move THiNK

Executive Function in the Classroom

30 Cognitive-Physical Activities and Coaching Strategies to Improve Executive Function, Self-Regulation and Behavior in Children and Adolescents

THE KINETIC CLASSROOM

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Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your profession's standards.

Coaching Executive Functions

Cognitive-Physical Activities

- Get ready!
- It's going be a BUSY day!

- Self-control, attention, memory, cognitive flexibility, previewing, planning, organization, self-regulation

Spotlight, Think-Ups, Calm Me Downs, CogniTap, Balls, Bean Bags, Musical Thinking.

One Day In The Kinetic Classroom

- Biological precursors of cognition and behavior
- How to teach executive function skills
- Rhythmic coordinative cognitive-motor activities
- Heavy work for dysregulation and distress
- In-the-moment self-regulation activities to calm the Caveman and engage the Thinker
- Cognitive-movement strategies to help children move out of the stress response into an alert state of calm
- The "cognitive conversation" about executive functions including self-control, attention and memory
- Musical Thinking the original visual-motor language to engage the brain

The Morning Program

- The "Ready to Learn" Brain
- Building Prosocial Behaviors
- Engaging Subcortical Structures
- Musical Thinking
- Building Your Own Cognitive-Motor Patterns Sequences & Phrases
- Cognitive Neuroscience

The Afternoon Program

- The "Cognitive Conversation" about Attention
- CogniTap for Alerting & Regulating
- Music, Drumming and Sound for Cognitive Engagement
- Developing Cognitive-Movement Sequences for Your Setting
- Language, Dyslexia, Reading & Learning
- Bean Bags, Attention & Memory
- The "Cognitive Conversation" about Working Memory
- Self-Regulation, Response Inhibition, Self-Control and Emotional Modulation
- Spotlight
- Rhythm Ball

FOCUS ON THE BEAT

Priming the Brain for Listening and Learning

Our Objectives

- Implement research-based activities to improve thinking, self-regulation and behavior.
- Characterize the relationship between cognition and motor movement.
- Explore bringing physical activity back to the classroom with neurocognitive activities.
- Practice over 30 activities you can do to help children with ADHD, dyslexia, ODD, sensory processing challenges, dyspraxia, anxiety and behavioral issues.
- Evaluate the integration of computer-based cognitive skills training and motor movement activities.
- Choose how to enhance collaboration and cooperation by teaching students applied neuroeducation.

Advancements in Technology Neuroscience

Then…	Now…
Alexander Luria	fMRI Diffusion Tensor Imaging Deep Brain Stimulation

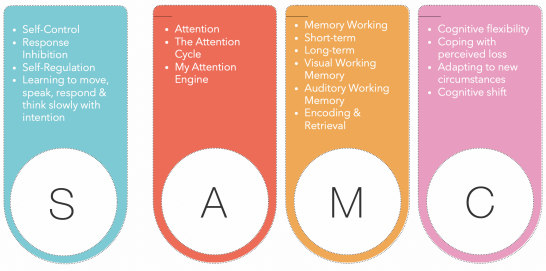
Research Study Design

There are four main types of Quantitative research: Descriptive, Correlational, Causal-Comparative/Quasi-Experimental, and Experimental Research.

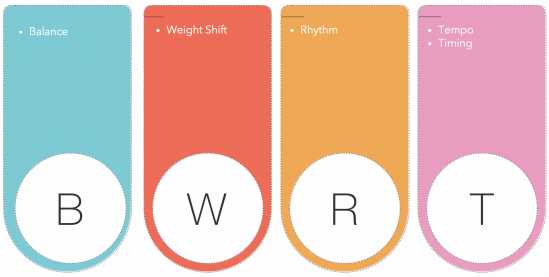
Randomized controlled trial: (RCT) A study in which people are allocated at random (by chance alone) to receive one of several clinical interventions including a control group. RCTs attempt to establish cause-effect relationships among the variables.

A cross-sectional study is descriptive. It examines the relationship between disease (or other health related state) and other variables of interest as they exist in a defined population at a single point in time or over a short period of time (e.g. calendar year).

