



# BANANA SHIRE COMMUNITY RESOURCE CENTRE (CRC) RESOURCE LIBRARY SCHOOLS INFORMATION BOOKLET



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**Queensland  
Government**



## BANANA SHIRE COUNCIL COMMUNITY RESOURCE CENTRE

Ensures access to the most appropriate services to meet needs

Provides resources, specialized equipment, kits and games to promote learning & development

Delivers funded support to schools

Dear Teacher

At the Community Resource Centre we recognise the complexities of providing quality educational experiences that meet the both needs of the diversity of students and the demands imposed by the curriculum.

For this reason our Library has developed an extensive collection of resources to assist with a wide range of the physical, cognitive, social, organisational and academic challenges. While funding for the CRC specifically targets the needs of verified students, the bulk of our resources have been found to be helpful in many educational settings.

Our Library's collection is continually evolving and expanding, with valuable input from various allied health professionals and educators. Consequently we appreciate constructive feedback and suggestions from our clients. Borrowers are therefore invited to comment on the effectiveness of loaned resources and suggest changes or additions, either in person, by email or using the feedback form (included in the Appendix of this booklet).

This *Information Booklet* is provided as a quick guide to the range and types of resources available for loan. Most categories include a range of resources to cater for different ages and stages of development.

In order to borrow from the CRC, individuals, groups or organisations (eg schools) become members of the CRC for a modest annual fee (pricing available on the Banana Shire website <https://www.banana.qld.gov.au/>). The Centre is open every weekday from 9.00am-5.00pm, and our experienced, supportive staff are available to assist with advice concerning selection, collection or delivery, either in person, over the phone (07 4992 7360) or via email: [crc@banana.qld.gov.au](mailto:crc@banana.qld.gov.au). Our *Application for Membership* forms can also be found on the Banana Shire Website: <https://www.banana.qld.gov.au/> (look in Community and Cultural / Facilities / Community Resource Centre). A 'Resource Request Form' is also included in the Appendix for your convenience.

We hope you find this information helpful.

Kind regards

**Pam Semple**


**Senior Program Advisor**





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## Section 1 – Gross Motor Equipment


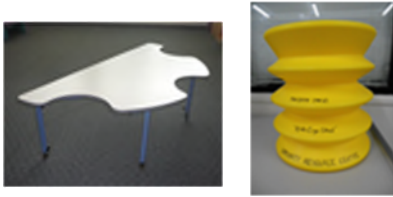
CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES		
BABY (B1)	Mobility, Co-ordination			Push/Pull-along toys
GROSS MOTOR OUTDOOR (GM1)	Mobility, Balance, Strength			Various sizes of trikes, bikes, scooters, stilts, balance boards & ride-on equipment
	Co-ordination, Strength, Social Skills			Throwing, catching & bowling games
	Co-ordination, Teamwork, Traditional Sport Skills			Various balls, croquet, badminton, cricket & tether ball sets
	Mobility, Strength, Co-ordination, Agility			Climbing frames, tunnels, ladders, tactile paths & disks
	Water Confidence			Floatation devices & pool toys
GROSS MOTOR INDOOR (GM2)	Throwing/Catching skills, Hand-to-Eye Co-ordination,			Various bean bag sets (alphabet, animal, shaggy shapes), bean bag games (including recycling game)
	Balance, Mobility			Balance boards (various shapes and configuration), spinners, stilts, frames & beams
	Co-operative games, Teamwork, Agility Co-ordination			Various sizes & types of parachute, grip darts, various types & sizes of ball, skipping ropes, 'Elastrix' & hoops
	Mobility, Agility			Various foam shapes, wedges & mats



