COURSE: Brain Gym® for Special Education Providers

INSTRUCTOR : Jan Fiore, M.L.S.

MATERIALS: *I Am the Child – Using Brain Gym® With Children Who Have Special*

*Needs,* (1998) Cecilia Freeman Koester, M.Ed.

*Movement Based Learning,* (2006) rev.(2012) Cecilia Koester, M.Ed.

*Course Manual: Interfacing Brain Gym with Children Who Have*

*Special Needs,* 2004,2012 Cecilia Koester, M.Ed.

COURSE DESCRIPTION:

This course is a practical, hands-on experience filled with information and techniques that are immediately applicable to all age groups. Students will learn the easy-to-do, noninvasive movements and activities that comprise the Brain Gym® system and how to apply them to promote optimum learning, communication, and movement in children and adults who have special needs. Students will have the opportunity to observe their instructor working directly with children (or adults) who have special needs. Students will learn how to **assess** an individual’s present level of functioning based on postural cues, **develop** the needed Brain Gym program, **evaluate** the whether or not the Brain Gym is meeting the student’s needs, and **modify** the Brain Gym as needed with seven building block activities.

COURSE OBJECTIVES

1. Participants will be able to synthesize the progression of developmental stages of movement.
2. Participants will be able to state/write goals, which include Brain Gym® movements and their adaptations as needed .
3. Participants will be able to determine which modifications are needed when working with a child or adult who has special needs..
4. Participants will be able to independently facilitate a balance using Brain Gym® movements and developmental building blocks.
5. Participants will observe and evaluate the instructor facilitating a balance for a child/adult who has special needs.
6. Participants will examine and understand resources describing learning and the brain related to movement.

CURRICULUM:

Course work will include the 26 basic Brain Gym® movements and the modifications for their use with the special needs population. Dennison Laterality Repatterning is taught along with the 5-step Edu-K balancing process. Participants will participate in a practical, functional course of study that that teaches how to achieve whole brain learning and they will be able to immediately use it with the population with which they work.

MAIN CURRICULUM THEMES/CONTENT

* Whole brain learning
* Autonomic nervous system
* Bi-laterality
* Brain organization profile
* Centering
* Midline Movements
* Noticing
* Participation Midline
* Re-patterning
* Dynamic brain
* Coherence
* Core activations
* Lengthening activities
* Language intentions
* Modular Brain
* Neuroplasticity
* Spinal Walking
* Reticular activating system
* Skull tapping
* Sensory perception
* Vestibular system
* Balancing
* Trigeminal nerves

Day One:

What is Brain Gym®? PACE

* What is a Balance and why is it used? 5 step tbalance
* Balancing process, techniques and how to modify them for the child who has special needs.
* How to assess needs, establish goals, language, awareness, noticing, high and low gear.
* Action Balances: Positive Attitudes, Seeing, Listening, Writing.
* Modification of Brain Gym activities and movements for optimum results.
* Whole Brain Language. Language of Intention.

Assignments and Assessment for optional graduate credit:

Homework: Read pp. 1-45 in *I Am The Child* www.newhorizons.org,

New Horizons for Learning John Hopkins School of Education

Read and report on one article of choice.

Day Two: Review homework.

* Review results of balances from previous day.
* Reflexes and developmental movement patterns, growth and windows of opportunity.
* Age appropriate brain development core activation.
* Ear popping.
* Eye activation.
* Movement re ed.procedure.
* Navel radiation.
* Skull tapping.
* Spinal walking.
* Introduce Focus Dimension.
* Introduce the three dimensions of the dynamic brain, the key words for each dimension and color coding. Relationship to area and function of brain development.
* Dennison Laterality Repatterning (DLR).
* Demonstration of how to use Brain Gym® with a (volunteer) child who has special needs.

Assignments and Assessment for optional graduate credit:

Homework: Read pp. 86-104 *I Am the Child* and jornal relating to experience in class.

Day Three:

* Review homework. Review core activation.
* F.A.S.T. Action Balances.
* Introduce Centering Dimension.
* Demonstrations of how to use Brain Gym with a (volunteer) child/adult who has special needs.
* Bal-a-vis-x
* Continue color codingareas of brain function coordinating with development stages.
* Integration of Brain Gym® into daily life.

Assignments and Assessment for optional graduate credit:

Homework: Read pp. 105-127 *I Am The Child*

Day Four: Activating the brain through movement.

* Review and discuss.
* Practice Centering and Focus Dimension.
* Laterality Dimension.
* X-Span Balance. Dynamic Brain.
* How to use Brain Gym with people who are prone to seizures.
* Finish color coding.
* Evaluation.

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Course: Brain Gym® for Special Education Providers

Instructor: Janice Fiore, M.L.S..

Description of Experience:

This course is a practical, hands-on experience filled with information and techniques that are immediately applicable to all age groups. Students will learn the easy-to-do, noninvasive movements and activities that comprise the Brain Gym® system. Students will learn how to apply these movements to promote optimum learning, communication, and movement in children and adults who have special needs.

Performance Outcome:

Students will have the opportunity to observe their instructor working directly with children and adults who have special needs and will learn how to assess an individual’s present level of functioning, develop the needed Brain Gym program and evaluate the benefits.

Evaluation:

Class participation, homework completion, project, and final exam.

