

# Beanies

FAMILY SUPPORT

## HELPING EVERY STUDENT SHINE AT SCHOOL!

School Referral Guide



At Beanies Family Support, we know that every child has their own unique strengths and challenges. Sometimes, a little extra support can make a big difference in helping them thrive in the classroom or on the playground. If you've noticed a student struggling with communication, fine motor skills, or adjusting to changes, but you're not quite sure why or where to start, we're here to help.

We believe that no child should miss out on the support they need—whether it's a little or a lot—to reach their full potential. Referrals can be made for any child who could benefit from Speech, Occupational, or Transitional Play Therapy. Check out the sections below to see if any of your students might need a helping hand—and remember, we're just a phone call, or email away for any questions or referrals. Let's make sure every student gets the support they deserve to shine!

## TRANSITIONAL PLAY THERAPY DO YOU HAVE STUDENTS WHO

- Find it difficult to adjust to changes in routines, such as moving between activities or adapting to new environments?
- Show anxiety, frustration, or emotional outbursts when things don't go as expected?
- Struggle to make or keep friends, or have difficulty sharing and taking turns during group activities?
- Often seem withdrawn, preferring to play alone or disengaging from class activities?
- Have experienced a significant life change, such as moving schools or family transitions, and seem to be having a tough time?
- Frequent "meltdowns" or withdrawal during conflict: If a student overreacts to minor setbacks or arguments with peers, it might signal difficulty regulating emotions.
- Difficulty forming trusting relationships with teachers or peers: A child might seem overly shy or cautious around new people or take a long time to warm up to others.
- Excessive attachment to certain routines or objects: This could indicate a need for stability and predictability that helps them feel safe.
- Trouble with imaginative play: A child who struggles to engage in pretend play or who gets frustrated when games don't follow their expectations may benefit from play-based approaches.
- Avoiding risk or new experiences: If a child is overly cautious, avoiding trying new activities or participating in group games, they may benefit from support in building social confidence.

# OCCUPATIONAL THERAPY

## DO YOU HAVE STUDENTS WHO

- Have trouble holding a pencil or using scissors, affecting their handwriting and fine motor skills?
- Struggle to sit still, frequently fidgeting, or have difficulty focusing on tasks?
- Find it challenging to organize their work or follow routines and schedules in the classroom?
- Show signs of sensory sensitivity, such as being overwhelmed by loud noises or bright lights?
- Have difficulty with self-care tasks, like zipping up a jacket or tying shoelaces?
- Restlessness during seated tasks: They may constantly change positions or use objects around them to stimulate themselves, such as tapping pencils or kicking the chair.
- Overwhelmed during busy times: Students who become distressed during transitions like lining up or moving between classes might be experiencing sensory overload.
- Frequent accidents or spills: Challenges with motor coordination might show up as clumsiness or frequent dropping of objects.
- Inconsistent performance: A student might complete tasks well one day but struggle the next, especially if those tasks involve motor planning or focus.
- Avoidance of messy activities: If they avoid activities like finger painting or playing in the sandpit, it could point to sensory processing issues.



# SPEECH THERAPY

## DO YOU HAVE STUDENTS WHO

- Struggle with clear pronunciation, making it hard for peers and teachers to understand them?
- Often repeat sounds or words, or have difficulty getting words out?
- Have a limited vocabulary for their age, or mix up tenses and sentence structure?
- Struggle to follow instructions or find it difficult to express their thoughts clearly?
- Avoid speaking during class discussions or appear anxious when asked to read aloud?
- Frequent misunderstandings: The student may seem to misinterpret what others say or struggle with social cues during conversations.
- Limited storytelling ability: They might find it hard to sequence events when recounting a story or struggle to stay on topic.
- Difficulty with word retrieval: The student often says "um" or pauses a lot while speaking, struggling to find the right words.
- Challenges with phonological awareness: Struggles with rhyming words, identifying syllables, or distinguishing between similar-sounding words could be early indicators.
- Difficulty following multi-step directions: Even when they seem to understand, they might struggle to remember all the steps.



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REFER**

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