

Let's Build Some Patterns

1

2

127

Clap Hand Tap Pat

Tap Step Stomp

128

Hop Turn Twist

Jump Dab Snap

129

Cueing is Scaffolding

Auditory cueing could also lead to a different type of motor learning process by providing a richer setting for motor learning and stimulating connectivity between auditory and motor areas. Rather than simply speeding up learning, motor activation would result in a different learning process than uncued movement. (Schaefer, 2014).

Counting
Saying what you are do it
Right, Left
1 Clap 3 Bounce
Words in motion – bounce, catch, pass

130

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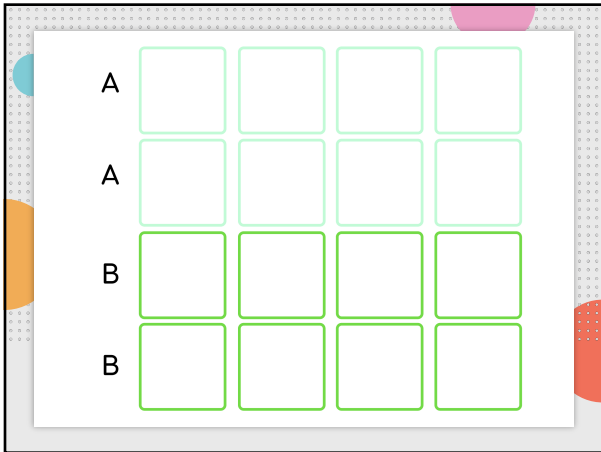
1				
2				
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4				
	1	2	3	4

Beats

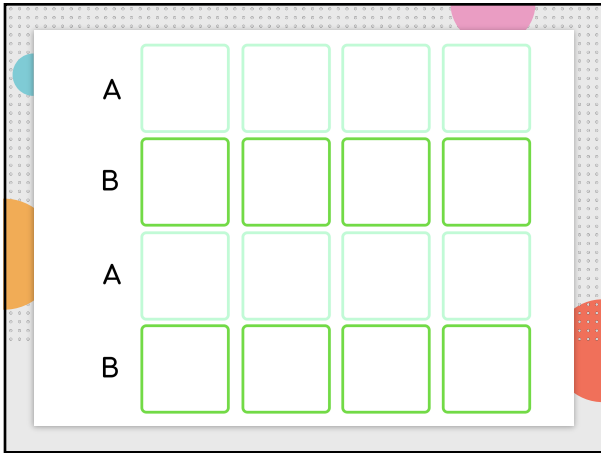
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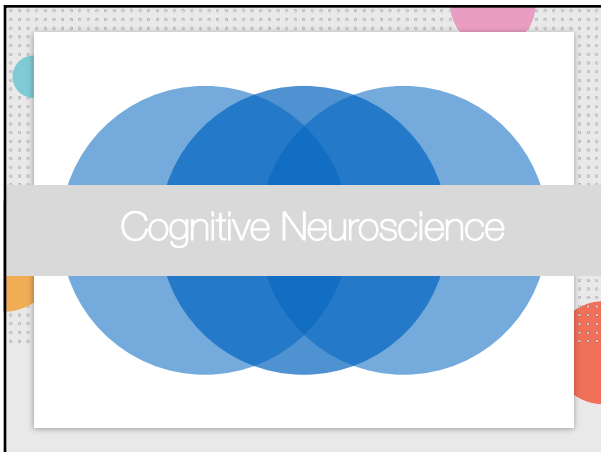
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135

Q:

How can we use musical notes to help children monitor & modify their behavior?

136

Self-Regulation and Response Inhibition are about Learning the "Felt-Sense" of Slowing Down

Musical Thinking

QUICK

Musical Thinking

SLOW

Slow 50-85 BPM Quick 85-120 BPM Fast 120-160 BPM

137

**C
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M**

Effective transitioning of students between learning activities occurs when teachers establish routines and expectations of student movement and behavior wherein students stop one activity and quickly and smoothly move to the next activity. Effective student transitions increase learning time and provide daily practice of safe movement (Carter, 2017).

