



Spotlight: The Visual-Motor Language

Spotlight

Meet Spotlight

Spotlight is an engaging visually-based 5-minute physical activity program for students and adults (ages 5 and up) that engages attention, memory, self-regulation, and social interaction by requiring you to think while you move. Reading the cognitive-visual-language in order to move in a coordinative, rhythmic pattern engages cognition.

The "Anyone, Anywhere" Visual Cognitive-Motor Activity

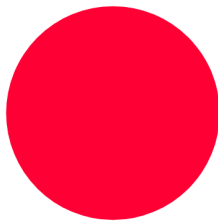
A flexible "for anyone" program, Spotlight can be implemented easily with no equipment, in a brief time-frame with little training. While we focus on school-aged children, we have adapted Spotlight for seniors, sports teams, and office settings.

What are the Spotlights?

The Spotlights are colors that communicate one movement per beat, 4 beats to a measure, 16 beats to a page. We call each page an Element. Each Element consists of patterns of movement that participants can mix and match over time. As students develop better beat competency, you can add rhythm to your movements by adding pauses, doing movements in half-time or double time or by changing tempo.

Spotlight

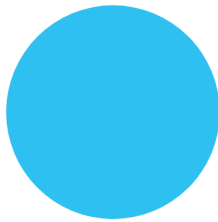
The Spotlights tell you which body part to use. They represent quarter notes in 4/4 time. Move to the Spotlights with a steady beat.