COGNITIVE DOMAINS

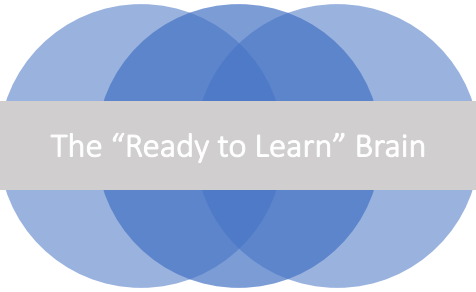


MOTOR DOMAINS



The Morning Program

The "Ready to Learn" Brain



The New Preliteracy

While we were paying attention to BEHAVIOR we learned through science, that there are important SKILLS that precede behavior. This redefines literacy for education. We learned that there are cognitive, social-emotional, and physical skills that precede both learning and behavior.

- **Self-Regulation**, the ability to manage one's internal energy, emotions and impulses.
- **Focused Attention**, the ability to maintain attention on a specific target stimulus, long enough to take action on it.
- **Working Memory**, the ability to transiently hold and manipulate necessary information for relatively immediate access, in a short period of time.
- **Sequencing**, the ability to place content, words, thoughts and actions in order.
- **Self-Control**, the ability to recognize and resist cognitive and motor impulses sufficiently to take appropriate action in the moment.

THE NEW PRE-LITERACY Kenney, 2018

EXECUTIVE SKILLS OPEN THE LID

100's of Millions of Dollars Spent Annually on Curriculum Content & EdTech

"I am expected to meet all of these academic milestones with students who cannot sit still, are unable to listen and forget what I taught them 5 minutes ago." Mariah N. Los Angeles

Focus
Self-control
Memory

"You can't pour water into a bottle when the lid is closed."

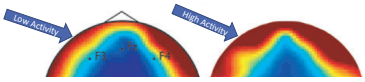
Bruce Wexler, MD Yale School of Medicine

More than a decade of research has shown that executive function skills, and the prosocial behaviors they promote, are more accurate predictors of academic readiness and life success than IQ or any other performance marker.

Studies have shown that children with stronger executive function skills engage more effectively with classroom learning activities and have higher reading and math achievement in elementary school than those with weaker skills, Brain Futures 2019.

As Early as 9 Months of Age Children in Low Stimulation Environments Have Less Connectivity in Executive Function Areas of the Brain

Frontal Lobe Activity is related to Attention and Language at 16-18 months. → Frontal Lobe Activity at 16-18 months Predicts Language at 4-5 years.

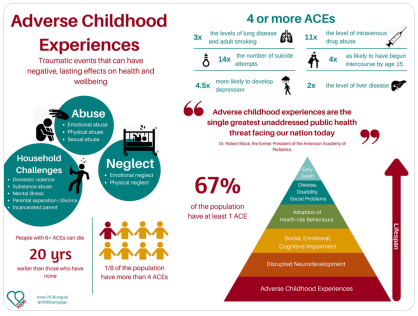


Low-Income High-Income

P Tomalski et al *Developmental Science* 16:676-687 2013

Cost of Low Executive Function

50% more likely to Repeat a Grade
57% Receive More Disciplinary Actions
50% more Money to Educate
2x More Teacher Time
8 x more likely to drop out of high school



SAM

Self-Regulation
Self-Control
Attention
Working Memory
Cognitive Flexibility

EF's and Self-Regulation Predict Achievement and Lifelong Success

The evidence is clear: every school in the U.S. should adopt an executive function program and executive function training should be a standard component of teacher certification programs.

Brain Futures 2019

Early EF Predicts Math & Reading

A wealth of studies on the relationship between EF and emergent academic skills in preschoolers, kindergartners, and older children has shown that EF significantly relates to both mathematics and literacy skills (e.g., Alexander et al., 1993; Bull and Scerif, 2001; Blair and Razza, 2007; McClelland et al., 2007, 2014; Clark et al., 2010, 2013, 2014; Welsh et al., 2010; Roebers et al., 2012; Shaul and Schwartz, 2014; Bryce et al., 2015) in Mulder, 2017.

Detecting a pattern within a sequence of ordered units, defined as patterning, is a cognitive ability that is important in learning mathematics and influential in learning to read.

Bock et al. 2018

Early EF, assessed in children as young as two years, is predictive of emerging academic skills at the end of kindergarten. Differences in early EF are particularly predictive of emergent mathematics, but also play a role in the development of early literacy skills.

