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# **BYLAAG A:**

## **INGELIGTE TOESTEMMINGSVORM VIR DIE NAVORSINGSPROJEK**



## **NAVORSINGSPROJEK: STIMULASIE EN MOTORIESE MYLPAALONTWIKKELING VAN BABA'S 3 – 9 MAANDE**

Hierdie projek is goedgekeur deur die Etiese komitee van die Noordwes Universiteit. Toestemming is ook by die onderskeie kleuterskoolhoofde verkry om voort te gaan met die projek.

**U kind is deur die fasiliteerder geïdentifiseer as 'n moontlike kandidaat om aan die volgende navorsingsprojek deel te neem.**

Die doel van die navorsingsprojek is:

- Om inligting te versamel oor die tempo waarteen 3 – 6 maande oue baba's hul mylpale bereik.
- Om die geïdentifiseerde baba's se vordering met betrekking tot mylpaalontwikkeling te evalueer.
- Om die baba's te herevalueer na 12 weke om vas te stel of die stimulasieprogram wat hulle gevolg het, die baba's se motoriese vaardighede en veral mylpaalontwikkeling verbeter het.

Deur u baba aan die bogenoemde navorsingsprojek te laat deelneem kan dit vir ouers, onderwysers en kundiges inligting verleen oor watter tipe stimulasieprogramme die beste is om kinders se mylpaalontwikkelingsagterstande te verminder en verdere ontwikkeling te optimaliseer. Ons vra dus dat, omdat u baba geïdentifiseer is u dit sterk sal oorweeg om hom/haar te laat deelneem aan die program. Ons vra ook dat indien u baba deelneem u hom/haar nie sal onttrek voor die beëindiging van die studie nie.

Na afhandeling van die evaluasies, sal u as ouer die vorderingsverslag van u baba ontvang.

U is welkom om my te skakel met enige navrae.

**Marili Scharrighuisen**

**(Kinderkinetikus)**

**(MA Kinderkinetika student-in-opleiding)**

**082 456 6642**

**Prof. A. E. Pienaar**

**Noordwes Universiteit**

**Studieleier**

**Stuur asseblief hierdie vorm binne die volgende twee dae terug skool toe, of dit ingevul is al dan nie.**

\_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂

Ek as ouer verstaan hiermee dat ek onder geen verpligting is om my baba aan die navorsingsprojek te laat deelneem nie. Ek verstaan dat daar geen skade aan my baba berokken gaan word, hetsy fisies of geestelik nie. Ek verstaan dat daar geen koste verbonde is aan die aanbieding van die evaluerings nie.

Hiermee gee ek \_\_\_\_\_

ouer/voog van \_\_\_\_\_

(Geboortedatum \_\_\_\_\_) toestemming dat hy/sy mag deelneem aan die navorsingsprogram.

\_\_\_\_\_  
Handtekening

\_\_\_\_\_  
Datum

\_\_\_\_\_  
Telefoonnommer



NORTH-WEST UNIVERSITY  
YUNIBESITI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT  
POTCHEFSTROOMKAMPUS

## **RESEARCH PROJECT: STIMULATION AND MOTOR MILESTONE DEVELOPMENT OF BABIES 3 – 9 MONTHS**

This project is approved by the Ethics committee of the North-west University. The headmaster of your pre-school also agreed that we could continue with the project.

**Your baby was identified by the facilitator as a possible candidate to participate in the following research project.**

The aim of this research project:

- To gain information regarding the rate of motor milestone development of the 3 – 6 month old baby.
- To evaluate the identified babies' milestone development.
- To re-evaluate the babies after 12 weeks to determine if the stimulation programs that they followed improved their motor skills and especially improved their milestone development.

By allowing your baby take part in this research project, know that he/she can only gain from it. Secondly, information about which stimulation program is the most relevant to eliminate developmental delays and optimize further development, can be given to parents, teachers and specialists. Because your baby is identified, we would like to ask you to consider it strongly to let your baby participate in the study. Furthermore we would want to ask that if you decide that your baby can participate, that you would not withdraw him/her before the termination of the study.

After completion of the evaluations, you will receive an evaluation report of your baby's progress.

