

# RISE & SHINE

RISE NI (NHSCT) PRESCHOOL NEWSLETTER

Welcome to the first RISE & Shine newsletter of the 2022-23 school year! If you have received our newsletters in previous years, we hope you found them 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. Please feel free to share these with the parents of the children also. As in previous years, every newsletter will have a different focus. This year we are starting with 'All About Me'. We look forward to getting to know you throughout the time ahead!



## AS A REMINDER...



### WHO ARE WE?

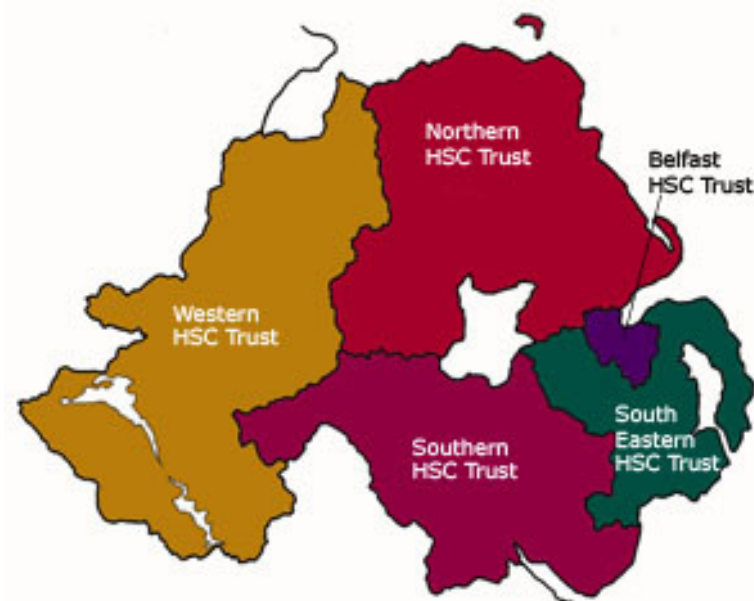


RISE NI stands for Regional Integrated Support for Education NI. We work in mainstream preschools and primaries in the Northern Health & Social Care Trust (NHSCT) area to support staff and children in their preschool year and years 1-4. The service focuses on the following areas:

- 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 2 years 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>



## HEALTHY SNACK IDEAS FOR PRESCHOOL

- **Fruit** - a piece of fruit is a convenient and healthy snack for kids. Bananas, apples, pears, grapes, peaches and plums are examples of fruits that are a great grab and go snack!
- **Fruit smoothies** - this is a great way to pack a lot of nutrients into a small snack.
- **Yogurt** - this is a great source of protein and calcium. Try to avoid yogurts with a high sugar content!
- **Cheese** - cheese provides children with high quality protein, which is needed for proper growth.
- **Boiled eggs** - highly nutritious and an excellent snack for kids!

(Parenting NI)

## CALLING ALL PARENTS!

Check out the resource page on the Parenting NI website where you'll find lots of useful information, resources and podcasts to support you and your child!



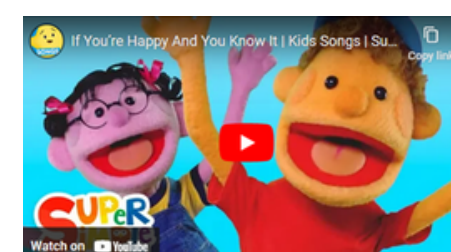
## FREEBIES

**BBC's Tiny Happy People** has great ideas for promoting children's language development. Look at the activities for 3-4 and 4-5 year olds! <https://www.bbc.co.uk/tiny-happy-people>



## YOUTUBE

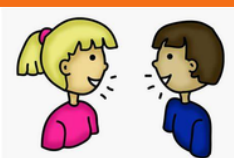
YouTube has a great range of Songs and Nursery Rhymes which are brilliant in helping to develop your child's attention, language and social interaction...just make sure you join in with the words and actions! **Try this one...** <https://youtu.be/M6LoRZsHMSs>



## LOCAL LIBRARY

Don't forget about your local library either... Here you'll find regular events like Rhythm and Rhyme, Knit & Natter, not to mention an amazing array of child friendly books! Visit Libraries NI ([librariesni.org.uk](http://librariesni.org.uk)) to find out where your local library is.





