


Job Card Instructions

Ask students the question on the card. If students are able to read the question, invite a student to read the question to the class. Solicit answers and then read the answer provided aloud.




Job Cards

Minute Moves for Calming


BRAIN WIZARD TEACHABLE MINUTE

Question: Is S'cool Moves just for kids or do adults use these activities, too?


Answer: Athletes naturally do many of the S'cool Moves activities. For instance, a famous American wrestler surprised everyone by winning the Olympics. He said that he had a hard time learning in school, but wrestling made learning easier for him. When he wrestled, he got lots of deep pressure like Dots & Squeezies (10/7's). This helped his brain focus for learning.



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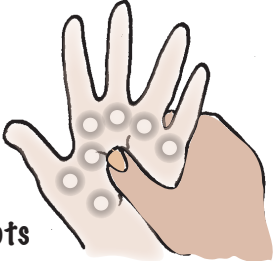


As soon as students know how to do the routine, put students in leadership roles where they lead the other students when the routine is needed. The ultimate goal of all Minute Moves routines is for students to manage their own behavior as soon as possible. The job names can be changed. The names provided here are examples. The instructions are simplified on this card.

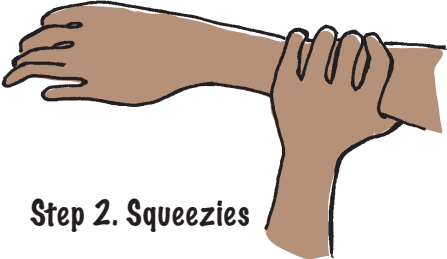
Job: CALMING CONSULTANT

Goes with Minute Moves for Calming Poster







Step 1. Dots




Step 2. Squeezies



Step 3. Pretzels




Step 4. ♥ 2 🏠





Step 5. Listening Ears

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Fun Facts From The Research

Deep pressure combined with deep breathing helps reduce the stress chemicals in the body by stimulating the vagus nerve to release chemicals that make children and adults feel more calm, contented, and ready to learn.

Dijkstra, J.K., Kretschmer, T., Pattiselanno, K., Franken, A., Harakeh, Z., Vollebergh, W., Veenstra, R. (2015). Explaining adolescents’ delinquency and substance use: A Test of the maturity gap: The SNARE study. *Journal of Research in Crime and Delinquency*, 52(5), 747-767.

Grandin, T. (1992). Calming effects of deep touch pressure in patients with autistic disorder, college students, and animals. *Journal of Child and Adolescent Psychopharmacology*, 2(1). Retrieved from <http://grandin.com/inc/squeeze.htm>.


Kwon, K., Kim, E., & Sheridan, S. (2012). Behavioral competence and academic functioning among early elementary children with externalizing problems. *School Psychology Review*, 41(2), 123-140.

McIntosh, K., Flannery, K., Sugai G., Braun. D., & Cochrane, K. (2008). Relationships between academics and problem behavior in the transition from middle school to high school. *Journal of Positive Behavior Interventions*, 10, 243-256.

Reinke, W., Herman, K., Petras, H., & Ialongo, N. (2008). Empirically derived subtypes of child academic and behavior problems: Co-occurrence and distal outcomes. *Journal of Abnormal Child Psychology*, 36, 759-770

Job Card Instructions

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JOB CARDS


Minute Moves for Fine Motor


BRAIN WIZARD TEACHABLE MINUTE

Question: How big is my brain?

Answer: If you put your fists together, that is the approximate size of your brain. It weighs about three pounds. Your brain will keep making new connections as long as you keep moving. The fine motor routine warms up your fingers and also helps you think better for writing. The motor cortex in the brain is right next to the frontal lobes. The deep pressure makes the muscles and joints in the body talk to the brain. This creates more connections to help you write better.








