

# PR*ess*SS

Bulletin 1:2006

Parental Resource material compiled by the Educational Support Services ★ School of Achievement  
Ouerhulpbronmateriaal saamgestel deur die Opvoedkundige-Ondersteuningsdienste ★ Prestasieskool

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## Bullying

Bullying is a serious problem that can lead to years of pain and unhappiness. It is a basic right for a learner to feel safe and to be spared the hurt and pain from being bullied.

### What is Bullying?

- ? Threatening words, looks or gestures.
- ? Physical aggression such as pushing or hitting.
- ? Verbal abuse.
- ? Spreading hurtful rumours.
- ? Writing nasty notes.
- ? Face-pulling or indecent gestures.
- ? Intolerance to differences (race, religion, disability, gender, nationality or sexual orientation, etc.).
- ? Excluding a child from groups or activities.

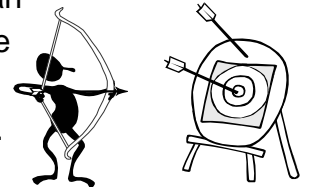


“There is a misconception that bullies are the underdog... in fact they are often social leaders and usually have a circle of admirers around them”.

C. Bateman (2006)

### Wat van die Leerders wat deur Boelies geteiken word?

Leerders wat teikens van boelies is, is soms te bang om ander in te lig oor wat met hulle gebeur.



Hierdie leerders mag die volgende gedrag toon:

- ⇒ Wil nie meer skool toe gaan nie.
- ⇒ Afname in skoolpunte.
- ⇒ Slapeloosheid en nagmerries.
- ⇒ Voel alleen, skaam, bang en hulpeloos.
- ⇒ Voel bang om deur maats gespot te word.
- ⇒ Glo dat niemand hulle kan help nie.
- ⇒ Wil nie as 'n swakkeling of nuusdraer gesien word nie.
- ⇒ Wil nie hul ouers ontstel nie.
- ⇒ Kla van fisiese pyne (soos maagpyn of hoofpyn).



“Bullying slowly batters victims, affecting their self-esteem, destroying their belief in themselves and changing their personalities. They feel insecure, depressed, helpless...”  
Simon Weaver (2005)

## What Parents Can Do

- Notice and talk about any changes in your child's behaviour.
- Ask your child how peers treat them.
- Teach your child what bullying is and how to react. Tell your child that bullying is wrong and unsafe and that adults need to know if bullying is occurring.
- Learn the rules and regulations regarding bullying and harassment at your child's school.
- Suggest talking to a teacher or that you will, but don't go behind your child's back – approval must be granted before you take any action.
- Allow the school to investigate the situation and report back to you.
- Get assurance from the school that the situation will be monitored.
- Support the mediation process and follow up with your child.



## Ja

- ✓ Luister na sy/haar storie en glo u kind.
- ✓ Monitor na watter TV programme hy kyk, asook die tipe video speletjies en rekenaaraktiwiteite waarin hy belangstel.
- ✓ Moedig 'n sterk bewuswording van eiewaarde, selfrespek en selfvertroue aan in u kind.
- ✓ Dit is belangrik om 'n sterk band van kommunikasie met die skool te ontwikkel.
- ✓ Hou 'n geskrewe rekord van insidente waar afknouery gebeur het en wie betrokke was.



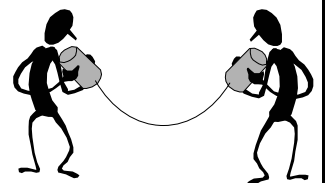
- ✓ Indien afknouery by die skool gebeur kontak die psigo-sosiale dienste by die skool vir ondersteuning.

## Nee

- ✗ Moenie die ander leerders se afknouerige gedrag verskoon of die erns van die situasie verklein nie.
- ✗ Moenie oorhaastig reageer om die saak namens u kind op te los nie.
- ✗ Moenie u kind aansê om afknouery net te vermy of te ignoreer nie.
- ✗ Moenie die leerder wat hom/haar aan afknouery skuldig maak of direk sy/haar ouers konfronteer nie.
- ✗ Moenie voorstel dat hy moet terugslaan nie; dit wil sê moenie fisiese aggressie aanmoedig nie.

