

# RISE & SHINE

RISE NI (NHSCT) PRESCHOOL NEWSLETTER

Welcome to the first RISE & Shine newsletter of the 2021-22 school year! If you received our newsletter last year, we hope you found it both informative and beneficial. If you have just signed up to the RISE NI (NHSCT) service for the first time, we are delighted to have you on board! Each term, we will send you a newsletter to provide you with information on developments in RISE NI (NHSCT), along with activity ideas that you will hopefully find useful in your preschool setting, as well as for sharing with parents of your children. Like last year, every newsletter will have a different focus. This year we are going to cover Fairytales, starting with 'Goldilocks and the Three Bears'. We look forward to getting to know you throughout the time ahead!



## AS A REMINDER...



### WHO ARE WE?

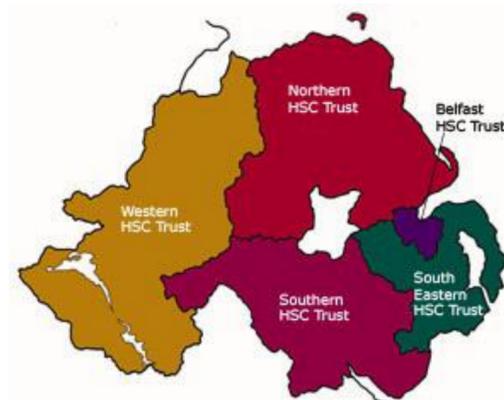


RISE NI stands for Regional Integrated Support for Education NI. Until the last school year, we have been working with mainstream primary schools in the Northern Health & Social Care Trust (NHSCT) area to support staff and children in years 1 – 4. The service focuses on the following areas:

- social, emotional skills and / or behaviour
- speech, language and communication
- sensory processing, fine motor and visual perception
- gross motor development

Our activity pages will tell you a little more about the professions which target each of these areas.

### WHERE ARE WE?



The Northern Health & Social Care Trust covers a large area within Northern Ireland. To manage this, we work across 4 different 'sectors':

- **East Antrim** which covers the Newtownabbey, Carrickfergus, Larne, and Ballyclare area
- **Antrim/Ballymena** which covers the Crumlin, Antrim, Randalstown, Ballymena area.
- **Causeway** which covers the Ballymoney, Coleraine, Ballycastle area.
- **Mid Ulster** which covers the Portglenone, Maghera, Magherafelt, Cookstown area.

### WHAT DO WE DO?

Our regional aim is to support children in schools by working closely with parents and staff to help children develop the foundation skills for learning. We do this through different levels of support - **universal**, **targeted** or **specialist**:

**Universal support:**  
General training, advice and strategies for staff and parents to enhance and enrich the development of all children.

**Targeted support:**  
Targeted advice, consultation, strategies, training, class based and small group programmes.

**Specialist support:**  
Assessment for children with persistent needs who have not responded positively to strategies and support already used in school.

## ADVICE AND STRATEGIES FOR PARENTS AND STAFF

Over the last 18 months we have been busy developing our websites for parents and staff. These are full of advice, strategies, videos and training. Feel free to check out the one that is relevant to you via the links or QR codes!

- **RISE NI Education Staff Website** may be found at <https://view.pagetiger.com/RISENI/educationstaff>
- **RISE NI Parent Website** may be found at: <https://view.pagetiger.com/RISENI/parents>



## NEW DEVELOPMENTS

In the 2021-22 school year, we continue to roll out the service to all Nursery Schools and Units, alongside other preschool settings in the NHSCT area which have DE funded places. This year we will be building on the 'Universal' and 'Targeted' supports already in place by:

- Continuing to produce termly editions of the 'RISE & Shine' preschool newsletter
- Delivering on the 'Virtual Preschool Coffee Dock' planned previously in the last school year
- Extending the professional development opportunities for preschool staff via the RISE NI NHSCT Page Tiger for Education Staff
- Supporting you to implement strategies from the RISE NI NHSCT Preschool Resource and deliver the RISE NI NHSCT targeted programmes
- Opening the 'Specialist' level of service later in Term 2. Details of this will follow separately

