

SNOOP



SUPPORTING THE NETWORK OF OUT-OF-SCHOOL PROGRAMMES
ISSUE 70 TERM 3 2011

OSCAR Network
Christchurch

THE ART OF
LISTENING
TEN THINGS EVERY
CHILD WITH AUTISM
WISHES YOU KNEW
OUTDOOR PLAY
IN DANGER OF
DISAPPEARING
CONTEXT
HOW LONG DOES IT
TAKE?
SAD NOT BAD!



ENHANCING CHILDREN'S PLAY : WHAKAREWA / TE TAAKARO TAMARIKI





THE OSCAR NETWORK IN CHRISTCHURCH INC.

We are an organisation dedicated to providing information to O.S.C.A.R. (Out of School Care And Recreation) programmes.

Our Aim is to support, promote and network safe quality, accessible OSCAR services which are professional and centre around the needs of the child and their whanau.

trust. It is the combination of skills, ideas and energy, which achieves results from the consensus decision-making process. We enjoy our work by 'thinking differently'.

Sharon Williams
Liz Hawes
Pam Hughes

The OSCAR Network provides information on training, development, mentoring, funding & finances, research, advocacy, management and staff support, resources and the general running of an Out of School programme. The OSCAR Network in Christchurch encourages OSCAR providers to operate quality services, however it is not a function of the OSCAR Network to accredit or assess OSCAR services.

The OSCAR Network in Christchurch has a well-earned reputation for working co-operatively alongside other groups and agencies. We work as a team in an environment based on mutual respect and

THANK YOU

We would like to thank our funders. The OSCAR Network could not operate without the generous support of the following funding agencies:

- Ministry of Social Development
- Christchurch City Council
- Canterbury Community Trust
- Lottery Grants Board
- Community Organisation Grants
- Pub Charity
- Mainland Foundation
- Tertiary Education Commission
- Zeald.com

Office Hours

Monday to Friday: 9am-1pm

Network staff are available for appointments outside these hours

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IN HOUSE TRAINING

I think the networking opportunities that are available for staff that attends our core, evening and training days are wonderful. But sometimes staff likes the opportunity to undertake training within the confines of their own programme. It is for these programmes that we offer The OSCAR Network In House training with 2 - 3 hour workshops. These workshops have the advantage of being able to be adapted to suit your programme's unique place in the OSCAR sector.

These personal In-House sessions have been designed for individual programmes with a limited number of staff - we have found that up to 12 staff works well in this setting.

In House training (on request)

2 - 3 hour workshop for up to 12 staff (within Christchurch Ward Boundaries) is \$300.00+GST. Additional staff cost is \$30 per person

OSCAR SUBSIDY

The OSCAR Subsidy is available for Parents who have a child with a disability (receiving the child disability allowance).

This means that any child in the family, not just the child with a disability, is entitled to an OSCAR subsidy.

The OSCAR Subsidy (Out of School Care and Recreation Subsidy) is for children aged 5 - 13 years (or up to 18 years if they receive the Child Disability Allowance). It helps towards the costs of before and after school care of up to 20 hours a week, and school holiday programmes of up to 50 hours a week.

You could get this subsidy if you are:

- working, doing a work related activity or studying or
- seriously ill or disabled or
- paid the Child Disability Allowance for any of your children or
- caring for a child that is in hospital.

FEE SURVEY SEPTEMBER 2011

92 providers were emailed with 53% responding made up of:

Incorporated Societies	39. %
Trusts	32 %
School managed	7 %
Private providers	22 %

73% of providers operated session fees with 27% having an hourly fee structure

It is possible that a few providers charge less than \$4 per hour as this option was not provided.

\$4 - \$5 (27%); \$5 - \$6 (47%); \$6 over 26%

SESSION FEES

Less than \$10 (6.5%); \$10 - \$12 (51.6%); \$12 - \$15 (35.5%); \$15 - \$20 (12.9%)

HOLIDAYS

98% had a session rate, 2% of providers had an hourly rate.

HOURS PROGRAMMES ARE OPEN PER DAY

6hrs	15.5%
7hrs	2.2%
8hrs	9%
9 hrs	53%
10 hrs or more	22%

HOLIDAY FEES CHARGED PER DAY

Less than \$10	2.2%
\$10 - \$15	8.5%
\$15 - \$20	6.5%
\$20 - \$30	21.5%
\$30 - \$35	35%
\$35 - \$40	22%
Over \$40	4.3%

WAITING LISTS EXISTING AT PROGRAMMES

Before school	2%
Afterschool	31.4%
Holiday Programmes	29%

Information sharing to staff is managed verbally, 86% via staff meetings. Notice boards were used for staff information

Information sharing with management teams 74 % - was verbal, meetings and via e-mail with an equal spread across these media.

Thank you to all OSCAR services who responded to our online survey. We hope this information is of assistance to you.

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SEE THE CALENDAR ON THE BACK COVER FOR TIME AND PLACE DETAILS OF OSCAR NETWORK TRAINING AND EVENTS.

The Art of Listening



No wonder listening is an undervalued art.

Research shows that we speak at a rate of about 125 words per minute, yet we have the capacity to listen to approximately 400 words per minute.

So what are we doing with that extra space in our minds when someone else is talking?

Are we really listening?

Listening is essential to fulfilling relationships. If you are experiencing challenging interactions or you want your connections to deepen, reflect on how you can improve your listening skills.

WHAT ARE THE BENEFITS? CONSIDER THE FOLLOWING:

- People will be more drawn to you; they will like you more.
- You will learn something new.
- You will solve problems more effectively.
- You will experience less loneliness and frustration.
- You will feel happier and more relaxed.

PAY ATTENTION

Since our brains have the capacity to process 275 more words per minute than are actually spoken, we tend to fill up the void with extraneous thoughts. Notice how when someone is speaking, you are partially listening, while simultaneously planning the rest of your day, replaying a meeting that just occurred, or deciding what you will say next. Paying attention is the cardinal rule for good listening. Hear the words, and let their meaning in. If your mind wanders, simply re-focus your attention on the conversation.

