



NEWSLETTER SUBMISSIONS

**GET YOUR RESEARCH,
NEWS, MEDIA
RELEASES,
RECRUITMENT TRIALS,
EVENTS OUT THERE!!**

*Submissions by end
March for our next
issue out in April*

**Social Media
submissions
(TWITTER, FB AND
LINKEDIN):**

*Submissions open
anytime*

**Submissions must align
with HDA:**

We aim to promote, facilitate and enable multidisciplinary research to advance understanding of healthy development, ensuring the physical, psychological and social health of infants, children and adolescents.

OUR PARTNERS

PLATINUM



GOLD



**University of
South Australia**



**Flinders
UNIVERSITY**

SILVER



Government of South Australia
Department for Education



**Government of
South Australia**

Women's and Children's Health Network



Women and Kids



Government of South Australia
Department for Child Protection

BRONZE



HDA AMBASSADOR - JULIE JENSEN DEPARTMENT FOR CHILD PROTECTION



**Welcome to our HDA Ambassador, Julie Jensen
Manager Disability and Development Services
Strategy, Partnerships and Reform Directorate
Department for Child Protection**

Julie Jensen is a Senior Manager in the Department for Child Protection (DCP) leading three multidisciplinary teams supporting children and young people in care with disability and developmental delay.

Julie worked as a speech pathologist across various sectors including disability, health and education before becoming an allied health services manager.

Her service development achievements include setting up the NDIS Early Childhood Early Intervention in South Australia, and setting up therapeutic programs to reduce the impacts of developmental trauma within DCP.

HDA MEMBER SPOTLIGHTS



Australia Day honours

Professor Helen Marshall AM, and current South Australian of the Year for significant service to medicine in the field of vaccinology and public health, and to education. Helen is Director of the Vaccinology and Immunology Research Trials Unit (VIRTU) at the Women's & Children's Hospital and Professor of Vaccinology in the Adelaide Medical School and Deputy Director, Robinson Research Institute, University of Adelaide.



Life Member of Society for Reproductive Biology

Professor Jeremy Thompson, Robinson Research Institute, University of Adelaide who was recently made a Life Member of the Society for Reproductive Biology. Jeremy has been a member of SRB for nearly 30 years and has been Secretary, Treasurer of the Society and is currently a Co-Opted Member/Public Officer.

VALE JEFFREY ROBINSON



It is with great sadness that we acknowledge the passing of Emeritus Professor Jeffrey Robinson CBE, on Wednesday 5 January 2022.

Professor Jeffrey Robinson was born in Northern Ireland and graduated from Queen's University, Belfast in 1967. He established his research and clinical careers at Oxford, before emigrating to Australia, where he accepted an appointment at the University of Newcastle in 1980.

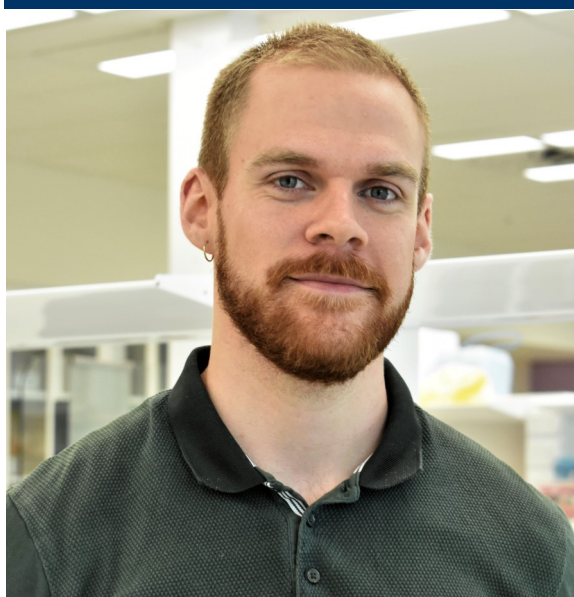
He was appointed Professor of Obstetrics and Gynaecology at the University of Adelaide, and Medical Specialist in Obstetrics, and Head of Medical Services, Queen Victoria Hospital in 1986. He continued to serve as Head of Department at the University, and as a clinical obstetrician at the Women's and Children's Hospital until his retirement in 2006.

