

Integrated Activities for Collaboration

Instruction Booklet for Focus Moves Beginning and Intermediate Levels

- ❖ Resource Classrooms
- ❖ Motor Groups
- ❖ Literacy Centers
- ❖ Physical Education
- ❖ Adapted Physical Education
- ❖ Home Support


Dr. Debra Em Wilson
Developmental Reading Specialist

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You'll Like the Way You Teach. They'll Love the Way They Learn.

Schoolwide Collaboration

Developmental Activities

Academic Activities



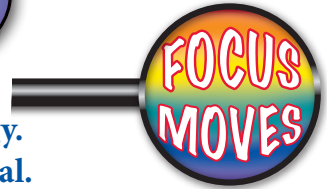
Bright Minds Working Together.

Our **Minute Moves** activities are designed for whole school involvement to enhance the quality of collaboration. Student leadership and access to curricula are the ultimate goals.



Harness Their Energy. Release Their Potential.

Our **Power Up!** academic strand is designed for small group intervention with the goal of strengthening academic skills.



Change the Body. Change the Brain.

Our **Focus Moves** activities are designed to create strong academic foundations borrowing from therapy, behavioral optometry, and neuroscience techniques.

Our website is a great place to access many helpful articles and a wealth of research based information. We also offer free downloadable resources and tools. Stop by for a visit!

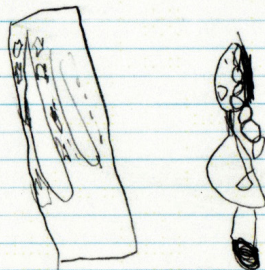
May 5, 2004

Dear Debi,

My favorite poster
is the hopping poster.
I like when we sing
a song I wish you
could come back.

sincerely,

Hetehya



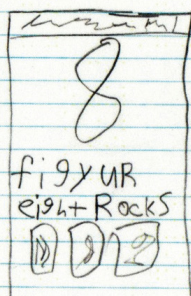
So what
do the
children
say?

Our biggest
fans speak
out about
their love of
movement and
music!

May 4, 2004

Dear Debi,
I like the
figure eight poster.
I also like doing
movements with the
music. thank you.
Sincerely,

Ethan



Acknowledgements

I deeply appreciate the sharing of ideas that made this program possible including the work of Margot Heiniger-White, Liz Davies, Ann Davies, Freddie Ann Regan, Steven Goedert, Newell Kephart, and Linda Michaels-Spivey. Heartfelt appreciation to Linda McGinnis for her artistic eye and assistance with drawings.



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Please Note:

Specific ages or grades are not linked to particular Focus Moves activities due to the wide range of developmental stages for any given age group. Generally, the beginning level was designed for kindergarten through second grade. The intermediate level was designed for third grade and up.

Focus Moves Levels 1 & 2 are now referred to as Focus Moves Beginning and Intermediate Levels. Poster PE is now referred to as Focus Moves.

Medical Disclaimer

This program is not intended to diagnose serious medical or learning conditions, nor is it a replacement for occupational therapy, vision therapy, or other specialized services children may need to be successful. If a child has a known medical condition or syndrome, rely on his or her physician or therapist to determine if participation in this program is safe and appropriate. Children with Down Syndrome should not do extensions (Belly Stretches) without explicit consent from physician or therapist.

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Introduction

During my fifth year teaching program, I took the *one* required class in teaching reading. I sat through it in a semi-comatose state, writing letters to family and friends, or maybe they were love letters to a boyfriend, my memory fails me at the moment. Why in the heck did I need a reading course to teach high school biology and physical education classes?

My first year out in the real world, I landed a job teaching high school students unable to read their biology texts. I had twangs of remorse, thinking perhaps I should have paid closer attention and not sold my reading textbook for twenty-five cents on the dollar. I took one class after another looking for ways to teach students to read—eventually earning a master’s degree in education with a clinical reading option. I remember my first reading theory class with Dr. Bonnie Dutton. I was so impatient to get on with it.

“Dr. Dutton, this theory stuff is all well and good, but what will I do tomorrow morning with thirty-five biology students, half of whom can’t read their books?”

Bonnie gave me private sessions in reading instruction after the other pie-eyed students scurried home. My biology students made a fair amount of progress by the end of the year, but I had a ways to go before proclaiming victory. A favorite quotation of mine from Richard Bach’s *Illusions* says, “We teach best what we most need to learn.” If this were true, I was destined to be a fantastic reading teacher some day ‘cause I sure had a lot to learn!

Feeling a bit smug about surviving my first year, I opted for a bigger challenge, teaching high school alternative students and adult GED candidates. For five years, I enjoyed learning right along with the students—they became readers, and I became a reading teacher. The students embraced long-awaited success, and so did I. In retrospect, perhaps the most important “teachable moments” were those that

called for compassion, nurturing, and unconditional love rather than reading strategies.

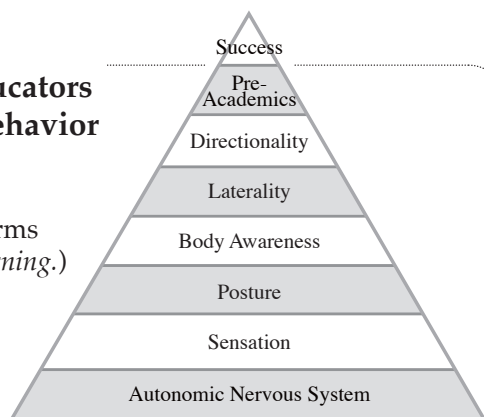
Yearning for a change in scenery and the opportunity to work with young children, I accepted a reading specialist position at a rural elementary school in Northern California, two hours from the Oregon border. Each day I learned from the students and improved my craft. Some days I had more questions than answers.

I no longer taught biology and physical education, but the dancer in me could not ignore the weak physical foundations I observed in my students. I had taken courses from Liz Davies in perceptual-motor training and began using her techniques with Title I students who were stalled and unresponsive to the usual literacy protocol. Quietly, alone with my students, we did Squiggles and Paper Crumpling, Robopats and Figure 8's. The students were moving their bodies, and as a result, I observed movement in their literacy skills. Browsing through a magazine in the teacher's lounge, I came across an article written by Dr. Carla Hannaford, a doctor of neurophysiology. She discussed her book *Smart Moves* and shared theory behind the movement-learning connection. Reading her book, *Smart Moves*, was a turning point for me.

I began using Margot Heiniger-White's *Integrated Motor Activities Screening*, and called her to gain more information about improving foundational skills for students having difficulty with developmental movement. Margot made the program more powerful by adding occupational and physical therapy techniques appropriate for classroom use. Students with whom I had not seen as much progress as hoped, began to make dramatic improvement in their academics, focus, and behavior. With six years of data supporting our approach, and interest in the program spreading to other communities, Margot and I wrote *S'cool Moves for Learning*. "Focus Moves" is an extension of our book, born out of my continual training in schools. Margot's Learning Pyramid, discussed on the next page, helped me understand why solid physical foundation skills are essential for academic success.