BE RECEPTIVE

If you show up with an agenda, you are not going to be available to fully hear what the other person is saying. There is no problem with having goals for an interaction, but let them go while the other person is speaking so you can hear what is being expressed. Balance your need for a given outcome with your desire to sustain a harmonious relationship.

CHECK YOUR UNDERSTANDING

Make sure you can repeat what you just heard, and if you can't, ask for clarification. You might be surprised at how much you are missing. Most people are. When you think you've gotten it, you might say, "So what you are saying is...." to verify your understanding.

BE AN EXPLORER

Explorers are open and curious. They are inquisitive, without knowing what they will find. So what to do with all of that excess brain power? Focus on the speaker. Notice body language, tone of voice, and rate of speaking. Then look beneath the words to see what feelings and needs are being communicated. You never know what you might find.

SHOW INTEREST

If you find yourself bored and distracted, reconnect with the interaction. Maintain eye contact, uncross your arms, and ask questions that take the conversation deeper. Find out what really matters to the person you are speaking with.

BE PATIENT

As much as you may be tempted, don't speak over someone who is talking. When you feel the urge to step in, take a breath, let your agenda go, and continue to listen. If you need to move the conversation along, do so politely, as in, "Excuse me, I'm so sorry for interrupting, but" Likewise, be careful not to jump to conclusions or assume you know what hasn't yet been said. These

**"IT IS MORE FUN TO TALK WITH
SOMEONE WHO DOESN'T USE
LONG, DIFFICULT WORDS BUT
RATHER SHORT, EASY WORDS
LIKE "WHAT ABOUT LUNCH?"**

A.A. MILNE (WINNIE-THE-POOH)

are all signs that your inner explorer has fallen asleep. Revitalize your experience by paying attention to what is happening in the moment.

GET OUT OF A RUT

Have you ever had the same problematic conversation with someone over and over? Bring a fresh perspective to the relationship by redoubling your efforts to listen. Let go of your need to be right or your ideas about what the other person should be saying or doing, and hear them as if for the first time. This moves you from contraction and limit to possibility and potential simply by listening.

Effective listening develops empathy, which is the capacity for a deep understanding of another's experience. And isn't that what it takes for a relationship to thrive? It's as simple as paying attention.

KEY POINTS

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening habits are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviors and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

Start using active listening today to become a better communicator, improve your workplace productivity, and develop better relationships.

CAN YOU LEND ME YOUR EAR?

Most people believe they are good listeners without considering the important differences between hearing and listening. The ability to hear is typically innate, but the ability to listen well is a skill that must be developed and practiced. Listening means paying attention and making a conscious effort to process what you hear. It is one of our most important skills and it is also one of the most overlooked. We often take our ability to listen for granted, even knowing that it plays a major role in good communication.

Why Adults Do Not Listen to Children?

Adults generally do not listen to children because...

- Listening is not a regular practice; even adult - adult listening is not very common
- Listening is not considered important as much as speaking skills. For example, there are awards for speaking skills but there are hardly any awards for listening skills
- Listening is hard to do. It is more than hearing sounds
- Listening means thinking about the things you hear and requires time and the attitude
- Speaking allows us to control and direct where as listening puts us at the receiving end
- Adults feel that only experience can teach and hence they have nothing to learn from children as children lack experience

WHAT DOES LISTENING TO A CHILD INVOLVE?

Listening to a child involves giving your full attention i.e. face her/him. Sit with her/him and have eye contact with her/him.

Understanding your child's tone and body language Give them full attention.

Allowing your child to lead the way instead of giving your verdict.

Being open to and respecting child's views.

WHY IS LISTENING IMPORTANT TO CHILDREN?

Listening to children enables them to...

- put forward their thoughts and feelings develop positive self concept
- enhance children's competence and self confidence
- help children to accept other's point of view
- help children to develop trust in adults
- develop and sharpen their skills in negotiation and communication
- establish healthy relationship with adults and peers

WHY IS LISTENING IMPORTANT TO ADULTS?

Listening to children...

- helps adults to empathise with children

- helps them in understanding children's unique thoughts, feelings, hopes, fears and joy
- helps create child-focused culture

GENDER AND CULTURAL DIFFERENCES IN LISTENING TO CHILDREN

India being a patriarchal society, boys are given special attention and treatment as compared to girls. Hence, parents tend to lend their ear more easily to boys as they are considered future heads of the families.

On the other hand, girls are more attuned to listening to various people because of the multiple tasks they are expected to perform at and outside home. Rarely do they get chance to voice their needs, let alone their views and opinions.

In the cultural context, a child in the male dominated family may not get an opportunity to express her/himself as compared to a child in a culture where women have equal opportunities as men to express themselves.

Child participation and listening to children need attitudinal change. It is important for the parents to recognise that when they listen to children, they gain important insight into the reality of children's lives.

The continuous dialogue between adults and children results in mutual respect. If parents and other adults begin to treat children as partners in the process of problem solving and decision making, the gender difference may be minimised

LISTENING TOWARDS EFFECTIVE COMMUNICATION

Listening and responding are important components of meaningful and positive communication between any two individuals, more so between adults and children.

Listening is a sure tool for a positive relationship between adults and children.

NEWS AND RESOURCES

VARIETY SEEKS CHRISTCHURCH CHILDREN AND FAMILIES TO HELP

Variety - The Children's Charity has raised more than \$164,000 through its Earthquake Appeal to help the children affected by the earthquake in Christchurch.

They are looking to identify families and children that require help. Variety is there for children in all sorts of challenging circumstances and has been working in the Christchurch community for many years supporting sick, disabled and disadvantaged children. Some examples of things that we are funding from our earthquake appeal include replacing mobility and medical equipment for children with special needs, providing toys or equipment for those who suffered great loss, financial help with school or sports fees, or helping children to cope with loss.

If individuals or organisations would like to apply for funding we encourage you to download and complete an application form via <http://www.variety.org.nz/>. We realise people may have lost documents in the earthquake, or not be in a position to obtain them, and encourage people in this situation to call Variety on 09 520 4111 to discuss their needs.