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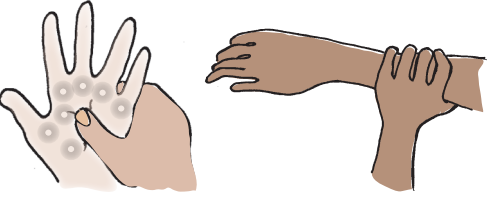
www.schoolmoves.com

As soon as students know how to do the routine, put students in leadership roles where they lead the other students when the routine is needed. The ultimate goal of all Minute Moves routines is for students to manage their own behavior as soon as possible. For quick reference, the instructions are simplified on this card

Job: WRITING PRO

Goes with Minute Moves for Fine Motor Poster







Step 1. Dots and Squeezies or 10/7's




Step 2. Finger Push-ups



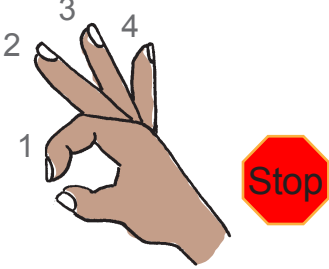
Step 3. Two-handed Pancake Flip




Step 4. "Yes" in sign language




Step 5. Finger Snaps



Step 6. OK Circle Taps





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Fun Facts From The Research

Adding music with a steady beat to this fine motor routine makes the activity more beneficial because research supports rhythmic activities as a powerful tool to help wire the brain for learning with ease. If children become stressed about writing, this is a “go to” routine to get them in the zone for marvelous, stress-free writing.

Emmert, S. (2007). The effects of fine motor movement and tactile stimulation on the math problem solving of students with attention problems. *Journal of Behavioral Education*, 16, 303-310.

Daly, C. J., Kelley, G. T., & Krauss, A. (2003). Relationship between visual-motor integration and handwriting skills of children in kindergarten: A modified replication study. *American Journal of Occupational Therapy*, 57(4): 459-462.


Guy, J. (2003). *Effect of proprioceptive input combined with Handwriting Without Tears on the handwriting of children with learning disabilities*. Master’s thesis. Western Michigan University, Kalamazoo, Michigan.

Son, S., & Meisels, S. J. (2006). The relationship of young children’s motor skills to later reading and math achievement. *Merrill-Palmer Quarterly*, 52(4), 755-778.

Sakai K. L., Ramnani N, Passingham R. E. (2002). Learning of sequences of finger movements and timing: frontal lobe and action-oriented representation. *Journal of Neurophysiology*, 88(4), 2035-46.


Job Card Instructions

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JOB CARDS


Minute Moves for Focus



BRAIN WIZARD TEACHABLE MINUTE


Question: Can doctors tell how my brain is working when I am learning new information?

Answer: Yes! Doctors, called neurologists, put a cap on your head like this one and measure the electrical energy in your brain. The electrodes on your head give information to a computer. It doesn't hurt at all. The doctor can see how well your brain focuses and responds to visual and auditory input. When you do S'cool Moves, the energy in your brain changes to help you learn better.



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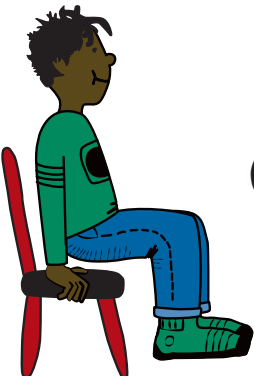


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Job: FOCUS LEADER

Goes with Minute Moves for Focus Poster


Choose one activity




OR



Chair Lifts




Mirror Me Moves



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Fun Facts From The Research

When children move large muscle groups, therapists refer to this as heavy work. Heavy work has been shown to improve focus, decrease behavior issues, and give children a meaningful movement break so they are better able to focus for academics.

American Occupational Therapy Association. [AOTA]. (2009). Providing occupational therapy using sensory integration theory and methods in school-based practice. *The American Journal of Occupational Therapy*, 63(6), 823-840.

Bell, B., & Swinth, Y. (2005). Defining the role of occupational therapy to support literacy development. *School System Special Interest Section Quarterly*, 12(3), 1-4.

Blair, C., & Diamond, A. (2008). Biological processes in prevention and intervention: The promotion of self-regulation as a means of preventing school failure. *Development and Psychopathology*, 20, 899-911.


Dunn, W. (2008). Sensory processing as an evidence-based practice at school. *Physical and Occupational Therapy in Pediatrics*, 28(2), 137-140.

