

THE COTTAGE NEWSLETTER

FROM THE PRINCIPAL'S OFFICE

Dear Parents

Blessings to you!

Time flies ! Looking back, it is nearing the ending of the year. I am indeed proud of the students who had achieved much over this year. Their hard work and effort, equipped with their enthusiasm to learn, had paid off.

I marveled at the wonderful performance that our students had put up this year. Kudos to our students as well as to the class teachers who had practised diligently over a course of one and a half months.

We will be meeting you soon for Parent Teacher's Conference on the 29 November 2019. We have to always value our child's learning in terms of processes rather than

Just merely looking at the end product. The social emotional development of any child is equally important where we view each child as individual with his or her strengths, fears, weaknesses and values. Our role will be to open up their eye view in their understanding towards problem solving and social emotional relationship. Praise and encouragement them generously.

Wishing you a great day ahead!

Editor

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Managing Director

Bv Nelson Mandela



OUR RIGHT VALUE

Goodness



NATIONAL DAY CELEBRATION



Children and caregivers came dressed in red and white for National Day Celebrations. Celebrations started with everybody singing the National Anthem and reciting the pledge.



This was followed by the children being told the story of Singapore, how it got its name and how it developed into one of the world's best city. Children watched a video on it and they also sang National day songs.



Children played outdoor games like Statue and Games and Duck goose game



Children made Singapore Flag



National Day gifts were given out by Ms Jessica



Children had face painting





Children had a chance to taste different types of delicious food at the Potluck Party

The importance of the Vestibular Processing System!



What is the vestibular processing system?

The vestibular processing system plays an essential role in the relationship between our body, gravity and the physical world. It provides us with information about where our body is in space. It is responsible for informing us whether our body is stationary or moving, how fast it is moving, and in what direction.

The vestibular system provides a foundation for the development of all other sensory systems such as touch, vision, sound and proprioception. It is an important element of the central nervous system, and crucial for the

development of balance, coordination, motor control of the eye, bilateral coordination (the ability to fully use both sides of the body) and developing confidence and trust of movement. It is the system which allows us to develop a tolerance to motion. Fundamental functions such as our posture and spatial orientation are affected by the vestibular processing system. For instance, our posture may change if we are on a swing, to allow us to remain upright and understand where we are in space. It provides information for our body's protective reflexes, and prepares us to go into fight or flight mode in emergency situations.

What does it involve and how?

The vestibular system involves vestibular organs and receptors, located in the non-auditory region of the inner ear. It includes two components: the semi-circular canal, which detects rotational movements, and the otolith organs (utricle and saccule), which detects linear changes. These organs detect fluid movement and provide information of where our head is in space. This information then updates us of our bodies' orientation and balance within the surrounding environment, allowing us to experience gravitational security. Gravitational security is the confidence we have that we can maintain our position and interact with the environment without falling. Therefore, when our vestibular system is healthy, we are able to feel confident during activities which require movement, whether our feet are on, or off the ground. We also have control in starting and stopping activities such as swinging, jumping, climbing and somersaulting because our bodies are able to adapt and maintain balance, protecting our bodies

and reducing injury. A healthy vestibular system also allows us to be able attend to other sensory inputs that we encounter throughout the day so that we can focus on activities such as reading, eating and simply sitting!

What is this system linked to?

The vestibular system is neurologically interconnected with many other systems in the brain. An example is the limbic system, which is crucial for the development of further physical, emotional and psychosocial regulation and wellbeing. The vestibular processing system is also interconnected to the cerebellum, combining visual information to enable reflexive eye movements. This is needed for tracking moving objects, scanning, discriminating objects and visual gaze stabilisation. This can impact activities such as reading, playing sports, adjusting visual attention whilst moving, and maintaining attention when alternating both looking at the white board and then at their own work.



What happens when there are problems with vestibular processing?

Problems associated with vestibular processing can make many aspects of everyday life very challenging. Children with a dysfunctional vestibular processing system may be hypo or hyper responsive to movement, and can appear to display behaviours of both at any time. Children may appear to be fearful of movement because they feel insecure and unbalanced. This often leads to children preferring sedentary activities, avoiding swings or climbing, or other activities where their feet leave the ground. They may experience sensitivity to changes in walking surfaces and may have difficulty remaining concentrated and upright at school. They also may have difficulty moving through the environment at home or in the playground, often moving cautiously or slow. In younger children, these difficulties often lead to them disliking being moved to their stomach or back, or having their head tilted back.

In contrast, children may appear to be in constant motion, unable to sit still. This can impact activities such as reading and writing at school, and sustaining concentration without moving. These children may appear uncoordinated and clumsy, often falling. They move through environments, seemingly unaware of danger, impulsively jumping or running. These children can also appear to be lost in familiar environments, unable to locate objects. Vestibular dysfunction not only affects us physically, but also psychologically. It can be responsible for high emotional reactions from stressful experiences and can develop into anxiety or insecurity in an environment.