## INFORMATION CARRYING WORDS



### WHAT ARE INFORMATION CARRYING WORDS

Information Carrying Words (ICWs) refers to the **number of words you need to understand to follow an instruction**. Often in natural speech there are clues which a child can use to follow an instruction – e.g. if you show a child a towel and say “Bath time”, the child will not need to understand any words to know it is bath time, because the towel is a clue. To fully develop a child’s understanding of ICW instructions, we need to remove these clues.



For a word to be considered an Information Carrying Word, there must be an alternative choice for the child to pick. For example, in the instruction: “Give me the ball”, There must be a ball and at least one other object for your child to choose. A 2 year old will typically understand instructions with **2 ICWs** – e.g. “Give the spoon to Daddy”. A 3 year old will typically understand instructions with **3 ICWs**, e.g. “Give the blue block to teddy”. At 3 ICWs and above, the instruction will normally involve a concept such as size, colour, place, etc. When giving your child an instruction, be mindful that you do not give the child any clues about what you are asking him to do (e.g. by looking at the object or pointing), as this will mean that they don’t have to understand the words at all, and simply follow your gaze or point.

### HOW TO KNOW IF IT’S TRICKY

#### The child may:

- rely on others; copying what others do or needing more time and help to understand instructions
- require instructions to be repeated before completing them
- refuse or withdraw from activities they don’t understand
- only complete part of an instruction
- need instructions to be broken down into simpler, shorter instructions in order to understand what they should do.



### TOP TIPS

1. **Gain the child’s attention** by saying their name and getting down to their eye level before speaking
2. **Reduce background noise** and distractions
3. **Speak slowly** and emphasise key words
4. Support your words with **actions/gestures/pointing/visuals** to help understanding
5. **Break down long instructions** into smaller parts and give these one at a time e.g. “line up...pull out your tray...get your book...come to the carpet”
6. Encourage the child to **repeat the instruction** to help them remember it
7. Encourage the child to **ask “say it again”** if they need the instruction repeated
8. **Model how to complete an instruction** if the child didn’t understand.





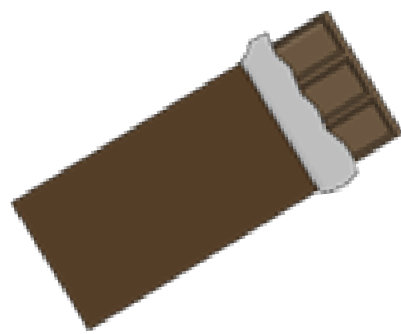
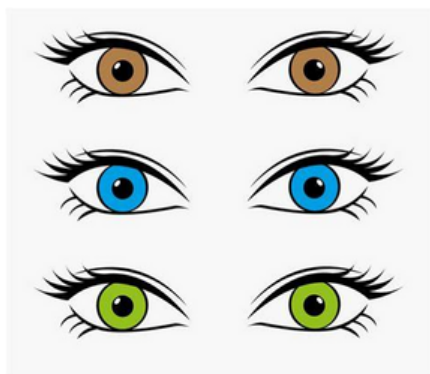