Feldman, J. S. (2012). Treating pre-adolescents with anxiety disorders: Using cognitive behavioral and sensory-integrative approaches for self-regulation. *ADVANCE for Occupational Therapists*, 17.

Vannest, K., Temple-Harvey, K., & Mason, B. (2009). Adequate yearly progress for students with emotional and behavioral disorders through research-based practices. *Preventing School Failure*, 53, 73-84.

Job Card Instructions

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Job Cards



Minute Moves for Recess Refocusing

BRAIN WIZARD TEACHABLE MINUTE

Question: Why is it important for me to be physically active?

Answer: When you exercise your body, your brain gets a workout too. Your brain needs to stay fit. When the body is healthy, so is the brain. Exercise makes the cells in your brain communicate with each other. This makes it easier for you to learn new things too! It's important to organize all that new energy, so that is why we do the refocusing routine after recess. Be sure to get lots of activity and eat healthy foods. Your brain will thank you for it!




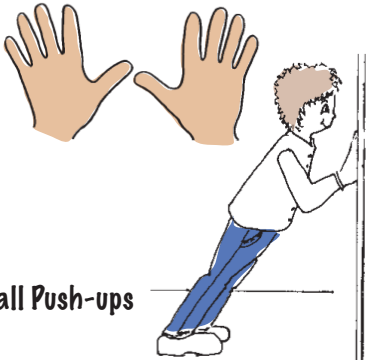
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Job: RECESS TRANSITION TEAM

Goes with Minute Moves for Recess Refocusing Poster






Step 1. Wall Push-ups

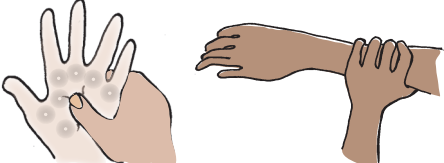


Step 2. Pretzels or Cross Crawl


Choose two leaders



Step 3. Transition Cue

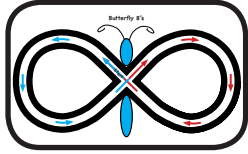


Step 4. Dots and Squeezies or 10/7's






Step 5. Listening Ears

Do these sitting.



Butterfly 8 Cards



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Fun Facts From The Research

When children do Wall Push-ups, they lengthen the tendon guard reflex by putting heels flat on the floor. This keeps the brain from going into fight-flight-freeze mode. The push-ups themselves strengthen the entire shoulder girdle and helps with differentiation of shoulders, wrists, and fingers for writing. Posture is improved. If the child reads works posted on the wall, vision skills are strengthened. Focus power is also enhanced. There are many benefits to this easy-to-do activity.

Haghighatzade, R., Amiri, S., & Molavi, H. (2012). The effects of the mixed sensory-motor-perception training on fill in the blanks performances of the students with learning disorder. *International Journal of Psychological Studies*, 4(2), 169-173.

Holly, J. E. & Harmon, S. M. (2012). Sensory conflict compared in microgravity, artificial gravity, motion sickness, and vestibular disorders. *Journal of Vestibular Research*, 22(2), 81-94.

Lane S. J., & Schaaf, R. C. (2010). Examining the neuroscience evidence for sensory-driven neuroplasticity: implications for sensory-based occupational therapy for children and adolescents. *The American Journal of Occupational Therapy*, 64(3), 375-390.


Lin, C. L, Min, Y. F., Chou, L. W., & Lin, C. K. (2012). Effectiveness of sensory processing strategies on activity level in inclusive preschool classrooms. *Neuropsychiatric Disease and Treatment*, 8, 475-481.

Spence, A. (2015). *Use of a sensory-based intervention to improve on-task classroom behavior of at-risk urban elementary students*. Unpublished doctoral capstone, Chatham University, Pittsburgh, Pennsylvania.

Sunbeck, D. (2006). *Infinity walk: Preparing your mind to learn*. Torrance, California: Jalmar Press.