## Section 2 – Fine Motor

CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES		
BABY (B2)	Co-ordination, Grips, Grasps, Strength, Visual Perception			Stacking, posting, push button & colour matching activities
FINE MOTOR COORDINATION (FM1)	Co-ordination, Grips, Grasps, Strength			Lacing, bead threading, hammering, peg boards, hand strengthening, squeezers, fasteners, stacking & fishing games
FINE MOTOR CONSTRUCTION (FM2)	Various Grips, Grasps, Strength, Motor Planning			Variety of construction blocks and sets, including Duplo, Lego, Krinkles, magnetic kits, marble run & wooden blocks
FINE MOTOR HAND SKILLS (FM3)	Pre--Writing, Early Pencil/Tracing Skills, Scissor Skills			Various types of scissors, pencil grips, tactile letters, mazes & handwriting kits
PUZZLES (P)	Visual Recognition, Spatial Relationships			Jigsaw puzzles of various types, themes & difficulties
EXPRESSIVE (E1)	Hand/Finger Mobility, Spatial Relationships			Playdough tools & kits, Mr Potato head & doll houses
MUSIC (MU2)	Hand /Finger Mobility & Strengthening			Various musical instruments with keys, strings etc

## Section 3 – Postural Seating

CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES	
THERAPY TOOLS & EQUIPMENT (THY2)	Body Positioning & Posture		A range of adaptive /adjustable seating options, cushions, chairs & tables *
			

### \*NOTE:

Good positioning is essential for learning (see attached EQ Information Sheet: “Seating for Learning”). The CRC retains a wide range of tables, chairs and other equipment specially designed to assist with muscle tone, postural and physical difficulties.

The CRC also has a variety of items to assist with activities associated with self-care and daily living.

All therapy equipment is available for borrowing, and many items come with helpful instructions and guidelines for set-up and use. ***Input from a therapist or member of staff is highly recommended.***

## Section 4 – Communication

CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES	
COMMUNICATION (CM1)	Early Language Skills, Listening, Following Instructions, Pre-Reading		Books with props, listening games, answer buzzers & classification activities
COMMUNICATION (CM2)	Specialised Communication, Signing		Themed signing kits, books, CDs & reference material,
COMMUNICATION (CM3)	Auditory Awareness, Sequencing Skills		Phonic games, sequencing cards, THRASS resources, grammar activities (eg opposites) & story telling
COGNITIVE SKILLS (CS1)	Visual Memory Skills		Visual memory cards, games & activities
EXPRESSIVE (E)	Story telling, Role Play		Well-known stories with puppets & props (eg 3 Little Pigs, The Little Red Hen)
TABLE GAMES (G)	Sharing, Taking Turns, Visual Memory, Communication		Table/board games of varying complexity and focus
EDUCATION (ED)	Reference books to enhance Oral Language & Communication		Theory and practical strategies to assist with oral language difficulties; social skill books focusing on communication

### NOTE:

CRC therapists may be able to offer additional resources to assist individual children who have significant difficulties with communication, including personalised **Aided Language Simulation** boards and visual schedules. The CRC has a range of high and low tech augmentative communication devices available for trial, including **PODD**, **Go Talks** and **Core Vocabulary** boards.



## Section 5 – Language and Literacy

CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES	
BOOKS (BK2)	Fiction & Non-Fiction Books		
COMMUNICATION (CM3)	Language Development, Phonics, Early Reading, Story Sequencing,		
COMMUNICATION (CM4)	Literacy Skills, Spelling, Comprehension, Recognition of Language Concepts		
FINE MOTOR (FM)	Early Writing Skills, Letter Recognition		
CLASSROOM READERS (CR)	Developing Reading & Fluency Skills		
THEME BOXES (TB)	Literature & Subject Reading Exposure		
EDUCATION (ED)	Enriching & Guiding Literacy		
JAPANESE (JAP)	Japanese Language Skills, Cultural Knowledge Exposure		



## Section 6 – Numeracy

CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES		
NUMBER SKILLS (NS)	Developing Numerical Concepts & Skills			Objects to sort/count, numerical recognition aids, hundreds mats/games, place value blocks & dominoes
	Conceptual Numeracy Principles, Processes & Operations			Various board games involving operations & manipulatives showing different fractions
	Mathematical Concepts such as Time, Money, Shape & Measurement			Time & money kits, bingo games, scales, measuring devices & 3D shapes
VISUAL PERCEPTION (VP)	Patterns, Symmetry, Shape/Colour Matching			Activities involving shape, colour & pattern matching & building
EDUCATION (ED)	Assisting with difficulties in Reasoning & Conceptual Development			Books with programs, activities & ideas for assisting students with learning
TABLE GAMES (G)	Counting, Number Skills, Strategy & Logic			Board games of varying complexity
MUSIC (MU)	Sequencing & Patterns of Sounds & Rhythm,			Various instruments (including djembe drums), books & CD's
PUZZLES (P)	Shape Recognition, Visual Perception			Jigsaws with difficulty levels from very simple (2-6 pieces) to complex (500, 1000)

