

PR^{ESS}

Bulletin 2:2006

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

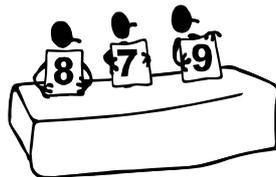
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Multiple Intelligence

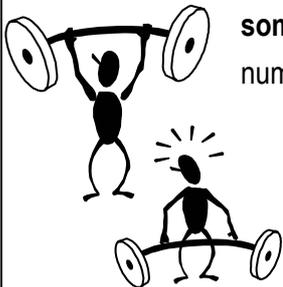
Ever thought that we might have more than one kind of Intelligence? Professor Howard **Gardner** of Harvard University recently proposed that we might possess **9 or more intelligences** which we might use to solve problems and make things of value to our society. It is important to understand this, if we are to **appreciate** the many **different ways our own children can show intelligence.**



“MAKE SURE YOUR CHILD ONLY GETS **ONLI** – THE 4 BRAIN FOODS OF **OXYGEN, NUTRITION, LOVE AND INFORMATION.**”

★ Tony Buzan (2003:33), *Brain Child*

Multiple Intelligence (MI) is an important theory in helping us to understand that there are **a variety of ways that a child can show intelligence** and that there is **more than one way of learning something.** Intelligence is not a fixed number that cannot be improved. We can all develop our less-used intelligences. In understanding *Multiple Intelligence*, it may shed light on the reasons **why children might have different strengths and weaknesses** and we may therefore, be able to **assist them more effectively.**



Our Intelligences are:

1. Verbal or Linguistic - world related activities such as **writing**
2. Numeric or Logical - solving problems involving **logic**
3. Visual - **visual information**, images and pictures
4. Musical - **sound** related activities
5. Bodily - activities involving **movement** or making things
6. Social or Interpersonal - good **people skills**, communication and management
7. Intrapersonal - independence, thoughtfulness and **self-awareness**
8. Natural - anything related to **nature**, the seasons and the universe
9. Spiritual - **religious**, cosmic and mystical awareness

So, instead of worrying whether or not your child is intelligent; start thinking **how** your child is intelligent.



We've moved away from "how smart are you?" to "**how are you smart?**".

In understanding *multiple intelligence*, you may learn to appreciate and treasure our child's uniqueness.

★ ★ ★ ★ ★



Have you, as a parent, ever felt this puzzled yourself? ...

"We can't understand it. We gave our two children the same upbringing. We gave them the same basic diet. We listened to the same music. We played with them the same games. We took them to the same church, where they were taught the same religion. We taught them the same values and gave them the same idea of what were the proper social behaviours. We treated them equally and loved them equally."

"And yet... they are **SO** different!"

Perhaps one needs to consider their differences as indicators of their uniqueness. Each child is one in infinity; one in eternity.



★ Tony Buzan (2003:86-87), *Brain Child*

★ ★ ★ ★ ★

Discover your own UNIQUENESS...

By completing the simple test alongside, you will have a better idea of which of the nine intelligences you have developed strengths in, and which may still require some work. Tick the appropriate block:



Linguistic

- I like plays, poetry, books, radio and conversations
- I learn well from books, tapes and listening to others
- I am a good and interesting speaker
- I can explain things well
- I like to write things down
- I am good at remembering quotes

Total: ____

Logical

- I like to solve problems and puzzles
- I like step-by-step instructions
- I arrange things in a well ordered way
- I often look for patterns and links between things
- If I have a problem, I solve it in a step-by-step way
- I enjoy detective stories and films

Total: ____



Visual

- I have a good sense of direction
- I often see things other people don't notice
- I can remember visual details well
- It helps me to learn when I can see films, slides and videos
- I can easily use maps and graphs
- I like to get the big picture of what's going on

Total: ____

Bodily

- I enjoy activities such as sport and dancing
- I enjoy DIY
- I like rough-and-tumble activities
- My hobbies include sport and walking activities
- I like cooking and baking
- I like painting and decorating