Mulder et al. 2017

Improving Executive Function: Evidence-Based Interventions

Cognitive Skills Training

Computerized Cognitive Training (CCT)

Social-Emotional Learning

Neurofeedback

Brain Literacy

Mindfulness

Physical Activity

Physical Activity is Associated with Enhanced Cognition

Advancements in use of fMRI, diffusion tensor imaging (white matter), EEG (ERPs) and biometric measures (VO2 max) have strengthened the neuroscientific rationale for the beneficial effect of physical exercise and fitn ess on brain development and cognitive functioning in children and adolescents.

Physical Fitness

Globally, more than half of school-aged children do not engage in the recommended 60 minutes of daily moderate to vigorous physical activity (MVPA) and the childhood obesity rate has increased from 13.9% in 2000 to 18.4% in 2016 in the United States, Lee at al., 2020.

Physically fit children demonstrate greater attentional resources, have faster cognitive processing speed, and perform better on standardized academic tests.

Health Consequences of Physical Inactivity

Research indicates that physical inactivity and sedentary behaviors are significant correlates of childhood obesity, Childhood obesity and physical inactivity may result in serious adverse health consequences such as poor executive function, cardiovascular disease, type 2 diabetes, asthma, sleep apnea, depression, anxiety and psychosocial issues, Lee at al., 2020; Favieri et al., 2019.

Fitness, Cognition & Mental Health

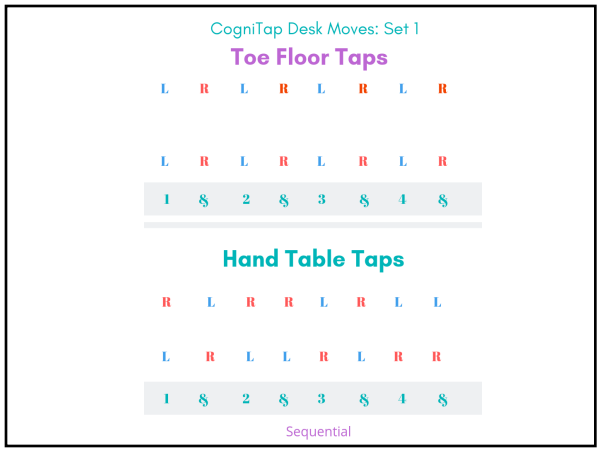
FITNESS and TEST STANDARDIZED SCORES – Physically fit children demonstrate greater attentional resources, have faster cognitive processing speed, and perform better on standardized academic tests. Source: Educating the student body.

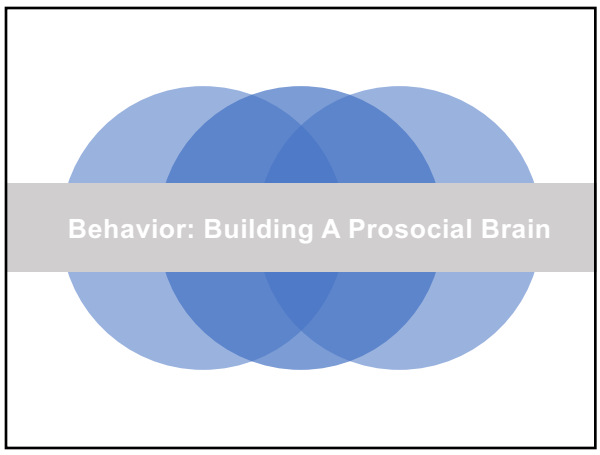
FITNESS and EF's – A growing body of research in children and adults indicates that higher levels of fitness are associated with better control of attention, memory, and cognition (Colcombe and Kramer, 2003; Hillman et al., 2008; Chang and Etnier, 2009).

FITNESS AND COGNITIVE EFFICIENCY – The cognitive efficiency seen in higher-fit children, is a predictor of arithmetic and reading aptitude independently of IQ and school grade (Hillman et al., 2012).

FITNESS and MENTAL HEALTH – Fitness is also associated with less depression and anxiety, (Kandola et al., 2019).