Professor Jeffrey Robinson was awarded the rank of Commander of the British Empire (CBE) in 2006, and received an honorary Doctorate from the University of Adelaide in 2016 – just two of many honours and awards that were bestowed on him during his long and

remarkable career.

The Robinson Research Institute was established in 2008 and named after him and will continue to build on his work and focus on the reproductive and early life origins of health and disease.

HDA RESEARCH MEMBER PROFILE - DR ASHLEY MEAKIN CLINICAL AND HEALTH SCIENCES, UNISA



Ashley completed his PhD at the Mater Research Institute - University of Queensland under the supervision of Professor Vicki Clifton. His work broadly focussed on exploring the role of placental androgen signalling, and how males prioritise this complex signalling pathway to ensure continued intrauterine growth in the presence of maternal asthma. His work further examined how dysfunction of this complex signalling axis contributes to an increased risk of growth and developmental perturbations for the male fetus only, which may have consequences for the development of diseases in adult life.

Ashley now works within the Early Origins of Adult Health Research Group, mentored by Professor Janna Morrison and Associate Professor Michael Wiese, where his current research focuses on two main streams: 1) further exploring sex differences in fetoplacental steroid signalling – including receptor biology, downstream target gene expression, and bioavailability of receptor substrates – and how these complex signalling axes may be disrupted in animal models of fetal growth restriction, obesity and asthma, and 2) understanding maternal and fetoplacental drug metabolism in numerous animal models of pregnancy complications.

Ashley hopes to further expand his knowledge of molecular endocrinology and explore how extreme shifts in sex-steroid concentrations during pregnancy impact maternal and fetal outcomes, how the placenta responds to these shifts, and what this means for the development of disease risk in later life.

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Email: ashley.meakin@unisa.edu.au

HDA Scholar/Member Publication

Decision making in vaccine hesitant parents and pregnant women – An integrative review

Susan Smith, Nina Sivertsen, Lauren Lines, Anita De Bellis

Objectives Vaccine refusal is increasing in Australia and is a major concern in high- and middle-income countries. There is evidence to suggest that some parents, even those who elect to immunise, may be vaccine hesitant with some manipulating the schedule by excluding or delaying some vaccines. The aim of this review was to gain an understanding of factors that influence vaccine decision-making in pregnant women and parents of children.

Results Papers from thirteen predominantly high- and middle-income countries were selected for this review. A total of 31 articles fit the inclusion/exclusion criteria, including qualitative, quantitative and review articles. Three main themes were identified including the role of healthcare professionals, vaccine safety concerns and alternative influences. Alternative influences included: social media, friends and family, religion, conspiracy theories and salutogenic parenting. Findings suggest that high levels of anxiety are involved in vaccine decision-making with parents seeking information from multiple sources including healthcare professionals, friends and family and social media.

Conclusions Pregnancy is an ideal time to provide education on both pregnancy and childhood vaccinations. However, some parents reported dissatisfaction in their therapeutic relationships with healthcare professionals. As a result, parents can resort to their own information seeking, in the main via social media which has been linked to vaccine refusal. Additionally, some healthcare professionals report feeling inadequately prepared for the role of immunisation promotion and provision. Parental information seeking from non-traditional sources has been shown to result in the acquisition of misinformation, exposure to conspiracy theories, the inevitable loss of vaccine confidence and subsequent vaccine refusal.

Full article:

<https://www.sciencedirect.com/science/article/pii/S2666142X22000029?via%3Dihub=&s=09>

BECOME A HEALTHY DEVELOPMENT ADELAIDE (HDA) MEMBER TODAY!!

Who are we? A collaborative partnership of South Australian organisations working to promote health and well being in children and adolescents across the state...

<https://health.adelaide.edu.au/healthy-development-adelaide/>

BECOME A HDA MEMBER TODAY ...

Join us in fostering South Australian multidisciplinary research, policy and practice at basic, clinical, social and population levels to enhance the healthy development and wellbeing of Australia's future generations.

HDA membership is open to researchers, PhD students and professionals working in areas relevant to HDA's research. If you are unsure as to whether you align with HDA research, please contact anne.jurisevic@adelaide.edu.au prior to joining.

We sincerely value your membership contribution and supporting HDA into the future!