Margot Heiniger-White's Learning Pyramid for Educators and Its Relationship to Behavior and Academic Success

(For a complete understanding of terms and theory, read *S'cool Moves for Learning*.)



Success

For children to experience emotional, social, and academic success in school, they must have integrated all the elements of the Learning Pyramid. Focus Moves activities are designed to involve students at every level of the Learning Pyramid.

Pre-Academics

Upon entering kindergarten, children should be able to move eyes separately from the head, track and converge eyes, have postural muscles developed, be able to cross the midline of the body, know their dominant hand, maintain a steady beat rhythm, and have an internal sense of balance. Wow! This foundation is the rock upon which our students hone their skills. All the posters work to some degree on these activities.

Directionality

The ability to track from left to right is essential for fluent reading. By second grade, children should know left from right. Children need to understand the concepts of right, left, up, down, over, under, etc. Posters work at the directionality level when children say directional terms while performing activities.

Laterality

Children need to have an internal awareness that they have two sides of their bodies. These sides can move together or move opposite from one another. Laterality includes lateralization in the brain, whereby, one hemisphere becomes the leader and the other cooperates as necessary to complete tasks. This enables children to hold their paper while writing or hold paper while cutting. Most all the posters work on laterality. As you observe students, you will see that some have and some have not established laterality.

Body Awareness

Children who have good body awareness can maintain their sense of space around other children. They don't crowd in lines and can adequately judge how closely to stand or sit next to other children. These children have healthy boundaries and appear secure. Twister Puzzles I and II help children with body awareness, along with poster activities at the posture and sensation levels of the Learning Pyramid.

Posture

Good posture is essential for a child to be able to sit upright in class and focus. The ability to focus is a combination of brain chemistry and body integration. The core postural muscles must be strong to hold children upright. The co-contraction of these muscles create the foundation for balance. We take for granted that children can balance in their chairs, but many children cannot. When asked to write, they might fall off their chairs due to not being able to pay attention to their balance *and* writing at the same time. Amazing but true! Postural control leads to good motor planning and efficient executive functioning. Belly Stretches, Focus Shapes, and the Developmental Symphony are designed to strengthen posture. Rhythm Snaps and Rhythm Tracking help with motor planning and rhythm.

Sensation

Children with adequately developed sensory systems can pay attention in class and filter out undesired stimuli such as excess noise, bright light, clutter, etc. Poster activities like Cocoons, Extensions, and Deep Pressure strengthen the sensation systems in the body. Activities for the vestibular system (inner ear processing) strengthen sensory processing. These activities include swinging, tumbling, climbing, and movement in general.

Autonomic Nervous System

The Autonomic Nervous System literally runs our classrooms and clinics. Offering children integrative sensory activities that keep them out of fight, flight, or freeze is the hallmark of good teaching and therapy. When posters are hung in classrooms and children are allowed to take movement breaks instead of using inappropriate behavior (hitting children, meltdowns, rocking in desk chairs, etc.), classroom teachers report fewer behavior problems and smoother running classrooms.

Possible Observations in the Classroom When a Child is Experiencing Difficulties with One or More Levels of the Learning Pyramid

Academics

- struggles academically though cognitive tests show the child is bright
- working harder than others in the class; isn't reaching full potential
- intuitively something seems to be wrong but not sure what it is

Pre-Academics

- slow fluency rate
- loses place while reading
- skips words while reading
- works slowly
- inflexible thinking
- difficulty copying from the board or word walls
- difficulty storing, retaining, or retrieving information
- inability to picture, manipulate, or organize information
- inability to use eyes and hands together quickly and accurately
- inability to move eyes accurately and process information quickly

Directionality

- letter reversals while reading
- written letter or number reversals
- visual difficulty tracking from left to right
- difficulty with directional terms
- trouble with order of operations during math
- may have slow fluency rate

Laterality

- writing to one side of the paper
- poor use of space on paper
- may change hands at midline while writing
- work placed to one side of the desk
- difficulty holding paper while writing
- late to determine preferred hand
- difficulty making Figure 8 patterns or geometric forms

Body Awareness

- trips over others or bumps others in line
- uncomfortable with movement routines
- disturbs others by getting into their personal space
- poor letter spacing on the page
- writing very large or very small
- trouble with boundaries
- clingy, whiny, insecure

Posture

- slouches at the desk or lays all over the desk
- difficulty sitting still and shifts position often
- legs wrapped around chair legs
- trouble sitting cross-legged on the floor
- poor endurance and tires easily during seat work
- may appear lazy or unmotivated
- reduced focus for reading
- may have messy writing
- inconsistent use of right and left hands
- difficulty performing tasks requiring both hands to be away from the body
- doesn't participate in recess activities like the monkey bars or jungle gym

Sensation

- doesn't participate in messy art activities
- stands around during recess
- excessive movement or very low movement
- chair-rocker or knee-sitter during desk work
- difficulty grading pressure while writing
- difficulty with transitions
- may fall apart when the routine is changed

Autonomic Nervous System

- difficulty focusing in class
- disruptive, angry, or aggressive behavior
- too mellow or too active
- unable to easily express needs
- easily stressed and possible perfectionist personality
- poor timed fluency results when compared to potential
- appears to be on high alert even when environment is safe
- limited verbal participation in class; possible Selective Mutism

Please note: This observation checklist was developed for classroom use and is not intended to diagnose sensory processing challenges, dyslexia, dysgraphia, vision issues, ADHD, or developmental delays that require assessments by specialists trained to identify and diagnose children with a specific disorder. Many of the behaviors observed on this checklist overlap the pyramid levels. When using the Focus Moves posters, the activities assist with observing challenges that may require a deeper look by specialists. This checklist is designed to raise awareness of underlying foundation issues that may be affecting academic performance.

Permission granted to copy for individual student observations.

Fun Ways to Use the Posters



- ♦ **Literacy Center Warm-ups**

At each station, have students do one poster. Warm-ups at each literacy center enhances learning tremendously and refocuses students as they move from center to center.

- ♦ **Transition and Free Choice Activities**

Teachers like to have their posters available in their classrooms so the children can perform them on a daily basis during transition times or as free choice activities. Allowing

children to access the posters when they are “stuck” helps reduce their stress and move through their learning blocks.

- ♦ **Enrichment Program**

S'cool Moves makes a great addition to enrichment programs. The students rotate between art, music, and S'cool Moves classes. In this way, with time for elective classes limited, schools can provide students with these valuable experiences.