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JOB CARDS

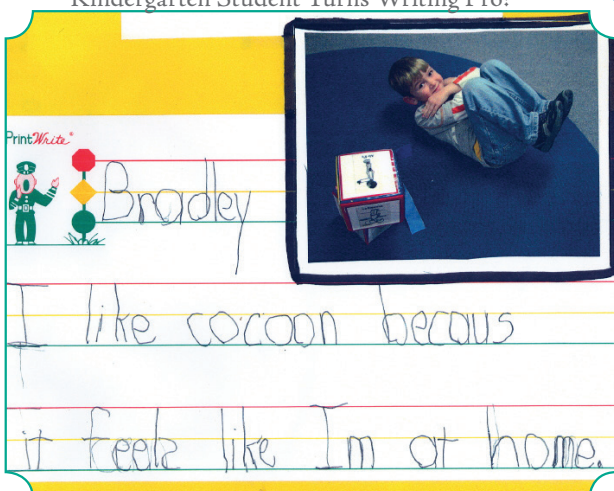
Minute Moves for Writing Posture: Core On the Floor

BRAIN WIZARD TEACHABLE MINUTE


Question: How does having strong core muscles help my brain learn better?

Answer: When you have strong core muscles, you can sit up taller in your seat and not wiggle so much. Sitting upright gets more blood flow to the brain and helps your eyes focus easier on your reading materials. If you can move your eyes without moving your head, you will have more brain power available to understand what you read. Your writing will be easier for you, too!

Kindergarten Student Turns Writing Pro!



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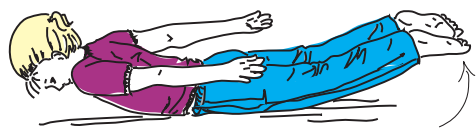
Job: CORE COACH I

Goes with Minute Moves for Writing Posture - Core on the Floor Poster


Only do these moves if you have a mat and lots of room.



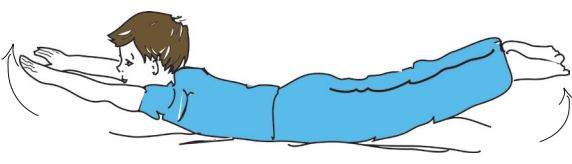
1. Cocoon



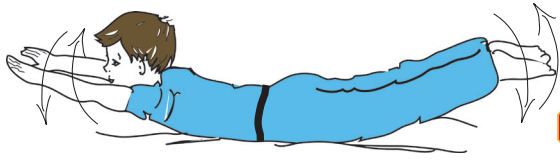
2. Basic Extension




3. Butterfly Extension




4. Boat Extension



5. Rocking Boat



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Fun Facts From The Research

The core strengthening moves on this poster are often mistaken for Yoga, but the moves are actually early developmental patterns that babies move through between ages three, six, and nine months. While moving through these patterns, babies integrate their mind-body-emotional systems. For children struggling in school, these moves are important patterns that help wire connections in the brain to make learning easier. Research has connected weak core stability with possibly impacting reading comprehension due to students using too much energy to hold themselves upright thereby reducing the energy available for comprehending texts.

Cannella-Malone, H. I., Tullis, C. A., & Kazee, A. R. (2011). Using antecedent exercise to decrease challenging behavior in boys with developmental disabilities and an emotional disorder. *Journal of Positive Behavior Interventions*, 13:4. 230-239.


Kieffer, M. J., Vukovic, R. K., & Berry, D. (2013). Roles of attention shifting and inhibitory control in fourth-grade reading comprehension. *Reading Research Quarterly*, 48(4), 333-348.

Ramus, F., Pidgeon, E., & Frith, U. (2003). The relationship between motor control and phonology in dyslexic children. *Journal of Child Psychology and Psychiatry*, 44(5), 712-722

Reilly, D. S., Woollacott, M. H., van Donkelaar, P., & Saavedra, S. (2008). The interaction between executive attention and postural control in dual-task conditions: Children with cerebral palsy. *Arch Phys Med Rehabil*, 89, 834-842.

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Job Cards

Minute Moves for Writing Posture: Core Out the Door


BRAIN WIZARD TEACHABLE MINUTE

Question: Why should we do our seated core activities at the end of every day?