Total: _____

Musical

- I am interested in music
- I like playing music
- I have a good sense of timing
- I have good rhythm
- I can easily remember lyrics to songs
- I don't like silence



Total: _____

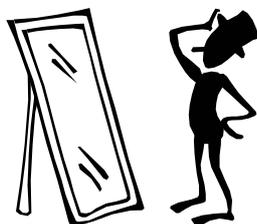
Interpersonal

- I enjoy working in groups
- I like taking part in clubs
- I am interested in how others feel and think
- I notice other people's mood changes and reactions
- I am a good mediator
- I enjoy being in the company of lots of people

Total: _____

Intrapersonal

- I like to day-dream
- I prefer my own company
- I like to work in quieter places
- I try to understand why I feel as I do about things
- I think about the reasons for doing things
- I ask myself questions about my reasons for doing things



Total: _____

Natural

- I enjoy being outdoors
- I enjoy animals
- I like flowers and most living and growing things
- I am conscious of the weather and seasons
- I am interested in environmental issues
- I am interested in the working functions of living things



Total: _____

Spiritual

- I think about life and death issues
- I enjoy finding out about religions
- I like stories with a spiritual theme
- I like thinking about deep questions
- I like choir and church music written to evoke spiritual feelings
- I find questions about religion and the universe fascinating



Total: _____

Look at the Intelligences you have ticked more frequently:

- ① The Intelligences with **higher scores** should provide basic insight into your intelligence profile and which intelligences are already **well developed**;
- ① The **lower scores** may indicate which you should **concentrate on strengthening**.

Using your Intelligences to Learn

Instead of just trying to learn something in one way, experiment with other ways of exploring the topic and bring into play your *Multiple Intelligences*! Don't be afraid to mix up the different approaches or even to add new ones to make the learning more adventurous and fun.

Resources

- ◇ **Burnett, G. & Jarvis, K. (2004).** *Parents First: Parents and Children Learning Together.* Cromwell Press. Wiltshire.
- ◇ **Buzan, T. (2003).** *Brain Child.* Thorsons. London.
- ◇ **Gardner, H. (1993).** *Multiple intelligences: The theory in practice.* New York: Basic Books.

Think about...
what to say
after you've
said: "HELLO"

Social Skills and Improving Pragmatic Language



Pragmatic language refers to the social use of language or is involved in sustaining, or initiating conversation.

Crucial goals of Social Skills Training

- ◇ Helping our children to develop a **sense of belonging** in order to combat social isolation;
- ◇ Developing **relationships with others** (e.g. Starting a conversation, maintaining a conversation, asking on-topic questions and making on-topic comments);
- ◇ Having **friends** and being with friends;
- ◇ Teaching learners social skills that will help them **gain greater acceptance** all around;
- ◇ Enabling learners to lead a **successful** and **satisfying** life.

Skills to Target

Excess behaviours including:

interrupting,
perseverating on a topic despite the listener's obvious disinterest, **off-topic comments**, violating other's **personal space**, refusing to compromise, and imposing rules on others.



Behavioural deficits, including:

failing to greet or respond to others' questions, **failure to initiate** or maintain conversation or play with others, and **ignoring others' feelings**.

General Group Rules

- ① **Listen** to each other. Wait for a pause to talk during conversation time, raise your hand and wait to be called on.
- ① **Talk nicely** to each other. Do not yell, tease or insult others.
- ① **Keep hands and feet to yourself.** Do not push, hit, kick, pinch or grab others.

Practical Hints or Suggestions for Parents

Teach your child ...

DON'T BE A SPACE INVADER

1. Stand at least an **arm's length** away.
2. **Don't** get too **close**.

Practice it standing in line at school or in public (e.g. a movie cinema, a store) or riding public transportation (e.g. not sitting or standing too close to others).

**Teach your child ...
 LISTENING POSITION**

1. Make **eye contact**.
2. Stay **still**. Quiet hands and feet.
3. **Don't interrupt**. Do not talk while others are talking.
4. If you are in class and you want to say something, raise your hand and **wait** to be called on.