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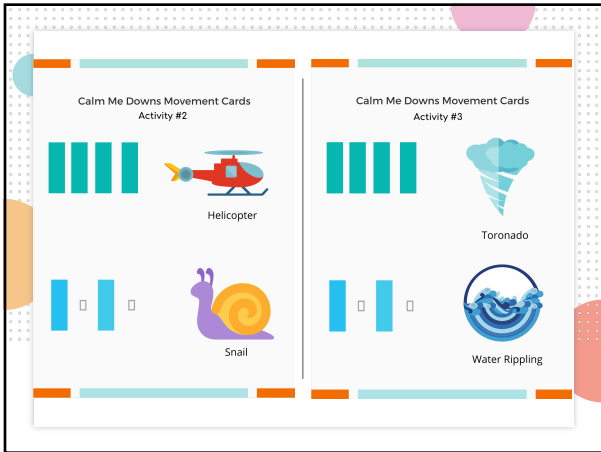
Orderly transitions in school also increase the time that could be committed to classroom teaching and learning. Daniel (2007) identifies that even 10 minutes a day (a conservative estimate) of lost classroom time due to student disruptions and poorly executed transition adds up to a staggering 30 hours of lost class time per school year.

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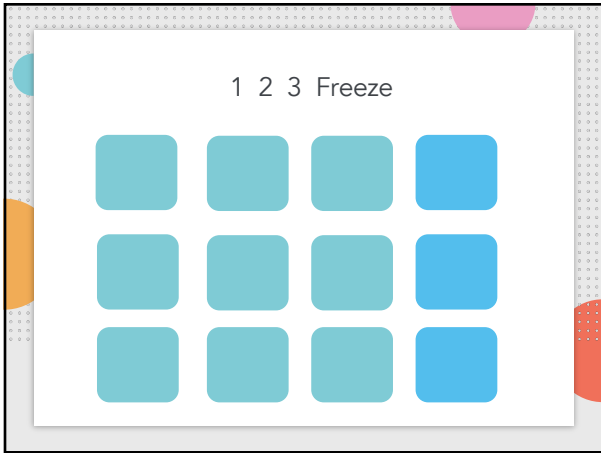
Reducing the transition time before and after activities by just one minute per hour could reclaim 20 hours of lost time-on-task per student, per school year (Carter, 2017).

Improving student time-on-task while transitioning supports more teaching time and imparts important self-regulation and executive function skills to last a lifetime.

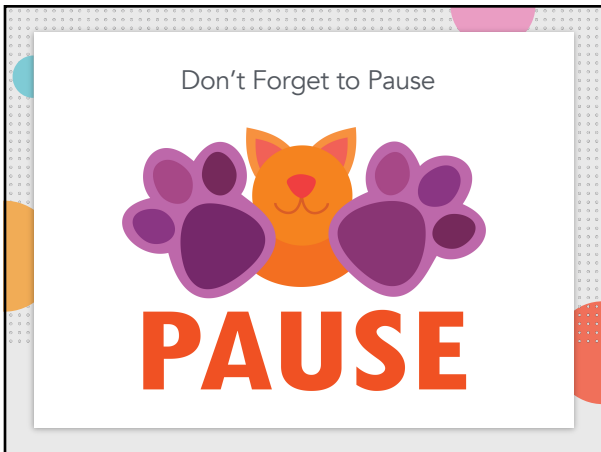
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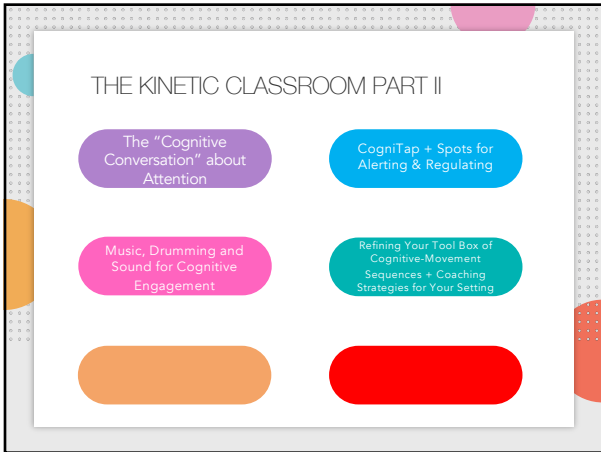
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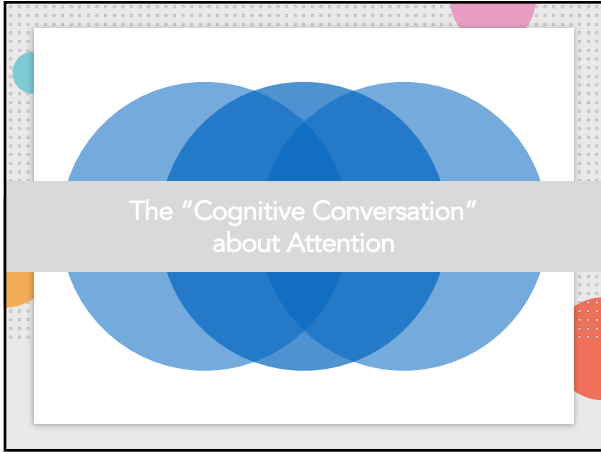
140