Answer: When your core muscles are strong, your connections in your brain are strong too. Some children sit on exercise balls while doing their work. Be sure your feet touch the ground when sitting on an exercise ball so you can keep your balance and stay safe. When taking a test or learning a lot of new information, it is best to sit in a chair with your feet on the floor while sitting up tall. This helps you have lots of brain power for learning.



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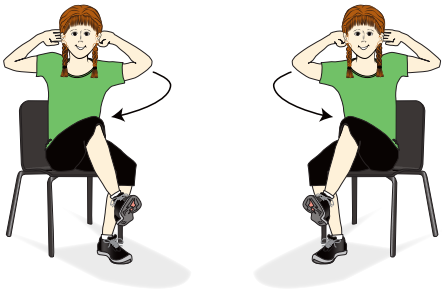
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Job: CORE COACH 2


Goes with Minute Moves for Writing Posture - Core Out the Door Poster

Start

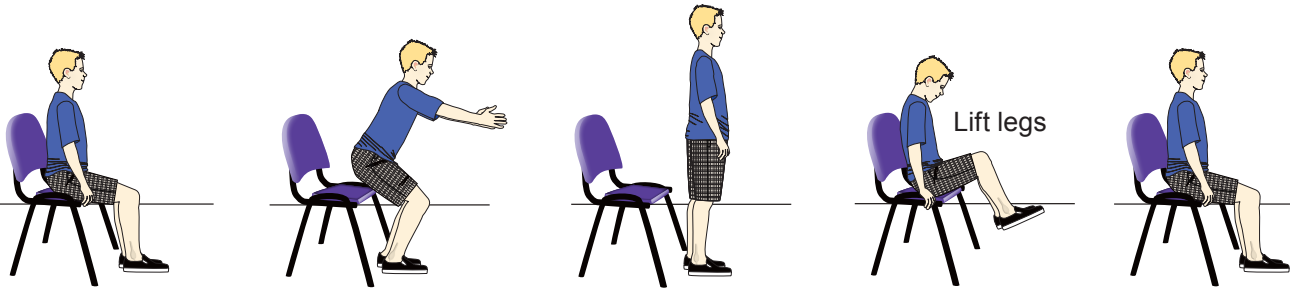
Power Sit and Twist



Window Wipers

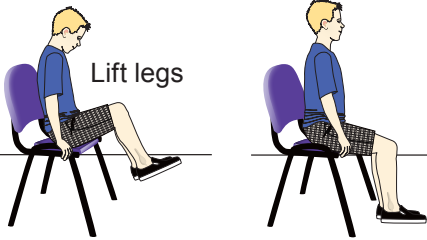


Clark Core Challenge



Lift legs

Stop



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Fun Facts From The Research: What is required for writing with ease?

- Stable postural muscles** in front must be as strong as the back muscles. They must both work with equal strength to maintain the trunk and allow the child to write erect and defy gravity. This anchors shoulder and arm movement.
- Stable shoulder muscles** allow the hand to grasp from a stable base.
- Adequate trunk balance** allows a child to move the hands without upsetting sitting balance. The muscles along the spine must be well developed to allow for arm movement across the midline of the body without leaning in the direction of the arm movement.
- Ease of arm rotation** is essential to allow correct positioning and shifting of the wrist for writing. The wrist must be free to move in order to maintain optimal positions for writing. The trunk, shoulder, forearm, and wrist must move as a coordinated whole. Stability of hand muscles supports well-coordinated finger movements.
- Subtle feedback** from muscles and the movement system is required to monitor and adjust movement as well as remember past movement experiences so that the child does not have to relearn to write each time.
- Precise timing** in muscles working in an opposing manner is key. As one group relaxes the other must contract.
- Good tactile discrimination** is needed so the child does not have to rely on visual feedback.
- Laterality** is essential to know which hand to write with, being able to place work at the midline of body, and hold the paper while writing. erect and defy gravity. This anchors shoulder and arm movement. Stable shoulder muscles allow the hand to grasp from a stable base.

Job Card Instructions

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Job Cards


Minute Moves Yawn Buster

BRAIN WIZARD TEACHABLE MINUTE

Question: Why is heavy work good for my brain?