- ♦ **After School Homework and Extended Day Care**

Focus Moves offers a fun way to refocus children who stay after school. The children look forward to the activities and the posters offer variety.

- ♦ **Gymnastics Programs**

Gymnastics centers are using the posters as part of their warm-ups and as an addition to their after school programs. What a terrific way to support struggling learners and provide a fun way for them to improve their learning foundations!

- ♦ **Create More Stations**

Create stations out of any of the movements in *S'cool Moves*, *Eyes on Track*, *Developing Your Child For Success*, *Brain Gym Teacher's Edition*, or any other programs you might already use. Try adding Power Up! Academic Posters to stations.



Station Tips for Using Posters with a Group of Students

Place a maximum of four students at each station—two students are ideal. The posters take only two minutes apiece. Leave students wanting more! Don't let them goof around and get bored. They need to get to work right away because they know their time is limited. If children finish a station before it is time to move, they repeat the station. "We're done now," is not an option. For orderly, smooth transitions, have all students stop, put down their equipment, point to the next station, then *quietly walk* to the next station. No one moves until the teacher instructs them to do so. Focus Moves posters are calm activities, and they should not be excessively noisy or out of control in any way. Activities are done slowly and in time with their partners—not fast! For added variety, once students are familiar with the routine, have them belly crawl, creep on hands and knees, bear walk, crab walk, hop, or skip to each station.

Teach one poster at a time. Begin rotations after students know how to do each poster well. This may take a week or two to get organized but taking time to clearly explain each poster and clarify expectations pays off. Mrs. Spivey, fifth grade teacher, recommends keeping posters around the room and waiting for children to ask, "What are those for?" With the older children, building curiosity helps to get buy-in.

It's All About Rhythm

Children struggling in school generally perform poorly in the areas of rhythm, timing, and motor planning. Focus Moves activities are performed with rhythm and timing in mind. Children should do each routine slowly and rhythmically. Fast movement (often observed in children with ADHD-type behavior patterns) can be a sign of poor balance. When children are slowed down, they often lose their balance and fall. Add music with a steady beat while students are doing the posters. Observe the difficulty some students have with activities when required to maintain a steady beat. Adding rhythm to mind-body integration activities really increases the challenge!

Additional Station Ideas

♦ **Fitness Balls**

Use the exercise chart included in the fitness ball box to strengthen posture. Have children choose one or two activities from the chart. The student can sit on a fitness ball while tracing our Figure 8 poster if poster is fixed to a wall. Fitness balls are wonderful to have in the classroom for students to use while reading. Remember the ten bounce rule. Tell the students they may bounce for ten times, and then they must quit bouncing for the rest of the time while using the ball. Children are usually tired after sitting on the balls for more than fifteen or twenty minutes. Your squirmy students will settle right in if you give them ten bounces on the fitness ball. Squirmy children focus well when allowed to sit on the fitness balls at their desks. Ask an occupational or physical therapist for more options too.

♦ **Scooter Boards**

Oh where, oh where have all the scooter boards gone? Probably out in your school's storage shed! Children love them, and they are a marvelous way to strengthen posture. Mrs. Linda Michaels-Spivey, a fifth grade teacher, has scooter board races with her students. They ride their scooter boards on their stomachs to a set destination, then do math problems on marker boards, turn around, and race back to their line. What fun!

♦ **Ribbon Wands**

Children love playing with ribbon wands. Don't allow them to snap the wands, and insist they use them appropriately. Using the Figure 8's poster, have children trace 8's in the air with their ribbon wands using the right hand, left hand, and both hands.

♦ **Weighted Fitness Sand Balls**

Weighted sand balls are children's favorite station when added to Focus Moves. These therapy or fitness balls come in varying weights. The three pound ball is perfect for primary students. Experiment with heavier balls for older students. Children can toss the balls underhanded and add movement like passing the ball behind their backs and under their legs.



The Learning Pyramid Focus Moves Beginning Level

ANS

Focus Shapes I

Posture/Sensation

Belly Stretches

Body Awareness

Twister Puzzles I

Smiley Jumps I

Laterality

Hands and Feet I

Jumping Feet I

Figure 8's

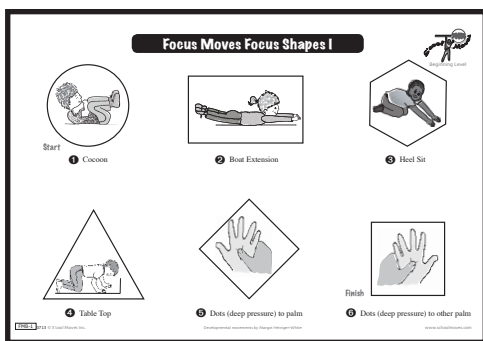
Directionality

Vision Moves

Pre-Academics

Smiley Tracing

Shape Tracking



Focus Shapes I

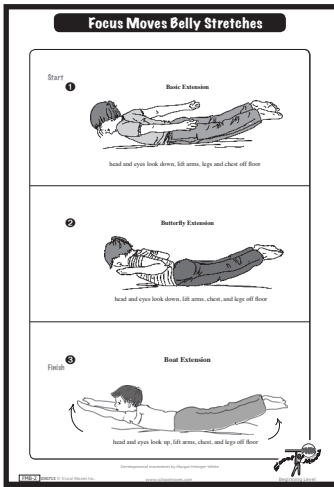
Improves:

- sensation
- posture
- ability to calm oneself
- autonomic nervous system

Poster Instructions

Students perform each movement within the shape for a count of ten seconds. Starting position is in Cocoon with body not facing poster. After Cocoon, students roll over into Boat Extension and will be facing the poster.

1. Cocoon: curl tightly with arms crossed and hands on shoulders; knees are drawn tightly to chest and toes are pointed toward ceiling. Hold for ten seconds. Roll over into Boat Extension.
2. Boat Extension: arms and legs extend straight out from the body and lifted off the ground. Hold for ten seconds.
3. Heel Sit: bottom sits on heels with arms stretched in front of the body, hands touching the floor. Hold for ten seconds.
4. Table Top: come to the “all fours” position (make a table top). Don’t lock the elbows. Hold for ten seconds.
5. Dots (deep pressure): come to standing position and press all around the palm firmly with the thumb of the opposite hand. Press ten dots into the hand. Dots should be pressed slowly, not quickly.
6. Dots (deep pressure): repeat as described in #5 with the other hand.