Membership benefits

The vastly subsidised fees offer great value for money and unlock the following member benefits:

- Access to travel grants (PhD students and early career researchers)
- Access to PhD scholarships
- Eligibility to apply for HDA awards
- Free HDA event attendance certificates towards your continuing professional development (CPD) points
- Build relationships with people working in areas relevant to the health and development of young children and adolescents
- Contribute your knowledge and expertise to make a difference
- Support HDA into the future

Please go to the link below to become a paying member for either 1 year (2022) for \$20 or 3 years (2022 to Dec 2024) for \$50 (excluding GST).

<https://health.adelaide.edu.au/healthy-development-adelaide/get-involved>

HDA Member Publication

Unpacking the behavioural components and delivery features of early childhood obesity prevention interventions in the TOPCHILD Collaboration: a systematic review and intervention coding protocol

Dr Brittany Johnson, Prof Rebecca Golley, Flinders University – et al

Introduction Little is known about how early (eg, commencing antenatally or in the first 12 months after birth) obesity prevention interventions seek to change behaviour and which components are or are not effective. This study aims to (1) characterise early obesity prevention interventions in terms of target behaviours, delivery features and behaviour change techniques (BCTs), (2) explore similarities and differences in BCTs used to target behaviours and (3) explore effectiveness of intervention components in preventing childhood obesity.

Methods and analysis Annual comprehensive systematic searches will be performed in Epub Ahead of Print/MEDLINE, Embase, Cochrane (CENTRAL), CINAHL, PsycINFO, as well as clinical trial registries. Eligible randomised controlled trials of behavioural interventions to prevent childhood obesity commencing antenatally or in the first year after birth will be invited to join the Transforming Obesity in CHILDren Collaboration. Standard ontologies will be used to code target behaviours, delivery features and BCTs in both published and unpublished intervention materials provided by trialists. Narrative syntheses will be performed to summarise intervention components and compare applied BCTs by types of target behaviours. Exploratory analyses will be undertaken to assess effectiveness of intervention components.

Full article:

<https://bmjopen.bmj.com/content/12/1/e048165>

PARTNER NEWS

CH 7 CHILDREN'S RESEARCH FOUNDATION (CRF)

CRF Announces \$1.5M in grants to take children's research to new heights in 2022!

South Australian researchers have been awarded \$1.5million in grants by the Channel 7 Children's Research Foundation to conduct quality research into the health, education and welfare of children in 2022.

Congratulations to all winners and our HDA members – Prof Jozef Gecz, A/Professor Luke Grzeskowiak, Dr Alyssa Sawyer, Dr Catia Malvaso, Dr Ella Green, Dr Dandara Haag, and Dr Yasmy Winstanley.

A total of 19 projects were chosen for what will be the Foundation's 46th annual grant round. Established in 1976 with funds donated by the public, the Foundation today is at the forefront of funding children's research in South Australia, with almost \$43.5 million dedicated to almost 1000 projects to date.

Through its Annual Grant Giving Program, the Foundation also actively supports the growth of research careers and capability in South Australia within the sectors of community based studies, clinical studies and basic science in the children's research fields of allied health, fertility and pregnancy, education, environment, nursing, medicine, mental health, midwifery, welfare and protection, and social sciences.

It also remains committed to supporting SA's world-class research and service organisations, including Flinders University, Novita, University of Adelaide, University of South Australia and the Women's and Children's Health Network.

For the full grant recipients go to <https://crf.org.au/research-grants>

2022 funding opportunity from the National Stem Cell Foundation of Australia

The Foundation will provide up to four \$100,000 research grants per year over the next four years, as part of its Matched Funding Program.

To be eligible the research project must be:

- Utilising stem cell technology
- Performed predominantly in Australia
- At the late pre-clinical trial stage in readiness for clinical trials OR ready to conduct a clinical trial.

Researchers interested in applying for a grant under the program should complete an Expression of Interest (found on our website).

Applications open on Tuesday 8 February 2022, and close on Tuesday 8 March 2022.

For more information, an overview of past funding recipients, and to download the Expression of Interest form at https://www.stemcellfoundation.net.au/matched_funding_program

SA COMMISSIONER FOR CHILDREN AND YOUNG PEOPLE

REPORT - CHILD RIGHTS

Every year on International Human Rights Day (10 December) I release my annual series of reports on South Australia's progress on recommendations made by the United Nations Committee on the Rights of the Child.