WHERE IS EVERYONE?

Latest contact details. Find out where your colleagues and agencies are on www.ngoupdater.org.nz, and let everyone know where you are and how you're doing by adding your agency's details. Thank you to the NZ Council of Christian Social Services for having this set up for Chch within days of the Feb quake.

HELP WANTED

Rebuilding policy manuals: Many groups are unable to access their governance and

operational policies. If your group still has its policies, would you like to share? A new group on <http://chch3.net.nz> lets you upload policies so that others can use them as a basis for redeveloping their own.

FUNDING AND RESOURCES

CHRISTCHURCH EARTHQUAKE MAYORAL RELIEF FUND

PURPOSE OF THE FUND

Following the 22 February 2011 earthquake the Christchurch Earthquake Mayoral Relief Fund ("The Mayoral Earthquake Relief Fund") was established to provide money for any charitable, benevolent, philanthropic or cultural purpose related to the adverse effects of the 4 September 2010 and 22 February 2011 earthquakes.

The Mayoral Earthquake Relief Fund will provide support for any activities or works required as a result of the earthquakes that:

- (a) contribute to the rebuilding of the social and physical infrastructure of Christchurch; and
- (b) assist in:
 - (i) remedying hardship by individuals, groups, community organisations and businesses; and/or
 - (ii) protecting or repairing damage to the physical fabric of the city.

The Mayoral Earthquake Relief Fund is distinct from the Christchurch Earthquake Appeal Trust which is promoted by central government, the Canterbury Earthquake Heritage Building Fund which operates under its own trust deed, and the Mayor's Welfare Fund which also has its own trust deed. It is also distinct from appeals promoted by other organisations such as the

Red Cross and the Salvation Army.

Please note that it is not the intention of the Mayoral Earthquake Relief Fund to assist private individuals with the funding of repairs to private property.

The Fund is open to individuals, groups, community organisations and businesses.

Any proposal to apply for funds held by the Mayoral Earthquake Relief Fund will be subject to the approval of the Council, on the Mayor's recommendation, in a formal public meeting. Applicants will be advised of the outcome as soon as possible.

Application forms and further information are at:

<http://www.ccc.govt.nz/homeliving/civildefence/chcheearthquake/MayoralReliefFund.aspx>

TODD FOUNDATION CHRISTCHURCH EARTHQUAKE RECOVERY FUND

Our \$1.84m Todd Foundation Earthquake Recovery Fund set up through donations from the Todd Corporation, Todd family members and Todd staff has now started its grant programme to not-for-profit organisations in Christchurch and Canterbury.

OUR FOCUS

The Todd Foundation Earthquake Recovery Fund funding will focus on two key areas:

- Engaging communities in recovery and renewal
- Supporting the recovery of the Canterbury not-for-profit sector

OUR APPROACH

The Todd Foundation Earthquake Recovery Fund's approach includes:

- Using a quick and simple online application form.

- Making funding decisions regularly; at least every four – eight weeks and more often when required. Decisions on initial funding will be made by a committee consisting of Christchurch residents Charles Reid, Helena Francis and Garth Nowland-Foreman and Todd Foundation trustees Tom Lambie, Malcolm Whyte, Georgina Ralston and David Moloney.
- Working closely with other funders wherever possible. As a first collaborative step we are planning to contract a Christchurch-based project manager in partnership with the Tindall Foundation. We are also working with Philanthropy NZ to support further funder collaboration.

All funds donated into the Todd Foundation Earthquake Recovery Fund and interest earned will directly benefit Canterbury organisations. Overheads and administration costs will be met by the Todd Foundation.

To find out more go to:
<http://www.toddfoundation.org.nz/christchurch-earthquake-recovery-fund/>

FUNDING RECIPIENTS

A list of Todd Foundation Earthquake Recovery Fund recipients is available on their website and will be regularly updated as grants are made.

ASB CHRISTCHURCH COMMUNITY GROUPS ASSISTANCE GRANTS:

\$1 million has been set aside to support registered charitable organisations in Christchurch who have suffered property damage or loss as a direct result of the Christchurch earthquakes or who are implementing a re-establishment project in accordance with their community group's objectives for the benefit of the people of Christchurch. Applications for grants of up to \$10,000 close 30 September 2011.

Pick up an application form from any ASB Christchurch branch or online at:
<https://www.asb.co.nz/earthquake>.

To ask about the ASB Christchurch Community Groups Assistance Grants and how we can help, please email CommunityPartnership@asb.co.nz

DONATED IT SOFTWARE.

Remember if you require additional Microsoft Software, affected organisations and those supporting affected communities may be eligible for a special Microsoft donation with no administration fees. These are available through TechSoup New Zealand. Find out more about the special Microsoft donation policy for Christchurch at <http://www.techsoup.net.nz>.

TIME USE SURVEY 2009/10 RESULTS RELEASED

Time use statistics provide information about how New Zealand residents aged 12 years and over spend their time. This includes details about the amount of time people spent on paid and unpaid work, education, leisure, and personal care, what time of day these activities occur, who they are with, and who unpaid work activities were done for. A large number of characteristics of the people doing the activities are collected including age, sex, ethnicity and labour force status.

You can look at the time use results and explore a wealth of information, including:

- the amount of time people spend doing paid work
- the characteristics (such as age and sex) of people who do voluntary work
- the amount of time people spend watching television
- how much time people spend in the company of others.

http://www.stats.govt.nz/browse_for_stats/people_and_communities/time_use/coming-soon.aspx

BIG BROTHERS BIG SISTERS OF CHRISTCHURCH.

Maybe you know a child who needs a mentor or maybe you know someone who'd make a great mentor. Our new community based mentoring programme (to complement our established school based programme) has just got underway and we're hoping you'll be able to help us find the children and mentors. Take a quick look at www.bbbschch.co.nz to find out more.

We're looking forward to creating more

positive childhood memories and putting more smiles on faces for our city's young people.