141



142



143



144

Get the Conversation Started Prompts:

- What is attention?
- What makes it easy to pay attention?
- What makes it difficult to pay attention?
- What are the parts of the attention cycle?
- How do you turn on your attention engine?
- What helps your attention engine run smoothly?
- What does it mean to be alert?
- When does your attention need a break?
- What makes your brain drift?
- When you drift where do you go?
- What distracts you?
- What helps you remain focused?
- What do you tell yourself when you brain needs a break?
- How long do you think a brain breather should last?
- How do you re-alert your attention?
- What do you say to yourself to re-alert your attention?
- Are there ways we, as a class, can help one another remain alert?

145

Mrs. Johnston's Cognitive Classroom

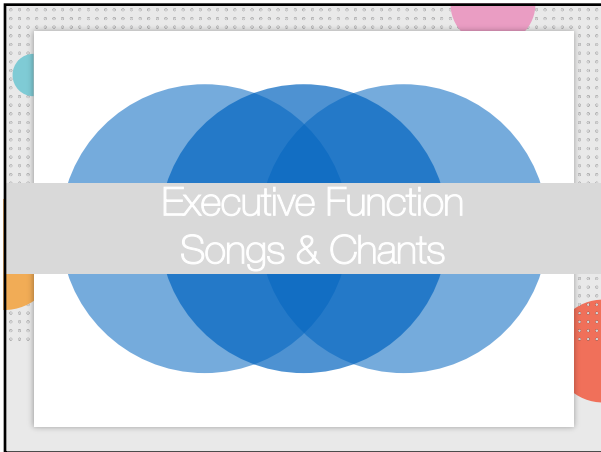
<p>I am My Brain's Best Coach</p> <p>Ways to turn my TORCH On! (alert)</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>I am My Brain's Best Coach</p> <p>Ways to draw My Attention to a specific target (select)</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>I am My Brain's Best Coach</p> <p>Ways to help me FOCUS (attend) during the day</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>I am My Brain's Best Coach</p> <p>My favorite ways to "switch off" and take a break (drift)</p> <ol style="list-style-type: none"> 1. 2. 3.

146

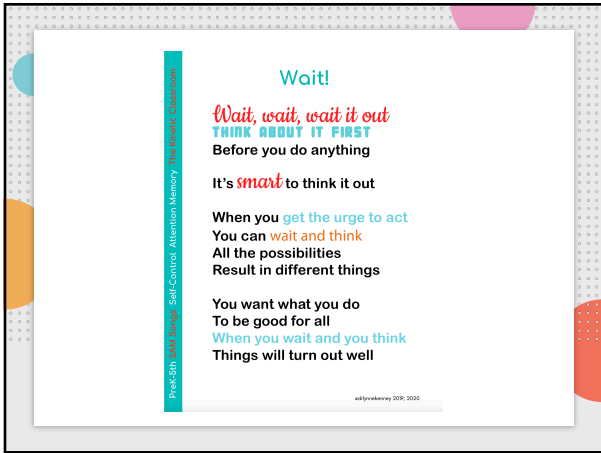
Selecting and Attending Prompts:

- How do you use your headlights to choose the proper target of your attention?
- What do you see, think and hear when you select different targets of your attention?
- Can you show me how you direct your headlights to the person, place or thing you are to focus on now?
- What do you tell yourself about selecting the proper focus of your attention?
- How do you know if your headlights are off-target?
- Attending is directing your mental energy toward a specific target.
- Can you show me what attending looks like?
- If I am the target of your attention, what will you look like when you are attending to me?
- If your book is the target of your attention, what will you look like when you are reading?
- If a classmate is the target of your attention, what will you look like when you are attending to your classmate?