The progress reports cover seven child rights issues highlighted by the UN Committee on the Rights of the Child as areas of concern in relation to Australian children and young people: child health, child justice, child protection, education, physical punishment, disability, and the environment (included this year for the first time).

In another year where COVID-19 has been impacting on services delivered to children and young people, it is overall very pleasing to report that we are making progress in some important areas including child protection, child justice and child health.

Although progress is slow if we were to put in a little more effort into the following three child rights areas, it is my strong belief that our State would begin to see real change:

- raising the criminal age from 10 to 14 years;
- stemming the flow of children being excluded from school (particularly children living with disability);
- comprehensive rollout of the State's Mental Health Plan.

Some of the UN recommendations appear to be easy wins for South Australia.

For example, providing children and young people in contact with the law with information about their rights, outlawing physical punishment, and chang-

ing legislation to prevent sterilisation of girls living with disability without consent, seem achievable, as does diverting children between the ages of 10 and 17 away from SA's child justice system altogether.

Making period products available in all schools is a plus, as is the commitment to improving relationships and sexual health education in SA schools. However, there is still considerable work to be done in lowering the number of children being excluded from their education, particularly those living with disability, Aboriginal children, and young people who have come in to contact with the child justice system.

The lack of integration and information sharing between federally funded services under the NDIS and state funded health programs is a barrier to delivery of appropriate and timely support for children living with disability.

Raising the minimum age of criminal responsibility to 14 years is well overdue. There should be no SA child going through court, and the fewest possible number of children going through family conferencing.

If we continue to work to address the issues outlined in these reports, I remain cautiously optimistic that there will come a time when we can say that we do meet our obligations under the UNCRC, but we are not there yet.

The suite of CCYP **2021 Child Rights Progress Reports** can be downloaded at: www.ccyp.com.au/ccyp-reports

Helen Connolly
Commissioner for Children and Young People

Survey :: Managing Chronic Illness at School

SA Commissioner for Children and Young People

As your Commissioner, it is my job to promote the rights and wellbeing of all children and young people in South Australia. I have created this survey to better understand your experiences of managing chronic illness at school in South Australia and what you think schools can do to better support students with chronic illness.*

Your responses will be used to make a guide for schools on how to better understand and support students with chronic illness. I want this survey to give you a voice about matters that affect you. It should only take a few minutes to complete and there are no right or wrong answers.

* When I say 'chronic illness', I'm talking about a range of conditions, including (but not limited to) asthma, diabetes, chronic fatigue syndrome, endometriosis, fibromyalgia, heart disease, kidney disease, epilepsy, cystic fibrosis, ulcerative colitis, Crohn's disease, and arthritis.

[https://www.surveymonkey.com/r/chronicillnessatschool?](https://www.surveymonkey.com/r/chronicillnessatschool?fbclid=IwAR19vYzVk3HedjYPMHyyMV6VIJoNEfwD_ktOL8YixExGCBm6rbCF0Kr9-n8)
[fbclid=IwAR19vYzVk3HedjYPMHyyMV6VIJoNEfwD_ktOL8YixExGCBm6rbCF0Kr9-n8](https://www.surveymonkey.com/r/chronicillnessatschool?fbclid=IwAR19vYzVk3HedjYPMHyyMV6VIJoNEfwD_ktOL8YixExGCBm6rbCF0Kr9-n8)

Prioritise children's wellbeing amid a COVID return to school

Media Release - 25 January, UniSA



As a split return to school remains on the cards for South Australian families, early childhood experts are encouraging parents to focus on their child's wellbeing, especially in the face of another potentially difficult year.

UniSA's Professor Marjory Ebbeck says while COVID-19 remains prominent in media and everyday discussions, helping children think positively about their new school year will be important for their mental health and wellbeing.

"With debate surrounding sufficient availability of Pfizer vaccinations for primary school children (aged 5-11 years), and 'bi-model' learning (face-to-face learning for reception and years 1, 2, 7, 8 and 12; and home schooling for all others), it's not surprising that parents and children alike are confused and concerned about the current scenario," Prof Ebbeck says.

"For the past few years, children have heard, seen and experienced school closures and State lockdowns, as well as food, grocery and now vaccine shortages – they've seen it on TV, heard their parents talk about it, and had to adopt their new safe health practices, including mask-wearing and social distancing.