Let's Do a 1 Minute Alerting Activity


CogniTap Desk Moves: Set 1
Toe Floor Taps
L R L R L R L R
L R L R L R L R
1 & 2 & 3 & 4 &
Hand Table Taps
R L R R L R L L
L R L L R L R R
1 & 2 & 3 & 4 &
Sequential


Behavior: Building A Prosocial Brain

Stress, Brain Stimulation and Readiness to Learn

Children need low-stress high caring environments for optimal learning.

Resting state coupling between the amygdala and ventromedial prefrontal cortex is related to household income in childhood and indexes future psychological vulnerability to stress, Hanson et al., 2019.

Poverty as a Predictor of 4-Year-Olds' Executive Function: Poverty and poverty-related stressors are generally associated with higher allostatic load, lower executive function ability, and compromised self-regulation for young children, Raver at al., 2017.

Early EF Predicts Social Competence

Social competence is understood as the repertory of abilities that allow people to contend with the demands of a social situation in an acceptable manner (Mcloughlin, 2009); to initiate and sustain cooperative and positive social interactions; as well as to know how to resolve conflicts or make friends (Hubbs-Tait, Osofsky, Hann, & Culp, 1994) in Romero-López et al., 2018.

Inhibitory control and cognitive flexibility are key developing skills in preschoolers, Buttelmann & Karbach, 2017.

Create a Classroom Culture of Kindness, Respect & Trust

Behavior

It's WHAT WE ATTend To

Students who "misbehave"
Students who "act out"
Students who "want attention"
Students who "do not pay attention"
Students with "who are lazy"
Students who "are a distraction""

The ONE Important Thing

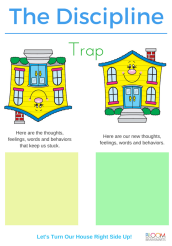
98% of the time, it's a skill deficit, it's NOT non-compliance

Trauma
Learning Difficulties
Violence
Miscommunication
Misunderstanding
Sensory overload
Agitation
Anger

Frustration
Not feeling understood
Not feeling heard
Executive Function Dysfunction
Mood Regulation
Self-Regulation
Motor Skill Deficits

The Discipline Trap

Believing we can Consequence children into new prosocial skill sets



Damage Control

Waiting for the behavioral disruption to appear before intervening.

Prepare, Partner, Practice and Prevent

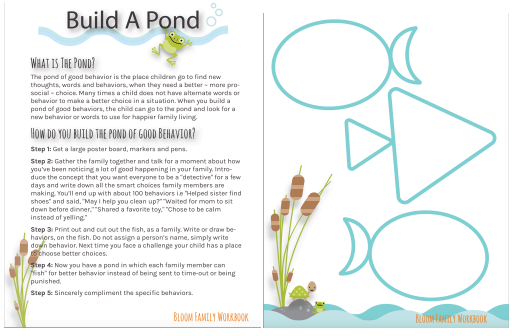
What the Science Tells Us We Can Do Instead

We become Detectives and look at:

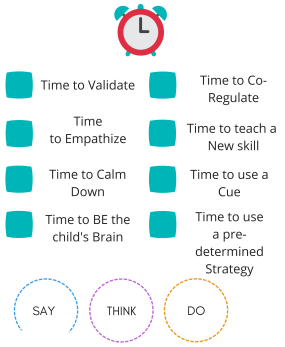
- What does the behavior say?
- What are the skill deficits?
- What are the triggers?
- What puts the student into overwhelm?
- What can We do to prepare & prevent?
- What can WE do to remain calm & connected?

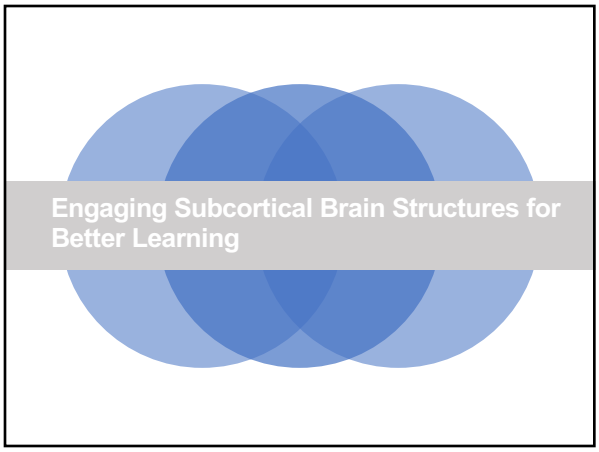
ONLY then can we begin to better build a prosocial brain

Build a Pond



What Time is it?