**Teach your child ...
 TONE OF VOICE**

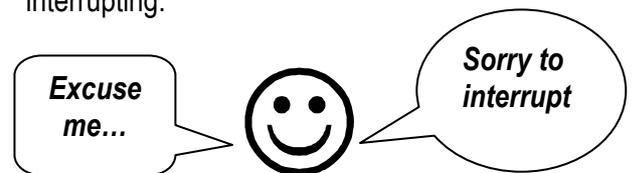
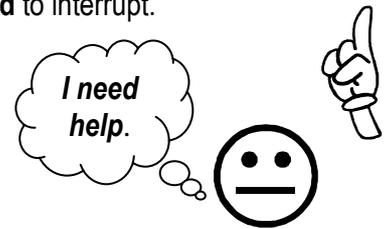
1. Use **just enough volume** in your voice so others can hear you.
 - a. Your voice should be **softer** when you're **inside** and there are few other noises around;
 - b. Your voice may need to be **louder** when you are **outside** or there are many other noises around.
2. Try **not to speak too fast** or others will not understand you.
3. Unless you are angry with someone, use a happy, **respectful tone of voice**.



2. When you **pass someone** in the hallway, you say, "Hi."
3. When someone is **leaving** for the day, you say, "Goodbye."

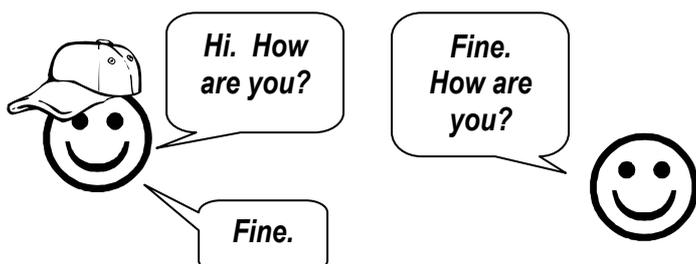
**Teach your child ...
 HOW AND WHEN TO INTERRUPT**

1. Decide **if you need** to interrupt.
2. **Walk up to the person** or **raise your hand** if you are in school and want to speak with a teacher.
3. If they are engaged in a conversation, **wait for a pause** in the conversation or **WAIT** for them to look at you. You may have to get closer and put your index finger up to get their attention. **YOU DO NOT HAVE TO WAIT IF YOU ARE REPORTING A DANGEROUS SITUATION.**
4. Say, "**Excuse me**" or "**Sorry to interrupt**," then ask your question.
5. Do not interrupt if someone asks you to stop interrupting.



**Teach your child...
 GREETINGS**

1. The **first time** you see someone during the day, you say, "How are you?"



**Teach your child ...
 TAKING TURNS (2-QUESTION RULE)**

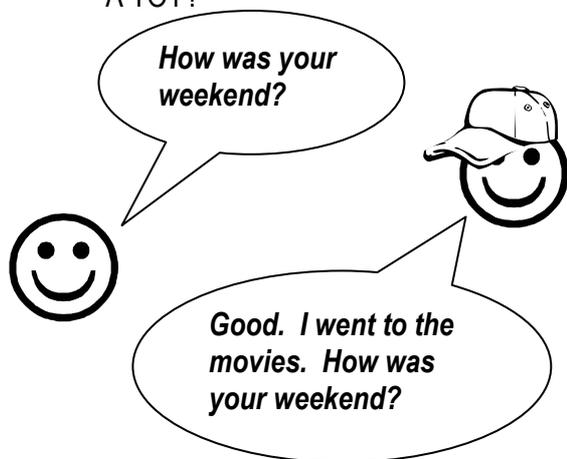
1. When others greet you, **greet them back**. If they say "Hello," then say "Hello" back to them.
2. Two-question rule: When others ask you a question and you answer it, you can **ask a similar question** right back.

Teach your child ...