Other difficulties associated with vestibular processing include problems with sequencing activities and issues with bilateral coordination. These activities could include jumping or throwing and catching.

What can be done at home to help promote vestibular processing?

There are a variety of activities which we can encourage children to engage in at home or the park, to help promote vestibular processing. These include:

- Playing on swings, slides and seesaws on the playground
- Hanging upside down on the monkey bars at the playground
- Going through obstacle courses at the park
- Rolling down hills
- Playing catch whilst jumping, or on a trampoline

- Skipping, running or jumping on different surfaces

These are just some of the simple activities we can do at home to help integrate vestibular information with other sensory systems.

Vestibular/ Movement Activities Picture Word Cards



Source: <http://occupationaltherapychildren.com.au/importance-vestibular-processing-sy>

Echolalia.....What To Do About It?

A child that uses echolalia repeats messages or words that he/she hears other people say. Because of this, echolalia is often called “parroting” or “echoing.” Echolalia is actually the way that most children learn language. It is a part of normal language development. Most children grow out of” echolalia by 30 months of age. Children with autism spectrum disorders and other disorders may not “grow out of” this stage.



A child demonstrating echolalia may repeat conversations, videos, book read-alouds, songs, etc. When repeating these things, the child will often use the exact rhythm and tone of the original message. Echolalia, after 30 months of age, can be a characteristic of Tourette’s syndrome, and some forms of autism spectrum disorders.

When a child uses echolalic language, he/she processes chunks of information rather than individual words. Although the child may be using sophisticated language with lengthy sentences, higher level vocabulary, and advanced grammatical forms, the child often doesn’t understand the meaning of what he/she is repeating

TYPES OF ECHOLALIA

There are two basic types of echolalia: *immediate and delayed*.

- ❖ **Immediate echolalia** is when a child repeats something he/she just heard. For example, an adult says, “Would you like some juice?” and the child repeats back, “Would you like some juice?” instead of answering the question.
- ❖ **Delayed echolalia** is when a child repeats something he/she heard hours, days, weeks, months, or years before. He/she does not necessarily repeat the words or phrases immediately after hearing them



STRATEGIES TO TREAT ECHOLALIA

- ✚ Model language from your child's point of view. Model the kinds of words and phrases he can actually imitate AND understand.
- ✚ Narrating play with a child who is echolalic is EXCELLENT because he will likely rehearse this even when he plays independently.
- ✚ Don't ask your child "Do you want...?" questions since he will initiate his requests by saying, "Do you want...?" In this kind of situation, model what he should say if you know what he wants. For example, if he's reaching for an object, say the item's name or model, "I want the _____." If you've already messed this up and your child is doing this, model his name as you give it to him and say, "_____ wants the _____."
- ✚ When offering choices, also drop the "Do you want _____ or _____?" Model the names without the question tone at the end and holding each one forward when offering the choices. If your child is reaching for one, again model the objects' name and withhold until he repeats you.
- ✚ Stop asking other questions like, "Do you need some help?" or "Should I hold you?" Model what your child should say before and while you're doing what he needs. Try, "Help," or "Hold me." Also drop the question tone since your child may also imitate this voice pattern. Later, you can start to wait a while and expectantly look at him for his "echoed" request.
- ✚ Be careful how you respond to requests. If you're saying, "Okay" habitually after a request, your child may also incorporate this into his script saying something like, "Help you? Okay." To avoid this, either perform the request without a verbal response, or vary what you say so that he's not "locked in" to a particular pattern.
- ✚ Avoid using praise such as, "Good job _____" or "Good talking _____" with the child's name since she will often imitate this. If you can't stop yourself, at least don't use her name. Try to use lots of hugs, smiles, and cheer, "Yay" to replace this habit. It sounds less abnormal when a child cheers to congratulate herself when she's not using her own name.
- ✚ Avoid greeting or closing using the child's name since he will always repeat it the way you've said it instead of using your name. Use just, "Hi" and "Bye." When you notice your child echoing, look at this as an opportunity to teach him what he needs to know. Model the way he should say something and wait.
- ✚ Sometimes echolalia is a child's response when his system is overstimulated. Children who are tired, hungry, scared, sick, extremely bored, or overwhelmed often lapse into echolalia as a way to self-calm. Analyse the situation and see what kind of support you can provide to them environmentally before you begin to look for ways to eliminate the echolalia.

Let me remind you again of the bright side of echolalia. He's talking! He's trying! He is working on learning to communicate. You can see it right before your very eyes! It may be frustrating for you, even for a loooooooooooooong time, but remember that it's better than the alternative of being silent and not showing any evidence of learning language. The positive qualities of echolalia, having strong memory skills and learning from predictable patterns, CAN and SHOULD be used to help your child learn to communicate. Use these suggestions and ask your SLP to help you figure out how to do this for your child.

