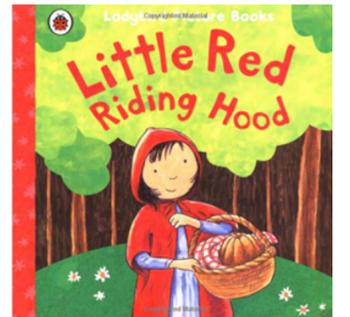


RISE & SHINE

RISE NI (NHSCT) PRESCHOOL NEWSLETTER

Welcome to the term 2 edition of the RISE NI (NHSCT) preschool newsletter. We hope you enjoyed the last edition and found it interesting and beneficial! In keeping with our theme of 'Fairytales,' this edition will focus on Little Red Riding Hood. We have included many ideas and activities to support the development of the preschool child, which are play-based and fun...we hope you enjoy! Please feel free to share with colleagues and parents of children in your setting.



AS A REMINDER...



WHO ARE WE?

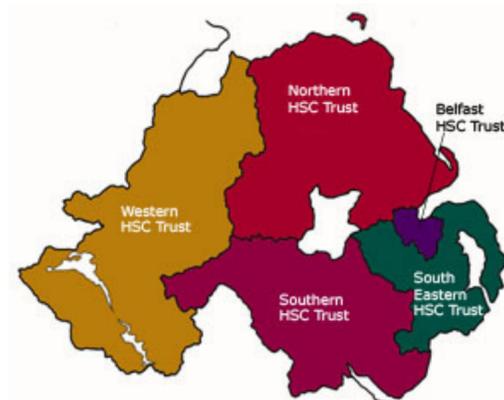


RISE NI stands for Regional Integrated Support for Education NI. Until the last school year, we have been working with mainstream primary schools in the Northern Health & Social Care Trust (NHSCT) area to support staff and children in years 1 – 4. The service focuses on the following areas:

- 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

We continue to add to our RISE NI websites, with new information and ideas being added on an ongoing basis! Some of the new additions include:

- ★ Bilingualism training for staff
- ★ Information on children who are reluctant to speak for parents

Feel free to check out the websites via the links or QR codes!

RISE NI Education Staff Website

<https://view.pagetiger.com/RISENI/educationstaff>



RISE NI Parent Website

<https://view.pagetiger.com/RISENI/parents>



NEW DEVELOPMENTS

We continue to evolve our services to preschools as we build on the 'Universal' and 'Targeted' supports already in place. A series of 'Virtual Preschool Coffee Docks' with parents from 10 preschools took place in term 1:

- 46 parents in total signed up
- Parents chose a 15 minute slot via Zoom
- Parents were able to chat with the RISE NI team over a cup of tea/coffee from the comfort of their own home (workplace or car!) about any concerns they had about their child's development
- Parents provided feedback following their slot:



Over 90% found their session useful

100% would recommend to a friend

"It was very helpful, relaxed and welcoming"

"Was brilliant - highly recommend!"

We hope you are finding the RISE NI Preschool Strategy Resource and the small group programmes beneficial to children in your setting. Please do get in touch if you have any queries regarding these.



Please note: All preschools have the opportunity to refer children in Term 2 for assessment via RISE NI NHSCT if there are concerns regarding the impact of a child's needs in the preschool setting. Refer to the RISE NI Service Information Booklet for details and referral criteria.

TOP TIP FROM PARENTING NI

As your child is now half way through their preschool year, it's a good time to think about promoting their independence in preparation for primary school. This leaflet from Parenting NI is a useful read...

Promoting Independence

A parent's natural instinct is to care for, nurture and to do things for their children. Whilst all children need to be looked after, nurtured and loved, they also need to gradually (at an age appropriate level), be given the opportunity to develop independence and responsibility. By encouraging independence in children we are letting them know we believe they are capable, this in turn helps to build their confidence.

Assign Responsibility

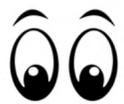
Regardless of the age of your child, they need to develop skills for independence. Encourage your child to take responsibilities when they are able to do so, such as putting toys away, helping getting dinner ready or washing up.



Provide opportunities

It can be tempting to say "let me do it" or "I'll show you", but by giving children the opportunity to practice independence your child will be learning new skills and be less likely to rely on you to do things for them as they get older.

WHAT IS ATTENTION AND LISTENING?



