

## Information on Learning Support (LS) Packages

### Language

Provides differentiated and focused language instruction in the following areas to children with language delays or difficulties despite having functional communication skills and no other communication concerns:

1. Vocabulary and Word meanings (e.g. noun functions, categories, compare & contrast, word definitions)
2. Basic Language Concepts (e.g. adjectives or describing words, spatial/directional words (prepositions))
3. Basic Grammar (e.g. pronouns, verb tense)
4. Overall listening and speaking skills (e.g. following instructions, asking & responding to questions)

### Literacy

Provides explicit targeted intervention for children with literacy difficulties (i.e., reading and writing) in the following areas:

1. Alphabetic knowledge (e.g. naming & writing ABCs; matching letter sounds to corresponding letter names)
2. Phonological and phonemic awareness (e.g. identifying sounds in words; putting sounds together to form words etc.)
3. Word recognition & reading (e.g. reading high-frequency words in story readers)
4. Sentence construction and/or writing (e.g. verbally constructing and writing simple sentences of given topics and/or pictures)

### Fine Motor

Provides learning opportunities for children with mild fine motor skills delay to develop the fundamental fine-motor skills needed for successful classroom participation. This is achieved through targeted support in the following areas:

1. Development of efficient and functional pencil grip
2. Development of visual-motor and pre-writing skills
3. Development of scissor and handwriting skills

### Social Skills

Provides opportunities for children to develop social skills for promoting positive interactions with others. These children may present with mild behavioural difficulties (i.e. attention, behaviour and/or social-emotional needs), and will benefit from small group intervention targeting the following skills:

1. Skills for self-management (e.g. learning rules & structures, following instructions, cooperation)
2. Interpersonal skills for group learning (e.g. turn taking, greeting, inviting others to play, taking on different roles such as leader and follower, sharing)
3. Regulation of attention, behaviour and emotions (e.g. coping with negative emotions such as fear & anger, self-control skills like volume control, whole-body listening)
4. Basic problem-solving skills for navigating conflicts & difficult group situations

## **Information on Development Support Packages**

### Speech and Language Therapy

Provides intervention for children who present with the following difficulties (often with other underlying issues):

1. Receptive and/or expressive language delay (e.g. difficulties understanding spoken language, difficulties with integrative language skills such as inferences/analogies etc.)
2. Speech sound difficulties (e.g. difficulties with articulation and/or phonological processes)
3. Social (pragmatic) communication difficulties (e.g. difficulties with nonverbal communication such as facial expression / eye contact / body language; difficulties with verbal communication such as speech acts / discourse; difficulties with social interaction and/or social cognition)

### Educational Therapy

Provides explicit targeted intervention for children with literacy difficulties and co-occurring difficulties (i.e. short attention and weak memory) who present difficulties in the following areas:

1. Sustaining attention during classroom literacy activities (e.g. when reading a book, copying words/sentences)
2. Retrieving and retaining new or learnt literacy concepts (e.g. retrieving letters in correct sequence to spell words, recalling how to read high-frequency words)
3. Delayed response to multi-step classroom literacy instructions and directions due to weak auditory/visual working memory

### Occupational Therapy

Provides intervention for children who have difficulties engaging and participating in daily preschool routines due to challenges in the following areas:

1. Motor skills (e.g. gross and fine motor skills)

2. Attention and regulation of level of alertness (*e.g. attending to teacher during large group or to written work at the table*)
3. Visual perception skills (*e.g. visual discrimination skills required for copying sentences from broad; visual spatial skills required to determine spaces between words when writing*)
4. Positive socio-behavioural skills with other underlying motor, regulation or visual perception needs (*e.g. decreased engagement in play due to sensory processing issues*)

### Psychology

Provides consultation, training, psycho-educational intervention in the preschool, to enable and enhance the capabilities in the preschool sector and community, in the following areas:

1. Direct child intervention
  - Intrapersonal and Interpersonal skills (*e.g. conflict resolutions, assertiveness, basic social skills where appropriate*)
  - Deeper emotional and behavioural difficulties usually influenced by child's context
  - Childhood psychological disorders
  - School readiness assessment
2. School-wide support
  - Teacher collaboration and consultation to support classroom-wide practices and concerns
3. Community support
  - Parent empowerment and parent-professional partnerships to improve child's learning and functioning in school