PRIME the Brain for Learning

Vestibular
Proprioceptive
Kinesthetic

→

Balance
Posture
Weight Shift
Beat Competency

Our vestibular system is like a gyroscope for the body

Depending on how we move our head (rotation/direction/speed), specialized cells send signals to our brain which then 'informs' our body's reaction

A well-functioning vestibular system:

- Better balance
- Less clumsiness
- Better visual tracking
- Better head-eye coordination
- Smoothly look up at a whiteboard, then down at their work
- Reading fluidly, finding next line of text
- Ball skills
- Better posture and muscle tone
- Language development via integration of visual and auditory senses
- Promotes self-regulation

Balance, Weight Shift & Posture

Let's Drive a Car

Let's Be a Crane

The Posture Song

Posture

PreK-4th · Self-Control · Attention Memory · The Kinetic Classroom

The Ready Position Song

Head Shoulders Hips and Knees
Hips and Knees
Head Shoulders Hips and Knees
Hips and Knees

Chin up tall
Belly in and
Tailbone down

Head Shoulders Hips and Knees
Hips and Knees

edrlynnakenney 2009, 2020

Proprioception and Kinesthesis

Kinesthetic sense. The ability to know accurately the positions and movements of one's skeletal joints. Kinesthesis refers to sensory input that occurs within the body. Postural and movement information are communicated via sensory systems by tension and compression of muscles in the body.

Proprioceptive senses relay information about the position and movement of our limbs and trunk, the sense of **effort**, the sense of **force**, and the sense of **heaviness.** Receptors involved in proprioception are located in skin, muscles, and joints.

Let's Count

Let's Clap

Let's Clap Clap

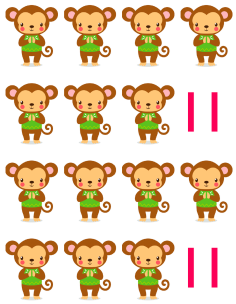
Let's Pat

Let's Clap Pat

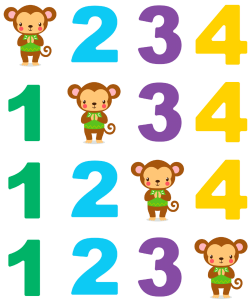
Let's Stomp Right, Left

Let's Pat & Stomp

Let's Pause



Traveling Beats



Balance, Beat and Coordination

A systematic review of the research suggests that short bursts of fine and gross motor coordinated bilateral physical activity may improve attention, processing speed, and focus, van der Fels et al. 2015.

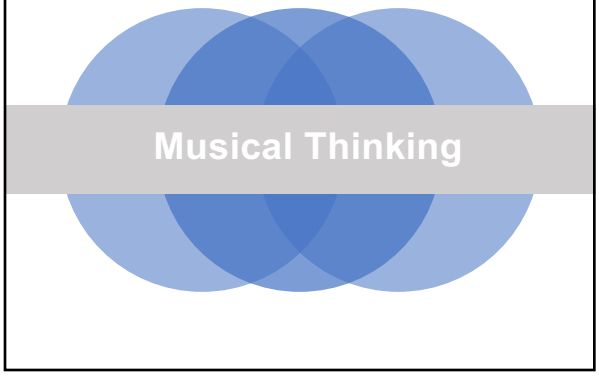
In a systematic review of research studies on the impact of physical activity on attention, deSousa et al. 2018 observed that continuous exercises that required greater cognitive involvement like activities with coordination and balance were related to a better performance during attention-demanding tasks than continuous exercises with fewer or no cognitive challenges (Budde et al., 2008; Palmer et al., 2013).

Bonacina et al. 2019 reported the use of clapping in time training as a way to possibly affect a broad spectrum of rhythmic abilities that are linked to language and literacy processes.

Classroom physical activity benefits students by:

- Improving their concentration and ability to stay on-task in the classroom.
- Reducing disruptive behavior, such as fidgeting, in the classroom.
- Improving their motivation and engagement in the learning process.
- Helping to improve their academic performance (higher grades and test scores).
- Increasing their amount of daily physical activity.

