“There is an Indian proverb that says that everyone is a house with four rooms, a physical, a mental, an emotional, and a spiritual. Most of us tend to live in one room most of the time but unless we go into every room every day, even if only to keep it aired, we are not a complete person.” Rumer Godden

This issue of Inside Info takes us into the “physical room” - emphasising the importance of movement and exercise for all our children. Mal Santer discusses the importance of involving vision impaired children in sport and exercise; we have a newly arrived physical education text from American Federation of the Blind Press; and a review of

Shouting won’t help - a new memoir on hearing loss.

Teresa shares a favourite book (one of our favourites too!) and we also have lots of new books and information, plus our regular find-a-word and a poem just for fun.

We hope you enjoy “getting physical” with us!

Julie, Marijana and Jason

We asked Teresa Williamson, of the Renwick Centre

“What’s your favourite children’s book?”

We received this book, Magic Beach by Alison Lester, as a Christmas gift and it has become a favourite bedtime read with my youngest daughter, Ava. Coming from England we had not come across this book before and soon found out it was an Australian award winner, and it’s not hard to see why.

Magic Beach takes you on an enchanting seaside adventure, exploring tranquil rock pools, building sandcastles, and hunting for treasures along the shores. The story is beautifully illustrated, and Ava and I love to seek out the little Jack Russell dog in each picture as we turn the pages. Even without the Illustrations, the text is full of imagery to take you away to lazy days by the beach, bobbing on boats, and fishing off jetties hoping to catch a ‘whopper’ as Ava would say.

Magic Beach makes you want to grab your swimmers and head off to the seaside, where there are adventures to be had both day and night, rain or shine.
New Books

Physical education and sports for people with visual impairments and deafblindness: foundations of instruction.
By Lauren J. Lieberman, Paul E. Ponchillia, and Susan V. Ponchillia.
RENWICK 790.196 LIEB

New from the well-respected American Federation of the Blind Press, this text is designed as a practical manual for educators, therapists, parents and anyone seeking to assist people with vision impairments, or who are deafblind, to participate in physical activities. The authors write:

“Time and again we have witnessed how the opportunity to participate in physical activity, such as a sport or recreational pastime, can have a life-altering effect on a child who has been blind from birth…” p.xv

Part 1 is an overview of vision impairment, deafblindness and physical activity; Part 2 covers modifications and adaptations for teaching physical activities; Part 3 covers early childhood to adulthood; organised sports; and specific activities.

This book is written by experienced, expert educators and will be a very useful addition to the resources available to teachers and parents of vision impaired children.

Best start: understanding your baby’s emotional needs to create the best beginnings
By Lynn Jenkins
RENWICK 649.122 JENK

Creative play for 2-5s
By Dorothy Einon
RENWICK 649.5 EINO
Mum and baby: together we learn
By Jan Murray
Settle Petal, 2010.
RENWICK 649.122 MURR-1

Raising a sensory smart child: the definitive handbook for helping your child with sensory processing issues
By Lindsey Biel and Nancy Peske
RENWICK 649.152 LIND

Ready, set go?
How to tell if your child’s ready for school and prepare them for the best start.
By Kathy Walker
RENWICK 372.21 WEAL

The Special needs parent handbook: critical strategies and practical advice to help you survive and thrive. 2nd ed.
By Jonathan Singer
Clinton + Valley Pub., c2012
RENWICK 649.15 SING

Ticklish: new ways to help your child learn, love and play
By Jennifer Barham-Floreani.
Well adjusted, 2011.
RENWICK 649.1 BARH
Deaf child crossing
By Marlee Matlin
Aladdin Paperbacks, 2002.
RENWICK 812.54 MATL

Helping children to improve their communication skills: therapeutic activities for teachers, parents and therapists.
By Deborah M. Plummer
RENWICK 61.9285506 PLUM

Love you to pieces: creative writers on raising a child with special needs
Edited by Suzanne Kamata
RENWICK 810.803527 LOVE