## Bully-proof your Child

- ✎ Encourage **social activities** and take interest in them.
- ✎ Encourage your child to bring **friends** home.
- ✎ Build his **self-esteem**, teach **self-respect**.
- ✎ Encourage **open communication**.
- ✎ Ensure **confidentiality**.
- ✎ Set an **example**.
- ✎ Think about **assertiveness training**.
- ✎ Teach your children to **identify emotions** and then how to **channel** them appropriately.



### Websites

- [www.antibullying.net](http://www.antibullying.net)
- [www.bullybeware.com](http://www.bullybeware.com)
- [www.bullying.co.uk](http://www.bullying.co.uk)

## Resources on Bullying

- **Bateman, C.** (2006). Stop that Bullying. *Your Child* (pp.34-37).
- **Lincoln Board of Education** (2003). *The Facts About Bullying*. Lincoln, N.E.
- **Weaver, S.** (2005). *Independent Education*.

# Sensory Diet

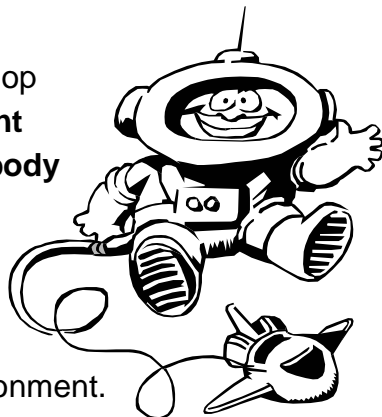
“Young children need to absorb sensory knowledge through their skin, muscles, and joints before they “graduate” to a developmental level where they can gather information through their eyes and ears”.



## Heavy Work Activities: Proprioception

Just as our eyes and ears send information about what we see and hear to the brain, parts of our **muscles** and **joints** sense the **position of our body** and send these message(s) to the brain as well. We depend on this information to know exactly **where our body parts are** and to **plan our movements**.

It is important to develop **body awareness, joint position sense** and **body position in space**, in order for a child to be able to function optimally within the class and home environment.



Die volgende daaglikse aktiwiteite kan tuis aangewend word om die kind se

proprioseptiewe sisteem verder te stimuleer en te ontwikkel.

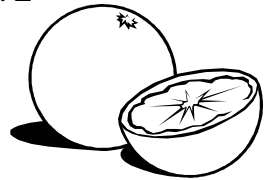
In die **kar**:

- ◇ Speel met **Prestik** deur dit te brei en te trek.
- ◇ Vou **skuifspelde** (“paperclips”) reguit.
- ◇ Bind **rekkies** (“elastics”) aanmekaar.



In the **kitchen**:

- ◇ **Pouring** water from a 2 litre container into mugs.
- ◇ **Peeling** oranges.
- ◇ **Mashing** potatoes.



In die **badkamer**:

- ◇ Gebruik **spuithouers** vir seep en room waarvan die spuit afgedruk moet word om die inhoud uit te laat.
- ◇ Roer **badwater kloksgewys** (regs-om) en dan **anti-kloksgewys** (links-om) met toe oë.
- ◇ Na 'n bad, gebruik 'n **handdoek** om die kind met 'n **ferm vryfaksie** af te droog, draai die kind **styf** toe in die handdoek en smeer later **lyfroom** aan soos vir 'n massering.

Whilst doing **homework**:

- ◇ **Bunji cord** around legs of a chair (so legs go behind cord).
- ◇ Squashing a **squishy ball** from time to time.
- ◇ Use proprioceptive **snacks** to maintain focus and concentration; such as:



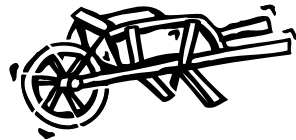
- rice cakes,
- biltong,
- dried fruit,
- wine gums,



- popcorn,
- carrots,
- pretzels, and
- raisins.