**GIVING BACKGROUND INFORMATION
ABOUT WHAT YOU ARE SAYING**

Steps:

1. If no one else is talking, **tell** people that you are going to talk about a **new topic**.
2. If someone is talking and you want to **change the topic**, **ask** if you can talk about something else.
3. **Explain** what you are talking about:
 - a. If you are talking about people, tell who they are. Is it a **FRIEND, FAMILY MEMBERS, TEACHER, OR A FAMOUS PERSON?**
 - b. If you are talking about a thing, explain what it is. Is it a **GAME, TV SHOW, A PLACE, OR A TOY?**



Teach your child ...
DON'T TALK TOO LONG
(Grade R – Grade 3)

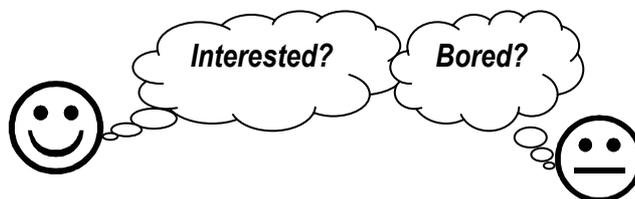
1. When you are talking about a topic, **look at others' faces** to see if they are **interested** or **bored**.
2. If they look **bored** say, "Do you want to hear more?"
3. If they say no, **stop talking** or ask, "What do you want to **talk about?**"



Teach your child ...

TALK BRIEFLY SO OTHERS WILL LISTEN
(Grade 4 and up)

1. Remember, when you take a long time to talk and add **too many details**, listeners often become **bored**.
2. Look for **signs** that listeners may be **bored or interested** while you are talking.
 - a. Signs of **interest**: The listener is looking at you, leaning toward you, or asking you questions.
 - b. Signs of **boredom**: Listeners are looking away from you, yawning, sighing, or appear interested in something else.



3. If you see signs of boredom, **check** to see if that is how others feel.
 - a. Say "Am I going on too long, or are you interested in hearing more?"
4. If others are bored, think about your **choices** for dealing with it.
 - a. **Stop taking** and give the other person a chance to talk.
 - b. Ask the listener what she would **like to talk about** or hear about.
 - c. **Change the topic**.
 - d. **Give a summary** of what you wanted to talk about without all the details.



When others are bored, talk about something else.

Using your H.E.A.D. When you are Involved in a Conversation

HAPPY VOICE:

Use a happy, medium-volume voice when having a conversation. Don't scream or whisper.

EYE CONTACT:

Look at people's eyes when talking or listening to them.

ALTERNATE:

Alternate between talking and listening. Take turns talking.



DISTANCE:

Keep about an arm's length away from people when talking. Don't be a "Space Invader" be getting too close.

T.G.I.F. ... means more than "Thank Goodness It's Friday" – It's about Having a Conversation

TIMING:

The time to start a conversation is when the other person is not talking or there is a pause in their conversation.

GREETINGS:

A greeting is the first thing you say to someone when beginning a conversation.

- ◇ Hi
- ◇ Hello
- ◇ What's up?
- ◇ How are you?



INITIAL QUESTION:

An initial question is something you ask a person to start a conversation about a particular topic.

- ◇ How was your ...?
- ◇ What are you ...?
- ◇ What will you be ...?

FOLLOW-UP QUESTIONS:

These are the questions you ask to get more information about a topic and to keep the conversation going.

- ◇ Who ...?
- ◇ What ...?
- ◇ What else ...?
- ◇ Where ...?
- ◇ When ...?
- ◇ How ...?
- ◇ Why ...?



Resources

- ◇ Baker, J. (2003). *Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communication Problems*. Kansas: Autism Asperger Publishing Company.

Hearing Loss

What causes a Hearing Loss?