Belly Stretches

Improves:

- sensation
- posture
- body awareness
- autonomic nervous system

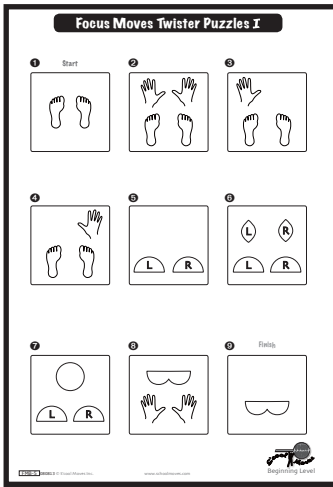
Poster Instructions*

Students perform each movement for twenty seconds. Beginners may hold position for less time.

1. Basic Extension: arms and legs are off the floor; head and eyes look down.
2. Butterfly Extension: trunk, arms, and legs are off the floor as pictured; elbows are tucked in, head and eyes look down.
3. Boat Extension: arms and legs extend straight out from the body; head and eyes look up. Maintain neutral spine.

Students may rest between each pattern.

* Children with Down Syndrome must have a medical release to perform any floor activities.



Twister Puzzles I

Improves:

- balance
- motor planning
- spatial awareness
- body awareness

Poster Instructions

Students perform each numbered movement. For young children, the use of the appropriate right or left limb is not essential.

The pictures translate as follows:

round circle—head on floor

bottom shape—bottom on floor with feet off floor

feet—feet on floor

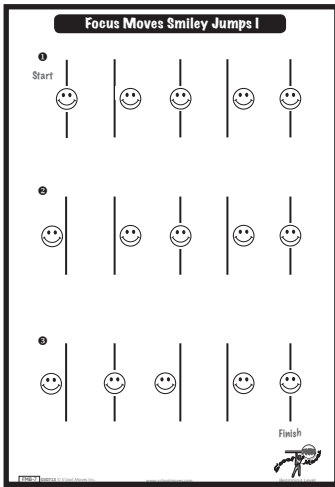
hands—hands on floor

half moons—knees on floor with feet off floor

oval shape—elbows on floor with hands off floor

When children are able to perform the movements easily, have them pay attention to the picture and use the appropriate right or left limb of the body.

For a fun game, add our Twister Puzzle cards to this activity.



Smiley Jumps I

Improves:

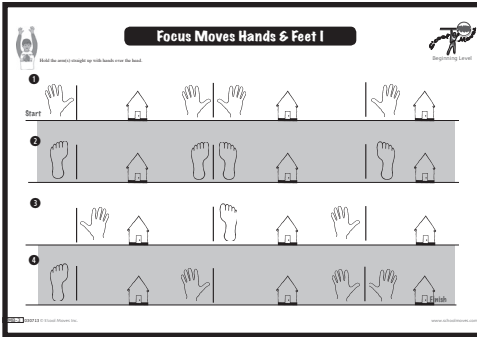
- balance
- motor planning
- spatial awareness
- body awareness
- laterality
- directionality

Poster Instructions

Students will need something to stand on (rope, line in the gym, or tape on floor). Blue painter's tape works very well. For two students, two grids are preferred so each of the students can jump into their designated spots.

As pictured, students place themselves in relationship to the smiley face. If the smiley face is to the left of the rope, students jump to their left. If the smiley face is to the right of the rope, students jump to their right. Hands remain on the hips while jumping.

For added challenge, students may call out the direction they are jumping. Once students can perform the poster well, they may jump in the opposite direction of the happy face or touch the floor when they jump. Discover ways to increase the difficulty!



Hands and Feet I

Improves:

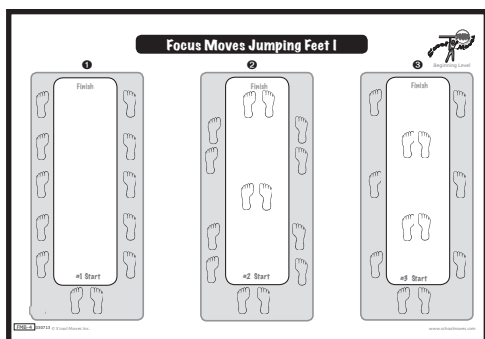
- balance
- motor planning
- rhythm
- timing
- spatial awareness
- body awareness
- laterality
- directionality

Poster Instructions

The line between the hand and feet represents the midline of the body. When a hand is pictured, students raise the hand in the air (like asking a question). When a foot is pictured, students stomp their foot on the floor or raise foot in the air (with knee bent and sole of foot pointing to the back wall). Stomping the foot increases joint sensation, a lower level skill. As children advance, change to lifting the leg to improve balance skills. Use right or left limbs that correspond with the pictures.

Two hands or two feet on both sides of the line means to raise both hands and/or jump with both feet at the same time.

After each movement, students bring their arms down and slap the sides of their thighs saying, *home*. Without this deliberate step, the motions become sloppy and timing is lost. As children master the movements, they need to say directions along with performing movements. For instance, students call out *right, home, left, home, both, home*, while performing the corresponding movement.



Jumping Feet I

Improves:

- balance
- motor planning
- spatial awareness
- body awareness
- laterality
- directionality

Poster Instructions

Students will need two lines for this activity. The lines need to be approximately a foot apart, depending on the age of the children. Smaller children will need lines closer together than older children. Blue painter's tape works very well. While jumping, hands remain on hips, eyes look at lines, and movement is smooth. Fast jumping can be a sign of poor balance.

As pictured, students follow the jumping sequences on the poster. The sequences build from simple patterns to more complex.

Students jump forward only. They don't turn around and jump back to the starting point. They walk to the starting point and begin the next pattern. This way, all students at the station can jump one after the other without waiting for the person in front to turn around and jump back. In other words, children should always be able to see the jumping pattern on the poster. Their backs are never to the poster.

For added challenge, once students master these patterns, they can try them while jumping backward.

Some schools have painted these jump patterns on their playgrounds for use during recess and PE classes.

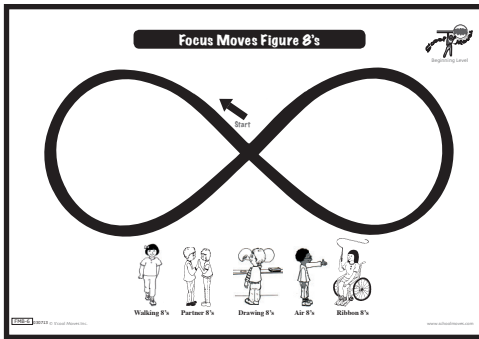


Figure 8's

Improves:

- laterality
- directionality
- crossing the midline of the brain, body, and eyes

Poster Instructions

Walking 8's: a Figure 8 pattern may be set up by placing two chairs in the center of the pattern and having the child walk the pattern around the chairs. The starting point for walking the pattern is between the two chairs.

Drawing 8's: students trace the 8 on the poster using the right hand, left hand, and then both hands. Students must watch their hands while tracing the 8. Students can make 8's on paper, marker boards, or with chalk on cement or blacktop.