Attention and listening skills describe your child's ability to focus and maintain their attention on what they have heard or on a chosen task or activity.



WHAT ARE THE STAGES OF DEVELOPING ATTENTION AND LISTENING SKILLS?

In developing attention and listening skills children typically move through stages. Initially attention will be fleeting and will then move through different stages until they can attend to more than one thing at a time.

3-4 years:

Children of this age are beginning to be able to control their own focus of attention. They must still give their full attention (both looking and listening) in order to follow directions. Children will start to:

- Listen to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.

4-5 years:

Children of this age are able to carry out one activity and at the same time attend to someone else giving them directions. This is called dual channeled attention. Most children will have well established dual - channeled attention by the time they begin full-time education.

Attention Span By Age

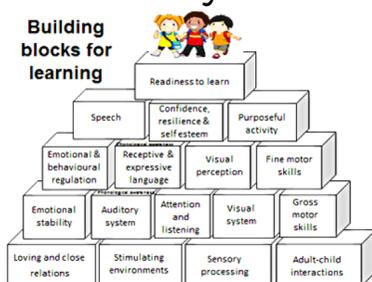
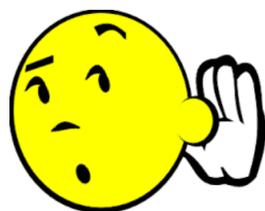
If your child is...	They should have an attention span of...
2	3-10minutes
3	4-15 minutes
4	5-20 minutes
5	6-25 minutes
6	7-30 minutes
7	8-35 minutes
8	9-40minutes
9	10-45 minutes
10	11-50 minutes

Fast ForWord[®]

<http://www.fastforwordhome.com/>

WHY ARE ATTENTION AND LISTENING SKILLS IMPORTANT?

- They form part of the foundations of speech, language and communication development
- Children need to be able to focus on their environment in order to learn from it
- Children need to be able to focus on you in order to learn from you!!



HOW DO I KNOW IF MY CHILD HAS ATTENTION AND LISTENING DIFFICULTIES?

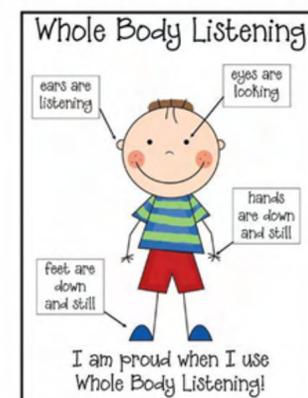
A child with attention and listening difficulties may:

- be very fidgety or find it difficult to stay still
- be easily distracted by things going on elsewhere in the room
- be quiet and withdrawn and 'in their own world'
- have difficulty following instructions and answering questions



WHAT CAN I DO TO HELP MY CHILD?

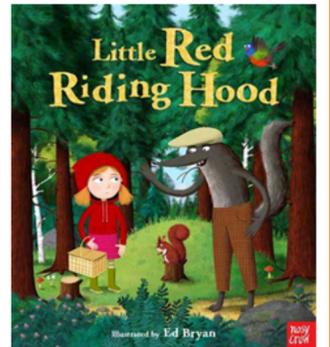
1. Talk about what is good listening?
2. Praise your child, 'good sitting!'
3. Say your child's name to gain their attention
4. Reduce background noise and distractions
5. Keep instructions short
6. Check your child has listened to what you have said e.g. 'what do you have to do now?'
7. Be realistic in what you expect from your child



 **LET'S READ TOGETHER AND PROMOTE ATTENTION & LISTENING!** 

HOW TO DEVELOP YOUR CHILD'S ATTENTION AND LISTENING WHEN READING A BOOK TOGETHER

- Choose a quiet time and cuddle up with a book, distraction free!
- Follow your child's lead
- Label the words in the story; 'Look Little Red Riding Hood', 'There's the big bad wolf', 'oh look, the forest!'
- Break up reading time; Stop when something exciting is about to happen in the story. This helps build your child's interest and encourages them to revisit the book at a different time with you
- Take it in turns to look and explore what's happening on each page



LET'S TALK ABOUT THE STORY!

Talk about the story: who is in the story, where the story is set, the good and bad characters, how the characters might be feeling, what happened?



Think about the sequence of the story. Using pictures, ask your child to put the pictures in the order of the story. Encourage your child to retell the story.