The ear is divided into 3 parts:

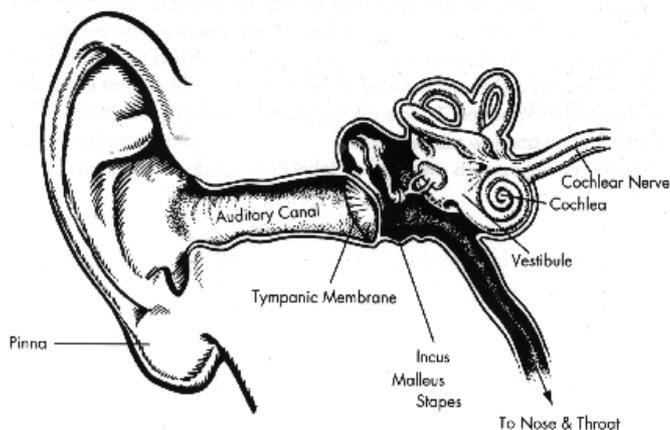
- ◇ the outer ear,
- ◇ the middle ear and
- ◇ the inner ear.



The **OUTER EAR** acts like a funnel to direct sound waves from the air to the tympanic membrane (eardrum). Sound causes the tympanic membrane to vibrate.

The vibrations of the tympanic membrane (eardrum) cause the 3 bones in the **MIDDLE EAR** (malleus, incus, and stapes) to move mechanically.

The middle ear sends these mechanical vibrations to the **INNER EAR**, where they are picked up by tiny hair cells and sent as electrical impulses along the auditory nerve to the brain. The pathway along which sound travels is called the auditory pathway.



Damage can occur anywhere along the auditory pathway which can result in a hearing loss. There are 2 kinds of hearing loss, i.e.:

- ◆ **Conductive** hearing loss involves damage to the auditory canal and the middle ear, such as too much wax or inflammation.
- ◆ **Nerve** hearing loss is damage in the inner ear or along the pathway to the brain and it may be caused by having a parent who is deaf, a head injury, exposure to loud noise over long periods, or by drugs.

Signs of Hearing Problems

The following checklist can be used for identifying a learner whom you think might have a hearing problem. If a learner presents with a **persistent** problem or with **more than three of the listed symptoms**, he/she needs to be seen by an Audiologist for a **hearing test**.

A learner may:

- Keep turning his/her head to listen
- Depend on expressions on your face or hand movements to understand speech
- Not pay attention
- Frequently ask for repetition
- Frown or strain when listening
- Not hear some sounds behind him/her
- Not be able to tell from which direction a sound is coming
- Speak too loudly, too softly or in a monotone
- Sit at the back of the classroom without participating or offering information
- Give inappropriate answers to simple questions
- Have a limited vocabulary
- Not be able to communicate with his/her peers effectively
- Have delayed speech development and/or has frequent misarticulations in his/her speech
- Have difficulty making himself/herself understood
- Has a history of frequent earaches and/or ear discharge
- He/she may exhibit emotional problems such as frustration, aggression and depression.



Practical Ideas what Parents and Teachers can do to help a Learner with a Hearing Loss

- ◆ **Keep record** of the learner's medical history, especially frequency of ear infections, painful ears, ear operations, hearing aids, etc.
- ◆ Refer the learner for a **hearing test** to establish his/her level of hearing sensitivity. The Audiologists will do any further referrals if



indicated by the hearing results. Learners with a history of hearing problems need to be tested every 6 to 12 months.

- ◆ When you speak to the learner, make sure that you are **facing him/her**.
- ◆ Monitor your speaking rate. **Speak slower** and articulate new words clearly.
- ◆ **Try not to use glasses when speaking**  to the learner. Fluorescent lights can reflect on the lenses and causes a breakdown in visual cues for the learner.
- ◆ Make sure that there are **sufficient light** in the classroom. The light source must be at the back of the learner and reflecting on the speakers face. 
- ◆ Give the learner a **seat near the front** of the classroom.
- ◆ The learner must sit away from the door or windows to **reduce background noise**.
- ◆ **Check** that the learner is following the subject under discussion by occasionally asking him/her a question relating to the topic.
- ◆ **Use visual aids** and written instructions.
- ◆ **Patiently encourage** the learner to indicate when he or she does not understand what has been said. 
- ◆ **Give individual help** and encourage participation.

- ◆ Listen carefully to each child and **keep eye contact**.
- ◆ If the learner is wearing a hearing aid, send an **extra set of batteries** to keep in the classroom.