Proprioseptiewe aktiwiteite vir die **mond**:

- ◇ Drink dikker vloeistowwe (soos jogurt) deur 'n **strooitjie**.
- ◇ Blaas **borrels**.
- ◇ Speel **sokker** met die mond deur gebruik te maak van strooitjies en wattedalletjies.
- ◇ Staan voor 'n spieël en trek **skewe gesigte** met die mond.
- ◇ Kou **kougom**.



Outside in the **garden**:

- ◇ Gardening, e.g.:
  - mow the lawn,
  - rake,
  - push the wheelbarrow,
  - shovel sand,
  - pull out weeds.
- ◇ Piggy banks – let the child hold on himself and do all the work.
- ◇ Play leap frog.
- ◇ Practise wheelbarrow walking.

In die **leefarea** en enige ander plek:

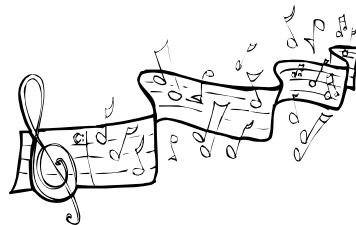
- ◇ Gebruik 'n **kussingsloop** en gooi 'n paar sagte speelgoed daarin vir gewig. Die kind kan dit teen die trappe optrek. Gebruik ook verbeeldingspel, bv. laat die kind hom verbeel hy moet die speelgoed / geskenkpakkies in verskillende kamers gaan aflewer.
- ◇ Laat hom met algemene **huishoudelike** take help, soos:
  - vee met die besem,
  - karwas,
  - dra van wasgoedmandjie,
  - afvee van tafelloppervlak,
  - stofsuig,



- was die vensters, en
- dra van emmers en gieters.

Other activities are:

- ◇ Place **beanbags** on the child's shoulders and/or head and encourage him to walk to the other end of the room without letting them fall off.
- ◇ Play **charades** or pretend to do or be something and the other person has to guess.
- ◇ You can also pretend to make a **sandwich** out of the child between couch cushions. Gently add pressure as you pretend to put on pickles, cheese, etc.
- ◇ Ask the child to get into **positions** without looking; e.g.:
  - cross his legs and/or arms,
  - roll into a ball,
  - touch a body part,
  - make a shape or letter in the air with his arms (blind-folded).
- ◇ **Drawing to music** is another idea. Put on some favourite music. Give the child a large sheet of paper and a box or crayons. Encourage her to draw circles and squiggles, as the music suggests, while she lies on her stomach on the floor.



**Resources on Proprioception**

- SAISI NEWSLETTER, Volume 14, Number 3 of 2004.
- [www.instsi.co.za](http://www.instsi.co.za)

# Middeloorinfeksie

## Kan Middeloorinfeksie 'n Kind se Gehoor aantas?

Dit is amper wintertyd. Tyd vir verkoues. En vir baie ouers tyd vir die ewige stryd met middeloorinfeksie.

Min ouers beseft egter middeloorinfeksie kan gevaar vir hul kind se gehoor, asook spraaktaalontwikkeling inhou.

Soms kom ouers nie eens agter die kind het 'n infeksie of 'n gepaardgaande gehoorprobleem nie. **'n Kind met middeloorinfeksie se gehoorvermoë kan van dag tot dag wissel.** Soms hoor hulle beter en soms versleg hul gehoor. Weens dié **wisselende beeld** is ouers is nie altyd seker of die kind aandag soek, moedswillig is of regtig sukkel om te hoor nie.



**'n Kind wat gedurig middeloorinfeksie het, kan veral in die voorskoolse jare baie belangrike aspekte van sy spraaktaalontwikkeling misloop.** Dit het nie so 'n groot invloed op kinders wat reeds taalvermoë onder die knie het nie.

'n Kind wat nog nie geleer het om die dae van die week uit te spreek nie, sal dit byvoorbeeld soms korrek hoor: Maandag, Dinsdag, Woensdag ... en soms hoor as "...aandag, ... indag ... oendag". Gevolglik kan dit sy uitspraak van die woorde benadeel, asook later

in sy spelling weerspieël word aangesien jong kinders meestal skryf soos hulle woorde hoor.