## Section 7 – Social Skills

CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES		
COMMUNICATION (CM)	Emotional Language, Self & Other Awareness, social contexts			Picture cards, scenario/situational activities, social communication games
BOOKS (BK)	Understanding Emotions, Skills for Social Success			Educational books with evidence-based research, strategies and activities addressing a range of social/emotional challenges
COGNITIVE SKILLS (CS1)	Visual Memory, Sequencing, Emotional Literacy			Picture cards, sequencing story cards & discussion starters
COGNITIVE SKILLS (CS2)	Body Image, Knowledge of Body, Health & Hygiene			Social discussion activities & games, story books about various feelings/situations, cook books, body part charts, 'Talkabout' books & DVDs
COGNITIVE SKILLS (CS3)	Sequencing of Events, Associations, Decision Making			Games & activities to stimulate thinking, discussion & decisions about social/emotional situations
EXPRESSIVE (E)	Social/Emotional Expression in different situations			Situation kits (eg shopping, hairdressing, doctor), a variety of puppets & dramatic play resources
GAMES (G)	Turn Taking, Social Expression, Communication & Interaction			Table games emphasizing specific social skills or general play, co-operative games

### NOTE:

Historically, educators have successfully used construction kits, musical instruments, jigsaw puzzles, parachutes and ball games from other parts of our library to teach, encourage and practice social skills. The CRC staff also have access to a number of video-clips explaining, expressing and/or enacting different social situations to initiate discussion, encourage role play or illustrate a specific behaviour or skill.



## Section 8 – Emotional Regulation

CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES	
SENSORY SKILLS & AWARENESS (S1)	Regulating Physical Sensitivities		
COGNITIVE SKILLS (CS2)	Understanding of Emotional Strengths, Strategies to assist with Self-Regulation		
COMMUNICATION (CM)	Appropriate Communication Skills, Listening Skills		
TABLE GAMES (G)	Patience, dealing with Negative Emotions (eg frustration, losing, disappointment), Sharing, Social Interaction		
MUSIC (MU)	Emotional Calming, using music and/or rhythm		
EXPRESSIVE (E)	Emotional Expression, Calming		
GROSS MOTOR (GM)	Calming, Perseverance (with physical challenges), Social Play		
BOOK (BK)	Understanding Emotions		



## Section 9 – Reference



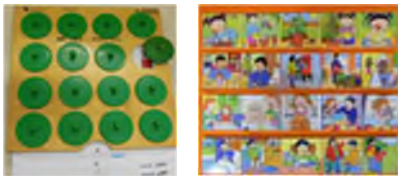




CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES	
BOOK (BK)	Information for teachers and parents (eg specific disabilities & educational challenges)	 	Books with information & strategies for dealing with autism, ADHD, processing challenges & Down's syndrome, etc
COGNITIVE SKILLS (CS2)	Emotional Regulation, Social Skills, Social Thinking theory	 	Books & CD's, with principles & strategies around emotional literacy & social difficulties
COGNITIVE SKILLS (CS3)	Complex Thinking & Reasoning Skills, Inferences	 	Books & CD's targeting higher order thinking, perspective taking & inferencing
COMMUNICATION (CM3)	Expressive & receptive Language Skills	 	Practical strategies for developing grammatical and functional communication skills
COMMUNICATION (CM4)	Language Concepts & Conventions	 	Spelling, reading, sentence & word-building strategies & program ideas
EDUCATION (ED)	Planning, Assessments & Strategies (range of subjects)	 	General theoretic educational ideas, practical classroom strategies & tools
PARENTING (P)	Parenting Advice (see also Books section)	 	Books and DVD's with helpful strategies & information for parents on a range of topics