Matthew Button

Big Brothers Big Sisters of Christchurch
 Ph 358 4019 or 021 2474748

HOW-TO TOOLS FOR YOUTH MENTORS:

The Youth Mentoring Network, with support from the Ministry of Youth Development has developed How-to Tools for Mentors. You can access a new How-to Tool each month. Current sheets include: How to manage behavioural issues with your mentee; How to identify & engage your mentee in community activities; How to help your mentee set and achieve their own goals; and How to assist your mentee to build resilience. See Online Factsheets at: www.youthmentoring.org.nz/tools/index.cfm?cache=523209



A timely poster by Lifeline is available if you have some space in your reception.
<http://www.recovercanterbury.co.nz/uploadGallery/Mainland%20Press%20ad%20RUOK.pdf>

RESEARCH

A WORLD WITHOUT PLAY: AN EXPERT VIEW.

This report is part of a wider enquiry conducted by Play England and the British Toy & Hobby Association (BTHA) for the Make Time to Play campaign, on the impact of play deprivation on children, families and communities entitled 'A World Without Play'. <http://www.playengland.org.uk/resources/a-world-without-play-an-expert-view.aspx>

Play England have loads of interesting reports at: www.playengland.org.uk

TEN THINGS EVERY CHILD WITH AUTISM WISHES YOU KNEW



1. I AM FIRST AND FOREMOST A CHILD. I HAVE AUTISM. I AM NOT PRIMARILY "AUTISTIC."

My autism is only one aspect of my total character. It does not define me as a person. Are you a person with thoughts, feelings, and many talents, or are you individualized by one trait? Are you fat (overweight), myopic (wear glasses) or klutzy (uncoordinated, not good at sports)? Those may be things that I see first when I meet you, but they are not necessarily what you are all about.

As an adult, you have some control over how you define yourself. If you want to single out a single characteristic, you can make that known. As a child, I am still unfolding. Neither you nor I yet know what I may be capable of. Defining me by one characteristic runs the danger of setting up an expectation that may be too low. And if I get a sense that you don't think I "can do it," my natural response will be. Why try?

2. MY SENSORY PERCEPTIONS ARE DISORDERED.

This means that the ordinary sights, sounds, smells, tasted and touches of every day that you may not even notice can be downright painful for me. The very environment in which I have to live often seems hostile. I may appear withdrawn or belligerent to you but I am really just trying to defend myself. Here is why a simple trip to the grocery store may be hell for me.

My hearing may be hyper-acute. Dozens of people are talking at once. The loudspeaker booms today's special. Musak whines from the sound system. Cash registers beep and cough, a coffee grinder is chugging. The meat cutter screeches, babies wail, carts creak, the fluorescent lighting hums. My brain can't filter all the input and I'm in overload!

My sense of smell may be highly sensitive.

The fish at the meat counter isn't quite fresh, the guy standing next to us hasn't showered today, the deli is handing out sausage samples, the baby in line ahead of us has a poopy nappy, they're mopping up pickles on aisle three with ammonia - I can't sort it all out. I am dangerously nauseated.

Because I am visually oriented, this may be my first sense to become over stimulated. The fluorescent light is not only too bright, it buzzes and hums. The room seems to pulsate and it hurts my eyes. The pulsating light bounces off everything and distorts what I am seeing - the space seems to be constantly changing. There are too many items for me to be able to focus (I may compensate with "tunnel vision"), like glares from windows, moving fans on the ceiling, and so many bodies in constant motion. All this affects my vestibular and proprioceptive senses, and now I can't even tell where my body is in space.

ADAPTED FROM TEN THINGS EVERY CHILD WITH AUTISM WISHES YOU KNEW - ELLEN NOTBOHM.

3. PLEASE REMEMBER TO DISTINGUISH BETWEEN WON'T (I CHOOSE NOT TO) AND CAN'T (I AM NOT ABLE TO).

It isn't that I don't listen to instructions. It's that I can't understand you. When you call to me from across the room, this is what I hear. *^%\$#@, Billy. #\$\$%^&^%\$&*. Instead, approach me and speak directly to me in plain words. "Please put your book in your desk, Billy. It's time to go to lunch." This tells me what you want me to do and what is going to happen next. Now it is much easier for me to comply.

4. I AM A CONCRETE THINKER. THIS MEANS I INTERPRET LANGUAGE VERY LITERALLY.

It's very confusing for me when you say, "Hold your horses, cowboy!" when what you really mean is, "Please stop running." Don't tell me something is a piece of cake" when there is no dessert in sight and what you really mean is, "This will be easy for you to do." When you say, "its pouring cats and dogs," I see pets coming out of a pitcher. Please just tell me, "It's raining very hard."

Idioms, puns, nuances, double entendres, inference, metaphors, allusions and sarcasm are usually lost on me.

5. PLEASE BE PATIENT WITH MY LIMITED VOCABULARY.

It's hard for me to tell you what I need when I don't know the words to describe my feelings. I may be hungry, frustrated, frightened or confused but right now those words are beyond my ability to express. Be alert for body language, withdrawal, agitation or other signs that something is wrong.

Or, there's a flip side to this: I may sound like a little professor or movie star, rattling off words or whole scripts well beyond my developmental age. These are messages I have memorized from the world around me to compensate for my language deficits because I know I am expected to respond when spoken to. They may come from books, television, or the speech of other people. It is called "echolalia." I don't necessarily understand the context or the terminology I'm using. I just know that it gets me off the

hook for coming up with a reply.

6. BECAUSE LANGUAGE IS SO DIFFICULT FOR ME, I AM VERY VISUALLY ORIENTED.

Please show me how to do something rather than just telling me. And please be prepared to show me many times. Lots of consistent repetition helps me learn.

A visual schedule is extremely helpful as I move through my day. It relieves me of the stress of having to remember what comes next, makes for smooth transition between activities and helps me manage my time and meet your expectations.

7. PLEASE FOCUS AND BUILD ON WHAT I CAN DO RATHER THAN WHAT I CAN'T DO.

Like any other human, I can't learn in an environment where I'm constantly made to feel that I'm not good enough and that I need "fixing." Trying anything new when I am almost sure to be met with criticism, however: "constructive," becomes something to be avoided. Look for my strengths and you will find them. There is more than one right way to do most things.