Wat die saak kan kompliseer, is dat kinders nie altyd duidelike tekens van gehoorprobleme toon nie en soms wel soortgelyke tekens daarvan toon terwyl hulle nie werklik gehoorprobleme het nie.



Kinders kan byvoorbeeld 'n **ouditiewe prosesseringsdisfunksie** hê; dus hulle hoor klank teen die normale intensiteit (luidheid), maar het **probleme om spraak en taal te ontsyfer**. Die kind kan dus sagte geluide waarneem, maar **onthou nie** verbale instruksies nie of het **dikwels herhaling** van instruksies nodig veral as daar 'n geraas in die agtergrond is. In algemene terme praat ons hier van **swak luistervaardighede**. Dit het te doen met neurologiese ontwikkeling. **Kinders met ouditiewe prosesseringsprobleme het soms ook 'n geskiedenis van middeloorontsteking**, maar die moontlikheid van 'n verband tussen ouditiewe prosesseringsprobleme en middeloorontsteking is nog onseker.

Een van die grootste gehoorprobleme by kinders is otitis media. Otitis media verwys na 'n **infeksie van die middeloor**.

Die oor dreineer sy natuurlike afskeidings deur die **buis van Eustachius** na die keel. Dié buis raak hoofsaaklik om twee redes by kinders verstop:

1. **Dit is korter, nouer en meer horisontaal geposisioneer as by volwassenes** wat beteken die natuurlike afskeiding vind nie normaal plaas nie;
2. **Allergieë** kan ook die buis laat toeswel.

As 'n blokkasie voorkom, vul vloeistof die buis en ook die middellooruimte. Dit beïnvloed die klankintensiteit (luidheid) wat die kind hoor. Die vloeistof kan helder bly, maar kan verdik tot 'n jellie-agtige uitskeiding wat bekend staan as "gom-ore".



'n Infeksie kan ontstaan wat die binne-oor se struktuur kan benadeel en permanente skade tot gevolg kan hê. Die infeksie kan *of akueel en pynlik of kronies en pynloos* wees.

**Kroniese ontsteking** word dikwels nie dadelik gediagnosiseer nie, ouers kom dit eers agter as die skade reeds gedoen is.

Oudioloë beveel aan dat ouers hul kinders se gehoorvermoëns **gereeld laat toets (6 maandeliks)** en om **oorinfeksies of klagtes van oorpyn ernstig op te neem**.

**Gevaarpunte om na op te let:**

- **Weglatings, verkeerde uitspraak en vervangings** van sagte spraakklanke (soos /f/, /s/ of /g/).
- Onvermoë om **rympies**, dae van die week of telefoonnommers te **onthou**.
- Onvermoë om **verbale opdragte** in die **regte volgorde** uit te voer.
- Onvermoë om te hoor wanneer daar **agtergrondsgeraas** is.
- Onvermoë om te hoor as die **spreker se mond** nie sigbaar is nie.
- **Aandag-afleibaar** as daar nie visuele stimulasie ook is nie.

- Vra herhaaldelik dat opdragte **herhaal** moet word.
- Aanhoudende **oorpyn** en afskeiding.

# Listening Skills

## Improve your Child's Listening Skills

### How can Parents help their Children improve Listening Skills?

In order for children to develop their speech-language skills, they must learn to listen effectively. Parents can show their child how to receive, understand, and use the information they hear. The following activities can be done at home to improve your child's listening skills:

1. Let your child choose a topic of conversation. If your child shows interest in a particular topic, show that you are interested too. Listen attentively, with a body posture that suggests interest. **Answer** questions and **add new information** about the topic.
2. Take a moment when your child rushes in excitedly, anxious to talk. If you can, drop everything and give your **complete attention** to the child. This will result in more willingness to communicate. You are also setting a good example for your child. You are showing your child how to listen actively when **someone has something important to say**.
3. Set aside a **daily sharing time** with your child. Sit down together in a **quiet room** with televisions and radios turned off. This



tells your child you are sincerely interested. The child will want to listen and share. Gradually this will become a habit that can benefit your child throughout life.