## COVID-19

COVID - 19 has made life more challenging than ever for everyone. However, it has also given the opportunity to teach some basic messages to our children to try to keep us all safe. Here are just a few to think about including in your setting:



## IN THE MIDST OF CRISIS, REMEMBER THESE TOP TIPS FROM PARENTING NI...

ParentingNI

Positive Parenting Top Tip

**#1** Love your children, no matter what they do.

Helpline: 0808 8010 722  
parentingni.org

ParentingNI

Positive Parenting Top Tip

**#2** Listen to your children.

Helpline: 0808 8010 722  
parentingni.org

ParentingNI

Positive Parenting Top Tip

**#3** Praise your children.

Helpline: 0808 8010 722  
parentingni.org

ParentingNI

Positive Parenting Top Tip

**#4** Expect the best from your children.

Helpline: 0808 8010 722  
parentingni.org

ParentingNI

Positive Parenting Top Tip

**#5** Make them feel safe physically & emotionally.

Helpline: 0808 8010 722  
parentingni.org

ParentingNI

Positive Parenting Top Tip

**#6** Be a good role model.

Helpline: 0808 8010 722  
parentingni.org

ParentingNI

Positive Parenting Top Tip

**#7** Guide your children.

Helpline: 0808 8010 722  
parentingni.org

ParentingNI

Positive Parenting Top Tip

**#8** Help your children to understand what behaviour is acceptable and what rules you expect them to follow.

Helpline: 0808 8010 722  
parentingni.org

ParentingNI

Positive Parenting Top Tip

**#9** Help your children to manage their emotions, understand responsibility and learn self control.

Helpline: 0808 8010 722  
parentingni.org

ParentingNI

Positive Parenting Top Tip

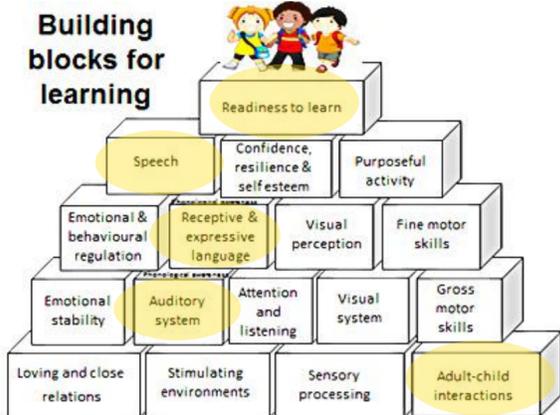
**#10** Ensure your children know what happens when rules are broken.

Helpline: 0808 8010 722  
parentingni.org

## ADULT CHILD INTERACTION

Children learn by engaging with the world and people around them. Adapting the way we interact with children can have a positive impact on their language development, communication and self-esteem (Elklan, 2016)

### BACK TO BASICS



This image shows the building blocks that need to be in place for a child to be ready to learn. The highlighted blocks show the skills related to speech, language and communication, the core business of the Speech and Language Therapists on the Team. Children must have solid skills at the bottom of the pyramid to develop the skills at the top. With that in mind, let's get 'Back to Basics' with these top tips to support Adult Child Interaction!

### QUESTIONS



For every one question that you ask the child, balance it with four comments - this will ease the pressure on them to speak, and help them hear models of good language.

### OPPORTUNITIES

Create more opportunities for the child to communicate - for example, give them a yoghurt without a spoon so they have to ask you for one; give them a cup without a drink in it; put a toy in a box with a lid, or out of reach, so they have to ask you for help.

### STOP

Follow the child's lead and allow them to set the pace of play. Don't worry if the child doesn't play with toys in the 'traditional' way - e.g. if they decide to put a toy car inside a teapot. Go with it and talk to the child about what they're doing. They will be much more likely to engage with you when they are taking the lead!