Feel free to contact me with any enquires.

**Marili Scharrighuisen**

**(Kinderkineticist)**

**(MA Kinderkineticist student in training)**

**082 456 6642**

**Prof. A. E. Pienaar**

**North-west University**

**Study leader**

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**Please send this form back to school within the next two days.**

\_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂

I as the parent understand that I am under no obligation to let my baby participate in this research project. I understand that my baby wouldn't be harmed in any way, physically or spiritually. I understand that there would be no costs involved in the evaluation that are conducted.

Hereby I \_\_\_\_\_

parent/caregiver of \_\_\_\_\_

(Date of birth \_\_\_\_\_) give permission that he/she may participate in the research project.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Telephone number

# **BYLAAG B:**

## **VRAELYS VIR STIMULASIEPROGRAM- FASILITEERDERS**



1 Junie 2009

## **NAVORSINGSPROJEK: STIMULASIE EN MOTORIESE MYLPAALONTWIKKELING VAN 3 – 9 MAANDE OUE BABAS**

Ek is tans 'n ingeskrewe student by die Noordwes Universiteit. Baie dankie vir u bereidwilligheid om deel te wees van die navorsing wat ek wil uitvoer. Ek wil met die studie probeer vasstel of babas wat stimulasie ontvang, vroeër hulle mylpale sal bereik as die wat min/geen stimulasie ontvang het nie. Daar is reeds by die Noordwes-Universiteit etiese goedkeuring vir die studie verkry.

Een van die sigbaarste tekens van motoriese ontwikkeling by babas is die bereiking van motoriese mylpale. Ouers is gevolglik ook geneig om hul babas se ontwikkeling aan die bereiking van hierdie mylpale te meet om hulself sodoende gerus te kan stel dat die baba se ontwikkeling op peil is.

Die ontwikkeling van motoriese mylpale het belangrike implikasies vir ander aspekte van ontwikkeling, aangesien elke nuwe mylpaal wat bereik word, 'n nuwe vlak van onafhanklikheid meebring. Die belangrikheid van vroeë stimulasieprogramme geniet gevolglik wye belangstelling weens die moontlike verband wat dit met babas se breinontwikkeling het, asook die potensiaal daarvan om die leefwyse van babas met geïdentifiseerde ontwikkelingsversteurings, asook risiko vir ontwikkelingsagterstande, te kan verander.

Ek wil gevolglik u hulp vra met betrekking tot die inhoud van die stimulasieprogram wat deur u instansie aangebied word. Die effek daarvan sal geëvalueer word aan die hand van mylpaalbereiking, derhalwe is dit vir my nodig om in breë trekke te weet wat in die program gestimuleer word. Ek vra gevolglik dat u die onderstaande vraelys so volledig moontlik sal voltooi en so gou moontlik aan my terug sal besorg. Die inligting wat hierop aangedui word sal vertroulik hanteer word en aan niemand anders as die navorser self beskikbaar gestel word nie.

Ek onderneem om die resultate van die navorsing aan u bekend te maak sodra die studie voltooi is. Nogmaals dank vir u vriendelike samewerking in die verband. U is egter welkom om my of my studieleier te skakel met enige verdere navrae.

Aangeheg is die vraelys wat u asseblief so noukeurig moontlik moet voltooi.