ROLEPLAY



Role play can be fun and a time to get creative. Some ideas might be to dress up, act out the story, draw the characters, make masks and use different voices for each character. Act out the story using physical activity e.g. 'walking' for walking through the woods, 'running' when running away from the big bad wolf, 'knocking' when knocking at the cottage door. This promotes physical movement and helps build understanding of verb vocabulary.

GRANDMA'S SHOPPING



Help Little Red Riding Hood go shopping for Grandma. Use a basket or a bag and talk about the things that Grandma might like in her shopping basket.

LISTENING WALKS



Go for a forest walk and talk about what you can hear. This could be leaves, rain drops, birds, or even twigs crunching under your feet.

THINKING OF CONCEPTS

-Let's think of the tools the wood cutter might use. Describe the tools; they could be sharp, heavy, light, long, short.



-Matching colours - thinking of the colour red. Find red items around your home.

SENSORY MOTOR & PERCEPTUAL

OCCUPATIONAL THERAPY

LITTLE RED RIDING HOOD

Occupational Therapy is all about enabling a child to do the things they want to or need to do to reach their potential. This can include developing areas such as fine motor skills, visual perception skills (our ability to make sense of what we see) and sensory processing. All of these things provide a good foundation for a child to achieve their maximum potential in school! The following activities target these areas using the story of Little Red Riding Hood.



FINGER PUPPETS

Retell the story of Little Red Riding Hood using finger puppets. Have a go at drawing your own! Glue two pieces of paper together, but leave a gap at the bottom third. Draw your characters and cut these out. Glue down the sides around the child's finger. This activity is great for developing fine motor skills and scissor skills.

TOILET ROLL CRAFT



Use old toilet roll tubes to make some fun characters. You can use old pieces of newspaper, magazines, coloured paper, wool etc for this.

PAPER PLATE WOLF



Make the wolf from the story using a paper plate and scrap pieces of paper like this one above.

APPLE HUNT

Hide some toy apples/pictures of apples around the playground/classroom/house. Give the child a basket and see if they can find all the apples and put them in their basket. This is a great activity for visual perception skills. You can make this more tricky by putting them up high/down low to make them reach and crawl, which will improve their body awareness.



LEAF PICTURES



Go out on a walk and see if you can gather all the different colours of leaves that Little Red Riding Hood had to walk through. When you get back, tear these up and glue them to a page to make a picture of the forest! This develops fine motor skills and hand strength.

KIM'S GAME

Fill a basket/bag/tray with all the items Little Red Riding Hood brought to her granny. Have the child close their eyes, remove one item, and see if they can remember what you took. This develops visual memory, the ability to hold an image in your head, which is important for learning letter formation.



PLAYDOH FLOWERS



Get some playdoh/make your own at home/school and make some of the flowers Little Red Riding Hood brought to her granny.

SENSORY MOTOR & PERCEPTUAL

PHYSIOTHERAPY

BILATERAL INTEGRATION

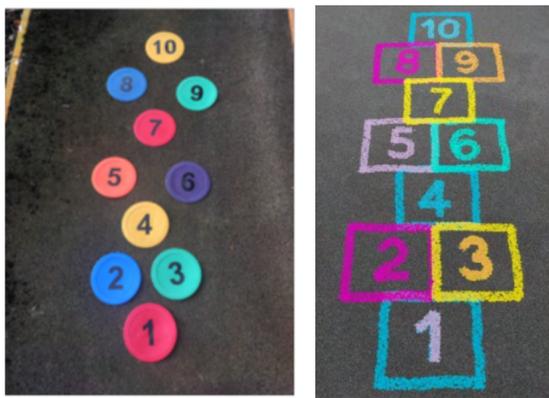
Little Red Riding Hood has to navigate through the forest to get to her Granny's house and like our pre-schoolers, has to go around different obstacles while carrying a load and taking in her surroundings. She relies on bilateral integration to carry her load while walking through the forest, stepping over logs, around or through puddles. Bilateral integration is ability to use both sides of the body at the same time in a controlled and organised manner. It can impact on a child's ability to effectively complete tasks such as riding a bicycle, performing star-jumps, completing hop-scotch. It may also affect the ability to cross the midline section of the child's body i.e. bringing one hand across the body to the opposite side. Bilateral integration is important for activities that require use of both hands.



ACTIVITIES TO DEVELOP BILATERAL INTEGRATION



HOPSCOTCH



Start with feet together/feet apart when jumping. Move on to the hop/ jump action when able.