### OBSERVE

Get down to the child's level and stay face-to-face with them while you play. This will help them keep their attention on you; help them listen to what you're saying; and help them see your facial expressions as you play with them.

### RESPOND

When the child initiates with you, respond immediately to show you value their attempts at communication. You can respond by:

- Copying what they are doing/respond to their actions e.g. taking the big bowl they try to give you
- Describing what the child is doing e.g. "you are sitting in the big chair!"
- Repeating what the child has said correctly e.g. child - "chair broke", adult - "yes the chair broke"
- Expanding language e.g. child "the porridge hot", adult - "yes, daddy's porridge is too hot"

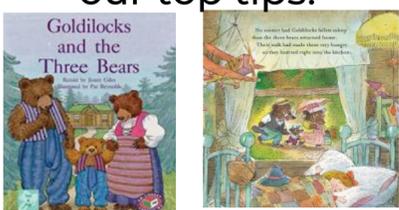


## USING GOLDBLOCKS & THE THREE BEARS FOR ADULT-CHILD INTERACTION



### LET'S READ

Read the book together - you don't have to just read the words, talk about any part of the book that holds the child's attention. Remember our top tips!



### LET'S PLAY



Use teddy bears and a doll to act out parts of the story - have the bears pretend to eat foods which are hot/cold etc.

### LET'S BE GOLDBLOCKS



Introduce the child to different actions that occur in the story - eating, sitting, sleeping - and a corresponding action. Call out an action, and get them to listen and do it!

### LET'S MAKE PORRIDGE



Let the child feel and experience different textures - the excitement of messy play can encourage kids to communicate! Remember to **stop**, **observe** and **respond**.

## WHAT IS OT?



Occupational Therapy can help young children grow, learn, have fun, socialise and play so they can develop, thrive and reach their full potential. Daily life is made up of many activities (or occupations).

Occupations for children include self-care (getting dressed, eating meals, using the toilet); being productive (going to nursery) and leisure (playing with friends). We can give support and advice to help children be able to do their occupations to the best of their ability (RCOT, 2018).



## SENSORY PROCESSING

Sensory processing is the way our brains take in, make sense of, and use the information coming in from the environment and our bodies - through sound, smell, sight, touch, taste, movement, and pressure. It allows us to make sense of the world around us, and to cope in the many different environments we spend our days:

- Collect forest items/textures related to the Goldilocks story to use in feely trays e.g. leaves, pine cones, porridge oats, wood shavings, fluff from pillows
- Have children feel different objects around the house, garden etc. and determine whether they are hard like Daddy Bear's bed or soft like Mummy Bear's bed. Then sort and glue onto paper or into marked tubs
- Porridge playdough - 2 cups of oats, 1 cup of water and 1 cup of flour. Combine, stir and knead together!



## FINE MOTOR SKILLS

Fine motor skills are the ability to move the small muscles in our hands and wrists to complete precise activities. Children need fine motor skills to be able to do everyday activities such as paint, start mark making, manage buttons, and feed themselves.

- **Threading bear** - cut out a bear figure and use a one-hole puncher to make holes for the children to weave string/laces/wool through
- **Fluffy bear face** - have the child draw a circle and 2 ears on some paper. Have them dip a fork into some brown paint and start making lines within and around the circle to make a fluffy bear face. Draw/paint on eyes, nose and mouth once face is dry
- **Paper tear bear** - children tear some brown/black/pink tissue paper into strips, scrumple up with their hands (great for hand strength) and stick onto a bear outline using some glue and a paintbrush



## PRACTICE BASIC SHAPES

Children in preschool can start to make the basic shapes that form our letters and numbers. This will help them as they move towards school.



Have the children draw a bear face using circles to practice this shape!