## ACTIVITY IDEAS - ALL ABOUT ME!



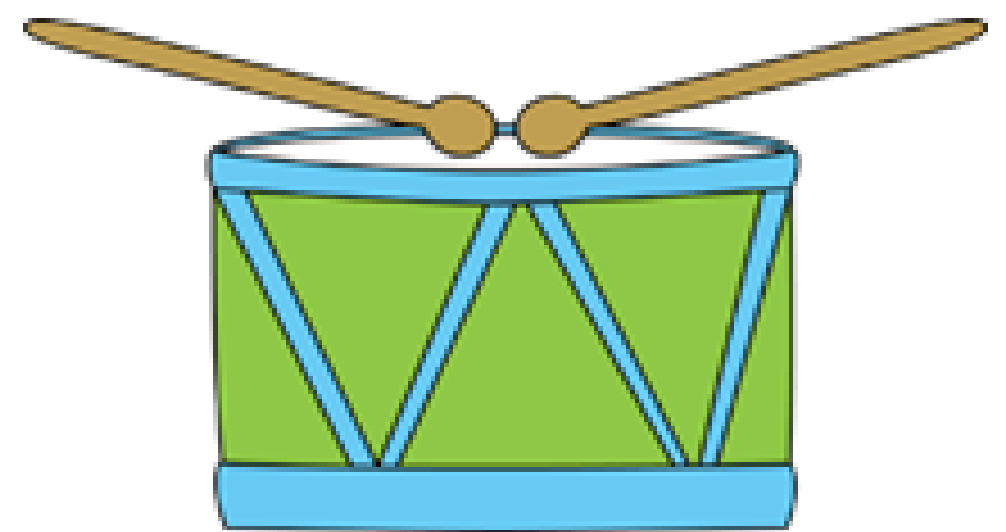
### STAND UP, SIT DOWN

Have all the children start by sitting down. You give an instruction like “Stand up if you have brown hair”, “Stand up if you are wearing trousers” etc. When all the children are standing, start the next round, “Sit down if you love chocolate”, “Sit down if you have a dog” etc. This game can include lots of concepts (e.g. colour of clothes, hair or eyes; length of hair; body parts; favourites, etc.) and can help children to develop their attention and listening skills as they listen for the instruction that applies to them!



### NURSERY RHYMES

You can adapt familiar nursery rhymes to help the children follow longer instructions. For example; “If you’re happy and you know it rub your nose”, “If you’re happy and you know it tap your tummy and your head”, “Teddy Bear, Teddy Bear, touch your toes”, “Teddy Bear, Teddy Bear, tap your knees and your nose”.



### RUN AND TOUCH

Have a small group of children draw around their bodies and discuss each of their body parts - head, tummy, foot etc. Stick the pictures up around the room and call out instructions for the children to follow. E.g. “Run and touch John’s leg”, “Run and touch Zoe’s nose”, “Run and touch Alfie’s tummy”.



### LISTENING AND DRESS UP

Gather a selection of dressing up clothes that include different sizes, colours and textures and ask the child to listen to how you want them to dress. You will need quite a selection of clothing to ensure the child has to listen to more than one information carrying word. Children can take turns being the teacher to practise using their language. E.g. ‘Put on the big glove’, ‘Put on the small red shoes’, ‘Put on the blue goggles’.



### WHAT CAN I DO?

Play a listening game where the children have to complete actions using their body parts. This game will help the children practise understanding two information carrying words as they need to listen for the action and the body part. E.g. ‘Wiggle your shoulders’, ‘point to your nose’, ‘rub your arms’, ‘bend your elbows’.