Please remember: Learners with a hearing loss still need *special audio- and speech training*. Progress in speech-language therapy can be *strengthened* by following the above guidelines.

Resource

- ◆ **Gous, J & Mfazwe, L.** (1998). *Learners with Special Needs*. Sandton: Heinemann Publishers.

Diversity

Different Abilities versus Disabilities

Information on two disabilities or impairments will be outlined. The aim is to inform parents and educators about how to understand and accommodate learners with special educational needs at home and in the classroom.

For each disability, the following questions will be answered:

- a. What is it?
- b. How can it be identified?
- c. How can I help in the classroom and at home?

1. Hypotonia and Dyspraxia

What is *Hypotonia*?

Many learners who experience barriers to learning have **low muscle tone**, also known as **hypotonia**. Muscle tone refers to the **state of readiness of a muscle to**

contract / work. It is not the strength of a muscle, but can rather be explained by the following illustration:

If one holds a piece of elastic at each end, you can either hold it until it becomes taut or you can bring your hands closer together and let the elastic sag a little in the middle. An elastic that is held tautly will reach the point where it snaps back on itself once stretched. This action will be a lot quicker for the already stretched elastic than the loosely held elastic. Thus, it has to be stretched first to the taut position before it can be stretched further.

Similarly, a muscle with adequate tone is able to contract more efficiently than a muscle that has low tone, because it first has to use energy to reach the state in which it can work adequately.



Signs of Hypotonia

It is generally the **postural muscles** that are implicated in learners that suffer from low tone. These include the tummy, back, chest, arm and leg muscles. Learners with low muscle tone find it very difficult to maintain seated or standing postures for any length of time. Obvious signs of a learner with possible low tone include:

- ◆ **Slouching** at their desk
- ◆ **Leaning on their arm** or lying on the table when writing
- ◆ **Hooking their legs** around the legs of a chair
- ◆ Gripping a pencil **very tightly** and **pressing very hard** on the paper when writing
- ◆ **Leaning against walls** or furniture when having to stand for long periods



- ◆ **Tiring very quickly** during sport activities
- ◆ **Hunching their shoulders** when doing fine motor activities such as cutting and colouring-in

Having low postural tone is thus a problem as it may cause a learner to become delayed in terms of their skills development. Tasks such as jumping, hopping, ball skills, writing, cutting, and colouring-in, which are easily achieved by learners with normal muscle tone are extremely tiring, difficult and frustrating for a learner with low muscle tone.

Top Tips for in the Classroom and at Home to Optimize the Learning Environment for Learners with Hypotonia

The best way to help a child to build up muscle tone is through **physical activity**. Any movements that provide resistance or require the child to do “heavy work”, helps to build muscle tone. The **Occupational Therapist** does many gross motor activities to help normalize the child’s muscle tone such as:

- ◆ leopard-crawling on high density mattresses,
- ◆ swinging on a trapeze,
- ◆ swinging on monkey bars and ropes,
- ◆ working with large and weighted therapy balls, etc.

Activities that can be done **at home** include:

- ◆ Push-ups against the wall before doing homework
- ◆ Carrying shopping bags
- ◆ Making the bed
- ◆ Helping to wash the car
- ◆ Gardening
- ◆ Swimming
- ◆ Tug of war with a towel
- ◆ Wheelbarrow walks

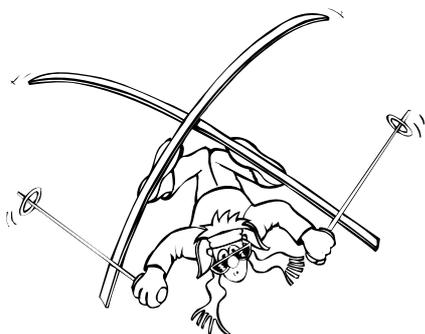


What is Dyspraxia?

Often children with low postural tone also find it difficult to **plan, initiate and carry-out new movements and tasks**. A problem in this area is referred to as **poor motor planning** or dyspraxia.