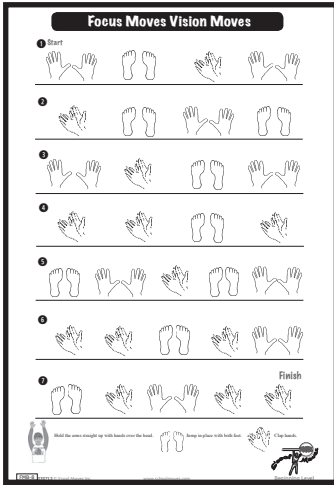
Partner 8's: children face each other in pairs and make Figure 8's while their hands are touching palm to palm, as demonstrated in the picture on the poster.

Air 8's: children hold a thumb out toward the center of the 8 on the poster and move their thumbs in the 8 pattern while maintaining eye contact with their thumbs.

Ribbon 8's: children move ribbon wands in the Figure 8 pattern.

Be sure children perform their 8's going up the middle as indicated by the arrows on the poster.

The book *Infinity Walk* by Deborah Sunbeck, Ph.D. has many more great ideas.



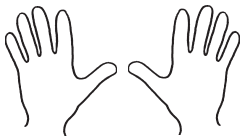
Vision Moves

Improves:

- directionality
- left-to-right tracking
- pre-academics

Poster Instructions

Students perform each movement while tracking from left to right with their eyes. The first four rows have fewer images than the latter rows. Students may need to practice these rows for a while before moving on to the other rows. The tighter the graphics appear, the more tracking and targeting required.



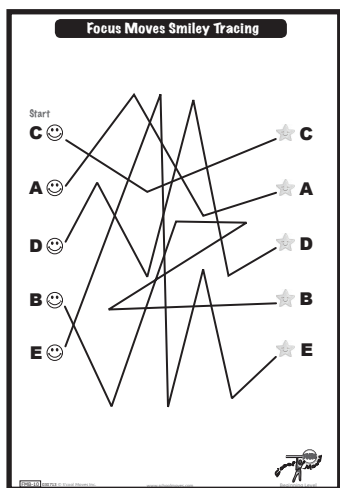
Raise both hands in the air.
Hands are stretched high above head with elbows straight.



Jump in place with both feet.



Clap hands together.



Smiley Tracing

Improves:

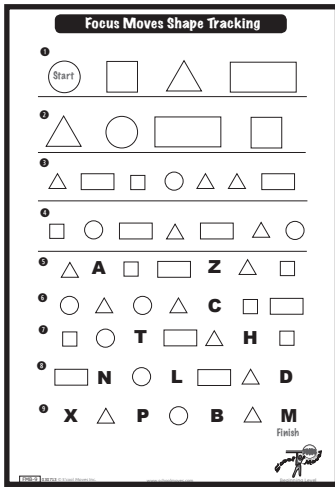
- vision tracking
- eye-hand coordination
- pre-academics
- laterality
- directionality

Poster Instructions

Students begin on the left side and trace the lines to find the corresponding letter. For example, students trace from letter “C” to corresponding letter “C”. Students always trace from left to right, just as they would while reading. Students can use their finger, a pointer stick, flashlight, or dry erase marker (if poster is laminated).

S’cool Moves focuses on creating vision activities that help children move their eyes separately from their heads (differentiation). This is very important for literacy skills. If eyes do not move separately from the head, the child will not track or converge well, causing him or her to see double. When children see double, they learn to compensate by covering one eye and will not use both eyes together. Any time neck muscles are involved with tracking, comprehension can be dramatically reduced.

Children place the fingers of one hand on their chins to help keep their heads still while tracking. Teacher should say, “Only your eyes move. Keep your head very still and just move your eyes.”



Shape Tracking

Improves:

- directionality
- left-to-right tracking
- differentiating eyes from head
- pre-academics

Poster Instructions

Shape Tracking is more difficult than Vision Moves. Students should do only one or two lines to begin with if they have not completely mastered Vision Moves. This poster requires that students stand, sit, or kneel in front of the poster and say aloud the names of the shapes and letters. Students do not use their fingers or pointer sticks; they only use their eyes.

Children place the fingers of one hand on their chins to help keep their head still while tracking. Teacher should say, “Only your eyes move. Keep your head very still and just move your eyes.”

Children call aloud each shape. As they become more proficient and know their alphabet letters, add the lower lines of the poster.

Rapid automatized naming (RAN) is a skill required to read fluently. Practice is essential for students experiencing slow RAN speeds.



The Learning Pyramid
Focus Moves Intermediate Level

ANS

Focus Shapes II

Posture/Sensation

Developmental Symphony

Body Awareness

Twister Puzzles II

Smiley Jumps II

Laterality

Hands and Feet II

Jumping Feet II

Cross Patterns

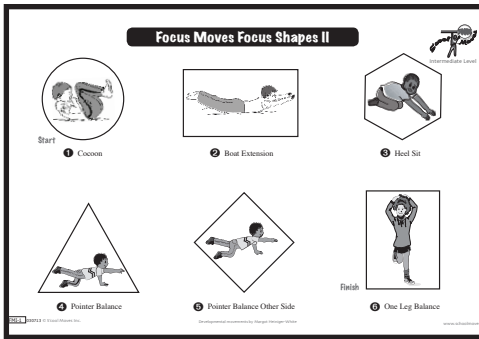
Directionality

Rhythmic Tracking

Arrows

Pre-Academics

Rhythm Snaps



Focus Shapes II

Improves:

- sensation
- balance
- posture
- laterality

Poster Instructions

Students perform each movement within the shape for a count of ten seconds.

1. Cocoon: curl tightly with arms crossed and hands on shoulders; knees are in tightly to chest and toes are pointed toward ceiling. Hold for ten seconds.
2. Boat Extension: arms and legs extend straight out from the body. Hold for ten seconds.
3. Heel Sit: bottom sits on heels with arms stretched in front of the body. Hold for ten seconds.
4. Pointer Balance: while on all fours, lift and point opposing limbs as pictured. Hold for ten seconds.
5. Pointer Balance Other Side: switch sides as pictured. Hold for ten seconds.
6. Standing Balance: while standing, lift one leg and place hands on top of head. Balance ten seconds. Balance on the other leg. Hold for ten seconds.