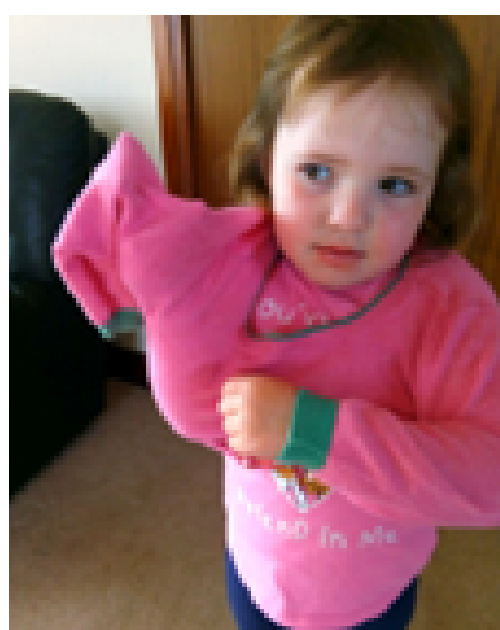


# SENSORY MOTOR & PERCEPTUAL

## OCCUPATIONAL THERAPY

### WHAT IS OCCUPATIONAL THERAPY?

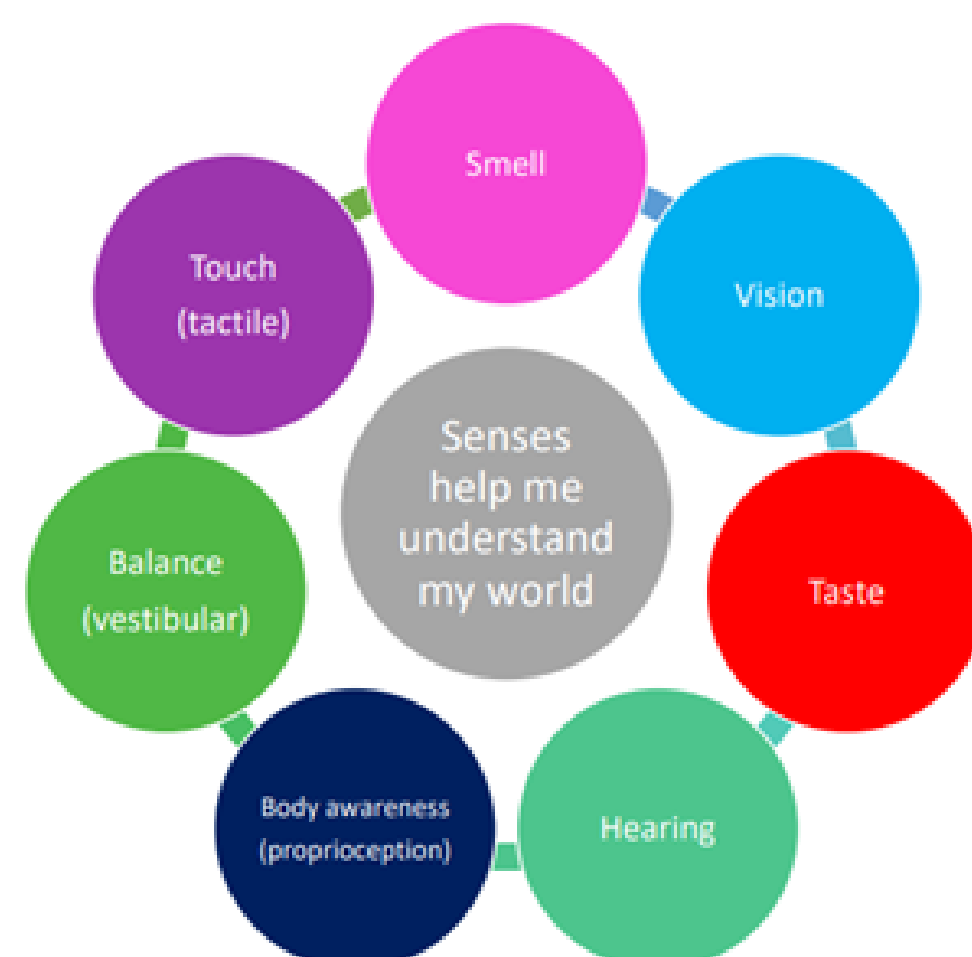
Occupational therapists (OT) help children and young people **grow, learn, have fun, socialise and play** – so they can develop, thrive and reach their full potential.



The focus could be on self-care, like getting ready to go out, eating a meal or using the toilet. It could be around being productive – going to nursery or school. Or it could simply be about improving their ability to play with friends, compete at sport or take part in hobbies. (Royal College of OT, 2022)

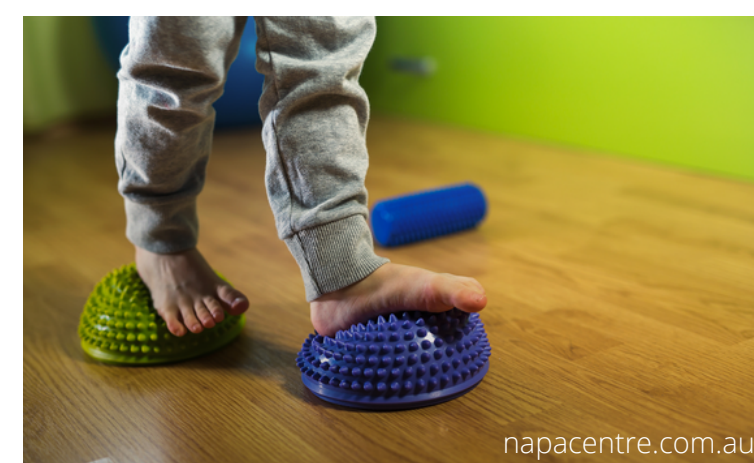
### SENSORY PROCESSING

Every day our body receives hundreds of thousands of signals from the environment and our bodies through our 8 sensory systems; through what we see, hear, taste, smell, and touch, along with the lesser known vestibular (movement and balance), proprioception (body awareness and position), and interoception (being aware of signals from our body). Sensory processing is the way our brains take in, make sense of, and use this information to allow us to make sense of the world around us, and to cope in the many different environments we spend our days.