8. HELP ME WITH SOCIAL INTERACTIONS.

It may look like I don't want to play with the other kids, but sometimes it's just that I simply do not know how to start a conversation or enter a play situation. If you can encourage other children to invite me to join them at kickball or shooting baskets, I might be delighted to be included.

I do best in structured play activities that have a clear beginning and end. I don't know how to read facial expressions, body language or the emotions of others, so I appreciate ongoing coaching in proper social responses. For example, if I laugh when Emily falls off the slide, it's not that I think it's funny. It's that I don't know the proper response. Teach me to ask, "are you okay?"

9. TRY TO IDENTIFY WHAT TRIGGERS MY MELTDOWNS.

Meltdowns, blow-ups, tantrums or whatever you want to call them are even more horrid for me than they are for you. They occur

because one or more of my senses has gone into overload. If you can figure out why my meltdowns occur, they can be prevented. Keep a log noting times, settings, people, and activities. A pattern may emerge.

Try to remember that all behavior is a form of communication. It tells you, when my words cannot, how I perceive something that is happening in my environment.

Parents, keep this in mind as well: persistent behavior may have an underlying medical cause. Food allergies and sensitivities, sleep disorders and gastrointestinal problems can all have profound effects on behavior.

10. IF YOU ARE A FAMILY MEMBER, PLEASE LOVE ME UNCONDITIONALLY.

Banish thoughts like, "If he would just - ," and "Why can't she - ," You did not fulfill every last expectation your parents had for you and you wouldn't like being constantly reminded of it. I did not choose to have autism. But remember that it is happening to me, not you. Without your support, my chances of successful, self-reliant adulthood are slim. With your support and guidance, the possibilities are broader than you might think. I promise you – I am worth it.

AND FINALLY, THREE WORDS: PATIENCE. PATIENCE. PATIENCE

Work to view my autism as a different ability rather than a disability. Look past what you may see as limitations and see the gifts autism has given me. It may be true that I'm not good at eye contact or conversation, but have you noticed that I don't lie, cheat at games, tattle on my classmates or pass judgment on other people? It's also true that I probably won't be the next Michael Jordan. But with my attention to fine detail and capacity for extraordinary focus, I might be the next Einstein. Or Mozart. Or Van Gogh.

They had autism, too

All that I might become won't happen without you as my foundation. Think through some of those societal rules and if they don't make sense for me, let them go. Be my advocate, be my friend and we 'll see just how far I can go.

OUTDOOR PLAY IN DANGER OF DISAPPEARING

New research from Savlon and Play England reveals two thirds of parents always had adventures outdoors as a child but worry their children do not have the same opportunities today.

PLEASURES OF OUTDOOR PLAY FORGOTTEN.

Many of parent's fondest childhood memories are of playing outside, however, outdoor activities that for parents were part of growing up seem to be in danger of disappearing:

- 42 per cent of children report they have never made a daisy chain
- 32 per cent have never climbed a tree
- A quarter of children today have never had the simple pleasure of rolling down a hill
- 47 per cent of adults built dens every week as a child, yet 29 per cent of today's children say they have never built a den at all



- A third of children have never played hopscotch
- One in ten children have never ridden a bike

The research confirms parents' concerns that children are no longer spending their time playing outdoors. 72 per cent of adults played outside rather than indoors, compared to 40 per cent of children today, with children now at risk of losing out on essential childhood experiences that outdoor play brings.

Austin Healey, ex-England rugby star and father of four daughters under the age of ten, says: 'Encouraging my daughters to behave like children - exploring, discovering and creating, reminds me of the joys of my childhood and are experiences I want them to enjoy. Hunting around the trees in our local park, learning to ride a bike or just leaving them to make up their own outdoor games is an important part of growing up.'

Catherine Prisk, Co-Director of Play England, said: "Playing outside, getting muddy, climbing trees and making daisy chains are simple pleasures that many

of today's children are missing out on. Play - outside and indoors - is essential for children's health, well-being and happiness now, and is also important for their future development, to build vital life and social skills. It's important that we overcome the barriers to outdoor play by addressing parents' safety concerns, protecting and making the most of outdoor spaces in our communities and acknowledging the pressures on family time. For families, simply building a little time to play in the fresh air every day is a great start."

- 7 out of 10 parents feel that taking their children to an outside space to play is a real treat and children feel the same, with a reported 59 per cent that wish they could play outside in natural places more.
- Over a third of parents claim their fondest memories of play were making up their own games, proof that outdoor play doesn't need to be costly or structured.
- A quarter of children have never had the simple pleasure of rolling down a hill.
- 43% of children today have never made a daisy chain.

Children 'no longer enjoy playing outdoors'



A new report shows that children no longer enjoy the same simple pleasures as their parents with a third never having climbed a tree and one in ten unable to ride a bike.

One in seven parents admit they do not feel fit enough to play with their children outside, while eight per cent say they are too embarrassed.

Catherine Prisk, a former teacher and director of Play England, said: "Children are likely to be more physically active when they play outside and are more likely to play with other children. This is essential for their emotional and physical health, wellbeing and happiness and is also important for their future development, to build vital life and social skills."

"This research shows a third of children these days have never built a den. This is sad because these kind of projects teach them how to tackle real world problems. When children learn to climb a tree they are learning to overcome a physical challenge and it will stand them in good stead for overcoming other challenges in life, such as learning to read."



Helicopter parents cause children to be less active when playing in parks, study found. Reports in the press on a study that examined how families use neighborhood parks and discovered children who were monitored too closely by hovering "helicopter" parents were less likely to engage in higher levels of physical activity.

<http://www.dailymail.co.uk/health/article-2035278/Helicopter-parents-hover-childrens-leave>

Outdoor 'Therapy' Can Help Kids with ADHD

By Rick Nauert PhD Senior News Editor Phyc Central

Reviewed by John M. Grohol, Psy.D. on September 16, 2011

A new study suggests an increase in outdoor activity reduces the severity of a child's symptoms of attention deficit hyperactivity disorder (ADHD). The finding supports early studies that found time spent in green outdoor settings is beneficial.