"As a result, studies show that more than a third of Australian parents say that their children (from babies to 18-year-olds) have been negatively affected by the pandemic, showing increased anxiety,

problems with sleep and a sense of disconnection with their friends.

"With a new term just around the corner, focussing on the positives of returning to school and building your child's sense of confidence and wellbeing will be extremely important.

"Reassure children that school is a safe place, that they'll be able to play with their friends, see familiar spaces, and have great books to read. Remind them that their teachers are looking forward to seeing them, and that they'll get to do lots of fun and exciting activities with their classmates.

"At the same time, parents can also support children's wellbeing through practical things such as ensuring their child gets enough sleep as well as enough outdoor play, cutting back on technology, and settling back into a regular routine. By focussing on these positives, parents can help build their children's confidence, ability to cope with stress, and their overall wellbeing."

In Australia, an estimated 314,000 children aged 4–11 (almost 14 per cent) experience a mental disorder. According to the World Health Organization, there is strong evidence that mental disorders in childhood and adolescence predict mental illness in adulthood.

Prof Ebbeck says that reciprocal, positive relationships with teachers are also central to their children's wellbeing.

"Parents have a tough job. Not only do they need to cope with the pandemic in relation to their job, home-schooling and managing their own mental health, but they want to make sure their children are keeping up with their education, in whatever format it takes," Prof Ebbeck says.

"It's important to recognise that starting school is stressful for parents, but at the same time, can also be challenging for teachers. Have confidence that your child's teacher will address their learning needs and give them enough space and trust to do so. Building positive, reciprocal relationships with those who are part of your child's life will facilitate a seamless transition to school and demonstrate positive partnerships that will fare well in their future."

Australian Council on Children and the Media

Australia's new *Online Safety Act 2021* came into force on 23 January

In June 2021 the Australian Government enacted new legislation, the *Online Safety Act 2021 (Cth)*, which gives the eSafety Commissioner improved powers to help protect all Australians from the most serious forms of online harm. The eSafety Commissioner's powers will address online bullying and abuse, extending and introducing powers regarding material relating to children and adults respectively.

The new Act will take effect on 23 January 2022. For summary of key changes see here: <https://www.esafety.gov.au/about-us/who-we-are/our-legislative-functions>

Focus on childhood vision tests

Media Release - 12 January, Flinders University



Toddler and young children's mobility and motor skills – and preschool development – are closely aligned with good vision and eye health.

Now international experts in vision and neonatal development have found that the presence of astigmatism and abnormal motor function at 2 years of age may be associated with poorer vision at 4.5 years of age. In particular, abnormal motor abilities such as inaccurate tracing, grasping and catching are warning signs, researchers from Ireland, Australia, New Zealand, Hong Kong and Canada claim in a new article in *Ophthalmic and Physiological Optics*.

"Children who show poorer motor skills at an early age may benefit from comprehensive eye examinations to make sure these children get the best start to life, particularly with regard to reading and learning once they start school," says senior author Flinders University Professor Nicola Anstice in the new journal article.

"Existing clinical tests for two-year-old children's vision are not predictive of visual outcomes at 4.5 years, so we recommend the development of more sensitive tests for this," she says, adding vision issues go undetected in an estimated one in four children.

Mild to moderate vision loss affects many children and can negatively impact a child's early literacy and academic achievement, says first author Dr Nabin Paudel, from the Centre for Eye Research Ireland, and University of Auckland.

"Nevertheless, there is no consensus on which factors present in early childhood indicate the need for long-term ophthalmic follow-up, particularly in children with a history of perinatal adversity," he says.

Using a longitudinal study of vision and neurodevelopmental milestones of a large cohort of 516 children at risk of perinatal adversity, the researchers observed a direct correlation between poor motor scores at two years of age with a reduced ability to perceive depth (or 3D vision, known as 'stereopsis') at 4.5 years old.

This study identified the relationship between visual, cognitive, motor and demographic factors at 2 years of age and visual acuity (VA) and stereoacuity at 4.5 years of age – paving the way for development of a new approach in ophthalmic practice in the future, the paper concludes.

