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Hi !

July 2005

Dear soldiers

For those of you who are recruits you may not yet have been given your marching orders. We are fighting a war against ignorance of the causes and treatment of Learning Difficulties.

It's chemical warfare and you need to have good nerves. You will be trained in the importance of non-processed food and brain-changing exercises so you can train others.

GENERAL STEER

One of our occupational therapists, Veronica Steer, adds the following strategies to our mighty weapon, The Move to Learn film. Soldiers are requested to add the following moves which are illustrated on www.movetolearn.com.au on the page Learning Difficulties - What parents can do.

1. Push-ups against the wall if needed for dizziness/ nausea from vestibular activity.
2. Curl-ups to be done after the *aeroplane*.
3. Rock and roll. In addition to *rocking* backwards and forwards students rock sideways and then around in circles.
4. Cat stretches on all fours with spine towards floor and then spine to ceiling. This can be done at any time for relaxation.

SUPPORT GROUPS ARE LIKE BUNKERS AND WE NEED HUNDREDS

If you are a teacher you deserve a strong group of resourceful parents behind you..

1. because a minimum of 20% of your students will be dyslexic/LD students. How wonderful to have a place to send their parents for understanding and the latest information.
2. so that parents of students whom you think need extra help from other professionals can find out which optometrists, doctors, occupational therapists etc. have helped and which haven't.
3. Because you may decide you want some parent help in running a movement program. The Support Group will know the available, most helpful ones.

THE RESPONSES A BABY GOES THROUGH AFTER BEING BORN

This was sent in to us by one of our readers, Katherine Stuart in QLD, Australia.

When a baby is laid skin to skin on the mother's chest immediately after birth, it shows a very predictable behaviour.

Birth Cry

Relaxation when there are no mouth movements and the hands are relaxed

Awakening when small movements are seen in the head and shoulders

Activity where mouth and sucking movements begin and increase

Crawling the baby approaches the breast with short periods of crawling type movements

Resting in between periods of activity

Familiarization where the baby becomes acquainted with the breast by licking and touching

Suckling where the baby begins to feed and finally

Sleeping after the baby has satisfied its natural desire to suckle

Ann-Marie Widstrom, Anna-Berit Ransjo-Ardvidson, Kyllike Christensen. Nursing Research Unit, Stockholm University College of Health Sciences, Stockholm, Sweden.

SUPPORT GROUPS ARE LIKE BUNKERS AND WE NEED HUNDREDS continued..

If you are a parent with an LD child or an adult LD you need a strong Support group.

1. to know that you can share with other people with the same problems.
2. to have a place where you can be assured that your 'gut' feeling is valid and that it will likely be your job to oversee the operation.
3. to get knowledge about the neurological nature of all the labels under the broad umbrella of learning difficulties.
4. to know exactly where to start so you are not running here and there.
5. to be aware of the professionals that other people have found effective.

RESEARCH HAS BEGUN

You will remember in our last Missile we were making the call for teachers who wanted to participate in the research Move to Learn is doing through the University of Sydney. Well, the teachers have started this term! We have 65 wonderful teachers doing it with their classes!

We even have some participating all the way over in South Africa. What a great effort. Thank you to all those who are taking part in the research.

KERRY HOLT IN VICTORIA

Kerry wants to start a Learning Difficulties support group in Bendigo and also establish a resource library. Congratulations to Officer Holt!

If anyone else wants more information on how to do this you can email Stacey here at Move to Learn for the section on starting Support groups, in my next book coming out this year.

ASSESSMENT BY CLASSROOM TEACHERS

This month Barbara wrote an article for e-bility. Click here to see the article.
The web site is: www.e-bility.com

SOMETIMES YOU HAVE TO BREAK A BONE TO LEARN SOMETHING ESSENTIAL

Jacqueline Lee, the Acting Principal of St. Mary's Primary School in Young.

Jacqueline tells this fascinating story about the new functional and developmental playground equipment installed in a school in which she worked. It was appropriate for all stages of a child's neurological and physical growth. I was so impressed with the parents and teachers of that school as she told me the story of the broken bones.

The equipment had been designed by a team, including staff. There were monkey bars of different heights and triangular shapes to hang on to. Tunnels, slippery dips, a popular climbing pole, bars to hold and swing around on, and a popular upright chain climbing frame. The chains are attached at the top, bottom and sides and children climb up it and across. The most exciting thing is to climb across at the top.

There were teething problems. The equipment had been fully approved as safe and the ground underneath was covered in approved soft fall, but in the first few months there were 8 broken bones. Naturally there was concern. Should the equipment be banned for the younger ones? But the school looked at the range of accidents and found there were just as many young ones involved as older ones and middle ones. Further study showed that the children did not know **how** to fall, and they didn't understand their own limitations.

Class lessons were immediately started on what to do if they felt unsafe. Physically competent children demonstrated what to do. The less experienced had to learn by watching them and practising themselves until they could handle climbing safely—particularly the two most challenging, the monkey bars and the chain climbing frame.

Those children who were challenged the most were taken aside by their teacher until they were able to use the equipment like the rest. Children were taught about their limitations, and the fact that they needed to develop skills before they could use some parts of the equipment safely.

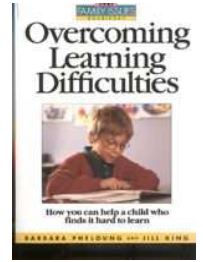
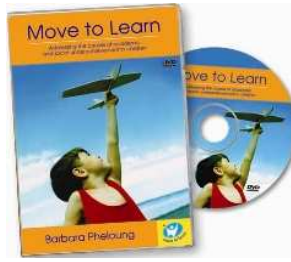
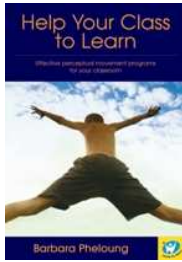
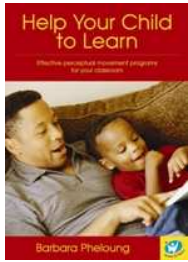
Sincethere have been no broken bones as a result of this equipment.

Thanks once again for reading this, till next time.



Barbara Pheloung

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