Helpful books for children, siblings and classmates

Having a hearing test
By Victoria Parker.
Raintree, 2012.
RENWICK 813.54 PARK

I get it! I get it! How John figures it out: one boy’s journey and triumph with Auditory Processing Disorder
By Lorraine Alderman and Yvonne Capitelli.
RENWICK Q813.54 ALDE
I know someone with a hearing impairment
By Victoria Parker.
Raintree, 2012.
RENWICK 813.54 PARK-1

I am deaf
By Jennifer Moore-Mallinos
Barron’s Educational Series, 2009.
RENWICK 813.54 MOOR

I can’t sit still! Living with ADHD
By Pam Pollack and Meg Belviso
Barron’s Educational Series, 2009.
RENWICK 813.6 POLL

It’s called dyslexia
By Jennifer Moore-Mallinos.
RENWICK 813.6 MOOR

It’s ok to be me! : just like you, I can do almost anything!
By Jennifer Moore-Mallinos .
RENWICK 813.6 MOOR-1

What to do when you worry too much : a kid’s guide to overcoming anxiety
By Dawn Huebner
Magination Press, c2006
RENWICK 155.41246 HUEB
Shouting won’t help: why I, and 50 million other Americans, can’t hear you
by Katherine Bouton

Part memoir, part overview of hearing loss, part summary of the current state-of-play in hearing research, this engaging book by Katherine Boulton is one of those rare books that simultaneously inform and entertain.

A former editor at The New York Times, Boulton uses her journalistic talents to shed light on the problems and solutions of people experiencing adult onset of hearing loss. In twelve sprightly chapters she melds her own story with information about the physiology of deafness, noise and other detrimental factors, hearing aids, workplace issues, cochlear implants, psychological issues, relationships and current research. Each chapter also includes a vignette of another deafened adult, their experiences and choices. The commonality of experience in these shared stories serves to widen and validate the discussion in each chapter.

A main theme of this book is the description of Boulton’s slow acceptance of her progressive hearing loss, her attempt to compensate for it in the workplace, and her assertion that hearing impairment is an invisible disability. On page 73 she writes:

“Being hearing impaired is like being in Paris and knowing just enough French to ask an articulate question, and then being unable to comprehend the answer.”

Those of us who also have impaired hearing will recognise some of the strategies Boulton used in her attempts to communicate in an office setting where no one knows of her hearing loss. Especially poignant is her frustrating story of a ticket seller at the train station who would not even attempt to provide platform information in an appropriate way.

Of particular interest to parents of hearing impaired and deaf children will be the sections describing hearing aid use and Boulton’s personal experience of a cochlear implant. Although these chapters are from an adult perspective, they provide an honest and detailed insight into her use of these technologies.

The last chapter looks forward with a hopeful eye to research developments and discoveries which will provide greater assistance to people who are hearing impaired. Sources used are noted and a helpful index is included. This highly readable book is a valuable addition to the resources available for the layperson on hearing impairment.

Review by Julie Thorndyke
Sport and physical activity for children with vision impairments

By Mal Santer

Physical activity is important for the health and well-being of people of all ages. People who are blind or vision impaired also need to experience physical activity. It is enjoyable, builds self-confidence and improves one's health and fitness. Specific sports skills are developed in individual as well as team sports. Young people with vision impairment involved in sport and physical activity experience a variety of lifetime and recreational activities.

Children with vision impairments have the capacity to enjoy a host of activities, such as bike riding, swimming, in-line skating (with a friend serving as a guide), and jogging in a safe area with a buddy. Sporting activities could include a mix of open and closed sports. Open sports have variables that change often, such as tennis, volleyball, football and soccer. In other words, the game is unpredictable and the speed, angle, and direction of the ball and defenders change often and without notice. Closed sports are consistent and predictable. Examples of closed sports are archery, bowling, shot put and discus.

Skills and love of movement can be developed through active participation in physical activity. Children with vision impairments should be introduced to all sports, games, and activities that their peers learn. Lifetime activities such as tandem biking, running, goal ball, swimming, wrestling, judo, and bowling should be included as well. Activities such as bowling, dance, horseback riding, and many other lifetime physical activities can be done safely and lead to social networks of friends, enabling individuals with vision impairments to remain within their capabilities but extend beyond their experience.