### DEVELOPING SENSORY PROCESSING

As a child is exposed to different sensory inputs they gradually learn to organise the sensory information within their brain. Sensory play is a crucial part of early childhood development and includes any activity that stimulates a young child's senses. We will focus on activities that offer touch, movement and balance (vestibular), and body awareness and position (proprioception) sensations, as these are the building blocks for much of our development.





## THIS IS ME

Have the children lie on a large sheet of paper and then trace around their body. Keep the picture on the floor and have them decorate their body and discuss their body parts as you go.



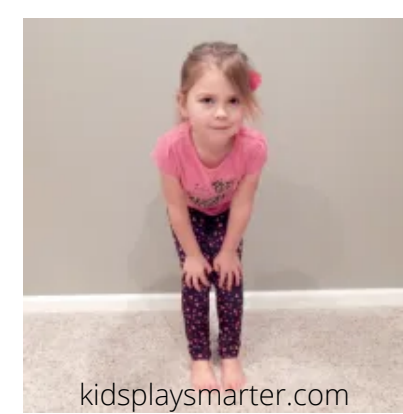
## FINGER/HAND PAINTING

Have the children paint their hand, or use finger paints and have them complete a picture of themselves.



## TOUCH YOUR...

Ask children to touch different parts of their body as you call them out – “touch your eyes, touch your toes, touch your chin”. Choose body parts that mean your child needs to bend down and stretch back up again.



## WHAT IS THIS?

Hide favourite toys / figures in a bag or pillowcase and have the children feel them and try and guess what it is before they pull them out.



## SHOW ME YOUR MOVES

This can be done inside or outside. Challenge the children to show you how their favourite farm animal, zoo animal, sea creature moves; how their favourite book/TV character moves; favourite way of travelling moves etc.



## ROLLING FUN



Place some favourite toys / figures around a room or on a grass area outside. Have the children lie on the ground and roll to their favourite item (whatever is laid out).

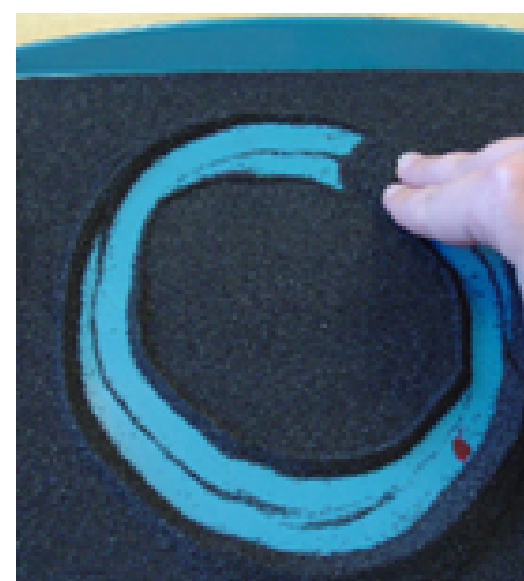
## PAPER PLATE ME

Using paper plates, finger-paint, wool, dry pasta, paper of different textures children can create self portraits.



## FEELY FUN

Children can draw pictures of themselves in feely trays or boxes filled with dry rice, lentils or sand. They can also do this, at home, using shaving foam on the bath wall when having a bath.



**We all have different sensory experiences we naturally do or don't like such as spicy food. These are our sensory preferences and are normal.**

**Some children do have an extreme difficulty coping with some sensory input such as messy activities. If a child appears very uncomfortable or reluctant to try out an activity, do not force them to.**