Vriendelike groete

**Marili Scharrighuisen**

Kinderkinetikus

MA-student

Tel: 082 456 6642

**Prof. Anita Pienaar**

Programleier: Kinderkinetika

Skool vir BRS

Tel: 018 299 1796

## Kleuterskool / Instansie:

<b><u>AKTIWITEIT:</u></b> <i>(bv. Sensoriese stimulasie)</i>	<b><u>OUERDOM:</u></b> <i>(ouderdom van babas tydens aktiwiteit, bv. 4 – 6 maande)</i>	<b><u>FREKWENSIE:</u></b> <i>(aantal kere per week, bv. 2x)</i>	<b><u>OPMERKINGS:</u></b> <i>(Beskrywing van aktiwiteit, bv. Speel in 'n bak rys)</i>
<b>GROOT MOTORIESE VAARDIGHEDE</b>			
<b>Refleксе</b>			
<b>Versterking van kop en nek</b>			
<b>Mobilisering van ledemate</b>			
<b>Stabilisering van liggaam</b>			
<b>Rol</b>			
<b>Sit en reik</b>			
<b>Sit en speel</b>			
<b>Optrek tot sit Hulp/self</b>			
<b>Kruip</b>			
<b>Staan</b>			
<b>Loop</b>			
<b>Ander</b>			
<b>FYNMOTORIESE VAARDIGHEDE</b>			
<b>Greep</b>			
<b>Loslaat van voorwerpe</b>			
<b>Ratel vashou en manipuleer</b>			

<b>“Pincher grip”</b>			
<b>Blokkies manipuleer met albei hande</b>			
<b>Ander</b>			
<b>VISUEEL- EN PERSEPTUEEL-MOTORIESE VAARDIGHEDE</b>			
<b>Navolging van ‘n voorwerp</b>			
<b>Beweeg deur middellyn</b>			
<b>Wissel voorwerpe van hande</b>			
<b>Voorwerpe teen mekaar slaan</b>			
<b>Handjies klap / Sosiale navolging</b>			
<b>Pennetjies op ‘n pennetjebord manipuleer</b>			
<b>Selfstandigheid</b>			
<b>Ander</b>			

# **BYLAAG C:**

## **OPSOMMING VAN STIMULASIEPROGRAMME**

## OPSOMMING VAN DIE STIMULASIE-PROGRAMME

GROEP	GROEPSTIMULASIE (GROEP 2)			INDIVIDUELE STIMULASIE (GROEP 3)		
	Ouderdom in maande	Keer per	Aktiwiteit	Ouderdom in maande	Keer per week	Aktiwiteit
<b>MOTORIESE KOMPONENT</b>	<b>GROOT MOTORIESE VAARDIGHEDE</b>					
Reflekse	4-6	2	Rol van balle, slaan van ballonne.	3-6	5	Suigrefleks – masseer bo-lippie en naeltjie gelyktydig.
Versterking van kop en nek	4-6	3	Baba lê op maag en reageer op naam. Met hulp op scooter bord ry.	3-4 (sit) 4-9 (lê)	5	Gebruik ratels of kleurvolle voorwerpe en beweeg van links na regs van koppie. Baba volg voorwerp.
Mobilisering van ledemate	4-6	2	Maak klokkies aan armpies en voetjies vas. Plaas baba voor spieël en maak bewus van ledemate.	3-9	3	“Fietsie ry” hou enkels en kuite stewig vas.
Stabilisering van liggaam	4-6	3	Plaas baba op bal, rol vorentoe en agter toe.	3-9	2	Hou borsie op grond – roteer heupies van links na regs – gekontroleerd.
Rol	4-6	2	Baba word met hulp geleer om te rol.	3-6	5	Baba lê op sy – gebruik voorwerp om boog te vorm – oë volg voorwerp – lyfie gaan waar ogies gaan.
Sit-en-reik	4-6	2	Plaas babas op mat met voorwerpe entjie voor hulle, sodat kind uitreik om dit te neem.	4-8	3-6	Ondersteun baba in sittende posisie (as nog nie self kan sit) en hou verkieslik speelding met wiele voor baba – laat baba vorentoe en agtertoe reik. Hou voorwerp naderhand verder sodat baba self eers uitreik.
Sit-en-speel	4-6	5	Sit baba op mat met speelgoed rondom. Plaas “mobile” voor kleiner babas wat nog nie sit. Sit baba in houer met balle.	4-8	3-5	Ondersteun baba in sittende posisie (as nog nie self kan sit) Gebruik verskillende tipe speelgoed om mee te sit en speel – “fluffy toys”, rattels en “squeaky toys”.
Optrek tot sit	9	3	Met hulp van assistent word baba van lê posisie opgetrek om te staan.	3-4  4-9	5	Mamma hou handjies stewig vas – trek baba stelselmatig op tot sittende posisie. Geen / min inspanning van baba af. Mamma trek baba met minder inspanning op tot sittende posisie – baba met meer inspanning.
Kruip	9	3	Op maag gelê en gehelp om te kruip, met hulp van assistent.	6-9	3-4	Lê baba op maag neer, gebruik doek / handdoek sit onder maag in – trek aan weerskante tot baba op “hande viervoet” staan – om posisie te ervaar.
Staan	10	3	Assisteer om te staan met hulp van assistent.	7-9 nie vir < 1jaar		Wil graag hê baba moet soveel moontlik “kruip” voor staan gestimuleer word.
Loop	12	3	Ondersteun met loop met hulp van assistent deur die handjies te vat en te loop.	10-15	5	Gebruik “stootwaentjie” tipe speelgoed – houttrollie met boublokkies – laat baba agter die “trollie” staan vashou