Day One:

Schedule:

7:30 a.m. Registration

8:00 a.m. Introduction to Brain Gym®

10:30 a.m. Break

10:45 a.m. Lecture

12:00 p.m. Lunch

1:00 p.m. Lab session, lecture and case studies

2:30 p.m. Break

2:45 p.m. Lab session, lecture and discussion

5:30 p.m. Adjourn

Objectives:

1. Participants will be able to answer the question, “What is Brain Gym®?”
2. Participants will become acquainted with the language of the Brain Gym®system.
3. Participants will learn how to use the process and techniques.
4. Participants will have on-going opportunity to demonstrate their learning of the Brain Gym® system.

Assignments and Assessment for optional graduate credit:

Reading Assignments: Read assigned chapters from the following two books: *I Am the Child: Using Brain Gym®* *with Children Who Have Special Needs*  By Cecilia K. Freeman, M.Ed. and *Brain Gym®* *Teachers Edition* By Gail and Paul Dennison, Ph.D.

Assessment: Through class participation and teacher observation

Day Two:

Schedule:

08:00 a.m. Review of Brain Gym® System and Exercises

10:30 a.m. Break

10:45 a.m. Lecture

12:00 p.m. Lunch

01:00 p.m. Lab session, lecture and case studies

02:30 p.m. Break

02:45 p.m. Lab session, lecture and discussion

05:30 p.m. Adjourn

Objectives:

Assignments and Assessment for optional graduate credit:

Examine and understand rescources describibg learning and the brain related to the movement in

*Movement Based Learning* pp 33 – 37.

Reading of assigned chapters. Class participation in facilitating and experiencing balances. Assessment using class participation and teacher observation.

Assignment 1. Individual case study (written and oral). 30%

Assignment 2. Individual oral presentation of current articles on class topics and class discussion. 30%

Assignment 3. Journaling, group discussion and application possibilities. 40%

Day Three:

Schedule:

08:00 a.m. Review of Brain Gym® System and Exercises

10:30 a.m. Break

10:45 a.m. Lecture and lesson planning, Brain Gym Balances

12:00 p.m. Lunch

01:00 p.m. Lab session, lecture and case studies

02:30 p.m. Break

02:45 p.m. Lab session, lecture and discussion

05:30 p.m. Adjourn

Objectives:

1. Participants will achieve a more comprehensive understanding of how to assess, develop and evaluate which Brain Gym® movements and activities to use at a given time or circumstance.
2. Participants will be able to facilitate a balance for a specific dimension.
3. Participants will observe the instructor facilitating a balance for a child/adult who has special needs.
4. Participants will be able to obtain information from postural correlates regarding which dimension of the brain needs to be stimulated via developmental building blocks and the Brain Gym® movements.

Assignments and Assessment for optional graduate credit:

Read assigned chapters. Classroom participation and teacher observation.

Project: Begin color coding movements in book in order to deepen understanding of the use of Brain Gym in relation to the triune dimensions of the brain.

Debriefing of observation of instructor working with child/adult.

Assessment: class participation, teacher observation and initiation of project.

Day Four

Schedule:

08:00 a.m. Review of Brain Gym®, balances and exercises, practice centering and focus

dimension balances

10:30 a.m. Break

10:45 a.m. Laterality dimension, balances, adaptations

for children/adults who have special needs

12:00 p.m. Lunch

01:00 p.m. X- span balance, dynamic brain

02:30 p.m. Break

02:45 p.m. Lab session, lecture and discussion

03:45 p.m. Questions and Answers

05:30 p.m. Adjourn

Objectives:

1. Participants will review and weave together the information on the use of each dimension of the triune brain when determining which Brain Gym® activity to use with a child/adult who has special needs.
2. Participants will review the modifications of the Brain Gym® movements/activities and their use in specific circumstances in order to facilitate a balance for any of the three dimensions.
3. Participants will be able to determine which balance is needed for specific circumstances.

Assignments and Assessment for optional graduate credit:

Completed project/portfolio

Participant will facilitate and receive balances.

Final oral exam based on the following questions:

1. What is Brain Gym®?
2. What are the benefits of Brain Gym®?
3. Why would we use Brain Gym® with children and adults who have special needs?
4. What are the three dimensions of the dynamic brain? What are the behavioral and postural cues presented that assist in determining which dimension of the brain to address?
5. How will you integrate Brain Gym® into your daily classroom schedule, or in the sessions in which you work with children/adults who have special needs?

Instructional Resources and Bibliography:

*I Am the Child: Using Brain Gym® with Children Who Have Special Needs* by Cecilia K. Freeman, M.Ed.

*Smart Moves* by Carla Hannaford, Ph.D.

*Movement Based Learning for Children of All Abilities, 2006, rev.ed. 2012* by Cecilia K. Freeman, M.Ed.

*Teaching with the Brain in Mind* by Eric Jensen

*Enriching the Brain* by Eric Jensen

*Brain Gym®, Teachers Edition,* by Gail and Paul Dennison, Ph.D.

*Brain Gym® Handbook* by Gail and Paul Dennison, Ph.D.

*Change Your Brain, Change Your Life* by Daniel Amen, M.D.

*Mapping the Mind,* by Rita Carter

Books and materials can be purchased from instructor on the first day of class.

Bibliography and Suggested Readings

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