JUMPING IN 'ACTUAL' PUDDLES



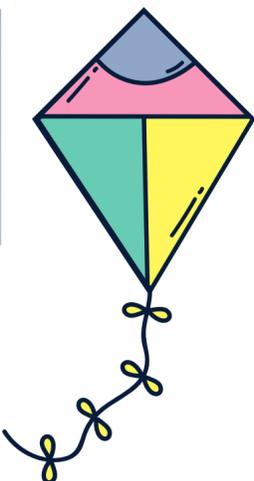
Have children put wellies on and go outside to jump in puddles. Encourage jumping with two feet together. This could also be done indoors across tiles or to targets on the floor instead of puddles.

INSTRUCTION GAMES

Children should stand with arms by their sides. The teacher/parent should give a number of commands: - 'Turn to window/door;' 'Arms up/down/in front/behind;' 'Shake your body;' 'March on the spot;' 'Stretch up tall;' etc. (This also helps with concentration, planning, concepts of direction, etc.)



PLASTIC BAG KITE



Make a kite out of a plastic bag and take it outside on a windy day to run around holding onto both handles.

SCAVENGER HUNT



Make a list of objects for the child to find and then carry in a bag or basket to gather them into (like Little Red Riding Hood). When hiding the objects, make sure they are SAFELY in areas that require the child to climb (climbing frames, up steps, on step stools), crawl (under tables, into cupboards, through tunnels), move sideways to navigate narrow spaces, step over obstacles or walk on uneven surfaces (across a path of pillows or cushions). Encourage the child to use both hands to reach for the objects and hold the basket or bag.

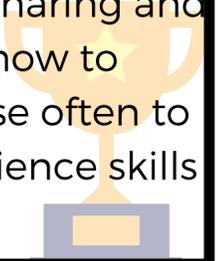


SHARING AND TURN TAKING



WHY IS SHARING AND TURN TAKING IMPORTANT?

Sharing and turn-taking can be a challenge and does not come naturally to some children. These skills must be learnt and practised to make and keep friends and to play collaboratively. Sharing and turn-taking impart vital life skills, teaching children about fairness and compromise, how to negotiate with others and how to manage disappointment. Children need to win and lose often to learn how to handle both the triumphs and disappointments in life. This builds their resilience skills and helps develop self-regulation.



ACTIVITIES TO SUPPORT TURN TAKING



COLOURING IN EXERCISE



Each child has one colour. In turn, colour the picture. Use the opportunity to work out who goes first. Model ways to work out who goes first. E.g. eeny, meeny, miny, moe, catch a tiger by the toe. if he hollers, let him go, eeny, meeny, miny, moe. Use a timer for 1 minute each.

STORY TELLING BASKET



Children plan together to add items from the classroom/house into a story-telling basket. Plan together and agree things they could include. Agree how to manage who goes first to get an item and encourage the children to praise and support each other when they successfully suggest or add something to the basket.

MEMORY GAMES

Dominos



Matching games are great for practising turn-taking and help to develop all important cognitive skills also. Using the same cards for a domino type game is also an excellent resource for the promotion of turn-taking, where the children have to wait for their turn and begin to recognise the concept of My Turn Your Turn.

LITTLE RED RIDING HOOD TRAY

Have a tray or bin with the following things inside:

- Leaves (dry)
- Scoops
- Shovels
- Sieves
- Wolves (stuffed, hard, plastic or toilet roll holders)
- Water (optional)



Encourage children to communicate with each other when they want to use a tool that another child is using or to work together on a project. This will help children better understand turn taking, empathy, and sharing while playing together. Support them to get the pieces from the bin/tray to sequence the story in order.



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

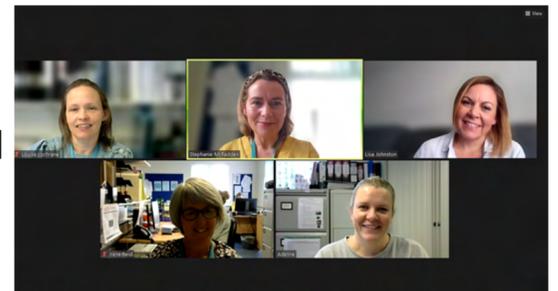
Mid Ulster Hospital
59 Hospital Road
Magherafelt
BT45 5EX

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. Parents can also access support via 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