Answer: Heavy work like karate, Wall Push-ups, or Core Work use large muscles in your body. Using large muscles gives your brain the movement break it needs to refocus and get ready to learn more interesting stuff. The brain learns in spurts and then needs to take a break. Taking a movement break is like drinking lemonade on a hot day. It's oh, so refreshing to the brain!





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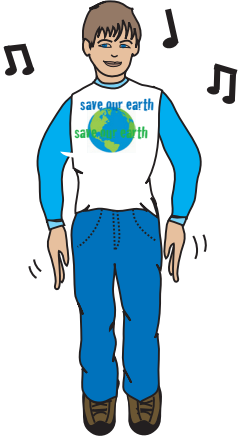


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Job: MOVE-IT MANAGER

Goes with Minute Moves Yawn Buster Poster

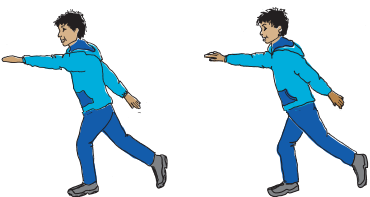
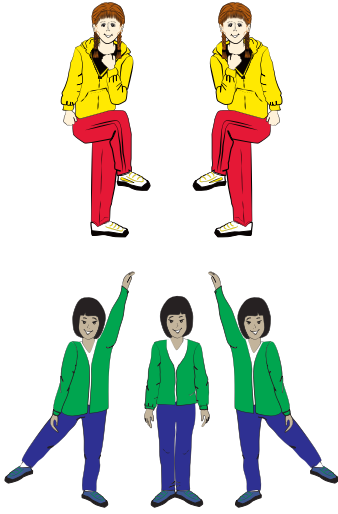
Choose one activity




Rhythm Tapping



Grand Stand



Cross Patterns



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Fun Facts From The Research

Do this routine to music using your students favorite music. Rhythm is a great way to move from high anxiety states to calmer, more cognitive states. Patterned, repetitive, and rhythmic activity can recapture potential, according to Dr. Bruce Perry, MD, PhD.

“Third and fifth grade students’ brains were viewed after exercise. The hippocampus for working memory is not the only brain area that is powered up after physical exercise. Executive functioning in the frontal lobes was also observed to highly activated following physical exercise. Classroom outcomes included improved math, logical thinking, and reading, according to research.”

From Building the Brain for Reading, Grades 4-12 by Pamela Nevills

Lang, R., Koegel, L. K., Ashbaugh, K, Regester, A., Ence, W., Smith, W. (2010). Physical exercise and individuals with autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders*, 4(4), 565-576.

Nevills, P. (2011). *Building the brain for reading: Grades 4-12*. Thousand Oaks, CA: Corwin Press.


Vannest, K., Temple-Harvey, K., & Mason, B. (2009). Adequate yearly progress for students with emotional and behavioral disorders through research-based practices. *Preventing School Failure*, 53, 73-84.

Ratey, John. (2008). *Spark: the revolutionary new science of exercise and the brain*. New York, NY: Hachette Book Group.

Van Dusen, D. P., Kelder, S. H., Kohl, H. W., Ranji, N., Perry, C. L. (2011). Associations of physical fitness and academic performance among schoolchildren. *Journal of School Health*, 81(12), 733-740.


Job Card Instructions

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Job CARDS

Minute Moves for Vision




BRAIN WIZARD TEACHABLE MINUTE

Question: How do my eyes track across a page in my book?

Answer: Saccadic eye movements are super fast movements that help your eyes recognize letters as you read. Your eye movements can be measured by hooking you up to a machine like this one. To read faster, you need fast saccadic eye movement. You can improve your saccadic eye movement speed by doing your vision warm-ups every day for one minute.

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Job: CHIEF VISION OFFICER (CVO)

Goes with Minute Moves for Vision Poster





1. Look At Me   look at ,   look at ,   look at ,   look at me

2. Tic Toc   → ,  ←  ,   → ,  ←  

3. Eye Push-ups





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Fun Facts From The Research

Moving your eyes back and forth thirty times may improve memory recall by 35%. If the eyes are not differentiated from the head, reading comprehension could decrease by as much as 85% according to leading neuro-optometrist, Dr. Steven Goedert.