## Section 10 – Sensory Processing

CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES		
SENSORY SKILLS & AWARENESS (S1)	Tactile Awareness, Visual & Auditory Skills			Various sensory activities, fidget toys, ear muffs (noise cancelling), light boxes, mirrors & sound matching activities
FINE MOTOR (FM)	Tactile & Visual Discrimination			Construction kits, threading, lacing & hammering
GROSS MOTOR (FM)	Posture, Stability, Tactile & Kinesthetic Experience, Motor Planning			A range of textured large and small play items, posting, throwing, movement, ride on & balance equipment *
EXPRESSIVE (E)	Tactile Experience & Emotional Expression			Various puppets, playdough tools, bubbles, cooking sets, dolls & cars
MUSIC (MU)	Recognition & Manipulation of Sound, Calming			Rain sticks, percussive and musical instruments, drums, dance scarves & streamers
COGNITIVE SKILLS (CS) & COMMUNICATION (CM)	Auditory Processing, Emotional Awareness			Auditory processing & memory games, sounds lotto, sing-a-long books & emotional awareness activities
BOOKS (BK)	Information, Tactile Associations			'Touch & Feel' books, reference and teaching books

\* See also 'Section 3 - Postural Seating' for other therapeutic alternatives

## Section 11 – Visual Perception








CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES		
VISUAL PERCEPTION (VP1, VP2)	Visual Recognition, Matching, Same/Different Discernment, Sorting			Games & activities to recognize/match objects or pictures by shape, colour, size or name
VISUAL PERCEPTION (VP3, VP4)	Complex Visual Discrimination, Identification of Features, Spatial Perception, Patterns, Sequencing			Games & activities to match features, discern spatial relations, identify patterns, sequences & closure
COGNITIVE SKILLS (CS1, CS3)	Visual memory, Association, Classification, Sequencing			Memory games, social sequencing cards & association games
NUMBER SKILLS (NS)	Visual Perception, Sequencing, Patterning			Shape &/or colour recognition activities (with rotation and matching) & pattern building
FINE MOTOR (FM)	Size & Shape Discernment			Range of different construction activities, with varying complexity
PUZZLES (P)	Contextual Visual Perception & Recognition			Huge range of inset & interlocking jigsaws ranging from easy to very complex
GAMES (G)	Visual Discrimination, Visual Memory			Selection of table, board, & card games of varying complexity & targeting different skills



## Section 12 – Early Childhood (continued over page)

CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES	
EDUCATION (ED)	Special Needs & Early Skills Development (all areas)		Reference books, story books, sing-a-long music CD's, DVD's & books with learning activities
BABY (B1)	Play, Listening, Gross Motor Skills, Sensory Awareness		Push/pull toys, activity centres, sensory items, stacking & sound making toys
BABY (B2)	Grasping, Colour and Shape Recognition, Simple Problem Solving		Posting, stacking, colour/shape matching, toys with moving parts & activity centres
FINE MOTOR (FM)	Grips, Fine Motor Skill Development, Manipulation, Strength, Scissor Skills		Simple mazes, blocks, magnet construction kits, fasteners, hammering activities, threading, lacing, whiteboards, pegboards, hand strengthening & manipulation items
GROSS MOTOR (GM)	Agility, Balance & Strength Development, Motor Planning		Various balls & games, ride-on equipment, beams, frames, foam shapes, mats, parachutes & tunnels
SENSORY SKILLS & AWARENESS (S1)	Sensory Awareness, Experience & Discrimination, Calming		Touch & feel books, ear muffs (noise cancelling), mirrors, various 'feely' toys, tactile mazes, reflective balls, blindfolds, talking tubes
VISUAL PERCEPTION (VP)	Visual Discernment, Colour/Shape Recognition, Sorting		Matching activities, early dominoes, colour/shape manipulatives, sorting activities