Researchers studied more than 400 children diagnosed with ADHD. They discovered those who regularly play in outdoor settings with abundant grass and trees have milder ADHD symptoms than those who play indoors or in built outdoor environments. Researchers found the findings held true even when factoring other factors such as socioeconomic status.

The study appears in the journal *Applied Psychology: Health and Well-Being*. University of Illinois study authors Andrea Faber Taylor, Ph.D., and Frances (Ming) Kuo, Ph.D., believe this natural approach could provide a low-cost, side-effect-free way of managing a child's symptoms.

Previous research has shown that brief exposure to green outdoor spaces - and in one study, to photos of green settings - can improve concentration and impulse control in children and adults without ADHD.

These findings led Taylor and Kuo to examine whether children diagnosed with ADHD, which is characterized by deficits in concentration and impulse control, might also benefit from "green time." In a study published in 2004, they analyzed data from a national Internet-based survey of parents of children formally diagnosed with ADHD and found that activities conducted in greener outdoor settings did correlate with milder symptoms immediately afterward, compared to activities in other settings.

The new study explores other data from the same survey to determine whether the effect also is true for green play settings that are routinely experienced - the park, playground or backyard that a child visits daily or several times a week.

"Before the current study, we were confident that acute exposures to nature - sort of one-time doses - have short-term impacts on ADHD symptoms," Kuo said. "The question is, if you're getting chronic exposure, but it's the same old stuff because it's in your backyard or it's the playground at your school, then does that help?"

To address this question, the researchers examined parents' descriptions of their child's daily play setting and overall symptom severity. They also looked at the children's age, sex, formal diagnosis (ADD or ADHD) and total household income.

The analyses revealed an association between routine play in green, outdoor settings and milder ADHD symptoms. "On the whole, the green settings were related to milder overall symptoms than either the 'built outdoors' or 'indoors' settings," Taylor said.

The setting appears to be important for children with high degrees of hyperactivity, as these children tended to have milder symptoms if they regularly played in a green and open environment (such as a soccer field or expansive lawn) rather than in a green space with lots of trees or an indoor or built outdoor setting.

The researchers found no significant differences between boys and girls or income groups in terms of the relationship between the greenness of play settings and overall symptom severity. Kuo noted that the findings don't by themselves prove that routine playtime in green space reduces symptom severity in children with ADHD.

However, given the previous studies showing a cause-and-effect relationship between exposure to nature and improved concentration and impulse control, she said, "it is reasonably safe to guess that that's true here as well."

Source: University of Illinois



CONTEXT

INTRODUCTION

In a late afternoon conversation, the owner of a Seattle preschool comments on how rowdy certain groups of children are compared to her well-behaved Asian students. “The Chinese and Japanese-born kids do what you tell them. Some of the others - they drive you crazy. You have to tell them ten times to sit down.”

A church professional studying conversational Spanish in Central America is horrified at the interaction he observes between children and parents at the grocery store: “The kid begs for candy, the parent says no, the kid escalates, and finally the parent gives in. It was against all the rules of parenting.”

A photograph of a Third World child weighed down by a crop basket, bundle of wood or a younger sibling on his or her skinny back upsets us. “They’re being robbed of their childhood,” we think.

TWO OBSERVATIONS ON THESE EXAMPLES.

First, different cultures view children and childhood differently. Regarding the first example above, conformity and not individual expression is valued in most Asian cultures.

Japanese preschool is “a moral lesson in getting along,” according to one anthropologist.

Children are taught not to call attention to themselves and to work toward the success of the group. We may applaud this pliability in children because it makes discipline easier but worry later when a youth shows too little assertiveness.

In the case of the Central American parents, a little questioning revealed that parents believe they are teaching their children persistence by first denying them and then relenting.

As to the Third World children burdened with work, such labour is probably a vital contribution to the family’s survival. This pattern is certainly true of most Hmong in Southeast Asia and other peoples who live in subsistence cultures. Curiously, we may now be learning that children are designed to make important contributions to their family. They want to work.

The second observation is that it can be difficult to look dispassionately at how other people raise their children. Even as we fret over whether we’re doing it right, we have deep feelings that, on the whole, our ways are right.

Generally, we don’t take note of the fact that child-rearing systems evolve differently in different physical and cultural contexts. The way we think about the individual, the structure of how we make a living, where and in what time period we live, even our

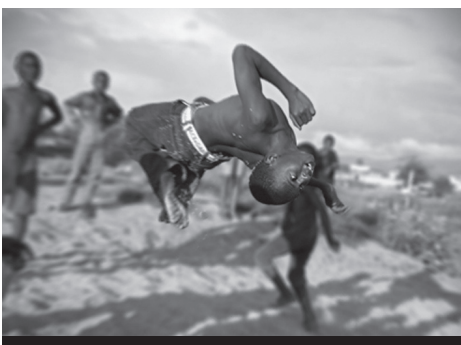


personal histories contribute to how we raise our children.

Another factor increasingly figures into this equation: the biology of children. By virtue of how their brains are wired, children themselves unwittingly contribute to how childhood is culturally constructed. Babies are not blank slates at birth but are loaded with pre-installed programming that helps them grow to adulthood and reproduce. We know about their inborn capacity for language and their drive toward sociability.

Now it seems there are other behaviours that helped *Homo sapiens*, a species fraught with difficulties, to flourish. Among these are the tending of babies by older children and performance of everyday food- and home-related chores, the more grown-up the better. Such “adult” behaviours can be traced back to the emergence of our species 1.5 million years ago during the Pleistocene age.

During the thousands of years that it took our brains to take shape, we were hunter-gatherers. The process of selecting for useful behaviours was slow, as those individuals with less adaptive behaviours died out before passing on their genes. This stage represents ninety-nine percent of our history.



Only recently did other modes of economic survival appear - first farming and then industrialism and beyond. And as ways of earning a livelihood diverged from where we began, we learned to behave in new ways that matched altered circumstances.