Centers for Disease Control, 2018



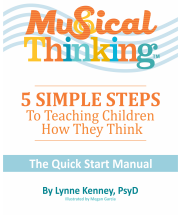
30+

Alerting Attention	Memory Strategy	Time Allocation
Applying Past Knowledge	Motor Management	Time Estimation
Balance	Motor Planning	Time Monitoring
Cognitive Flexibility	Motor Sequencing	Visual Scanning
Cognitive Persistence	Narrative Language	Working Memory
Coordination	Organization	
Creative Thinking	Planning	
Critical Thinking	Previewing	
Decision Making	Prioritizing	
Emotional Regulation	Problem Solving	
Exploration	Project Planning	
Focused Attention	Reflection	
Impulse Control	Rhythm	
Inhibition	Sustained Attention	
	Task Management	

C O M O R B I D I T Y

- Up to 90 percent of kids with ADHD also have executive function challenges, many of which last into adulthood, Brown, AdditudeMag.
- Dyslexia affects 15-20% of the population worldwide, IDA.
- 60% to 80% of children with ADHD or Dyslexia have a comorbid diagnosis, with 25% to 40% of children meeting the criteria for both dyslexia and ADHD.
- A meta-analysis of 175 research studies worldwide on ADHD prevalence in children aged 18 and under found an overall pooled estimate of 7.2% (Thomas et al. 2015). Thus, 7.2% of this total population is 129 million-a rough estimate of the number of children worldwide who have ADHD.
- Developmental coordination disorder (DCD) is a condition affecting 5-6% of the population, McMaster University.
- 50% of children with ADHD are also diagnosed with DCD, McMaster University.

"Executive Functions are Cognitive Skills and Cognitive Skills can be Learned."



Musical Thinking is a cognitive empowerment strategy utilizing music, movement and rhythm that teaches children how they think and learn helping them gain better control over their approach to daily tasks and activities related to learning and behavior.

THINK Better Learn More

Improving
Executive Functions

Executive functioning (EF) is a collection of self-regulatory control processes that are divided into core domains of working memory (i.e., maintain/manipulate data not perceptually present), inhibition (i.e., inhibit or control of attention, thoughts, behaviors), and flexibility (i.e., shift flexibly between tasks/sets; Diamond 2013; Miyake et al. 2000), Kavanaugh et al., 2018.

Self-Control Attention Memory

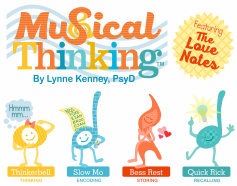
8 Musical Thinking Executive Function Brain Lessons

1. I am Musical
2. I am the Best Coach for My Own Brain I
3. I Move to Learn
4. Neuronal Highways
5. How My Brain is Built
6. My Attention Engine
7. My Memory Window
8. I am the Best Coach for My Own Brain II

1

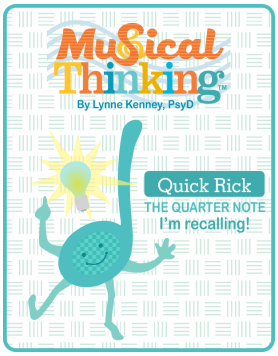
I am Musical

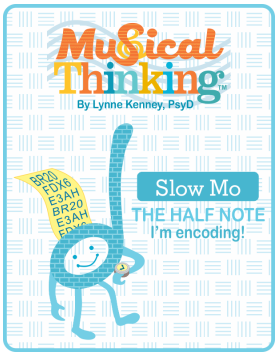
We Walk to the Beat
We Move to the Beat
We Learn to the Beat
We Regulate to the Beat

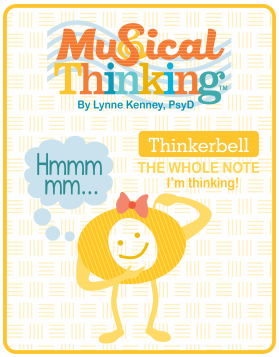


Rhythm, Tempo + Timing

Motor rhythm and timing are precursors to behavioral and academic learning. Further, patterning which is a central element of learning, coincides with tempo, rhythm and timing in both reading and math, Center on the Developing Child - Harvard, 2015.