## Section 12 – Early Childhood (continued)

CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES		
COMMUNICATION (CM)	Letter Sounds, Listening Skills, Pre-reading, Literature Experience, Sequencing			Books with props, sound activities, alphabet cards, sight words, communication games & story sequence pictures
NUMBER SKILLS (NS)	Counting, Number & Shape Recognition, Early Measurement, Sorting			Various counting manipulatives with number recognition, shape sorting, scales, dominoes & early math games
MUSIC (MU)	Rhythm Development, Auditory Discernment, Emotional Soothing			Different kinds of drum, rain sticks, bells and percussive instruments, xylophones, sing-a-long books, CD's & DVD's
BOOKS (BK)	Listening Skills, Language Development, Literature Experience			A range of big books, fiction and non-fiction
EXPRESSIVE (E1, E2)	Dramatic Play, Social Development, Expressive Language, Situational Awareness			Themed puppets, books with puppets, occupational kits (eg doctor, hairdresser), playdough kits, bubbles, figurines, truck/car sets & indigenous dolls
PUZZLES (P)	Visual Discrimination, Shape & Colour Recognition, Fine Motor Skills			Large range of inset and regular jigsaws, with various topics, themes, shapes & complexity
TABLE GAMES (G)	Social Skills, Turn Taking, Counting, Emotional Regulation			Wide range of games involving dice, conversation dice, fine motor skills, turn taking & counting

## Section 13 – Other Curricula

CRC CATEGORY	TARGET SKILL/S	EXAMPLES OF RESOURCES	
EXPRESSIVE (E)	Context-based Play, Imagination & Communication Development		
THEME BOXES (TB)	Extension of Knowledge & Experience (various subject areas, lower & upper primary)		
EDUCATION (ED5)	Physical Resources (various educational topics, especially science)		
TECHNOLOGY (TECH)	Information Technology Skills & Application		
JAPANESE (JAP)	Japanese Language & Culture		
TABLE GAMES (G)	Development/Practice/Extension of various skills		
DVD'S & CD'S	Knowledge & Understanding of Special Needs; Practice in Numeracy, Literacy, & Science		



## COMMUNITY RESOURCE CENTRE FEEDBACK FORM

**BORROWER**

- |  |   |
|--|---|
| <input type="checkbox"/> Classroom Teacher | <input type="checkbox"/> Special Ed. Professional |
| <input type="checkbox"/> Parent            | <input type="checkbox"/> Other (please specify)   |

**USUAL FREQUENCY**

- |  |   |
|--|---|
| <input type="checkbox"/> Less than once per term | <input type="checkbox"/> 2-3 times per term         |
| <input type="checkbox"/> About once per term     | <input type="checkbox"/> More than 3 times per term |

**RESOURCES:  
ACCESS  
& USE**

Based on your most recent experience, how easy was it to find the resources you wanted?  
*(Please place a mark in the box below:)*

EXTREMELY DIFFICULT	OK	EXTREMELY EASY
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How useful did you find these resources for your context?  
*(Please place a mark in the box below:)*

NOT AT ALL USEFUL	OK	EXTREMELY USEFUL
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Would you be likely to re-use or recommend any of these resources?  
*(Please tell us your reasons)*

**STAFF ASSISTANCE**

Did CRC staff assist with your selection?       Yes  No

If **YES** – how helpful was the advice/guidance?  
*(Please place a mark in the box below:)*

NOT AT ALL HELPFUL	OK	EXTREMELY HELPFUL
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If **NO** – please indicate the reason:

- |   |   |
|---|---|
| <input type="checkbox"/> I already knew what I wanted | <input type="checkbox"/> I didn't have time to ask    |
| <input type="checkbox"/> Staff seemed too busy        | <input type="checkbox"/> Unsure whether or who to ask |
| <input type="checkbox"/> Other (please specify):      |   |

**COMMENTS & SUGGESTIONS**

One of our aims is to assist teachers to build confidence in identifying, defining, managing & attending to the challenges of individual student needs. Please comment on whether/how your experience with the CRC has assisted you in your role:

How can we make our service more accessible/relevant to you?

