's group
- story time at the library

Chat some more about your child...
- another day soon
- in a few weeks
- and bring a family member, friend or elder with me

Spend time together...
- playing outside
- chatting and singing
- looking at books
- drawing and making things

See a professional...
- about building a strong relationship with my child
- about my child’s listening and talking
- about my child’s behaviour
- for a hearing test for my child
- about my child’s play and movement skills
- about my child’s health and development (paediatrician or GP)

and build your family story
Child Development Summary

<table>
<thead>
<tr>
<th>How do you feel your child is going with these skills?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making friends</td>
<td>Takes time to warm up, social at playgroup, able to use simple rules</td>
</tr>
<tr>
<td>Listening and talking</td>
<td>Cannot have a conversation but understands</td>
</tr>
<tr>
<td>Movement and play</td>
<td>Does not pretend play. Cannot jump.</td>
</tr>
<tr>
<td>Daily routines</td>
<td>Washes hands. Puts on shorts and shirt.</td>
</tr>
</tbody>
</table>

Summary
Strengths: Sam is good at making friends, is social with adults and children. Able to help with some daily routines.
Difficulties: Has trouble putting sentences together to have conversations, no pretend play. Trouble jumping.

Plan for follow-up appointment: 4 weeks, 22 Mar 2016
Reminder SMS? Yes  No
Phone number/s: 0432 345 678
Email: sam.smith@gmail.com

Name of professional/worker (please print) Signature of professional/worker
FOR PARENT  My Child’s Development Plan

Talking the talk for: (child’s name)  Sam Smith

Today’s date: 22 Feb 2016  Deadly and ready to be: (child’s age)  5 yrs

(child’s name) Sam _______________ is deadly at lots of things! Some of our favourites are...

- playing with his friends, catching a ball
Information collected on Steps 1–3

At the moment, (child’s name) _______________ is learning to...

- draw pictures, use longer sentences
Information collected on Steps 1–3

Our family would like to help (child’s name) _______________ with...

- asking questions
Information collected on Step 4

Our next steps are...

- Kindy
Information collected on Step 5

The people who might work with us to get things going are...

- Auntie Beth, speech pathologist at Kindy
Information collected on Step 5

In (number) ______ weeks/months, we’ll catch up with _______________
(professional/worker’s name)
to chat about how we are going
Useful Contacts

Child Health Services
13HEALTH (13 43 25 84)

For safety tips
see Kidsafe website www.kidsafeqld.com.au

For practical child health and parenting information
see Raising Children Network website
www.raisingchildren.net.au

Playgroup Association of Queensland
www.playgroupqueensland.com.au
1800 171 882

C&K Aboriginal and Torres Strait Islander Community Kindergartens
www.candk.asn.au/aboriginal-torres-strait-islander-programs
1800 177 092

Deadly Ears
(07) 3110 7709

Australian Hearing
www.hearing.com.au
131 797 (request Indigenous services)

Child Development Services – metropolitan
Child Development Services are provided across Brisbane. Families, referrers and community partners can contact the Child Development Program Access Team on 1300 366 039

Child Development and related services – regional
Torres and Cape Hospital and Health Service (HHS) (07) 4030 6148
Caldes and Hinterland HHS (07) 4226 4323
Townsville HHS (07) 4433 9000
Northwest HHS (07) 4744 4447
Mackay HHS (07) 4885 7600
Central Queensland HHS
- Rockhampton (07) 4920 6900
- Wide Bay HHS
- Bundaberg (07) 4303 8590
- Fraser Coast (07) 4122 8733
Sunshine Coast HHS (07) 5436 8910
Metro North HHS (07) 5316 5972
West Moreton HHS (07) 3817 2324
Gold Coast HHS (07) 5687 9183
Southwest HHS
- Community and Allied Health (07) 4624 2977
- Roma Hospital (07) 4624 2700
Darling Downs HHS - Toowoomba (07) 4616 6812

