

## Assessment and engagement with infants and children



**Penny Sih**

**Clinical  
Psychologist, SA**

Penny Sih is a clinical psychologist and a Team Leader at

Developing Minds Psychology and Education, an Adelaide-based group private psychology practice that specialises in working with children and teens. Penny has worked as a psychologist for over 17 years in both the private sector and a variety of government settings, including Child Protection, Education and Community Health. She has always been passionate about supporting young people, their families and networks.

In her current work, she provides 1:1 therapy but also a significant amount of clinical, professional and crisis supervision to the psychology team at both Developing Minds and external providers. Penny is a talented speaker and regularly provides seminars to teachers, parents and young people to help them understand and respond effectively to the relational, emotional, behavioural and developmental needs of young people in fun, engaging, informative and non-jargonistic ways. Penny draws on a range of evidence-based frameworks and adapts her approaches to meet the needs of clients and their families. She loves to tell a story (or two) and believes engagement and connection are the foundations to learning and psychological growth.

Penny is also a proud Mum of both a primary school and high school aged child, so she lives the experience of knowing a lot of helpful stuff about parenting and finding it very hard to always do on a daily basis!



**Kate Headley**

**Speech Pathologist,  
NSW**

After studying through the University of Newcastle, Kate has

worked extensively as a speech pathologist in the disability sector providing direct therapeutic services, clinical supervision, community capacity building projects and student education.

Kate's work across Western NSW has helped her develop her knowledge of the unique challenges faced by allied health providers and service users living in rural and remote areas and provided opportunity to develop her understanding in culturally aware services for Aboriginal and Torres Strait Islander children, their families and communities.

Over the past few years, Kate has worked as part of a multidisciplinary clinical research project evaluating the effectiveness of providing trauma focused interventions to children living in Out Of Home Care in the Hunter and Central Coast areas of NSW.

Kate recently commenced a role as a clinical educator with the University of Newcastle and continues to work with research and education agencies to advocate for the vital role of speech pathologists in supporting the development of children who have experienced complex trauma and other psychosocial vulnerabilities.

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**Emi**

**Child and family  
partner, SA**

Emiko is a visual artist  
and busy mum of four.

She has two teenagers still living at home. Being a grandparent gives her current and authentic experience and knowledge of child health and wellbeing issues.

Emiko is also able to draw on her own lived experience of mental health, as a consumer and carer, to inform her work as a family partner and advisor on contemporary dialogues about mental health and wellbeing and the space of service delivery.



**Facilitator:  
Jacqui Lee**

**Communications  
Officer, SA**

Jacqui Lee is a writer, editor and communications officer at Emerging Minds.

Jacqui's role as editor is founded on a robust knowledge of the issues that affect infant and child mental health, and the practices that support positive and safe outcomes. She plays a lead role in liaising with internal and external authors to produce content that is evidence-based, innovative and accessible to all practitioners.

Prior to joining Emerging Minds, Jacqui worked with some of South Australia's leading arts organisations, including the Adelaide Fringe and Adelaide Festival of Arts. After nearly a decade in the arts, she decided to switch gears and began working towards a new career in clinical psychology. She completed a Graduate Diploma of Psychology in 2021 and has just commenced her fourth-year studies at Deakin University.

Jacqui has a particular interest in practice approaches that provide innovative, empowering and non-stigmatising engagement opportunities for disadvantaged children and their families.