A regular physical activity program undertaken by a parent will improve fitness and give the youngster with vision impairment confidence to move through space without instructions. It can also develop motor skills needed for daily living and mobility. Vision plays an important part of maintaining balance. A lack of vision affects the movement and coordination of a vision impaired child. The vision impaired child with additional disabilities should experience a program designed to improve their fitness levels by participating in various games, activities and exercises. Some youngsters may have developed poor circulation, limited lung capacity, poor muscle tone, poor posture, and a tendency to become overweight.

Preparation

Before commencing physical activity ask the child what they are able to see and which objects and conditions present problems and at what distance an object is visible. Allow the child to position themselves where they are able to see the best. Try to ensure lighting conditions match the needs of the vision impaired child.
Allow the youngster to explore the entire physical environment so he or she can become familiar with the area. Keep the instructional areas as uncluttered as possible. If major changes are made in the environment, the child should be told and allowed to explore the new area.

**Modifications**

Modify activities and equipment where necessary. Use audible bells, guide ropes for running using the buddy system and larger equipment. Standard equipment can be adapted to meet the needs of the child with vision impairment. Use light coloured equipment, preferably white, yellow, or orange, unless dark is needed to provide contrast. Use proper lighting and colour contrast. Use coloured balls, mats, cones and goals. A ball can be taped with bright yellow tape to contrast with the floor and walls. Colour tape can be used to mark the playing areas on the floor or walls. Use a rug or rubber polydot on the floor to mark space where exercises are done. Place a rubber carpet runner next to the wall so that child knows when he steps onto the changed surface that he has stepped out of bounds. The change in surface also signals a warning to the child that a wall or object is coming up so he needs to slow down and stop. Stand near the youngster so that instructions can be seen and heard and provide arm support, if needed, on jumping activities. Use touch to demonstrate body movements. Use descriptive verbal instruction. Say what it is you are actually doing in body oriented language. (Example: When teaching to hop, say “Stand on your left foot, raise your right foot, and jump in the air on your left foot.”). Use directional words and landmarks in the playing area to direct the youngsters. Use movement as a mode of learning.

Break physical activity skills into small steps. Go from less difficult to more difficult skills and breakdown skills into their component parts. (Example: Catching a ball: Bounce the student the ball a short distance away. Gradually increase the distance, but eliminate the bounce. Then increase the distance again). Use different types of balls, such as nerf or fluff to lessen the impact when hit with the ball. Slow the action - use a balloon instead of a ball. Targets can be moved closer or made larger. When throwing at a target, provide a sound behind the target (e.g. clapping, beeper.). When striking and hitting use a ball on a tee, a large whiffle ball and an oversized bat. Balls can be rolled on a table or the floor. Bells can be put inside the ball to be heard when rolled.

A sighted running friend can provide assistance by holding hands, using brush contact (keep touching hand, fore arm, wrist or any part of the arm), a loop of a flexible piece of material can be held between friend and the vision impaired child. Run to caller’s voice for a short run. A child can run by themselves, holding onto a rope stretched between two points. Put tape on the rope at the end so the child can turn and return to the starting point in a shuttle run.

Guide, but do not over protect, the vision impaired child. Encourage the child to work as independently as possible so they do not become over-reliant on assistance.
Well-planned physical activities, that utilize appropriate equipment, maximize a child’s abilities and minimize any special challenges they may face. Adapting a game or activity increases the opportunity for fun, skill development and self-confidence. Learning a new sport or recreational activity improves the quality of a child’s life and creates a general sense of well being and competence.

Resources

**Physical education and sports for people with visual impairments and deafblindness: foundations of instruction**  
Text book related to physical education, recreation, sport, for individuals who are vision impaired or deafblind.

**Games for people with sensory impairments: strategies for including individuals of all ages**  
RENWICK 371.9113 LIEB  
Games, sports, recreation and aquatics for children with sensory impairments.

**Adapted physical education and sport**  
RENWICK Q371.904486 ADAP  
Strategies to improve physical activity competence in persons with vision impairment.