Under the pressures of new cultural conditioning, adults generally, but not entirely, learned to override deep-rooted practices. Young children, however, are still limited to the ancient material, although prepared from day one for whatever cultural imprint their human environment gives them.

A broad understanding of how children’s brains are wired, along with awareness that the interaction between a parent and a child is largely a learned behaviour, can make us more effective when dealing with children from other cultures. Such a pursuit may give us sound reasons to stick with our ways, or it might provide insights into why certain things don’t work with kids and what some alternatives might be.

Adapted from:
Newcomers in California’s Classrooms,
Volume 22, No. 148, October/November
by Sue Mote



! TEENAGERS !

SOME THOUGHTS FROM STEVE BIDDULPH ON TEENAGERS.

The key to understanding teenagers is simple, he says: “When puberty comes, they recycle their babyhood. Their prefrontal cortexes become like jelly, so a 13-year-old is like a one-year-old: passive, disorganised, and unable to make good choices. Parents have to provide structure, as they can’t organise themselves.”

Is a 14-year-old, then, the equivalent of the “terrible twos”? “Yes. You have to make limits for them, insist that they are back home at 10pm. At 14, they will argue with a road sign. They get worked up, so you have to keep your sense of humor and don’t give up, any more than you would with a toddler. If you know what to expect, you will think, ‘Ah-ha, exactly on schedule’, and won’t get so stressed.”

SOME THOUGHT FROM OTHERS!

“If you want to recapture your youth, just cut off his allowance.”

Al Bernstein

“As a teenager you are at the last stage in your life when you will be happy to hear that the phone is for you.”

Fran Lebowitz, Social Studies

“The best substitute for experience is being sixteen.”

Raymond Duncan

“In the time it takes you to understand a 14-year-old, he turns 15.”

Robert Brault, www.robertbrault.com

“When I was a boy of fourteen, my father was so ignorant I could hardly stand to have the old man around. But when I got to be twenty-one, I was astonished at how much he had learned in seven years.”

Author unknown, commonly attributed to Mark Twain but no evidence has yet been found for this.

HOW LONG DOES IT TAKE?

AN ADMINISTRATION GUIDE

We are often asked how much time should be allocated to administration tasks for a programme to operate efficiently. In general terms because all programmes operate independently, this will vary and is dependant on numbers attending, staff skills, finances and volunteer management input.

It is still generally a sound guideline as to how much time the program is open for, will equate to the number of non - child contact time required. If a programme operated from 3 - 5.30 daily then a minimum of 12.5 hours administration is required.

The breakdown chart shows a minimum of 17 hours per week is required to run a programme in term time.

Generally these tasks become the responsibility of the Supervisor. As the programme grows and develops this role is split to a manager/coordinator position with clarity around job descriptions and tasks for the Supervisor. Supervisors may not be skilled or interested in administration tasks. Their focus and talents should be on tamariki and whanau. Administration tasks can soon take over child contact time. Time needs to be allocated for administration.

This breakdown is an average only. Some tasks are carried out monthly but are averaged to a weekly time calculation here.

TASK	HOURS
Invoices (will vary depending on numbers attending daily)	2 - (3.5)
Planning programme and craft activities	1
Finances, bill payments, data entry, PAYE and Gst , wages, banking	3
Purchasing resources	1
Phone calls, mail, emails	1
Planning afternoon teas, shopping and preparation of	1
Repairing, tidying, checking equipment,hazards	1
Newsletters, school liaison	1
Light cleaning, laundry	1
Printing out and filling out attendance sheets, roll bookings and absences. Actioning WINZ forms, tracking WINZ payments	1-2
Budget preparation, purchasing stationery, chasing late payments, taking new enrolments and queries	1 (at least)
Reviewing policies, attending cluster meetings, updating	1
Staff support, meetings and training, management reporting	1
IN ADDITION ADMINISTRATION ON AN ANNUAL BASIS IS REQUIRED:	
Providing end of year receipts for parents' tax returns, staff appraisals, annual enrolments, police vetting forms, applications and accountability for MSD funding, advertising for, interviewing and training staff.	Averages at 1 hour per week

Holiday programmes have their own needs and generally take around 20 hours preparation. On completion of the holiday programme, in addition to the above on-going administration tasks, work is required to tie up all the fee payments, including WINZ payments, debrief and reflect on the programme, look after resources and prepare for the next Holiday programme.

SAD NOT BAD!

A SHORT INTRODUCTION TO PROMOTING RESILIENCE IN CHILDREN COLBY PEARCE

Change perspective of teaching and support staff towards challenging children- from viewing them in negative terms to realising that the behaviour stems from their emotional difficulties: From Bad to Sad.

The power of such a change in beliefs cannot be underestimated when one considers the impact perceptions have on the behaviour of children from the perspective of self-fulfilling prophecies. In Figures 1 and 2 you can see from two simple diagrams how a change of attitude on the part of the caregiver can have a transformative effect on the attitude and behaviour of the child.

So, have positive expectations of the competency of children, and their capacity to be resilient and take delight in their achievements! When children misbehave, as all children do, consider that there is always a reason for the behaviour and respond to the need as well as the behaviour. It is okay to be angry and frustrated with them from time to time, as children need to learn that relationships can be repaired.