**RETURN FORM**

Email: <a href="mailto:crc@banana.qld.gov.au">crc@banana.qld.gov.au</a>	Fax: 4992 9502	Office: 102 Rainbow St, Biloela
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**FUNDING**









*Specialist Disability Support in Schools Program (SDSS) funding enables the CRC to purchase resources and specialised equipment to enhance student's access to and participation in the curriculum.*

Proudly supported by the Department of Education





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<h1>RESOURCE REQUEST FORM</h1>													
<b>SCHOOL DETAILS</b>	School: <span style="float: right;">Class:</span>												
	Teacher: <span style="float: right;">Phone:</span>												
	Email: <span style="float: right;">Mobile:</span>												
<b>RESOURCE</b>	<p><b>Please tick <input checked="" type="checkbox"/> the correlating boxes below.</b></p> <p><input type="checkbox"/> Information, books &amp; programs (ideas &amp; strategies to use in classroom with students)</p> <p><input type="checkbox"/> Equipment, educational resources &amp; games</p>												
<b>SKILL LEVEL</b>	<input type="checkbox"/> 0-2 yrs <input type="checkbox"/> 3-4 yrs <input type="checkbox"/> 5-6 yrs <input type="checkbox"/> 7-10 yrs <input type="checkbox"/> 10-12 yrs <input type="checkbox"/> 12 + yrs												
<b>SKILL SET</b>	<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Gross Motor</td> <td><input type="checkbox"/> Postural Seating</td> </tr> <tr> <td><input type="checkbox"/> Fine Motor</td> <td><input type="checkbox"/> Emotional Regulation</td> </tr> <tr> <td><input type="checkbox"/> Communication</td> <td><input type="checkbox"/> Sensory Processing</td> </tr> <tr> <td><input type="checkbox"/> Literacy skills</td> <td><input type="checkbox"/> Visual Perception</td> </tr> <tr> <td><input type="checkbox"/> Number / Math Skills</td> <td><input type="checkbox"/> Curriculum Areas</td> </tr> <tr> <td><input type="checkbox"/> Social Skills</td> <td><input type="checkbox"/> Other:</td> </tr> </table>	<input type="checkbox"/> Gross Motor	<input type="checkbox"/> Postural Seating	<input type="checkbox"/> Fine Motor	<input type="checkbox"/> Emotional Regulation	<input type="checkbox"/> Communication	<input type="checkbox"/> Sensory Processing	<input type="checkbox"/> Literacy skills	<input type="checkbox"/> Visual Perception	<input type="checkbox"/> Number / Math Skills	<input type="checkbox"/> Curriculum Areas	<input type="checkbox"/> Social Skills	<input type="checkbox"/> Other:
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<b>DISABILITY CATEGORY</b>	<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Autistic Spectrum Disorder (ASD)</td> <td><input type="checkbox"/> Hearing Impairment (HI)</td> </tr> <tr> <td><input type="checkbox"/> Speech – Language Impairment (SLI)</td> <td><input type="checkbox"/> Intellectual Disability (ID)</td> </tr> <tr> <td><input type="checkbox"/> Vision Impairment (VI)</td> <td><input type="checkbox"/> Physical Impairment (PI)</td> </tr> <tr> <td><input type="checkbox"/> Social Emotional Disorder (SED)</td> <td><input type="checkbox"/> None of the above</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other:</td> </tr> </table>	<input type="checkbox"/> Autistic Spectrum Disorder (ASD)	<input type="checkbox"/> Hearing Impairment (HI)	<input type="checkbox"/> Speech – Language Impairment (SLI)	<input type="checkbox"/> Intellectual Disability (ID)	<input type="checkbox"/> Vision Impairment (VI)	<input type="checkbox"/> Physical Impairment (PI)	<input type="checkbox"/> Social Emotional Disorder (SED)	<input type="checkbox"/> None of the above	<input type="checkbox"/> Other:			
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<b>PRIVACY NOTICE</b>	<p>Banana Shire Council is collecting your personal information to process your application. The information will not be disclosed to any other person or agency external to Council without your consent, unless required by or authorised by law. Personal information will be handled in accordance with the <i>Information Privacy Act 2009</i>.</p>												