**Perkins School for the Blind**  

Download free tennis and bowling game  
http://www.vifit.org

**Project INSPIRE**  
http://www.twu.edu/INSPIRE

**Texas School for the Blind**  
www.tsbvi.org

Just arrived!

**RIDBC Teleschool : guiding principles for telepractice**  
by Melissa McCarthy and Jan North  
RENWICK 371.358 RIDB
On the web

Sport and recreation links

Insight: Research and Practice in Visual Impairment and Blindness
A quarterly journal in the field of education and rehabilitation of persons of all ages with low vision or blindness. Volume 4 Number 4 Fall 2011 Special Issue: Recreation, Leisure, Sport, and Play.
http://aerbvi.org/downloads/15/0/InsightFall201104-04-complete.pdf

DSRQ presents Auslan in Sport 2
A series of video segments that help teachers, coaches and parents working with deaf and hearing impaired athletes. This video shows signs commonly used in swimming.
http://www.youtube.com/watch?v=AfhQ_bqKrm8

Blind Cricket
Australia developed the game of Blind Cricket, a sport which is now played throughout the world.

Play and recreation
These are important aspects of learning for children who are deaf-blind. This section offers many resources on play and recreation activities including sports, exercise, games and much more.
http://www.nationaldb.org/ISSelectedTopics.php?topicCatID=65

Deaf Friendly Swimming Resource
http://www.ndcs.org.uk/whats_on/me2/resources.html#contentblock4

Deaf and blind Archery
WV Deaf and Blind School archery team thriving
http://www.youtube.com/watch?v=Td23bd3raZk

Deaf Sports
Information about deaf sport and list a number of simple tips to remember and steps you can take to help make your sporting club inclusive.
Bullying no way
Developed by the Safe and Supportive School Communities (SSSC) Project, which is made up of representatives from all Australian education jurisdictions – all state, territory and federal education departments, as well as national Catholic and independent schooling representatives. Members are working together to create learning environments where every student and school community member is safe, supported, respected, valued – and free from bullying.


Engineering activities for students and teachers
http://www.engquest.org.au/students-entry.cfm

Comprehensive, understandable medical information
http://www.merckmanuals.com/home/eye_disorders.html

A-Z of eye conditions
http://www.geteyesmart.org/eyesmart/diseases/index.cfm

The Mind Hears:
Tuning In With a Cochlear Implant
http://www.asha.org/public/hearing/treatment/mind_hears.htm

Everyday activities for blind children
Growing up without sight can be difficult. It can often be hard for your child to fill in the gaps or to fully understand what’s going on around them. That’s why, especially when they’re little, they need your help to explain to them how the world works or how people accomplish simple tasks.
http://www.wonderbaby.org/articles/everyday-activities-blind-children

Dolls for Downs
New company whose mission is to “represent children with disabilities in an honest, favourable light and give kids with disabilities a friend for life.”
http://www.dollsfordowns.org/index.html
Braille scrabble
Exclusive to RNIB, SCRABBLE is now available for English language braille readers all around the world at the same price and quality as the large print version. Each of the letter tiles has a braille label, as well as clear print labelling. The playing board has tactile dots on the premium letter squares and tactile dashes on the premium word squares. http://www.rnib.org.uk/shop/Pages/ProductDetails.aspx?productID=gb9501

Sudoku Touch:
a deluxe Sudoku game with bold numbers and braille. https://secure2.convio.net/psb/site/Ecommerce/1065522011?VIEW_PRODUCT=true&product_id=7541&store_id=1101

Snapshot of Vision Impairments in Australian Children

What types of eye and vision conditions do registered children have?

There are many reasons why registered children have vision impairment. In fact we have over 70 diagnoses - it is nearly the same amount of uncommon eye conditions as there are common eye conditions. The chart below shows the most frequent conditions reported:

In the News

MELBOURNE researchers have proven what parents have intuitively known all along - the more often you read to your children from an early age, the greater the positive effect on their reading and thinking skills.

Some children who have trouble learning in the classroom have difficulty switching their listening attention and so have trouble following a conversation from one talker to the next, according to a University of Sydney.

Research into the health and wellbeing of children in their first year of schooling has found improvements in childhood development.