Arauno, S., Faisca, L., Reis, A., Marques, F. J., Petersson, K. M. (2016). Visual naming deficits in dyslexia: An ERP investigation of different processing domains. *Neuropsychologia*, 91(10), 61-76.

Bucci, M. P., Nassibi, N., Gerard, C. L., Bui-Quoc, E., & Seassau, M. (2012). Immaturity of the oculomotor saccade and convergence interaction in dyslexic children: Evidence from a reading and visual search study. *PLoS One*, 7(3).

Goldstand, S., Koslowe, K. C., & Parush, S. (2005). Vision, visual-information processing, and academic performance among seventh-grade schoolchildren: A more significant relationship than we thought? *The American Journal of Occupational Therapy*, 59(4), 377-389.

Leong, D. F., Master, C. L., Messner, L. V., Pang, Y., Smith, C., & Starling, A. J. (2014). The effect of saccadic training on early reading fluency. *Clinical Pediatrics*. doi:10.1177/0009922814532520.


Shanahan, M. (2006). Processing speed deficits in attention deficit/hyperactivity disorder and reading disability. *Journal of Abnormal Child Psychology*, 34, 585-602.

Wenner, M. (2008). Moving your eyes improves memory, study suggests. *Live Science Online*.

Zawoyski, A. M., Ardoin, S. P., & Binder, K. S. (2015). Using eye tracking to observe differential effects of repeated readings for second-grade students as a function of achievement level. *Reading Research Quarterly*, 50(2), 171-184.

Job Card Instructions

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Job Cards


Minute Moves for Test Success

BRAIN WIZARD TEACHABLE MINUTE

Question: What is the best way to get my brain ready for a test?

Answer: To get ready for a test, be sure to keep all areas of the brain talking to one another by doing things that keep you calm and focused. Playing calming music and doing Mirror Me Moves is one way to get more blood flow to the brain and keep it focused so you can do the best on your test. Good luck! Go forth and conquer!



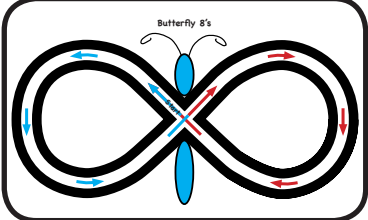


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Job: TESTING DIRECTOR

Goes with Minute Moves for Test Success Poster

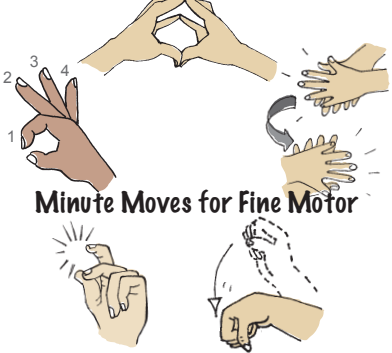


Minute Moves for Vision


Butterfly 8 Cards



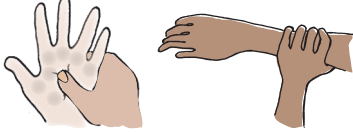
Choose some or all activities




Minute Moves for Fine Motor




Mirror Me Moves for Focus




Dots and Squeezies or 10/7's



Minute Moves Yawn Buster





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Fun Facts From The Research

Stress impairs test-taking skills by sending the nervous system into fight, flight, or freeze (sympathetic response). For students who have test anxiety, doing the test success moves prior to testing may reduce stress chemicals released during anxiety and ultimately help students perform better on tests. When students are in parasympathetic response (calm and focused), they may improve their ability to access and recall information stored in memory.

Boyett, A. P. (2017). *Perspectives of teachers and administrators on standardized testing of elementary students with special needs*. Univeristy of Louisiana at Monroe, ProQuest Dissertations Publishing, 2017. doi:10257580.


Eum, K, & Rice, K. G. (2011). Test anxiety, perfectionism, goal orientation, and academic performance. *Anxiety, Stress, & Coping*, 24(2), 167-178.