Developmental Symphony

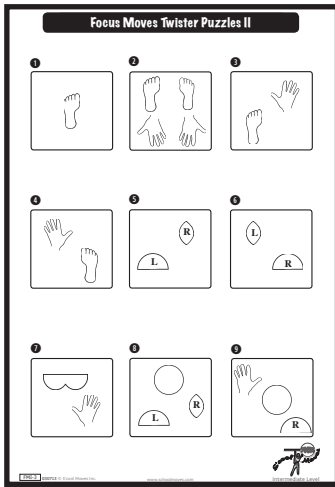
Improves:

- sensation
- sequencing
- motor planning
- posture
- autonomic nervous system

Poster Instructions

Students begin in the Cocoon position and proceed to complete each movement on the poster. All these movements have been taught in the Focus Moves Beginning Level Poster Set. These movements flow into one another. The Developmental Symphony is performed smoothly, with dance-like grace. If students have completed Focus Moves Beginning posters, there will be a tendency to hold each movement for ten seconds. There is no counting to ten for each movement. The students perform the symphony as if it were a dance, with each movement flowing into the next.

Reverse the pattern from Standing Balance to Cocoon. Add calming music to these moves and watch the students create a beautiful dance.



Twister Puzzles II

Improves:

- balance
- motor planning
- spatial awareness
- body awareness
- laterality
- directionality

Poster Instructions

Students perform each numbered movement. For young children, the use of the appropriate right or left limb is not essential. The poster has words under each movement to describe how each picture translates to body positioning.

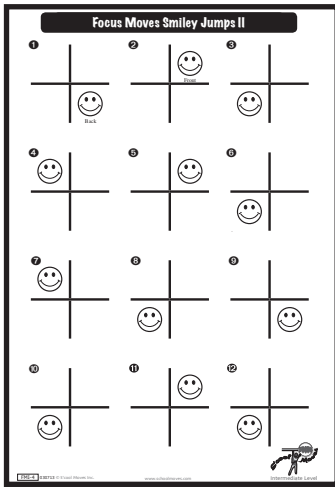
The pictures translate as follows:

- round circle—head on floor
- bottom shape—bottom on floor with feet off floor
- feet—feet on floor
- hands—hands on floor
- half moons—knees on floor with feet off floor
- oval shape—elbows on floor with hands off floor

When children are able to perform the movements easily, have them pay attention to the picture and use the appropriate right or left limb of the body.

When using music with a steady beat, students can move to the next pattern every eight counts.

For a fun game, add our Twister Puzzle cards to this activity.



Smiley Jumps II

Improves:

- balance
- motor planning
- spatial awareness
- body awareness
- laterality
- directionality

Poster Instructions

Students need a grid taped on the floor. Blue painter's tape works very well. For two students, two grids are preferred so each of the students can jump into their designated spots.

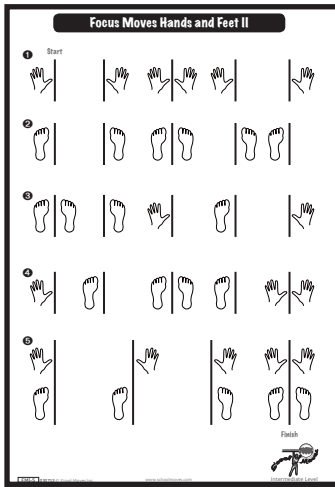
Students jump from quadrant to quadrant as pictured.

Numbers next to each activity represent front orientation. For instance, to perform number 1, the student stands in the back right quadrant and prepares to jump into the front right quadrant. Students perform each numbered movement on the poster.

While jumping, students' hands are on their hips.

The ability to understand concepts of up, down, left, right, over, and under correlate with math concepts. The child must have these concepts internalized in the body before applying them to academics.

For added challenge, children can bounce a ball into each quadrant while standing in the middle of the quadrant. Students twist their bodies as they bounce the balls into designated quadrants.



Hands and Feet II

Improves:

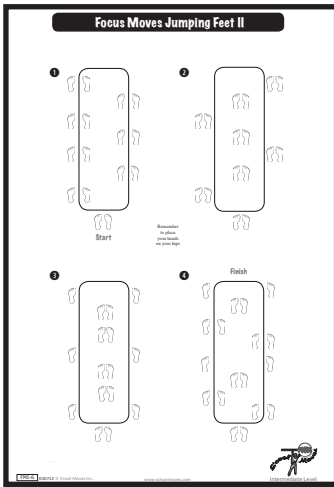
- balance
- motor planning
- rhythm
- timing
- spatial awareness
- body awareness
- laterality
- directionality

Poster Instructions

The line between the hand and feet represents the midline of the body. When a hand is pictured, students raise the hand in the air (like asking a question). When a foot is pictured, students stomp their foot on the floor or raise right foot in the air (with knee bent and sole of foot pointing to the back wall). Stomping the foot increases joint sensation, a lower level skill. As children advance, change to lifting the leg to improve balance skills. Use right or left limbs that correspond with the pictures.

Two hands or two feet on both sides of the line means to raise both hands and/or jump with both feet at the same time.

After each movement, students bring their arms down and slap the sides of their thighs saying, *home*. Without this deliberate step, the motions become sloppy and timing is lost. As children master the movements, they need to say directions along with performing movements. For instance, a student calls out *right, home, left, home, both, home*, while performing the corresponding movement.



Jumping Feet II

Improves:

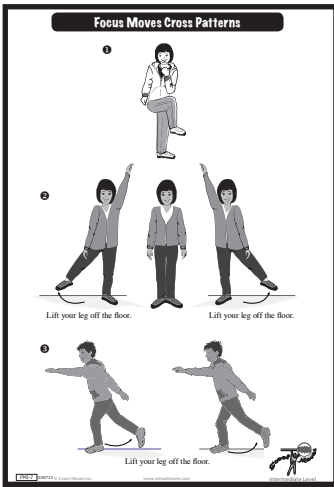
- balance
- motor planning
- spatial awareness
- body awareness
- laterality
- directionality

Poster Instructions

Students will need two lines for this activity. The lines need to be approximately a foot apart, depending on the age of the children. Smaller children will need lines closer together than older children. Blue painter's tape works very well, and it will not hurt coated gym floors. While jumping, hands remain on the hips, eyes look at the lines, and movement is smooth. Fast jumping is a sign of poor balance.

Students jump forward only. They don't turn around and jump back to the starting point. They walk to the starting point and begin the next pattern. This way, all students at the station can jump one after the other without waiting for the person in front to turn around and jump back. In other words, children should always be able to see the jumping pattern on the poster. Their backs are never to the poster.

For added challenge, once students master these patterns, they can try them while jumping backward.



Cross Patterns

Improves:

- laterality
- directionality
- crossing midline of the body
- integration of brain hemispheres

Poster Instructions

This poster assumes that children have been Cross Crawling routinely in class (as described below in number one). This is an advanced version of Cross Crawls.