# SENSORY MOTOR & PERCEPTUAL

## PHYSIOTHERAPY

### ALL ABOUT ME



#### GET TO KNOW YOUR BODY

**How tall am I?**

\_\_\_\_\_

**What weight am I?**

\_\_\_\_\_

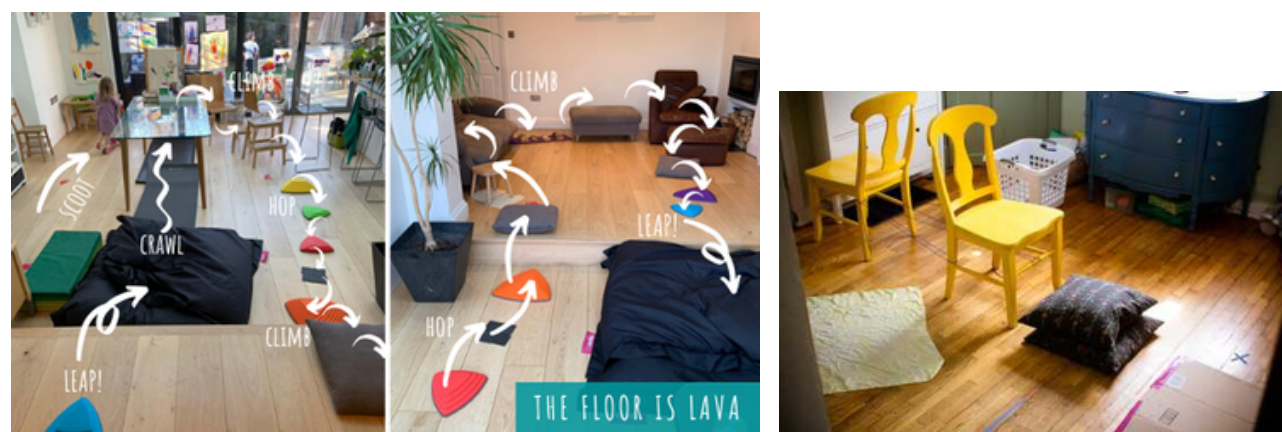
**How strong am I?**

\_\_\_\_\_



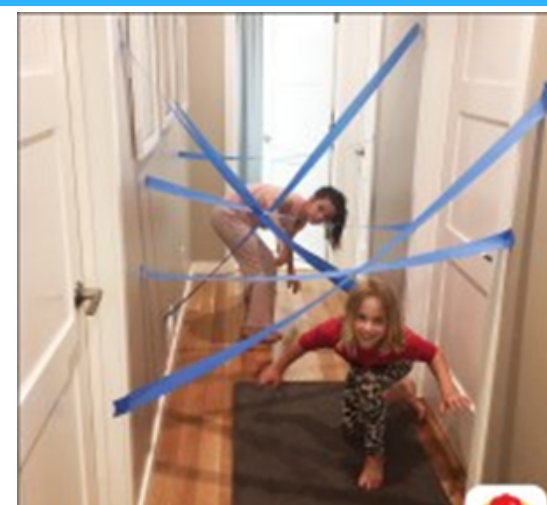
#### STRENGTH OBSTACLE COURSE

Use what you can find around the house and garden; balance along a line of tape, jump over cushions, balance a book or bean bag as you crawl along the ground, bounce along a ball, run as fast as you can carrying a bucket of water, aim rolled up socks into a wash basket.



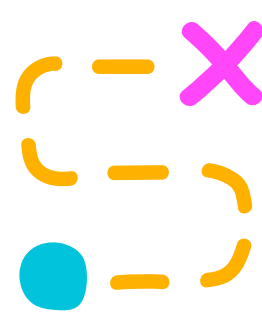
#### LASER MAZE

Using masking tape and string, create a laser maze. Some string higher to crouch under, some string lower to bend under, some even lower to crawl or slide under. Some string close together to stride over, some so low you could hop over. Some high and some low to bend and walk over at the same time!



#### YOUR FAVOURITE THINGS HOME SCAVENGER HUNT

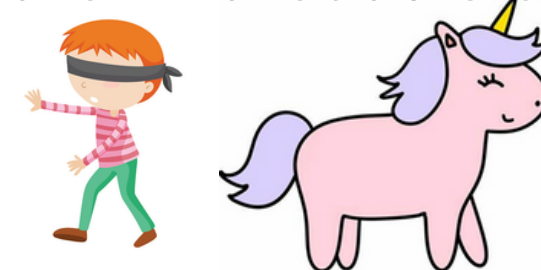
- Crab walk to find your favourite toy
- Hop to find your favourite snack
- Crawl to find your favourite book
- Dance to find your favourite thing to wear
- Bear walk to a picture on the wall
- Stand on one leg watching out the window.



#### BLIND FOLD GAMES FOR SPATIAL AWARENESS

##### Cereal Crunch

Blind folded in the garden or park, place out crunchie cereal in bun case on the ground, have a good look at where it is before you put your blind fold on. Can you get from one side of the garden to the other without a crunch?!