Seipp, B. (2007) Anxiety and academic performance: A meta-analysis of findings, *Anxiety Research*, 4(1), 27-41, doi: 10.1080/08917779108248762.

Raufelder, D., Regner, N., Wood, M. A. (2018) Test anxiety and learned helplessness is moderated by student perceptions of teacher motivational support. *Educational Psychology*, 38(1), 54-74.

Job Card Instructions

Ask students the question on the card. If students are able to read the question, invite a student to read the question to the class. Solicit answers and then read the answer provided aloud



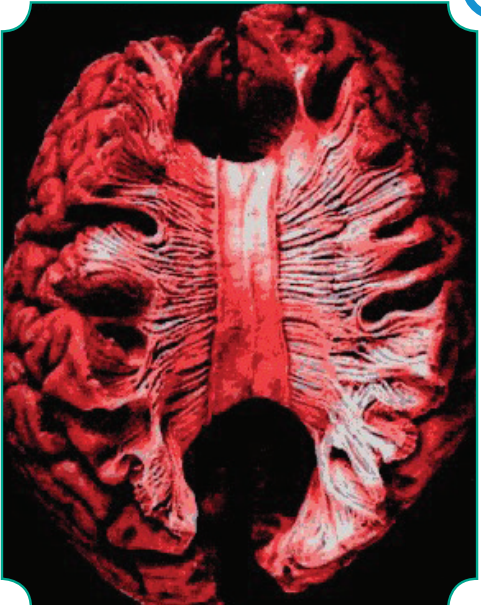
JOB CARDS


Minute Moves for Speech & Reading

BRAIN WIZARD TEACHABLE MINUTE

Question: The brain has two separate halves. How do they talk to each other?

Answer: There is a band that connects the two hemispheres called the corpus callosum (cal-lo-sum). There are millions and millions of neurons with tree like branches talking to one another to form a bridge between the two sides. Though we use many parts of our brain at the same time, the two sides do different things. Focus Moves posters help create more connections in the brain.





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As soon as students know how to do the routine, put students in leadership roles where they lead the other students when the routine is needed. The ultimate goal of all Minute Moves routines is for students to manage their own behavior as soon as possible. The job names can be changed. The names provided here are examples. The instructions are simplified on this card.

Job: BRAIN TRAINER

Goes with Minute Moves Speech & Reading Poster

Choose one activity

Power Up! Brain Spark Reading Flips or Quadrant Word Taps Activities



Deep Pressure Activities



Minute Moves for Vision



OR

Power Up! Transition Tune-ups Activities



Power Up! Academic or Focus Moves Posters





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Fun Facts From The Research

The brain has two types of processing. The left hemisphere prefers serial processing including activities like keeping track of items, finding patterns in projects, counting numbers, learning math facts, and doing linear tasks. The right hemisphere prefers parallel processing which includes learning with visual demonstrations, movement, and sensory input. Whole brain learning requires both types of processing. The brain develops and organizes as a reflection of developmental experience, organizing in response to the pattern, intensity, and nature of sensory and perceptual experience according to Dr. Bruce Perry, M.D., Ph.D.

Basch, C. E. (2011). Inattention and hyperactivity and the achievement gap among urban minority youth. *Journal of School Health*, 81(10), 641-649.

Bell, B., & Swinth, Y. (2005). Defining the role of occupational therapy to support literacy development. *School System Special Interest Section Quarterly*, 12(3), 1-4.

Hill, L., Williams, J. G., Aucott, L., Milne, J., Thomson, J., Greig, J., & Mon-Williams, M. (2010). Exercising attention within the classroom. *Developmental Medicine & Child Neurology*, 52(10), 929-934.

Munkholm M., & Fisher, A. (2008). Differences in schoolwork performance between typically developing students and students with mild disabilities. *Otjr*, 28, 121-132.

Taylor, J. B. (2009). *My stroke of insight*. London, United Kingdom: Hodder & Stoughton General Division.

Wilson, D. E. (2014). Ten reasons why classroom collaboration is worth the time: A teacher's perspective. *Early Intervention & School*, 21(2), 3.