4. Learn to communicate directions and questions at the level your child can understand. **Many parents say too much, too quickly, or in too soft a voice.** Children soon quit listening when the message is too hard to understand.

5. Make sure your **body language and verbal language** are saying the same thing. Say what you mean and mean what you say. Your child is much more apt to listen to and understand your message.



6. **Help your child LOOK and LISTEN at the same time.** Get into the habit of pointing and gesturing when giving directions. Pantomime actions when describing or relating a story. This improves your child's looking/listening skills and maintains interest as well.

## What is Listening Comprehension?

Listening comprehension involves two abilities:

- To hear a question and organize the information to give an appropriate response.
- To hear and understand directions well enough to make the correct response.

Some children have a good vocabulary and can talk in sentences. Yet they may have trouble following directions, answering questions appropriately, expressing sentences with good word order, or organizing the telling of a "story".

At home, parents can do a lot to help their child improve language and listening comprehension skills.

## Use the following Communication Tips to help your Child with Listening Comprehension

1. **Model correct language.** Talk in sentences with good word order. Help your child organize events.
2. Remember to give directions **slowly. Repeat** if necessary. Your child may have trouble responding to several directions. Give the directions over, **one step at a time.** Point and gesture to get your point across. Your child will get the habit of using both eyes and ears for listening comprehension.
3. If your child can't answer a question, **rephrase it more simply and give a clue** about the answer.

# Following Directions

All children need to learn how to follow directions. It is an important skill that children learn through **repeated experience** and **practice.** Children that are experiencing a language barrier may have difficulty following directions.



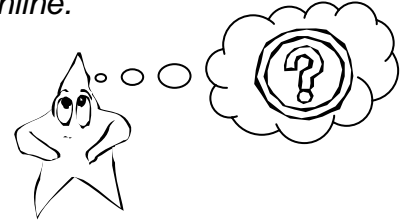
## How can Parents improve their Direction-giving?

1. **Try to eliminate distractions before giving directions.** Distractions, including a radio, or TV, make it harder for your child to listen to your directions.
2. **Make sure your child is listening when you give directions.** It is important that you have your child's full attention when you give directions. Get down to your child's eye level so the child can see your facial expression.
3. **Pair gestures with directions.** At first, children learn how to follow directions by watching the cues you present through hand gestures, such as pointing to objects and their locations. These cues help your child understand your message.
4. **Speak clearly and not too rapidly.**
5. **Use repetition.** Repeating directions for your child is very helpful. When you give your child directions, the child must do some mental work before acting. First, the child must understand the meaning of the words and sentence structure. Then, the child must remember the directions while acting. You can help your child remember by repeating your direction. Give your child time to think about the directions before you repeat them. With older children, you can ask your child to repeat your directions after you. This "activates" your child's memory. It also tells you if the child actually understood your directions.

6. **Select words at your child's level of difficulty.** Use words that your child understands consistently in order to tell exactly what needs to be done. If an attempt is partially successful, praise whatever your child did correctly.

## Resources on Listening Skills

- **BEELD-ARTIKEL (1999).** Middeloor-infeksie kan 'n kind se gehoor aantast. *Beeld*.
- **GRIMM, D.D.** Giving Directions to Your Child. *www.ld-online*.
- **WITT, B.** Improve your Child's Listening Skills. *www.ld-online*.



### Question of the Month Vraag van die Maand

Does your child have a **history of middle-ear infection**?



Het u kind 'n **geskiedenis van middeloor-infeksie**?

Yes OR No ★ Ja OF Nee

**SMS to/na 083 234 0969**

### Ask the ESS ~ Vra die ESS



*If you have a top tip, opinion or question, contact us at the following address.*



*Indien u ouerskapwenke met ons wil deel, 'n mening wil gee of 'n vraag wil rig, kontak ons gerus by die volgende adres.*

### **PRESS: Ask the ESS ★ Vra die ESS**

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