Signs of Dyspraxia

Learners who have difficulties in motor planning are often referred to as "clumsy". As the learner for e.g. struggles to plan how to go around objects or to use tools, he/she often bumps into things, breaks toys unintentionally, and gets confused with the sequence in which a task must be done.



In order to execute a task appropriately one has to be able to:

- ◇ **Understand** what the task **requires and involves** – this is mostly remembered from previous experiences.
 - For example, in putting on a jersey you will need (a) the jersey, and (b) your hands and arms.
- ◇ Be able to **plan the sequence of events** in order to do the task.
 - For example, in putting on the jersey you will need to (a) check which way around the jersey must face; (b) put your arms through first, then pull it over your head and finally pull it down your tummy.

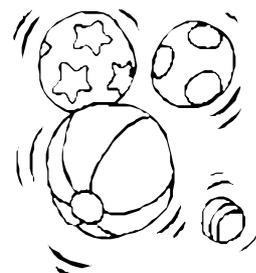
- ◇ Be able to **appropriately use one's body parts** to achieve the task.
 - For example, in putting on the jersey you will need to (a) use the muscles in your arms to work correctly to bend your elbows to get the jersey on your arms; (b) use your fingers to pull the jersey over your head; (c) bend and straighten your neck to get your head through the collar; (d) keep your legs and chest still.

Learners with poor motor planning will show difficulties in:

- ◇ **Understanding** what a motor activity **requires and involves**
- ◇ **Plan the sequence of events** in order to do the task
- ◇ **Appropriately use their body parts** to complete the task successfully

Learners with motor planning problems often find the following tasks difficult:

- ◇ Dressing
- ◇ Using utensils or tools, e.g., cutlery when eating
- ◇ Building puzzles and lego designs
- ◇ Doing obstacle courses
- ◇ Ball skills
- ◇ Skipping with a rope
- ◇ Doing star jumps and playing clapping games
- ◇ Riding a bicycle
- ◇ Playing sports
- ◇ Organising his/her work area
- ◇ Writing on lines on a book



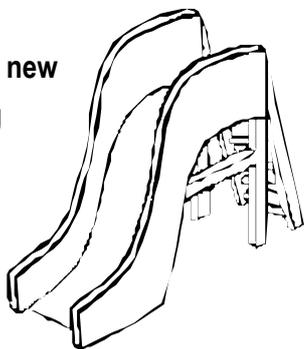
Top Tips for in the Classroom and at Home to Optimize the Learning Environment for Learners with Dyspraxia

The Occupational Therapist provides learners who have difficulty in motor planning with as many opportunities as possible to **explore their environment** and **practice ways of moving** and tackling new challenges, e.g., obstacle courses. The Occupational Therapist help these learners to **break down tasks into simple steps and remind them of the sequence** these steps must follow. Step by step learners are guided in order to complete tasks successfully. Later on, learners are expected to do the breakdown of activities independently. Furthermore, Occupational Therapists provide learners who have difficulty in motor planning with **a lot of sensory input** to help them have a greater **awareness of where their bodies are in space**, so they can use their bodies more effectively.

Repetition of newly learned skills over a period of time is emphasized in order to imprint them in the learners' memory.

Learners with motor planning problems can be helped at home by:

- ◇ Encouraging them to **try new ideas** and ways of doing tasks
- ◇ Playing on **jungle gyms** and doing obstacle courses made out of furniture, buckets, blankets, etc.



- ◇ Helping them to verbally **explain all the steps** necessary to do a task, in the correct order, e.g. dressing
- ◇ Encouraging the **participation in ANY sport activity** even if they find it difficult

2. Visual Impairment

What are *Visual Deficits*?

Visual deficits cover a broad spectrum of deficiencies, ranging from deficient eye movements, low vision (partially sighted) to blindness.