1. While standing, students slowly touch their right hands or elbows to their left knees, then their left elbows to their right knees. Repeat Cross Crawls for about thirty seconds.
2. While standing, students extend their right arms overhead and their left legs out to the side, in opposite directions and then bring both limbs back together. Alternate sides so there is flow and graceful change between the sides of the body. The students' feet come together on the floor between side changes.
3. While standing, students take a step backward and stretch the opposite sides of their bodies in opposite directions. Their right legs move backward and their left arms move forward. The students do this movement one time and switch sides. Their left legs move backward and their right arms move forward. Keep alternating from side to side in a fluid motion. The student's back foot is off the floor and feet come together on the floor between side changes.

Focus Moves Rhythmic Tracking

◦ R L _ B B L L
◦ L R L R _ B B
◦ B _ R L B _ L
◦ _ R R L _ B B
◦ L R _ R B R B
◦ R L B _ B _ L
◦ B _ L _ R L B
◦ R L L R R L B



Rhythmic Tracking

Improves:

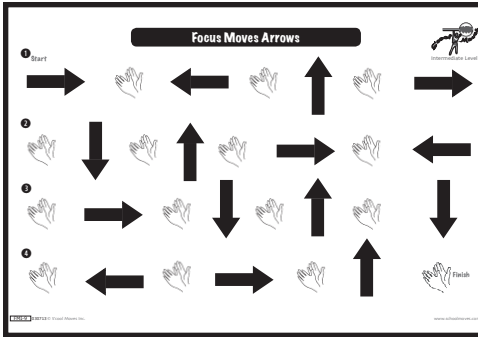
- left-to-right tracking
- near-to-far focus
- rhythm
- timing
- motor planning
- laterality
- directionality

Poster Instructions

Students face each other and play “patty-cake” while looking sideways at the poster. Students place hands together as shown on poster. “R” stands for right hand. “L” stands for left hand. “B” stands for both hands. The dash (—) means to hold for one count and pause.

After students have mastered this poster, in place of the “pause” have students spin around in place and come back together to continue movements.

An advanced way to use this activity is to give each child two tennis balls or preferably racquet balls. Students hold a ball in each hand, face the poster straight on, and bounce the balls rhythmically while reading the poster. Eyes should focus on the poster while reading directions and then refocus on the balls while bouncing the balls. This poster works on strengthening the ability of the eyes to focus on near objects and far objects.



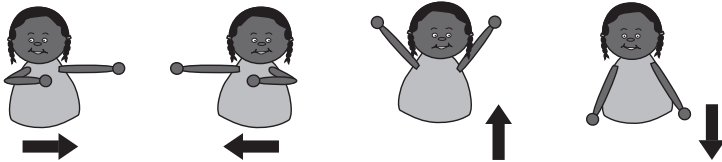
ARROWS

Improves:

- rhythm
- timing
- laterality
- directionality
- crossing midline of the body

Poster Instructions

Arms come across the body and both hands point right, left, up, or down, following the direction of the arrows.



In between each arm movement, students clap by bringing both hands back to the center of their bodies. The clap is very important for maintaining rhythm.

After children are able to perform the movements smoothly and rhythmically, they should begin to say aloud, *right, clap, left, clap, up, clap, down, clap* to correspond with the direction of the arrows.

On the down arrow, students tend to bend their knees, which is fine. For added challenge, children can touch the ground on the down arrow and reach up on tip toes for the up arrows. They can also jump right and jump left, as directed by the arrows.

If students finish before the station change, they can turn the chart upside down for a new set of arrow directions.

Focus Moves Rhythm Snaps

- ① CCSP CCSP CCSP CCSP
- ② CCSP CCSP CCSP CCSP
- ③ CSSP CSSP CSSP CSSP
- ④ CSSP CSSP CSSP CSSP
- ⑤ CSPP CSPP CSPP CSPP
- ⑥ CSPP CSPP CSPP CSPP
- ⑦ PSCC PSCC PSCC PSCC
- ⑧ P__SC P__SC P__PC P__PC
- ⑨ CC__P CC__P CS__P CS__P



Rhythm Snaps

Improves:

- rhythm
- timing
- motor planning
- visual-auditory integration

Poster Instructions

Students face the poster and clap, snap, pat out the patterns as shown on the poster.

For instance, CCSP translates to clap hands, clap hands, snap fingers, and pat thighs.

It is helpful for children to say the words aloud as they do the movements.

The last two lines have dashes (____) in the patterns. The dash means to pause.

For example, CC ____ S translates to clap, clap, pause, snap.

Add difficulty to this poster by spinning one complete rotation during the pause.

Troubleshooting 101

You will hear me say during every workshop, “The children who need this the most are often the ones who resist, act silly, or think the activities are stupid.” Here are some suggestions and verbal responses that can move resistant students toward taking responsibility for their own behavior. Whenever possible, encourage resistant children to lead during activities.

1. Make sure you have explained the reason for the activity and add as much scientific information as appropriate for the age of the child. The older the child, the more he/she needs to understand why these activities work.
2. Hold these activities to the same high standards you hold academic excellence. Students need to know that you expect them to self-regulate and take responsibility for their own behavior. This is a requirement — just like taking a timed math test is a requirement.
3. Simply state, “Thank you for participating in these activities. I want you to join me now. I want your words to be kept to yourself.”

“This is stupid!”

1. Give the child time to observe.
2. Encourage every step of the way. “Wow, you did one Cross Crawl this morning. Thank you for participating with us.”
3. Find a buddy to encourage the shy student to participate.
4. Ask, “What will make this easier for you?” “Is there something you need?” “Can we do this differently?” “Is this hard for you?” “Help me solve this challenge. What might help?” “Would you like me to show you how to do this move?” Always ask permission before taking a student’s hand and physically motoring through any activities. Always be respectful.

The Non-Joiner

1. Sometimes when children do all the activities very quickly, it is because they have limitations and are covering for them. For instance, a fast Cross Crawl could mean a sign of poor balance. Doing deep pressure activities quickly and without deeply pressing, could be a sign that the child is uncomfortable with that kind of touch.
2. Ask children to do the activities the same way you or the student leader is doing them. Verbally give cues, “Notice how slowly we are doing our Cross Crawls.”
3. Encourage every step of the way. Affirm all students who are taking the activity seriously and performing them responsibly.

The Hyper-Mover

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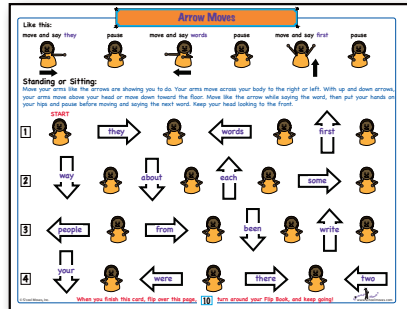
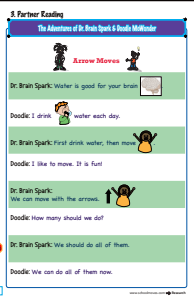
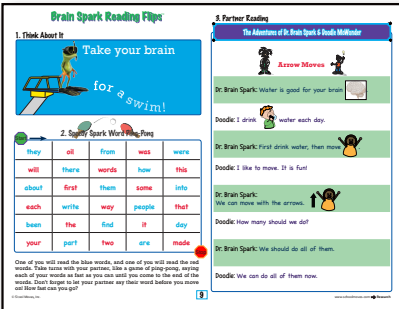
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“ . . . Just wanted to thank you again for a super workshop! . . . I learned so much and felt so positive going away with things I could do with my students. The class has been much calmer and focused this week.”