						aan handvatsels en die waentjie stadig stoot – agterna loop.
Ander				3-6	5	Op groot stabiliteitsbal heen en weer bewegings op maag – mamma ondersteun baie.
Balans				6-9	2	Op groot stabiliteitsbal mamma ondersteun minder – rol van links na regs en boontoe en ondertoe.
<b>MOTORIESE KOMPONENT</b>	<b>FYNMOTORIESE VAARDIGHEDE</b>					
Greep	4-6	3	Hou ratels vas.	3-6	3	Vat verskillende tekstuur voorwerpe en plaas in binnekant van handpalm. Greep refleks nog baie sterk.
Loslaat	4-6	3	Gee voorwerp vir assistent (“ta vir my”).			
Ratel vashou en manipuleer	4-6	3	Hou ratel vas en skud om geluid te maak.	4-6	3	Soos ratel geraas maak sal ogies ook volg en fynmotoriese spiere in handjies word sterker.
Pincher grip	0-4	5	Baba hou jou vinger vas, maar kan nog nie self los nie, jy moet dus jou vinger self weg vat.	8-9	3	Gebruik groot vetkryte hou in palm vas om “Pincher grip” te versterk.
Blokkies manipuleer met albei hande	4-9	3	Plaas blokkies bo op mekaar.			
<b>MOTORIESE KOMPONENT</b>	<b>VISUEEL-EN PERSEPTUEEL MOTORIESE VAARDIGHEDE</b>					
Navolging van ‘n voorwerp	4-9	5	Baba sit of lê, terwyl voorwerp beweeg word voor baba se gesig en baba volg dit.	3-9	2-6	Sittende of leënde posisie. Kleurvolle voorwerp word in boog voor ogies verby beweeg.
Beweeg deur middellyn	4-9	5	Hande & voete word in teenoorgestelde kante na mekaar gebring.	3-9	5	Vat hand na knie toe. Oorkruis linkerhand na regter knie en vice versa.
Wissel voorwerpe van hande	4-9	5	Plaas voorwerp in een hand terwyl baba dit in ander plaas.	3-9	2-3	Balletjies, bottels / ratels manipuleer om te vat en los van linker na regter hand en vice versa.
Voorwerpe teen mekaar slaan	4-9	5	Plaas voorwerp of musiek-instrumente in handjies, wys baba hoe om te slaan.	6-9	3-6	Plastiek balletjies teen mekaar slaan (handjie klap-aksie).
Handjies klap / sosiale navolging	6-9	5	Speel musiek en wys babas hoe om handjies te klap met dansbewegings.	4-9	5	Sing liedjies met die aksie – “Handjies klap – koekies bak”.
Pennetjies op bord manipuleer						
Selfstandigheid	6-9	3	In en uithaal van vorm in houers, ryg groot krale.			

# **BYLAAG D:**

## **RIGLYNE AAN OUTERS: Child Development**

## CHILD DEVELOPMENT



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# **BYLAAG E:**

## **RIGLYNE AAN OUTERS: Infant Behavior and Development**

## Infant Behavior and Development

### An International & Interdisciplinary Journal

**ISSN:** 0163-6383

**Imprint:** ELSEVIER

Statistics

**Impact Factor:** 1.341

**5-Year Impact Factor:** 1.627

**Issues per year:** 4

*Infant Behavior and Development* is an archival journal that publishes reports of research, both human and animal, that contribute significantly to our understanding of behavior through the second year of life.

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