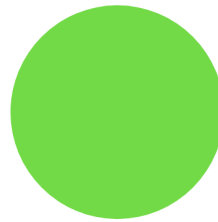
Red = Right Foot



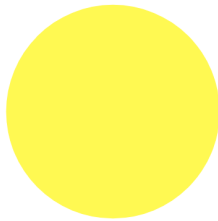
Purple = Right Hand



Blue = Left Foot



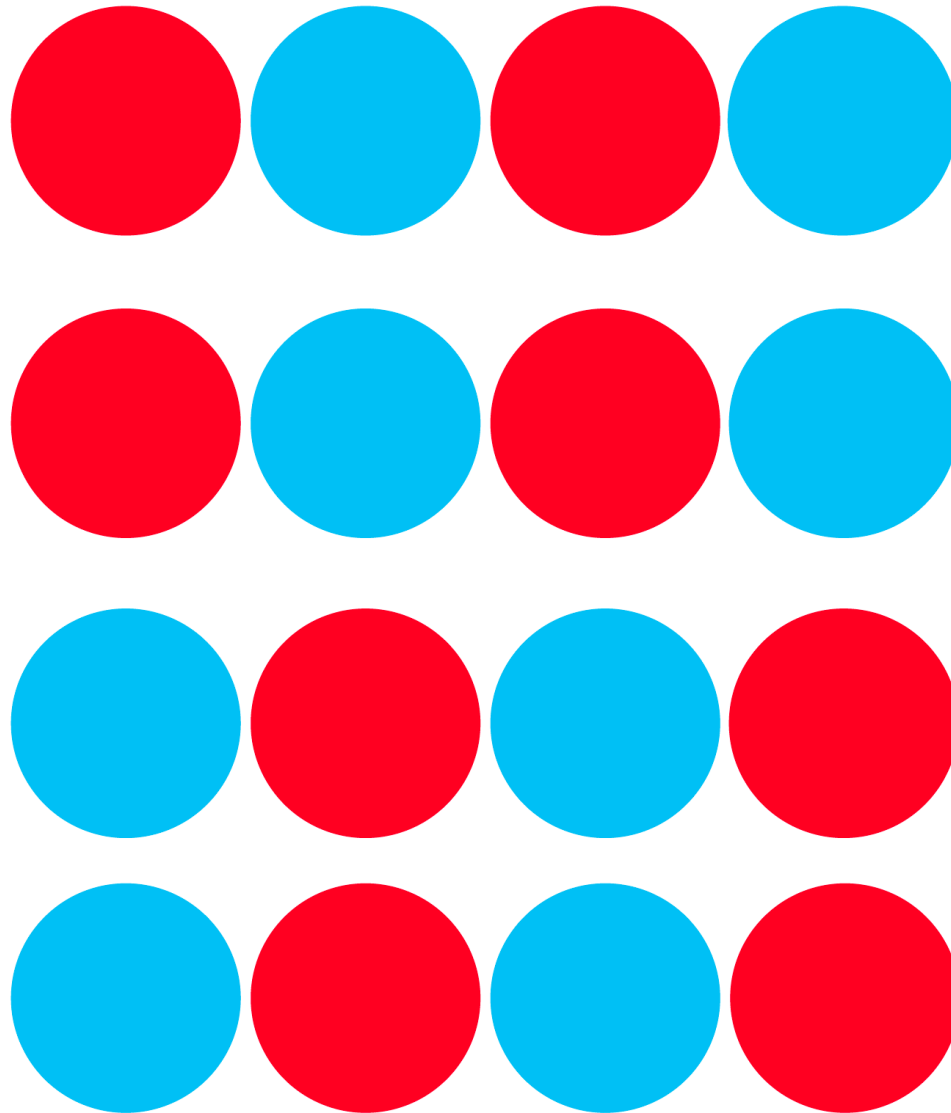
Green = Left Hand



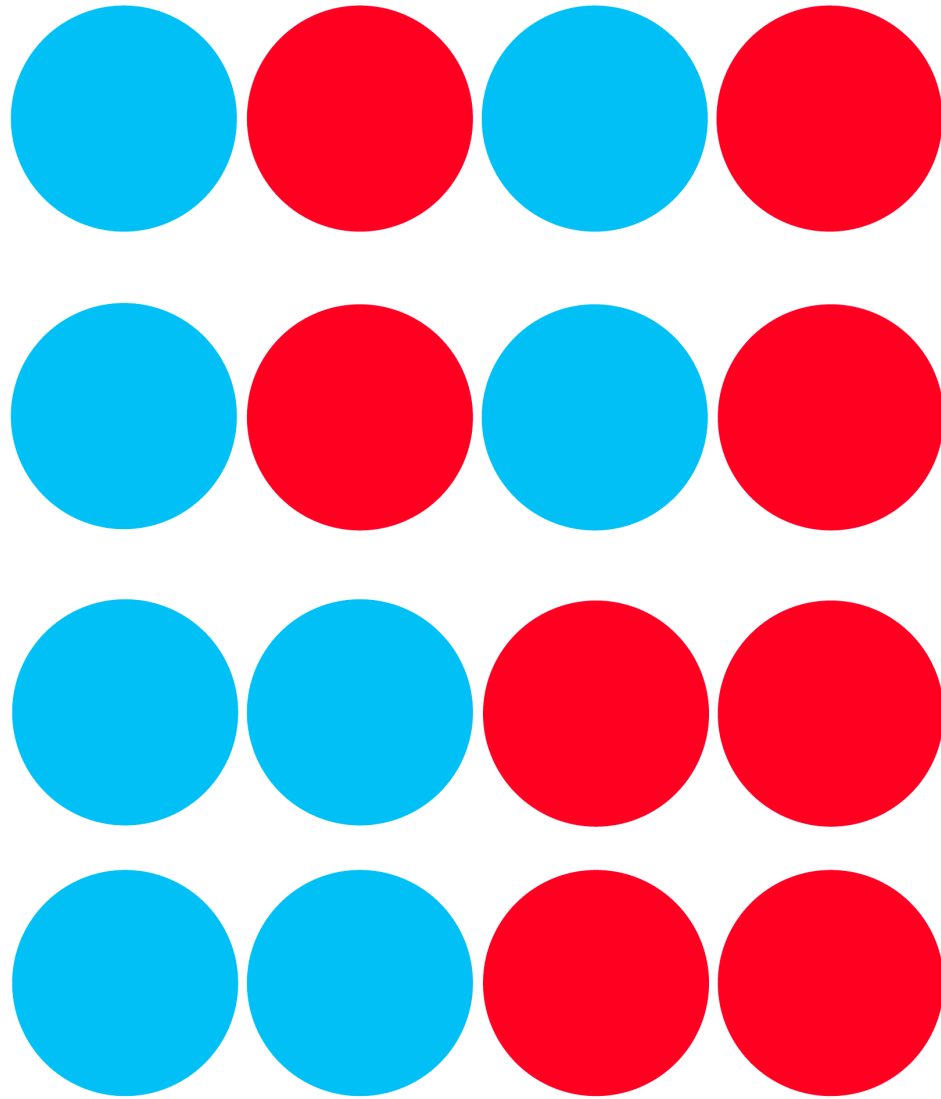
Yellow = Both Hands



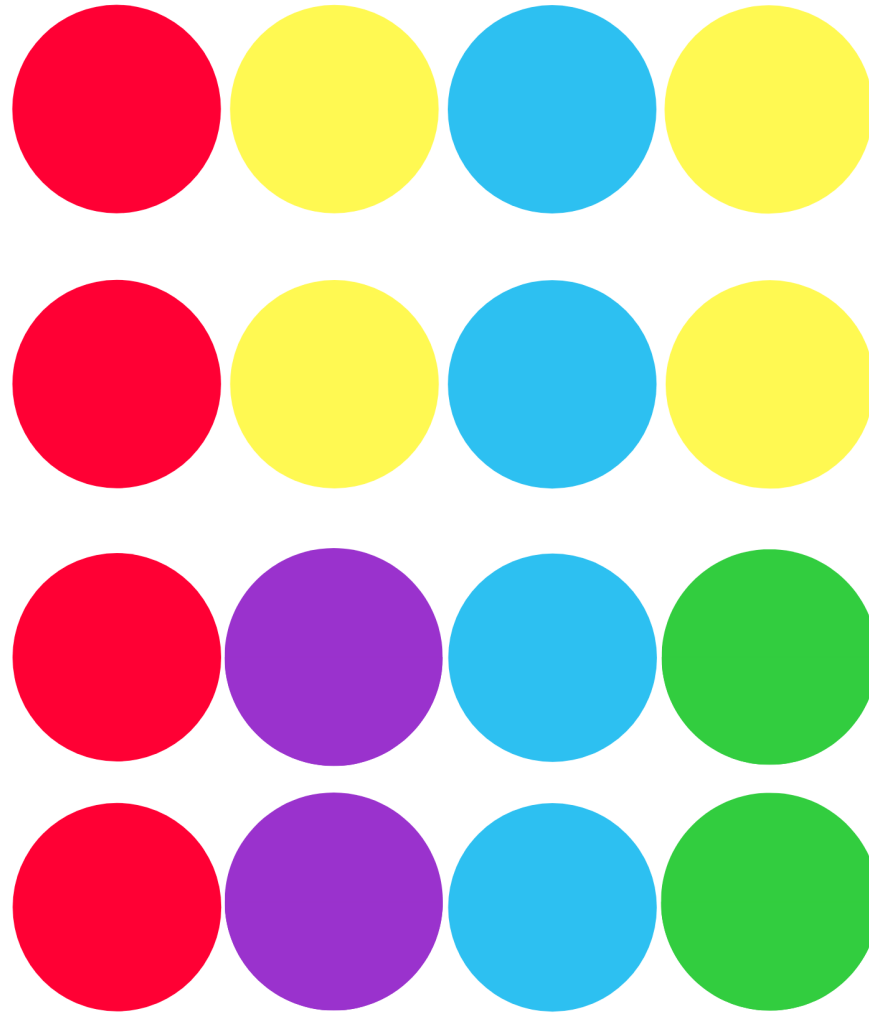
Orange = Free Move



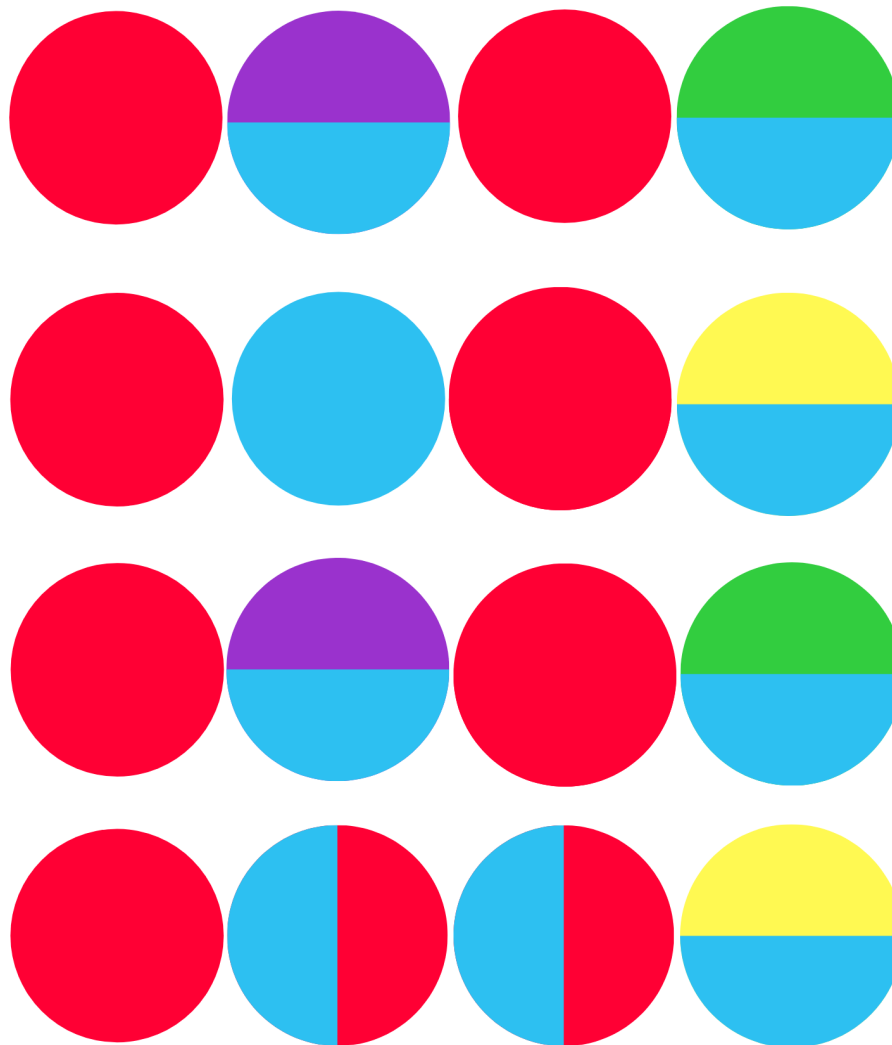
Element 1



Element 2



Sequence 3



Sequence 10

Limitations of the Research and Potential Risks

- RCT's have been conducted in some areas of physical activity and cognition.
- The body of literature is larger for adults than it is for children e.g. gait and Parkinson's.
- Embodied cognition in children is a newer area of neuroscience in education, research is ongoing.
- Concepts such as the impact of tempo, timing and rhythm on cognition are theoretically driven, more research needs to be done.