Most commonly, learners with visual impairment suffer from:

- ◇ **Short-sightedness** (myopia) – a person can see objects close to him/her clearly but objects in the distance are blurred
- ◇ **Far-sightedness** (hyperopia) – objects close to a person cannot be seen clearly whereas objects in the distance are in focus
- ◇ **Astigmatism** – when the cornea is not evenly round like a ball, vision can become blurred
- ◇ **Faulty muscle control** – this can cause squinting; fast jerking movements of the eye which cannot be controlled; or laziness in one eye which causes double vision



Signs of Eye Problems

A learner with eyesight problems is one who:

- ◇ Rubs his/her eyes or blinks a lot
- ◇ Has problems with reading; for example, he/she holds the book too close or too far away from his/her eyes, or shuts one eye to read

- ◇ Has uncertain movements such as feeling the ground with his/her feet or missing stairs
- ◇ Has handwriting which is poorly spaced
- ◇ Has a squint, funny eyes which are red and swollen, eyes of different sizes or eyes that move a lot
- ◇ Complains a lot about sore eyes or headaches



In the teaching and aiding of learners with deficient eye movements or learners with low vision, a multidisciplinary approach is needed. A close collaboration between the **parents, ophthalmologist, optometrist, medical doctor, therapists and teachers** is essential for the learner to use his/her vision to gain maximum access to learning material. All these professional disciplines complement each other in the evaluation of the learner and in determining the particular teaching and educational needs of the learner.

**Top Tips for in the Classroom and at Home
 to Optimize the Learning Environment for Learners
 with Visual Deficits**

Lighting:

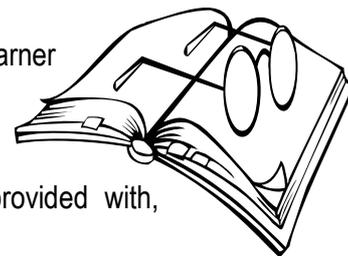
Good lighting is essential.

- ◇ The **placement of the light source** in relationship to the learner is important.
- ◇ **Seat** the learner so that he/she doesn't have to look into direct light.

- ◇ **Avoid glare** reflected by glossy surfaces.

Reading:

- ◇ Make sure the learner uses **low vision aids** with which they have been provided with, correctly.
- ◇ Some learners may benefit from **enlarged print**.



Writing:

- ◇ Encourage the use of black felt tip koki pens or roller ball pens which give a **better contrast**.
- ◇ A **sloping desktop** or bookstand may be helpful.

Seating:

- ◇ If a learner has better sight to one side than the other (left or right), take account of this fact when seating the learner in the classroom, so that vision is maximised.

Eye exercises for home (Grades 1 – 6)

◇ **Ball in Hand:**

Let the child stand about 2 steps in front of you. While holding a tennis ball in your hand, move the ball in all directions. The child must follow the ball with his/her eyes while keeping his/her head still.



◇ **Torch Light:**

Hold a torch at eye level about 50 cm in front of the child. Move the torch in the following directions while the child keeps his/her head still.

- Towards the nose and away
- Follow the light with his/her finger
- Repeat the exercises with one eye open and the other closed

◇ **Beads on a Sting:**

Thread 3 different coloured beads on a string so that they are about 15 cm apart.

- The child holds one end of the string against his/her nose and you hold the other end.
- The child must now take turns focussing on the different coloured beads.
- Hold for a minute then rest and repeat.

Resources

- ◇ Gous, J & Mfazwe, L. (1998). *Learners with Special Needs*. Sandton: Heinemann Publishers.
- ◇ Myles, B.S., Simpson, R.L. & Becker, J.K. (1994-1995). An analysis of characteristics of students diagnosed as having higher-functioning autistic disorder. *Exceptionality*, 5(1), 19-30.

Ask the ESS ~ Vra die ESS



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



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



Ask the ESS ★ Vra die ESS

School of Achievement
Private Bag 3,
Elsburg
1418



**Question of the Month
Vraag van die Maand**



Do you think your child has **motor planning difficulties**?



Dink u dat u kind moontlik **motoriese beplanningsuitvalle** het?

SMS
Yes / No ★ Ja / Nee

to / na

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