1st Station: Making own pot of herb



✓ The first station was a step by step guide in planting own pot of herb. Our students were told to feel and smell the herb. Then, they were introduced to different types and functions of the soil. They have also learned about how to fertilize and take care of the plant by providing basic needs of the plant such as sunlight and water.

2nd Station: The Greenhouses



✓ Students visited the Greenhouses and were taught to identify spinach and kang kong by the shapes of their leaves. The leaf of spinach is round like a circle, while kang kong's leaves look long and sharp like a triangle. The tour guide also showed us on where and how they plant the vegetable before moving the vegetable to the greenhouse. In addition, we were told that the black nets on the greenhouse help to keep insects away from the vegetables. A few students spotted the black nets very quickly.

3rd and 4th Station: Nutrient Mixing Centre and Germination Room



- ✓ Next station was Nutrient Mixing Centre. The tour guide explained to us on how they grow hydroponic vegetable plant seed on a sponge board and how they mix the nutrient to fertilize the plant. Then, students were brought to view the germination room where an optimum environment is provided for the seedlings off to a good start. We were told that the four most important factor for germination are temperature, light, humidity and oxygen.

5th Station: Harvesting Centre and Cool Storage



- ✓ The last station, we went to the harvesting centre where the staff were cleaning and packing the vegetables. The packed vegetables will be stored in the cool storage while waiting to be delivered to the local supermarket and vegetables stores. In the end of the trip, each student was given their own pot of herb, two packets of hydroponics vegetables and a starter kit consisting of Nutrient Solution, net pots, seeds, sponge, Leca and an instruction sheet.



ROCK CLIMBING AT MY LITTLE CLIMBING ROOM

20th June 2019



Our pupils had an enriching experience when they had a chance to do rock climbing in June this year. Each of them faced their fears and climbed a wall courageously. Students were divided into groups to prepare for the final climb.



The station activities helped the pupils to build their confidence, focus and coordination between fine and gross motor skills. They even practice putting on the gear that they would need to climb.



Some had the opportunity to reach to the top, while others made it half way or even felt contented to do activities at the stations. It was such wonderful thing to see pupils beaming with pride upon reaching the top or even completing the station activities,

**Well
Done!!!**



Racial Harmony Day

The children celebrated Racial Harmony Day on 19 July 2019 (Friday). Pupils were asked to dress in their traditional attire for the celebration. Videos and power point were shown with regards to why racial harmony day is being celebrated in Singapore. The children explored the different cultural booths and were engaged in tasting all types of food and games. They also had an opportunity to show case their costumes and listen to different language songs

Our children wearing their traditional attires



Variety of foods



Pupils learning about racial harmony



Parental Workshop on Dialogic Reading

Ms Jessica Wang conducted a parental workshop on Dialogic Reading as home involvement for caregivers. Parents were introduced to Dialogic Reading techniques such as PEER and CROWD. Parents were also introduced to the types of storybooks that are age appropriate for children. It is a hands on session where the parents practised the PEER and CROWD technique in their way of questioning. As a follow up activity, each parent will practise these techniques consistently over the next four weeks.

Prompt	Completion
Evaluate	Recall
Expand	Open ended questions
Repeat	Wh questions
	Distancing



Cookery Session : Making Potato Salad and Potato Chips



Our children were introduced to making potato salad and potato chips. Each child contributed a potato for the cookery session.



中秋节庆祝活动

2019.9.12

一年一度的中秋节是华人的传统节日，这个节日，人们感受亲情、释放亲情、增进亲情，人们盼望团圆、追求团圆、享受团圆，在中秋节人们赏月、吃月饼、走亲访友，寄托着对生活的无限热爱，也是孩子们学习分享的大好时机。



通过实物和讲解，让孩子们了解中秋为什么有挂灯笼和吃柚子等习俗。



以大绘本以及幻灯片、视频等方式让孩子们了解嫦娥奔月等中秋节的神话传说。



品尝美味月饼，萌发对中秋美食的喜爱。



亲子活动：和爸爸妈妈一起制作好吃的冰皮月饼，孩子们既感受到浓浓的中秋氛围，又增进了与父母的感情。



亲手制作一盏灯笼，提着它出去走走，就像提着一个小小的明亮的月亮，预示着每一天都开开心心，健康成长。

通过活动小朋友对中秋的来历有了一个初步的认识，对观赏月亮、品尝月饼等中秋习俗有了更深的了解，进一步懂得了关爱家人、感受亲情、学会分享，也能够体验到团圆的幸福和快乐！



Our Vision

To build a world of hope, respecting one's differences in unity.

Our Mission

To nurture a future generation of positive and diverse learners, providing life skills and education from professionals with a heart to teach.

Our Values

We value each child's potential.

We believe in developing each child's interests.



UPCOMING EVENTS

- PARENTAL TALK ON SPEECH AND LANGUAGE
- PARENTAL TALK ON DIALOGIC READING



It's Good To Keep in Touch

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