- We are not yet sure what dose and duration of which types of activities are best for children with which types of symptoms.
- Research does suggest frequent dosing, e.g. 5-20 minutes several days a week may be best, more research is needed.
- Risks of these activities should be properly considered in light of a child's motor skills and fitness level.



Rhythm Ball for Calming



Self-Regulation

FLIP 'N PUSH

DESCRIPTION: Teaching children how to bounce balls is a wonderful way to help them establish timing and sequencing. We have bounced balls with hundreds of children, many times, and find they do not know how to efficiently bounce the ball, so we teach them how to “Flip ’n Push.”

MATERIALS: One racquetball.

RELATED SKILL SETS YOU MAY WISH TO EXPLORE WITH THE CHILDREN:

- Balance
- Coordination
- Impulse Control
- Motor Management
- Motor Planning
- Motor Sequencing
- Rhythm
- Sequencing
- Successive Processing

GET READY: Show the child how to stand with both feet firmly planted shoulder width apart, with toes facing forward, as if one is standing on a line.

LET'S PLAY: Hand the racquetball to the child and tell him we are going to practice how to bounce a ball. Holding the ball in a supine position, rotate the wrist over and push the ball to the ground. “See, I take the ball, flip it and push it.” Now the child can imitate you with his own ball.

The child bounces the ball with his right hand eight times and transfers the ball to his left hand and bounces the ball with the same supine then rotating wrist technique. It’s helpful to count the beats with the child to cue consistent rhythm.