##### Pin the horn on the unicorn

Draw a unicorn, and draw a horn separately. Stick the illustration of the unicorn on the wall. Have child stand about 2m away from the wall, for more of a challenge spin the child gently. Hand the child the horn and ask them to stick the horn on to unicorn's head blind folded.

#### BALLOON TOSSING

Using your head, hands and feet...don't let the balloon touch the ground!!





# SOCIAL, EMOTIONAL AND/OR BEHAVIOUR



## ALL ABOUT ME: SELF-ESTEEM



### SOCIAL AND EMOTIONAL DEVELOPMENT

Social-emotional development is a child's ability to understand others' feelings, control their own feelings and behaviours, and get along with peers. A child's social-emotional development helps them have a sense of who they are, how they learn, and helps them develop friendships and relationships with others. It helps communication and connection with others and helps resolve conflicts and develop good self-esteem and self-confidence.

### SELF ESTEEM

Self-esteem is how a person feels about themselves, feeling worthwhile, believing in yourself and knowing what you do well. Self-esteem gives children confidence to:

- try new things and try again when things don't go as planned
- do things that they might not enjoy or normally be good at
- face challenges rather than avoid them



When children try new things, face challenges and bounce back, they learn and grow.

Children and young people with high self-esteem often:

- have a positive image of themselves
- are confident
- can make friends easily and are not anxious with new people
- can play in groups or on their own
- will try and solve problems on their own, but will ask for help if they need to
- can be proud of their achievements
- can admit mistakes and learn from them
- will try new things and adapt to change



Research shows that self-esteem is correlated with resilience; positive quality of life and effective coping strategies and is a protective factor.

Pre-schoolers often like to compare themselves with others, and will ask whether they're the biggest, fastest or best at whatever they're doing. We can have a big role in nurturing children's self-esteem and helping children value themselves.

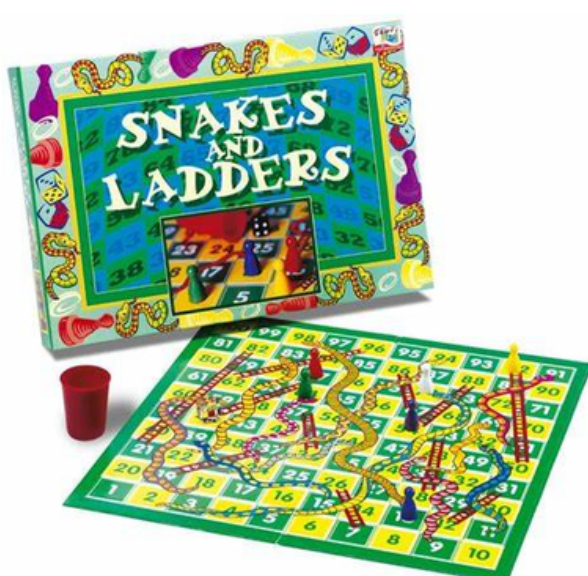


## ACTIVITIES TO PROMOTE SELF-ESTEEM



### BOARD GAMES

Play simple board games or card games together. Turn-taking games like these help your child learn how to play cooperatively and get along with others. This can give your child skills and confidence in social situations.





## IDENTIFY STRENGTHS

Encourage each child to identify their own strengths, qualities and interests – this helps develop a sense of identity and therefore self esteem. Try some of the following activities:

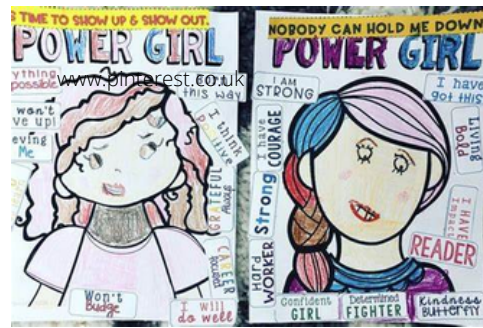


### QUALITIES FLOWER

Get each child to stick in pictures in a petal shape of all the things they are good at/qualities. Each petal is then put together to make a flower for the whole class.

### COLLAGE

Have each child make a collage picture of things they are good at and show to the whole class.



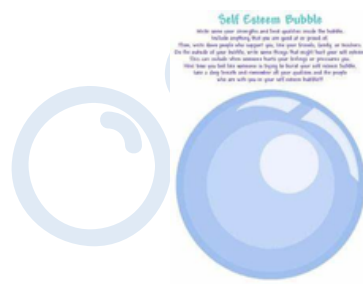
### SCRAPBOOK

Create a scrapbook of all their achievements.