Aboriginal and Torres Strait Islander Medical Services

South East Queensland
Aboriginal and Torres Strait Islander Community Health Service Brisbane
www.atsichbrisbane.org.au
Acacia Ridge (07) 3029 6502
Inala Indigenous Health Service (07) 3101 4222
Woodoongabba (07) 3240 8924
Logan (07) 3240 8940
Northgate (07) 3240 8903
Woodridge (07) 3029 6527

Yulu-Burri-Ba Aboriginal Corporation for Community Health
www.ybb.com.au
Capalaba (07) 3900 7800
North Stradbroke Clinic (07) 3409 9596

Moreton Aboriginal and Torres Strait Islander Community Health Service
www.moretonatsichs.org.au
Deception Bay (07) 3049 2299
Morayfield (07) 5429 1000
Strathpine (07) 3897 0500

Kambu Medical Centre Ipswich
www.kambumedical.com.au
Ipswich (07) 3810 3000
Laidley (07) 5465 3541
Goodna (07) 3436 9600

Kalwun Health Service
www.kalwun.com.au
Miami (07) 5526 1112

North Coast Aboriginal Corporation for Community Health
www.northcoast.net.au
Sunshine Coast and Gympie (07) 5443 3599

Central Queensland

Goolburri Aboriginal Health Advancement Company
Toowoomba (07) 4639 4461

Carbal Medical Centre
www.carbal.com.au
Toowoomba (07) 4639 4461

Charleville and Western Areas
Aboriginal and Torres Strait Islander Community Health
www.cwaatsich.org.au
Roma, Mitchell, Quilpie, Windorah, Surat, Tara, Goondiwindi, St George and Cunnamulla (07) 4654 3277

Goondir Health Service
www.goondir.org.au
Dalby, St George and surrounding areas (07) 4679 5900

Barambah Regional Medical Service (Aboriginal Corporation)
www.barambah.org
Cherbourg (07) 4169 8600

Galangoo Duwalami Primary Health Care Service
Hervey Bay (07) 4194 5554

Bidgerdii Aboriginal and Torres Strait Islander Corporation Community Health Service
www.bidgerdii.com.au
Rockhampton, Blackwater and Gracemere (07) 4930 4600

Nhulundu Wooribah Indigenous Health Organisation Incorporated
www.nhulundu.com.au
Gladstone, Boyne Island, Tannum Sands and Calliope (07) 4979 0992
Talking the Talk – Listening to family stories and supporting children to play and learn

North and North West Queensland

Townsville Aboriginal and Torres Strait Islander Corporation for Health Services
www.taihs.net.au
Townsville (07) 4759 4000

Gidgee Healing, Mt Isa Aboriginal Community Controlled Health Service
Mt Isa (07) 4744 0400

Injilinji, Mt Isa Aboriginal and Torres Strait Islander Corporation for Children and Youth Services
Mt Isa (07) 4749 5276

Girudala Community Cooperative Society Ltd
www.girudala.com.au
Bowen, Collinsville and Proserpine
(07) 4786 1000

Aboriginal and Torres Strait Islander Community Health Service, Mackay
www.atsichs.org.au
Mackay (07) 4957 9400

Mudth-Niyleta Aboriginal and Torres Strait Islander Corporation
www.mudth-niyleta.com
Sarina (07) 4956 2509

Far North Queensland

Apunipima Cape York Health Council
www.apunipima.org.au
Cairns, supporting 11 Cape York communities
(07) 4081 5600

Wuchopperen Health Service
www.wuchopperen.com
Cairns (07) 4080 1000
Atherton (07) 4091 8400

Gurriny Yealamucka Health Service Aboriginal Corporation
www.gyhsac.org.au
Yarrabah (07) 4226 4100

Mulungu Aboriginal Corporation Medical Centre
www.mulungu.org.au
Mareeba (07) 4092 3428

Mamu Health Service
Innisfail (07) 4061 5100
Ravenshoe (07) 4043 5200

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References


Raising Children Network: raisingchildren.net.au

Notes