## SCISSOR SKILLS

Scissor skills require a child to have good fine motor skills and be able to use two hands together to coordinate the paper with the scissors.



Have children cut strips of yellow paper to stick onto a page/paper plate to make hair for Goldilocks.

## DRESSING

Dressing is an important developmental skill.



Bring in old baby/toddler clothing and have the children dress up three bears and a doll for telling the story.

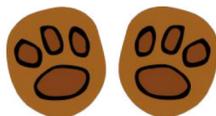
## WHAT IS PHYSIOTHERAPY?

Physiotherapy can help children to develop and maintain their mobility skills, range of joint movement, muscle strength, and motor skills to better participate in a range of school activities (NHS, 2018).

## GOLDILOCKS AND THE THREE BEARS



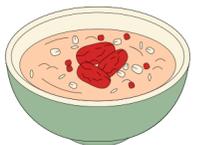
### BEAR WALKS



- Reach up tall like Daddy bear
- Can you get on your hands and knees like baby bear?
- Now move on to your feet and knees like Mummy bear
- Can you walk along the ground like a bear?
- How fast can you go?
- How slow can you go?



### PORRIDGE TOSS



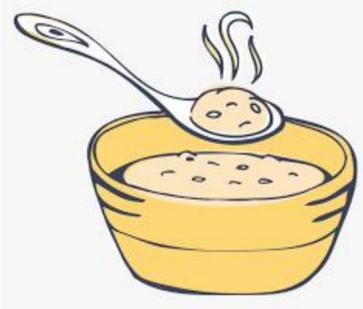
What you need:

- Big saucepan i.e. the porridge pot
- Small teddy/bean bag/ball



Can you aim your teddy/beanbag/ball into the porridge pot? Can you aim into it with an even smaller teddy/ball? Can you aim into it standing further and further away from the porridge pot?

### GOLDILOCKS TREASURE HUNT



Hide some porridge bowls and spoons around the room. Hide some high up, and some low down, under furniture and on top of furniture, or even out in the garden/playground! Challenge the children to find all of Goldilocks' porridge bowls and spoons!

### THROW AND CATCH PILLOW



Can you catch Goldilocks' pillow with your partner? How many catches can you do without your pillow falling to the ground?



### MUSICAL BED BOUNCES



Play some music. Can you jump around your garden/classroom or a space in your living room pretending it's a bouncy bed? Stop when the music stops and stand very still...start moving when the music plays again!

### BEAR CHASE



Imagine you are Goldilocks running away from the bears! Hide behind trees or under chairs. Play with your friends or a grown up!

## EMOTIONS

Preschool is the time when children are learning about themselves, others, and the world around them. This includes their own feelings, and the feelings of others. Around age 3 children are beginning to name basic feelings and show an interest in others' feelings. They then start to show more awareness of other peoples' feelings and can start to recognise that these might be different from their own. They start to express their feelings verbally. Children who are aware of their emotions by the time they start school also have a lower risk for problems of aggression and anxiety disorders (Greenberg, Kusch and Mihalic, 1998)

## GOLDILOCKS AND THE THREE BEARS

We can use simple stories and fairytales to help teach and check on a child's emotional awareness and develop a sense of empathy and emotional literacy. We can do this in various ways. Goldilocks and the Three Bears is a wonderful example of a fairytale where we can start to look at emotions through the various characters and where children can learn to understand from others' perspectives. Below are some ideas of how to use the story in this way.



### EMOTION CARDS



Read the story to the group and use pictures of emotions or emotional flash cards to help the children recognise the different emotions the characters may have. Have the cue cards sitting out and get children to hold up the relevant emotion. You can cue to begin with and say "Goldilocks might be scared - show me the card that has the scared face".

### STOP AND EXPLORE

Again while reading the story, stop at various times and explore with the children how the characters might feel. Baby bear is a good place to start.



### ROLE PLAY



Use role play and dress up so the children can act out the scenes

### HOT SEAT

A child could take the "hot seat" and be a particular character and the other children could ask questions as to how they felt at various parts of the story.