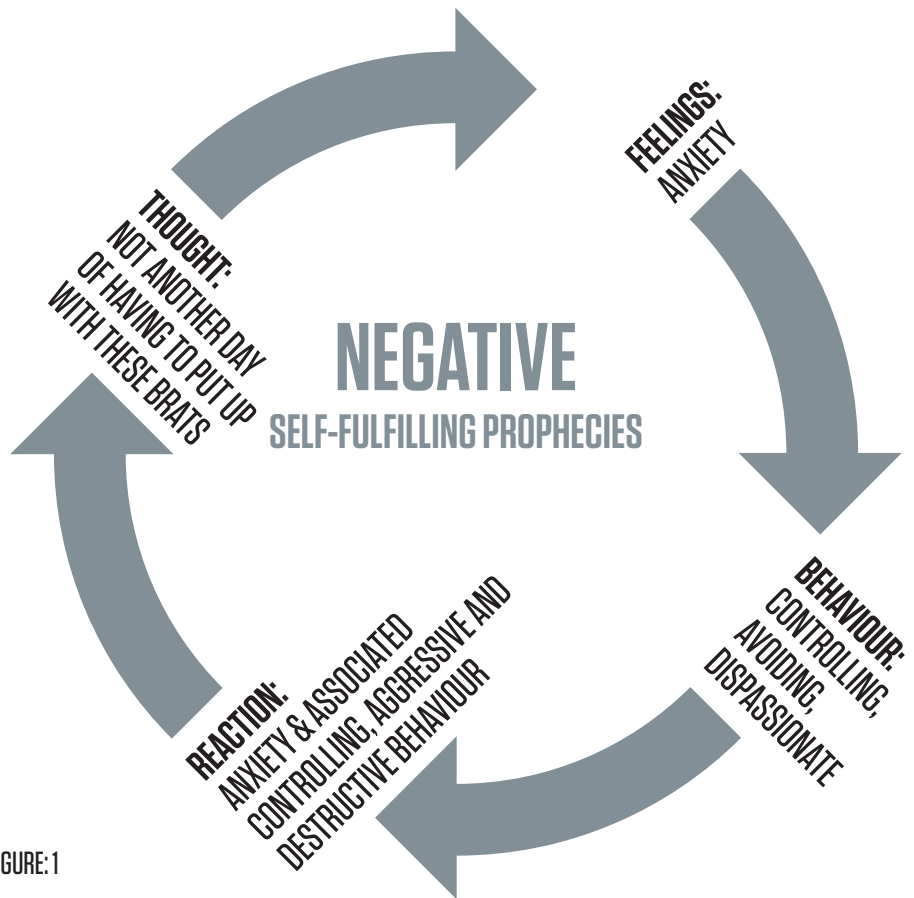


FIGURE: 1

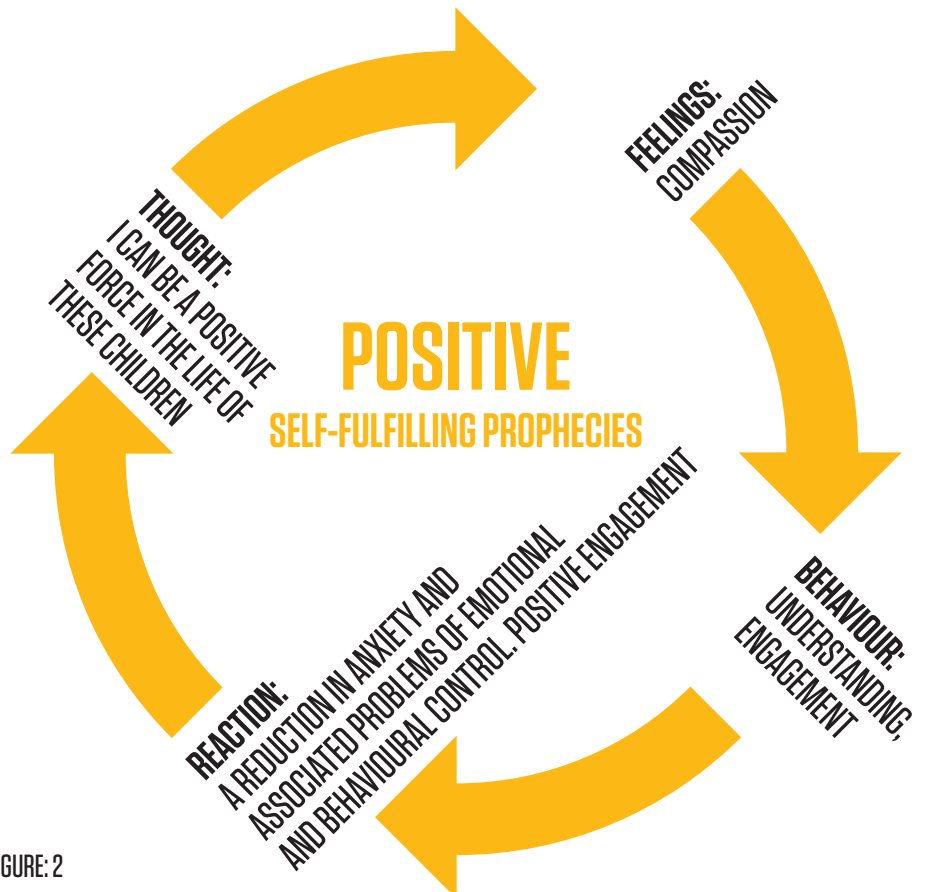


FIGURE: 2

OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 4 2011

EVENT	BRIEF RUN-DOWN	DATE	TIME & PLACE	COST (GST INCLUSIVE)
West Coast Training	<ul style="list-style-type: none"> Cluster (inc tea) Boys & Older children 	Friday 11th November	6pm - 7pm Karoro Training Centre 180 Tainui Street, Greymouth	Cluster: Free
West Coast Training	<ul style="list-style-type: none"> A- Z of OSCAR 	Saturday 12th November	9.30am - 12 noon Karoro Training Centre 180 Tainui Street, Greymouth	Training: \$30 staff members \$75 non-members
Evening Training	<ul style="list-style-type: none"> Health & Safety 1 	Thursday 17th November	7pm - 9.30pm KNOX Centre 28 Bealey Avenue	\$30 members \$75 non-members
Training Day	Suitable for all Staff and Management. Brochure sent out nearer to time	Saturday 26th November	9.15am - 3.15pm KNOX Centre 28 Bealey Avenue	\$50 members \$150 non-members
Combined Cluster	Suitable for all Staff and Management.	Wednesday 7th December	10am - 12.30pm KNOX Centre 28 Bealey Avenue	Free

The OSCAR Network will close on Wednesday 21st December and reopen on Monday 16th January 2012

Creative Junk will close on Saturday 17th December and reopen on Wednesday 18th January 2012

Treasure Trove Trust will close on Friday 16th December and reopen on Wednesday 1st February 2012