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“As a preschool teacher for over 20 years, I have just recently learned about S’cool Moves techniques. I am delighted with how simple the techniques are, yet they yield amazing results!”

~ Pam Jones, Learning In Motion Preschool, Redding, CA



DR. DEBRA EM WILSON,
Founder of S'cool Moves

Deb Wilson is a graduate from the University of Southern Queensland Professional Studies Research Program. Her dissertation uncovered attributes of successful collaboration between occupational therapists and general education teachers working together in the classroom environment. She is a Reading Specialist who possesses teaching credentials in the areas of biology, physical education, multiple subjects, and reading and language specialist. Debra has taught at the college, high school, and elementary levels. She consults with districts, focusing on collaboration between support staff and teachers. For fifteen years, Debra's workshops have provided evidence-based strategies to support all students in the classroom. She is the author of numerous books and instructional materials integrating therapy techniques with academic standards. Debra's experience as the mother of a child with special needs enhances her understanding of children who learn differently and have a difficult time fitting in with their peers.

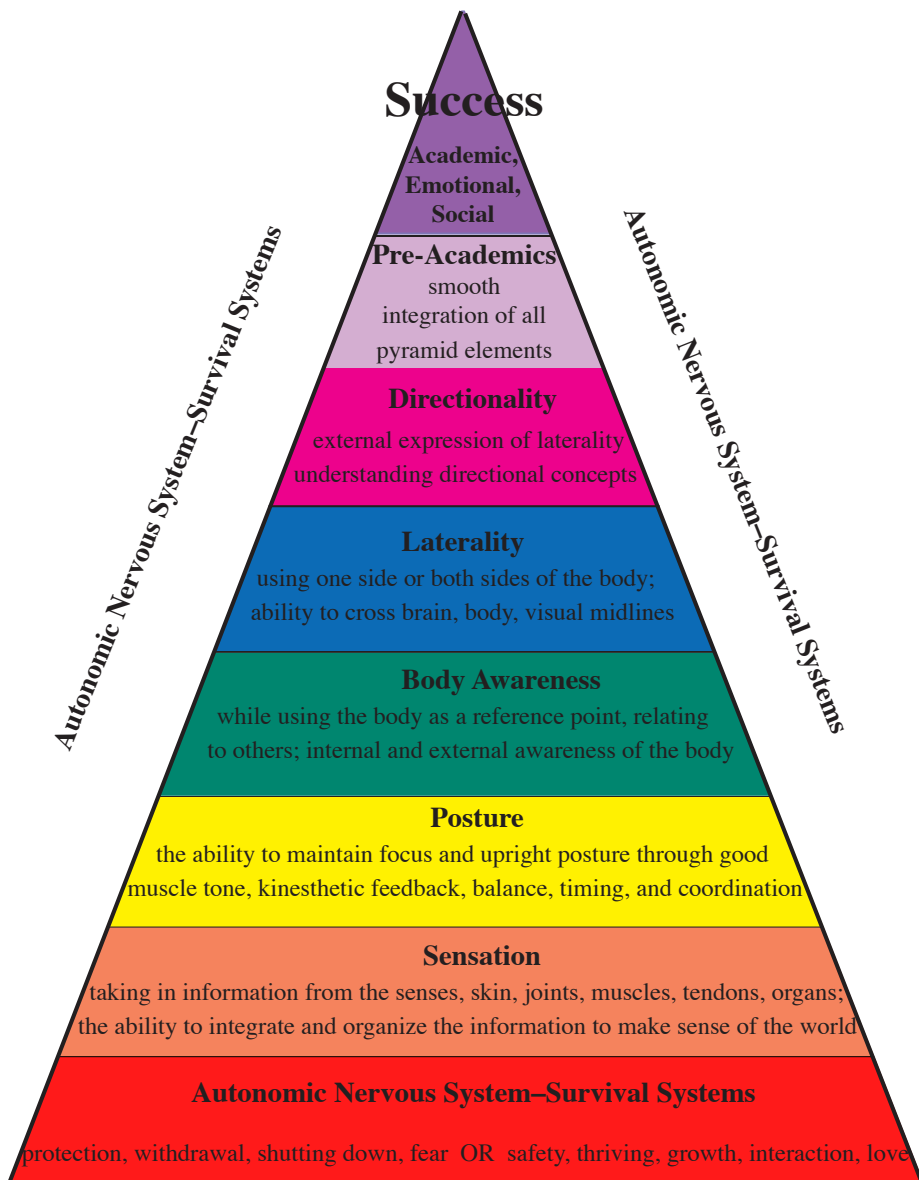
Special thanks to Margot Heiniger-White

Margot has a B.S. degree in occupational therapy and a M.A. degree in special education. She is currently retired and spends her time travelling the globe. In her 70th decade, she continues to take courses to stay current with her passion to help children.

Margot has written and co-authored several books on the developmental process of learning, including *Neurophysiological Concepts in Human Behavior*, *Kids Learn from the Inside Out*, *Integrated Motor Activities Screening*, and *S'cool Moves for Learning*.

Margot has more than 30 years experience assisting children with developmental/neurological disorders, hyperactivity, autism, and learning disabilities. We appreciate her theoretical model to assist with understanding how developmental issues affect academic performance.

Learning Pyramid Intervention Protocol & Theoretical Model for Educators



The Learning Pyramid © Margot C. Heiniger-White, OTR

Note: This pyramid has been modified by permission from its original format from *The Neurophysiology of Human Behavior* (out of print). Though the pyramid design depicts development in a linear fashion, infants and children often move within pyramid levels simultaneously.

★ **ENHANCE ACADEMICS • SUPPORT STRUGGLING LEARNERS** ★
IMPROVE FOCUS • DEVELOP A SOLID FOUNDATION FOR LEARNING

Deb Wilson,

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★ “Simple and effective, *S'cool Moves for Learning* and *Focus Moves* are a must for middle grade classrooms. Students using *S'cool Moves* consistently show great improvement in self-control and focus. Developmentally appropriate activities bring relief to those students who have a difficult time regulating their behavior and focusing on academic tasks.”

~ Linda Michaels-Spivey, Fifth Grade Teacher

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Teachers and therapists!**
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