Self-Regulation

RHYTHM BALL

DESCRIPTION: Helping children establish their rhythm and timing often begins with teaching the children how to bounce the playground ball directly in front of themselves on their own. There are two ways to do this: as the facilitator, you can stand across from the child or next to them giving verbal instructions and reinforcing their behavior with specific compliments regarding how they are holding the ball, how consistently they are pushing the ball and how well they are hitting the spot that is designated directly in front of them. It may work best if you bounce a ball at the same time as the student, while standing directly across from them or next to them. This will activate the brain and body's desire to entrain or synchronize, thus helping the child establish a clear beat.

You might also use some of the cuing from Musical Thinking, asking questions such as "Shall we try it in Slow-Mo?" "What will the ball sound like if we bounce in Slow-Mo?" "Are we ready to try some Quick Rick?" Always remember to authentically compliment the child when appropriate.

RELATED SKILL SETS YOU MAY WISH TO EXPLORE WITH THE CHILDREN:

- Balance
- Coordination
- Impulse Control
- Motor Management
- Motor Planning
- Motor Sequencing
- Rhythm
- Sequencing
- Successive Processing



Self-Regulation

THE ROCKING V

DESCRIPTION: There are many of ways children can learn how to bounce balls. What we have observed with children is that they develop a preference for a certain size of ball, as well as a specific type of bouncing. Some children like to bounce the racquetball with one hand or from one hand to the other. Other children prefer the playground ball. Ball bouncing is both alerting and calming as it activates the body's natural inclination for rhythm. We have had children bring balls with them to restaurants to help them remain calm while waiting. We have had entire classes bounce balls before a test to alert their brains. We have also used balls in individual therapy, social skill work or executive function training for 5–8 minutes before we do our learning modules. The Rocking V is a calming activity that children like to do when they are anxious or have BIG feelings. It's a natural way to self-modulate.

MATERIALS: A racquetball.

RELATED SKILL SETS YOU MAY WISH TO EXPLORE WITH THE CHILDREN:

- Balance
- Coordination
- Impulse Control
- Motor Management
- Motor Planning
- Motor Sequencing
- Rhythm
- Sequencing
- Successive Processing

Swing, Sway, Swaddle, Sing, Hum

Yoga

Meditation

Tai Chi

Movement in 3, 5, 7, 9

Hydration

Deep Breathing

Stretching

Rocking

Pressure Point Hand Massage

Yoga Ball Belly Rocking

Heavy Work

The image features a central white rectangular area with a grey border. Inside the white area, three overlapping circles in shades of blue are arranged horizontally. A grey horizontal banner is positioned across the middle of the circles, containing the text "Self-Regulation: Heavy Work". The background is a light grey with a fine grid of small dots. There are also several colored semi-circular shapes: a teal one on the left, a pink one at the top right, an orange one on the left, and a red one at the bottom right.

Self-Regulation: Heavy Work



Think-Ups

FOR SELF-REGULATION

Think-Ups Push-Ups Count Aloud as You Move

1

MuSical Thinking

4 Count Push-ups

Whole push-up 1 2 (down)
3 4 (up).
Repeat 3-4 sets.

2

MuSical Thinking

4 Count Push-up
Holds

Whole push-up 1 2 (down)
3 4 (up). Hold (up) 2 3 4.
Repeat 3-4 sets.

3

MuSical Thinking

8 Count Push-ups
Super Slow

Whole push-up 1 2 (down)
3 4 (up). Half-way down on
5 6 slowly up on 7 8.
Repeat 3-4 sets.

4

MuSical Thinking

Half Push-up Holds
Super Slow

Whole push-up 1 (down)
hold 2 3 4. Half-way up on
5 6 all the way up on 7 8.
Repeat 3-4 sets.

5

MuSical Thinking

8 Count Pulse Push-ups
Super Slow

Whole push-up 1 (down)
hold 2 3 4. Up on 5
pulse 6 7 8.
Repeat 3-4 sets.

6

MuSical Thinking

4 Count Leg Push-ups

Push-up position. Right leg
"up 2 3 down", Left leg "up
2 3 down".
Repeat 3-4 sets.



Think-Ups

FOR SELF-REGULATION

Think-Ups Wall Sits Count Aloud as You Move

1

MuSical Thinking

8 Count Wall Sit
Toe Tap

Wall Sit. Tap right toe, left toe alternating
R L R L R L R L
Repeat 3-4 sets.