### FEELING PLATES



As feelings are discussed children could draw the feeling onto a plate and say when they felt like that or show the facial expression for that feeling.

### USEFUL LINKS

- Goldilocks and the Three Bears/Feelings - <https://www.youtube.com/watch?v=NswZdS1Ri8M>
- Goldilocks and the Three Bears Story Powerpoint - <https://www.twinkl.co.uk/resource/t-t-5321-goldilocks-and-the-three-bears-story-powerpoint>

# MEET THE TEAMS WHO PRODUCE THE RISE & SHINE NEWSLETTERS!

## OUR TEAMS...

Each sector team has a team lead, therapy assistant and admin support, and has input from behaviour therapy, clinical psychology, occupational therapy, physiotherapy, and speech and language therapy.



### ANTRIM / BALLYMENA

1 Steeple Road  
Antrim  
BT41 1AF

Tel: 02894 427670

### EAST ANTRIM

Bungalow 2  
Thornfield House  
School  
8-12 Jordanstown Rd  
Newtownabbey  
BT37 0QF

Tel: 02890 360910



### MID-ULSTER

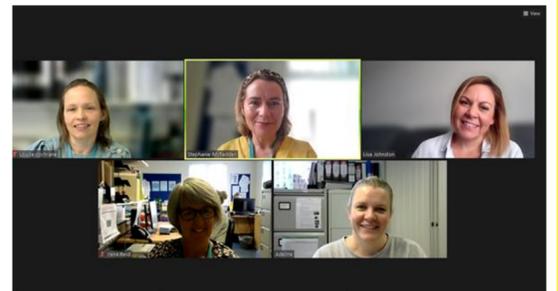
Mid Ulster Hospital  
59 Hospital Road  
Magherafelt  
BT45 5EX

Tel: 02886 747860

### CAUSEWAY

Route House  
Route Complex  
8E Coleraine Road  
Ballymoney  
BT53 6BP

Tel: 02827 661237



## WHO ELSE CAN HELP?

We are aware that you will have children who you may have concerns about as you get to know them better. Any concerns should first be discussed with the person with parental responsibility for the child, and if consent is granted, the following are details about existing services which may be able to offer advice and support:

**Children's Speech and Language Therapy** - if you have concerns about a child's ability to speak as clearly as other children their age, or their ability to understand what you are saying, you can contact Children's Speech and Language Therapy by phoning:

East Antrim area: 028 90 831442

Mid-Ulster area: 028 79 365080

Antrim/Ballymena area: 028 2563 5366

Causeway area: 028 27 660315

**Children's Occupational Therapy** - if you have concerns about how a child is managing their daily activities, coping with the nursery environment, or has difficulty using their fingers effectively, you can contact Children's Occupational Therapy by phoning:

East Antrim area: 028 93 353745

Mid-Ulster area: 028 79 365080

Antrim/Ballymena area: 028 94 415725

Causeway area: 028 27 661349

**Children's Physiotherapy** - if you have concerns about a child's ability to move, balance, or use a ball effectively, a referral to Children's Physiotherapy can be discussed with the child's GP.

**Social Emotional and/or Behaviour** - if you have concerns about a child's social, emotional wellbeing and/or behaviour, please access the following website to locate suitable services or supports in relation to any concerns you may have e.g. Action for Children, Barnardos, The Early Intervention Support Service - [www.familysupport.ni.gov.uk](http://www.familysupport.ni.gov.uk). Parents can also access support via [www.parentingni.org](http://www.parentingni.org) and via their child's health visitor.

Don't forget: you can also discuss any concerns with the named Health Visitor for your setting.

## EMAIL US:

If you have any comments on the content of this newsletter or indeed any queries, please send an email to us at [riseni.nhsct@northerntrust.hscni.net](mailto:riseni.nhsct@northerntrust.hscni.net)