The article, Relationship between visual and neurodevelopmental measures at 2 years with visual acuity and stereopsis at 4.5 years in children born at risk of neonatal hypoglycaemia' (2021) by Nabin Paudel, Benjamin Thompson, Arijit Chakraborty, Jane Harding, Robert J Jacobs, Trecia A Wouldes, Sandy TY Yu and Nicola S Anstice (on behalf of the CHYLD Study Team) has been published in the *Ophthalmic and Physiological Optics* (Wiley) journal DOI: 10.1111/opo.12910.

A team led by Flinders University Professor Anstice is now investigating vision screening for South Australian school children aged 7-9 years for prevalence of vision disorders and to establish the best tests to use for identifying primary school children with vision disorders.

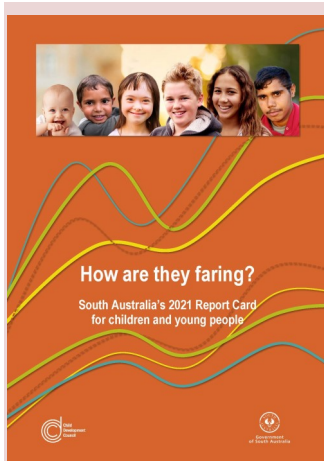
Child Development Council

How are they faring? South Australia's 2021 Report Card of population-level outcomes provides an evidence-base to inform strategies, set objectives and implement policies to improve outcomes of young South Australians under 18 years.

This second report card has three new data tables that provide trend snapshots for the 67 framework measures and highlight data shortfalls.

SA's 2021 Report Card makes one priority recommendation for collective action in 2022.

For the full report go to www.childrensa.sa.gov.au



Sleep routines set kids up for success at school

Media Release - 24 January, UniSA



Late night movies, gaming marathons and impromptu sleepovers may have featured over the holidays, but as we near a new school term, UniSA sleep experts say it's time to settle kids back into a regular sleep routine.

Dr Stephanie Centofanti and Dr Alex Agostini from UniSA Online say modifying sleep routines now will allow enough time for children's body clocks to adjust to a new schedule before school starts.

"Just like jet lag, changing to a new sleep routine can take time," Dr Centofanti says.

"Throughout the school holidays, families and children have relaxed their schedules, perhaps sleeping in in the mornings and staying up later at night. But with the school term nearly upon us, it's important to start settling back into regular routines. Easing kids into consistent and predictable routines helps them avoid difficulties associated with sleepiness, irritability and paying attention in the first weeks back at school. So, it's important that parents start the process now.

"Making small changes to your child's routine over time – perhaps moving their bedtime by five or ten minutes each night - can adjust their biological

rhythms more easily. And if you have kids who sleep in, make sure you wake them a little earlier each day."

Research shows that a good sleep routine is important for children's emotional, physical, and mental health*, especially post the school holidays. With the uncertainties surrounding schools amid COVID-19, a consistent sleep routine can help managing stress and anxiety. Dr Agostini says maintaining a consistent routine each day is vital for healthy sleep.

"Having a relaxing pre-bed routine and going to bed at the same time every night can teach the body when it's time to fall asleep. This can make falling asleep easier, leading to a longer and more restful night's sleep," Dr Agostini says.

"We recommend parents sit down with their children to design a pre-bed routine that will be relaxing for their child. This might include a bath, reading a book, listening to music, or even talking about tomorrow's plans. The important thing is getting kids involved in this process to ensure their buy-in. Technology use can be a big issue when it comes to getting enough sleep, so it can help if the whole family decides to put down all phones before bed.

"Setting clear boundaries around technology use is critical so that it doesn't creep into the late evening hours when kids should be preparing for sleep. Remember that sleep needs change with age and are different for every child. Take cues from your child's behaviour and sleepiness levels over the first few weeks of school and adjust their bedtime routines accordingly.

"Nobody wants a cranky kid in the morning – a regular, predictable and relaxing bed routine will help get your child off to sleep and start the day in the best way possible."

Parents' Voice

2022 Parent Representatives Wanted

We're looking for new parent representatives to sit on our steering committee, could you be the next parent rep for your state?

About Parents Voice

Formerly known as the Parents' Jury, Parents' Voice was established in August 2004 and represents a network of more than 8,000 parents advocating for improved food and physical activity environments for Australian children. Parents' Voice are supported by Diabetes Victoria and VicHealth.

