

Behavior Try This Why

Difficulty settling in for an activity  Focus control issues  Group needs to focus and take a quick break  Group needs to focus before taking a test  Mir  Needing a quick time out to regain control  Perfectionist and hyper-focused  Hea  Disorganized, edgy, comes unglued easily  Entire class of desk-wilters  Group is sleepy, child is droopy  Hanging from the rafters after upbeat activity  Kinders with developmental lags  Cor	all Push-ups eart to Home cus Finder Desk Strips nair Lifts irror Me Moves etzels eart to Home	More appropriate way to get movement they crave  Gives the child a sense of where they are in space so they can be more present  The focus strips help children monitor their own behavior  Strengthens core and gives a quick break; can recite spelling words or math facts  Calming music and slow movement helps quiet the nerves and enhances breathing  The body position and tongue at the roof of the mouth is quieting for the child  Breathing balances the body and reduces stress caused by perfectionism		
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Entire class of desk-wilters  Cor Group is sleepy, child is droopy  Rhy  Hanging from the rafters after upbeat activity  I Ca  Kinders with developmental lags  Cor	ots & Squeezies (10/7s)	SENSORY PROCESSING		
Group is sleepy, child is droopy  Rhy  Hanging from the rafters after upbeat activity  I Ca  Kinders with developmental lags  Cor		Provides calming deep pressure		
Hanging from the rafters after upbeat activity I Ca Kinders with developmental lags Cor	ore Out the Door	Doing these activities helps strengthen core muscles for every student		
Kinders with developmental lags Cor	ythm Tapping	The upbeat tapping on the body awakens the group/child		
	Can Calm Myself Moves	All the moves bring children back to a focused state of learning		
Letter reversals in reading or writing Cro	ore on the Floor	Core stability is the foundation for physical, emotional, and academic success		
8	oss Crawls	Improves directionality skills		
Poor sense of personal space Dot	ots & Squeezies (10/7s)	Improves joint awareness and helps the child know where she/he is in space		
Turns paper while writing Cro	oss Crawls	Improves midline skills that may be contributing to avoiding crossing midlines		
Upset at circle time I Ca	Can Calm Myself Moves	Tapping to the beat of the heart is calming and increases feelings of safety		
Writing without holding paper Dot	ots to non-writing hand	Improves the awareness in the hand that is not holding the paper		
AUDITORY SYSTEM				
Child is talking and interrupting List	stening Ears	Increases input to the ears and serves as a signal to listen instead of talking		
Difficulty following multistep directions Qua	aadrant Word Taps	Working on sequencing may improve ability to follow directions		
Difficulty hearing sounds in words Blen	ending Moves	Sends messages to the brain and provides a multisensory way to learn		
Struggling reader Qua	aadrant Word Taps	Enhances integration of the auditory and visual systems		
VISUAL SYSTEM				
Difficulty remembering sight words Qua	adrant Word Taps	Integrates the auditory and visual systems while learning words		
Difficulty tracking text across the page Visi	sion Strips	Daily one minute routines may improve tracking and other vision skills		
Halted Reading Roc	ocket Reader Dot Card	Practicing daily before reading may increase rapid naming speed		
Reading comprehension issues Cor		Research supports the correlation between weak postural stability and reading		
Test-taking stress But	ore out the Door			

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### MINUTE MOVES & THE ENERGY EXPENDITURE MODEL

What Goes Into a Child's Academic Battery to Keep it Charged and Energized?

#### **FOCUS SYSTEM**

- balanced ANS
- · motivated to learn
- ability to self-regulate
- · appropriate focus for tasks
- efficient executive functions
- self-initiation of focusing tools
- · participates in focusing activities

#### **SENSORY SYSTEM**

- sensory system responds efficiently to environment
- strong core postural muscles
- good sense of body and spatial awareness
- follows sequential movement patterns and directions
- · effective integration of midline skills
- responds appropriately through touch/tactile system

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· integrated vestibular, auditory, and visual systems

# ACADEMIC BATTERY

### **VISUAL SYSTEM**

- · ability to track text from left to right
- · both eyes work as a team
- · vision is within normal ranges for near and far
- · ability to visually remember what is seen
- ability to reproduce what is seen
- ability to filter out excess visual stimuli
- + light sensitivities within normal ranges

# AUDITORY SYSTEM

- ability to remember what is heard
- ability to sequence sounds and directions
- · ability to tune-in to what is important
- · ears are clear of infection and fluid
- hearing is within normal ranges
- ability to process sounds correctly
- + tolerate classroom noise levels

# NUTRITION FAMILY STABILITY

SUPPORT SYSTEM ←



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## **FOCUS SYSTEM**

- · Chair Lifts
- + Pretzels
- Heart to Home
- Wall Push-ups
- Mirror Me Moves
- Focus Finder Desk Strip



## **SENSORY SYSTEM**

- Dots & Squeezies (10/7s)
- Cross Crawls
- · Rhythm Taps
- Calming Taps
- Core out the Door
- Core on the Floor

# **AUDITORY SYSTEM**

- Listening Ears
- Blending Moves
- Quadrant Word Taps

### **VISUAL SYSTEM**

- Vision Strip
- Butterfly 8 Card
- Rapid Naming Card
- · Word Ping-Pong Card
- Quadrant Word Taps

**NOTE:** Our In-A-Pinch S'cool Moves Guide to Behavior Challenges chart is color coded to correspond to this chart

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