2

MuSical Thinking

8 Count Wall Sit
Double Toe Tap

Wall Sit. Tap right toe, left toe alternating
R L R L R L R L
RR LL RR LL
Repeat 3-4 sets.

3

MuSical Thinking

8 Count Wall Sit
Toe Tap Paradiddle

Wall Sit. Tap right toe, left toe alternating
R L R L R L R L
L R L R L R L R
Repeat 3-4 sets.

4

MuSical Thinking

4 Count Wall Sit
Toe Tap Paradiddle

Wall Sit. Tap right toe, left toe alternating
R L R L
L R L R
Repeat 3-4 sets.

5

MuSical Thinking

8 Count Wall Sit Bean Bag Pass

Wall Sit.
Pass bean bag alternating hands
R L R L R L R L
On 4th and 8th beats tap the corresponding toe.
Repeat 3-4 sets.

6

MuSical Thinking

8 Count Wall Sit Bean Bag Pass
Colors & Animals

Wall Sit.
Pass bean bag alternating hands
R L R L R L R L
On 4th and 8th beats name the laminated color or animal.
Repeat 3-4 sets.



Prime Your Brain for Learning

We Move "On The Beat" In Time Together

Morning	Circle Time	Centers	Seated Work	Recess	In Line	Transitions
Personalized Fist Bump Pattern with Teacher	Play a partner criss-cross hand tap pattern.	Prime the brain for centers by chanting, "We are alert, prepared and ready to learn." Clap Clap Clap.	Weight shift in your seat with your hands in the air, moving your upper body 4 beats in Quick Rick and 4 beats in Slow Mo.	Play jump rope in Quick Rick and Slow Mo. Ask a friend to repeat your pattern.	When students are lined up, have them pass a pretend beach ball over their heads backward to the next student, in time, counting on the beat together.	Create your own class 16 beat pattern using step, clap and hip tap.
Sing the Ready Position Song	Pass the pretend BIG ball around the circle while singing a strong beat song such as The Ants Go Marching.	Move between centers on the beat in Slow-Mo pretending to be a slow moving animal, adding a pause on beat 4.	Play Rhythm Tap on your desk 1 2 / 1 2 3 ; 1 2 3 4 Alternate hands.	Ask your students to listen for two sounds in nature, while they are at recess, then imitate what they heard when they arrive back in class.	Do a 4 count paradiddle tapping each thigh while standing saying Par - A - Di - Dle R L R R L R L L	Create your own class 16 beat pattern using march, clap and alternating shoulder taps.
Clap 1 2 3 4 March R L R L Clap 1 2 3 4 March R L R L	As you march on the beat in 4/4 time, count out loud. Take turns having each student name a different color on beat 4.	Move between centers on the beat chanting something you have all just learned together.	Partner up and do a seated bean bag pass pattern for 16 beats.	Mirror with a friend, small ball bouncing patterns, 1 2 3 V pass across to other hand.	When students are lined up, have them do a pattern of two standing yoga moves in a sequence.	Create your own class 16 beat pattern using pretend drums, as a marching band.
Clap 1 2 3 4 Bounce and Clap 1 2 3 4 Clap/clap 1 2 3 4 March R L R L	As you march on the beat in 4/4 time, count out loud. Take turns having each student say the name of the person to their left on beat 4.	Move between centers on your tip toes, with a ground pat on beat 4, in Slow Mo.	Be an orchestra with Rhythm Tap alternating feet in time on the beat 1 2 3 / 1 2 ; 1 2 3 4.	Dribble the basketball in your own Quick Rick and Slow Mo pattern, then pause two counts before you throw to the basket.	When students are lined up, have them wall sit and paradiddle with their feet while counting on the beat in time together.	Create your own class 16 beat pattern of Tai Chi, using the Tai Chi Me moves or create your own moves.
R L Heel Clap Clap 8 Quick Alternating Hip Taps Thigh Pat Thigh Pat	Create a 16 beat seated thigh pat and clap or snap pattern.	Play Clapping Rhythm Repeat as you walk in Slow Mo to centers.	Practice Ready Position while seated with belly in, shoulders back and chin held high.	Play Hop Scotch while moving in your own 8 count Quick Rick and Slow Mo pattern.	Create one foot balancing patterns alternating feet in time, counting on the beat together.	Paradiddle alternating hip taps as you walk down the hall.