LEFT BEHIND 2013: Monitoring the social inclusion of young Australians with self-reported long term health conditions, impairments or disabilities 2001-2011

At 7 months of age, children who are later diagnosed with autism take a split second longer to shift their gaze during a task measuring eye movements and visual attention than do typically developing infants of the same age, according to researchers supported by the National Institutes of Health.

CDRP Working Paper 1: Disability transitions across the life course: Preliminary data from Australia. The aim of this working paper is to present preliminary analyses of longitudinal data from Australia that addresses various aspects of the dynamic nature of disability over time.

Queensland parents of children with a disability endure twice as much stress and worry as parents of typically developing children, according to the My Say survey. The University of Queensland (UQ), The University of Sydney and Monash University survey found 70 percent of Queensland parents of children with disabilities reported feeling stressed and worried.

Functionally deaf patients can gain normal hearing with a new implant that replaces the middle ear. The unique invention from the Chalmers University of Technology has been approved for a clinical study. The first operation was performed on a patient in December 2012.

Wellbeing of young Australians - Australian Research Alliance for Children and Youth (ARACY)
Apps for Everyone!

BioAid
BioAid is a research hearing aid designed by hearing scientists. It works by processing sound from the microphone and then playing it back over headphones in real time. The processing is designed to enhance sound clarity and regulate the loudness of ambient noise. BioAid is unique by virtue of using new audio processing techniques inspired by recent scientific developments in our understanding of the biology of hearing. FREE.
https://itunes.apple.com/gb/app/bioaid/id577764716

RIDBC Dingle Dangle Scarecrow
Created by Listening and Spoken Language Specialists in conjunction with Early Childhood Teachers, I’m a Dingle Dangle Scarecrow is a highly interactive learning experience. The app is full of wonderful educational ideas, animated interactive games, and engaging sounds to encourage the development of listening and language skills in young children.

Forte: sheet music for iPad
Is music your forte? How about history? Australian culture? The National Library of Australia is giving you a way to appreciate all three. Forte presents the Library’s collection of digitised sheet music, more than 13,000 individual items - your very own browsable, portable and practical music book.

7 Little Words for Kids
for iPhone, iPod touch, and iPad on the iTunes App Store
https://itunes.apple.com/us/app/7-little-words-for-kids/id598673952?mt=8

Snoopy Coaster
For iPhone 3GS, iPhone 4, iPhone 4S, iPhone 5, iPod touch (3rd generation), iPod touch (4th generation), iPod touch (5th generation) and iPad. Take Snoopy, Charlie Brown, Linus, Lucy and Peppermint Patty on the wildest rollercoaster ride on the App Store.

Run Sheldon!
Beautiful animation, a hilarious cast of characters and fiendishly addictive gameplay combine to make this a game you can’t put down!
Pet Pool Party

My dog jumped in
with a cheeky grin,

my duck flapped his wing
and began to sing.

My hen scratched the edge
paddling on the ledge,

my frog leapt with vim
and began to swim.

My cow with panache
made a fearful splash!

My horse galloped in
hoping for a win.

My cat gave a yowl
hiding in a towel;

so I found him a boat,
and a coat that will float
and a sea-going hat –
he’s my Admiral Cat.

Julie Thorndyke
Take a break and get the kids together to complete this word challenge. There are 40 words to find in the grid below, see how fast you can do it. Just for fun you can post your times on the renwick library facebook page (RIDBC Renwick Centre Library) and compare.

'Get physical' Find-a-word

Words to find

Basketball Cricket Fairest Games Kick Netball Run Sportsmanship Teamwork Try Coach Dive Football Jog Medal Practice Soccer T-ball Throw Win

Best Dance Float Goal Lose Play Score Swim Tennis Turn Competition Exercise Fun Jump Move Race Sport Team Training Yoga

Contact the library

Street address
RIDBC Renwick Centre,
Rydge Family Library
361-365 North Rocks Rd
North Rocks NSW 2151
Australia

Email: renwick.library@ridbc.org.au
Web: www.ridbc.org.au/renwick/library/
Telephone: +61 (0)2 9872 0285
Fax: +61 (0)2 9872 0809