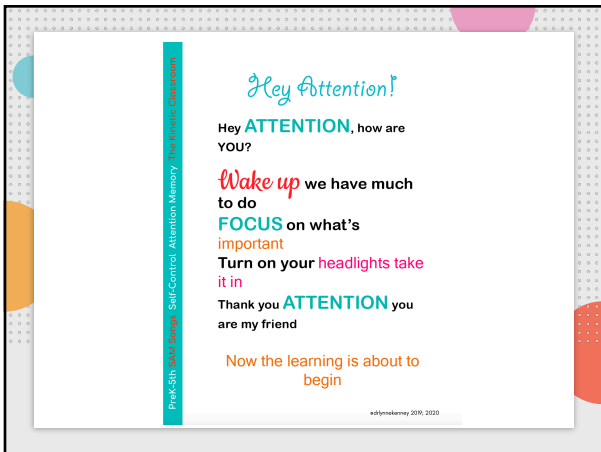
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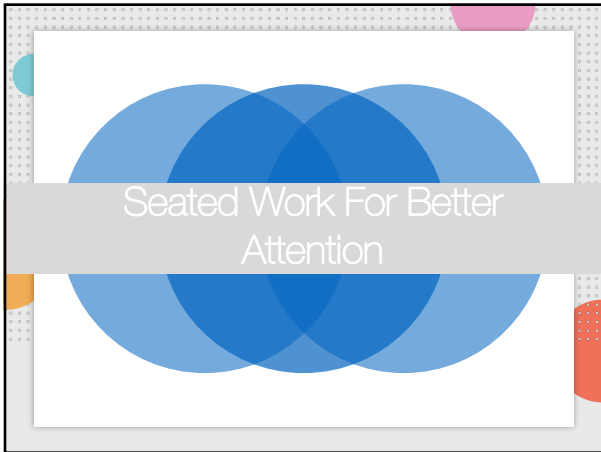
148



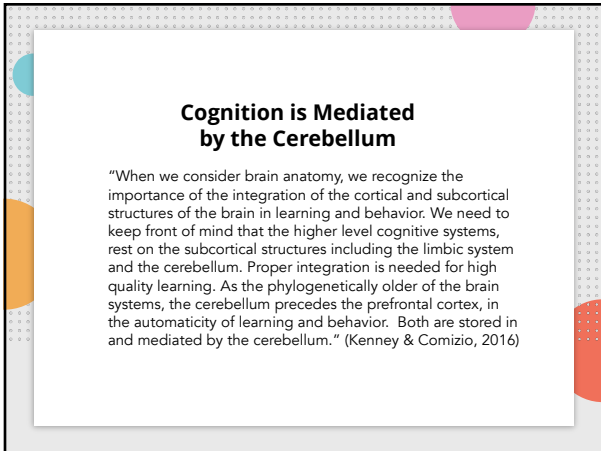
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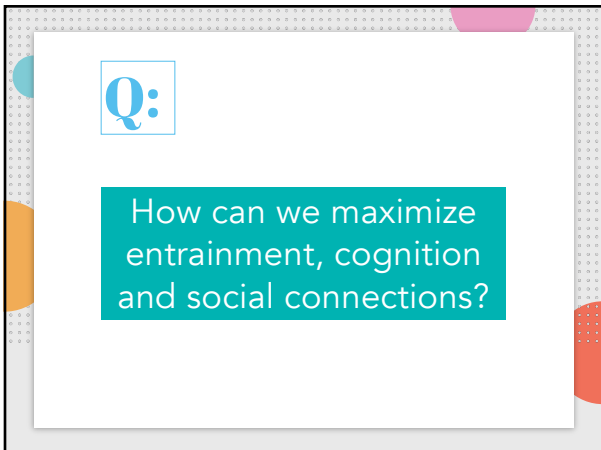
150



151



152



153

CogniTap & CogniTap Spots

- Alerting Attention
- Calming & Organizing the CNS
- 1-5 minute Desk Percussion Activities
- The Stadium Effect
- Compositions & Orchestras

154

CogniTap Desk Moves: Set 3

Hand Table Taps

R L R L R L R L

L R L R L R L R

1 § 2 § 3 § 4 §

Toe Floor Taps

R L R L R L R L

R R L L R R L L

1 § 2 § 3 § 4 §

Sequential or Simultaneous

155

<ul style="list-style-type: none"> ● Right Toe Tap ● Left Toe Tap ● Right Hand Tap ● Left Hand Tap ■ Clap 	<ul style="list-style-type: none"> ▲ Left Heel Tap ▲ Right Heel Tap ▲ Both Hands Pat ● Rest - Be Still
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CogniTap SPOTS:
The Visual-Motor Code

156

CogniTap SPOTS: Pattern 7

157

Q:

What cognitive skills can you feel working now?

158

Music, Piano and Drumming for Cognitive Engagement

159

Q:

What are some benefits of music in the academic curriculum?

160

How Rhythm and Music Enhance Cognition

Learning includes recognizing, understanding and responding to patterns and sequences.