Here's what **Kristy Schirmer, SA Parent Rep** had to say about her experience: "Being a part of the Parents Voice steering committee means that I am able to directly contribute to making the world a better place for Australian families. What I've learnt is that advocacy doesn't feel so isolating when you're part of a fantastic team with some of Australia's smartest and hardest working advocates."

Find out more here <https://parentsvoice.org.au/2022/01/parent-representatives-wanted/>

PARENT REPRESENTATIVES WANTED

Join the Parents' Voice Steering Committee and help to guide our work for the next 2-years

Learn more about the Steering Committee & our new Parent Rep opportunity

PERINATAL MENTAL HEALTH TRAINING CAMHS, WOMEN'S AND CHILDREN'S HEALTH NETWORK

Child and Adolescent Mental Health Service

Perinatal (one day) Mental Health Training: 2022



4 training days per year
all identical in content.

Monday February 14

Monday May 2

Monday June 20

Monday October 17

Please only register for 1 day

Time: 8:30am – 4:00pm (ACST)

Location:

Learning and Development Building
Glenside Health Services
2 Karrayarta Drive
Glenside SA 5065

FREE one day PERINATAL MENTAL HEALTH session including COMPLIMENTARY 'Feeling Attached' e-manual [when proof of completion of e-learning package and day's training is presented] Funded by SA Health [WCHN] Helen Mayo Community.

All registrations for the training days are through EVENTBRITE via
www.eventbrite.com.au and search 'Perinatal [one day] Mental Health Training'

Proposed Program

Overview of Perinatal Mental Health Disorders	Assessment <ul style="list-style-type: none">• Edinburgh Postnatal Depression Scale• Psychosocial Risk Assessment
Domestic Violence & Trauma <ul style="list-style-type: none">• Impact on child development	Managing Risks
Attachment/Bonding <ul style="list-style-type: none">• Impact on Mother and Infant Relationship	Lived Experience
Overview of Medication in the Perinatal Period	Referral Pathways and Services

For enquiries please contact:

Maria Wigley

Perinatal & Infant Mental Health Education Consultation

Email: maria.wigley@sa.gov.au

Ph: 08 708 71039/ Fax 08 708 71060

CHILD FAMILY COMMUNITY AUSTRALIA WEBINAR: SUPPORTING THE DEVELOPMENTAL NEEDS OF CHILDREN WITH NEURODIVERSITY

Supporting the developmental needs of children with neurodiversity
Sara McLean, Clare Holmes and Jasmine B. MacDonald
23 February, 1-2pm AEDT



This webinar will provide an overview of how neurodiversity affects child development and how practitioners can support children with neurodiversity.

Neurodiversity is a term used to acknowledge the diversity in brain functioning associated with a range of developmental conditions and experiences.

This webinar will explore what the evidence says about how neurodiversity can affect children. It will outline how practitioners can adapt their work to support children with neurodiversity. The webinar will enable practitioners in a range of settings to recognise the effect of neurodiversity on children's learning and social development and to understand the principles for support.

Specifically, it will:

- Outline the three key areas of development affected by neurodiversity, and common signs of neurodiversity in different settings
- Take a deep dive into a key developmental area – self-regulation
- Provide practical strategies for supporting children with self-regulation difficulties, using specific clinical examples of working with children on the autism spectrum.

This webinar will be of interest to professionals working in child support, child protection and mental health services with children and families, especially counsellors and mental health practitioners.

Further information here:

<https://aifs.gov.au/cfca/webinars/supporting-developmental-needs-children-neurodiversity>

AUSTRALIAN INSTITUTE OF FAMILY STUDIES (AIFS) 2022 CONFERENCE: PUTTING FAMILIES AT THE CENTRE



**AIFS 2022 Conference
Putting Families at the Centre
15-17 June 2022**

Melbourne Convention and Exhibition Centre

Join thought-leaders, researchers, policy makers, practitioners and change-makers for three days of insights, inquiry and thought-provoking discussion about putting families at the centre.

Who should attend?

AIFS 2022 Conference is a must if you are a researcher or policy maker, or if you design, deliver or evaluate services for families, children and their communities.

Registrations now open. Go to

<https://www.aifscconference2022.com.au/event/8cae3445-c6c3-4760-bc1e-527fc9bd930e/summary>