### ENCOURAGEMENT BUBBLE

Create a 'self-encouragement bubble' worksheet (having children think of things they are good at and writing it in a bubble for them).



### TREE OF STRENGTHS

Each child is given a twig and puts a label on it with one of their strengths/things they are good at and use to build a class/group tree of strengths



### RAINBOW

Similar to tree of strengths but each child uses a colour to represent their strength which is at the end of that colour.



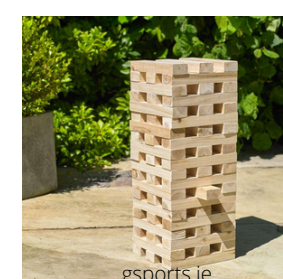
### SELF-ESTEEM HAND

Draw around hand and then on each finger write a strength/something child enjoys doing or a word that describes them and create a display of everyone's hand.



### TOWER

Using lego blocks/jenga blocks write a strength/quality on a sticky piece of paper and put on blocks and build a tower.



## PRAISE PERSEVERANCE AND CELEBRATE EFFORT

Through play a child will master new activities and feel a sense of accomplishment.



- \*Encourage the child to try new things and celebrate
- \*Help the child develop problem solving and decision making skills – high self-esteem is associated with good problem solving.
- \*Have the children participate in a "compliment circle" where they have to say a compliment about themselves and the person sitting beside them. The teacher should model this activity.



# 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

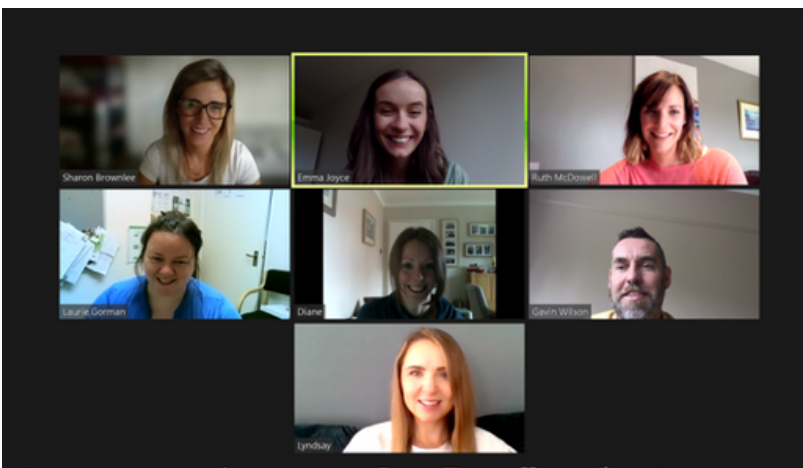
1 Steeple Road  
Antrim  
BT41 1AF

Tel: 02894 427670

### EAST ANTRIM

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

Tel: 02890 360910



### MID-ULSTER

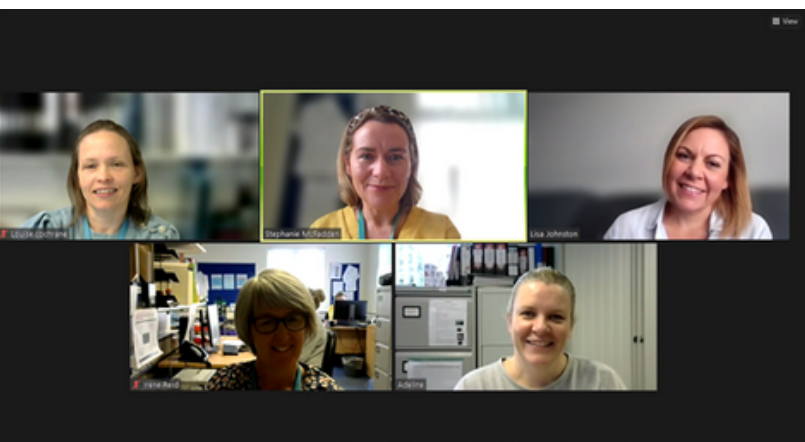
Mid Ulster Hospital  
59 Hospital Road  
Magherafelt  
BT45 5EX

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)