- Tasks of daily living, dressing, cooking, walking to school, playing
- Reading & writing
- Numeracy
- Spelling and vocabulary
- Homework and projects require sequencing

Rhythm and Tempo provide the opportunity to anticipate, respond, and create.

Timing supports and enhances coordination which underlies cognition.

161

Benefits of Music & Movement Training

Music and movement instruction has been shown to engage children's memory, cognitive development, social skills, learning and auditory processing.
(See - Dumont 2017; Miendzarzevska, & Trost, 2014)

- Develop fine motor skills
- Develop gross motor skills
- Learn to express emotions
- Learn how to manage one's body in space
- Improve balance and coordination
- Improve social interaction
- Improve self-regulation
- Increase working memory load
- Increase selective attention


162

Music and Movement in Curriculum

Integrating music and movement into the curriculum, has shown to directly affect numerous areas, including recall, reading levels, mathematics skills, engagement, and motivation (Cole & Boykin, 2008; Vazou, Gavrilou, Mamalaki, Papanastasiou, & Sioumala, 2012; Jensen & Kenny, 2004; Iwasaki et al., 2013; Mendelson, Greenberg, Dariotis, Gould, Rhoades, & Leaf, 2010; Song, Capraro, & Tillman, 2013), Hall 2019.

163

Meludia Paris



Add Fun & Benefits to Your Music Classes
Meludia for Educators & Students

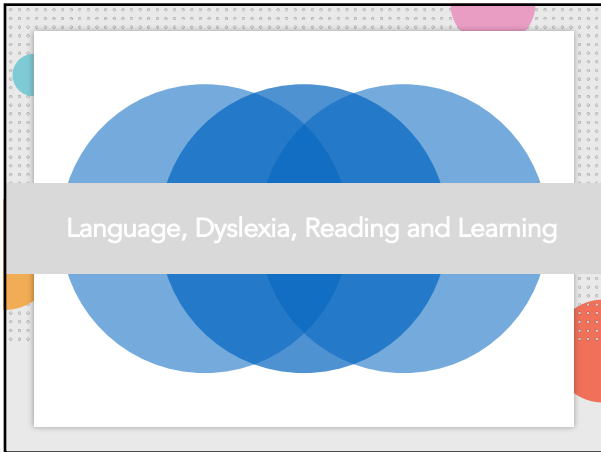
BENEFITS FOR EDUCATORS & STUDENTS

164

THE KINETIC CLASSROOM PART III

- Language, Dyslexia, Reading & Learning
- Beanbags and Balls For Alerting and Calming
- The "Cognitive Conversation" about Working Memory
- Self-Regulation, Response Inhibition, Self-Control and Emotional Modulation
- Spotlight to original Cognitive-Visual Motor Language
- Rhythm Ball and Heavy Work

165



166

Developmental dyslexia is a childhood learning difficulty that is defined as a specific difficulty in reading and spelling that cannot be accounted for by low intelligence, poor educational opportunity or obvious sensory/neurological damage.

The core cognitive difficulty in developmental dyslexia lies with **phonology**, as measured by the ability to reflect on the sound structure of words (Snowling, 2000).

Children with dyslexia have difficulty in **manipulating sound elements in words** and in **recognizing shared sounds** in words (Ziegler & Goswami, 2005; Ziegler et al., 2010, for recent reviews).

They frequently also have difficulties with **phonological short-term memory** and rapid naming of familiar word forms (Wagner & Torgesen, 1987; Ziegler et al., 2010).

More recent studies show that the phonological difficulties in dyslexia extend **beyond single words to the processing of intonation, syllable stress, speech prosody and speech rhythm** (e.g. Goswami, Gerson, & Astruc, 2010; Goswami & Leong, 2013; Goswami et al., 2013b; Leong, Hämäläinen, Soltész, & Goswami, 2011).

Source: Bishop-Liebler et al. 2014

167

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- **1 in 16** public school students have IEPs for specific learning disabilities (SLD) or other health impairments (OHI), which covers ADHD. Source: NCLD
- Dyslexia affects an estimated 5%-17% of schoolchildren, depending on the cutoff reading score used to diagnose the disorder.
- It is estimated that 30% of those with dyslexia have coexisting ADHD (primarily inattentive type). Source: IDA
- Over 80% of children with ADHD and 60% of children with a Reading Disability meet the criteria for at least one additional diagnosis (Willcutt & Pennington, 2000a, 2000b).
- Intervention is most successful if it begins before 4th grade, although people with dyslexia can successfully receive treatment into adulthood.
- If the student is below the 38th percentile nationally in reading, lifelong challenges may result.

168