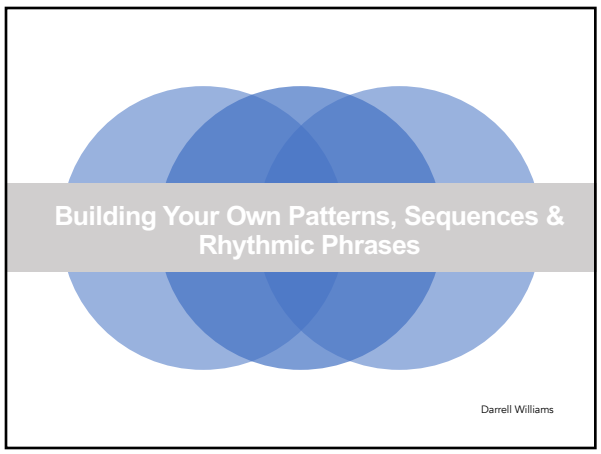


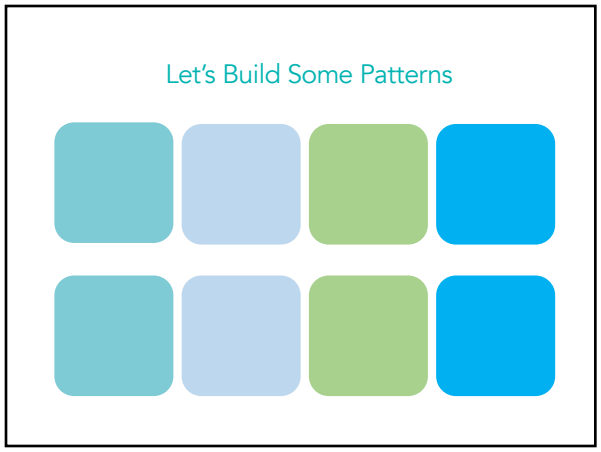


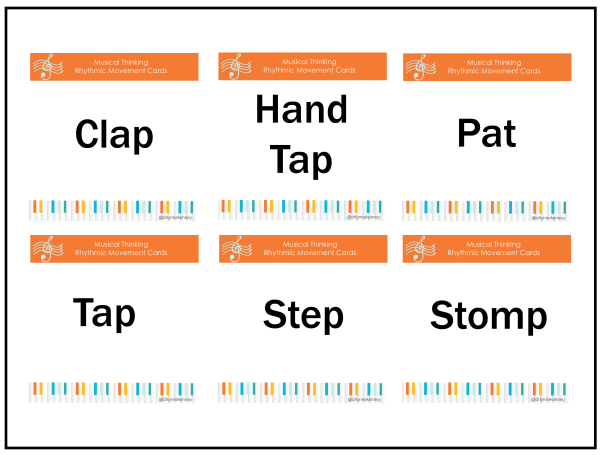


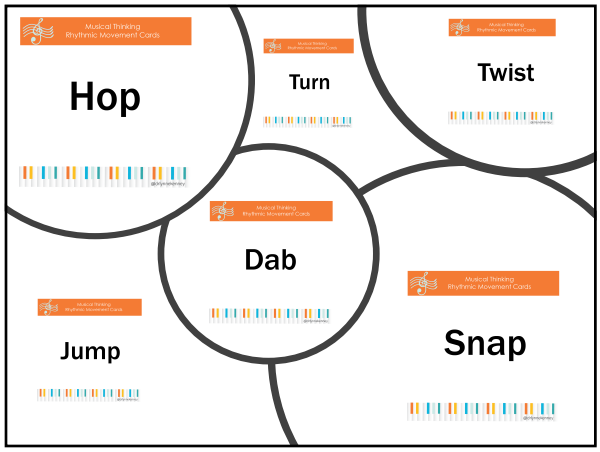
Musical Thinking Communication Signals

Pause	Fists gently placed in front of the body next to one another palms down, waist high.
"Please wait a moment, I'm Thinking."	Index finger gently pointing to head temple high.
"May I please get up for some movement now?" (mini-break)	Index finger spinning upward.
"May I please take a moment to Bess Rest?" (I am overwhelmed, tired or needing to take a breather and calm myself for a moment.)	Upper body hug, arms crossed to shoulders.


Building Your Own Patterns, Sequences & Rhythmic Phrases
Darrell Williams


Let's Build Some Patterns

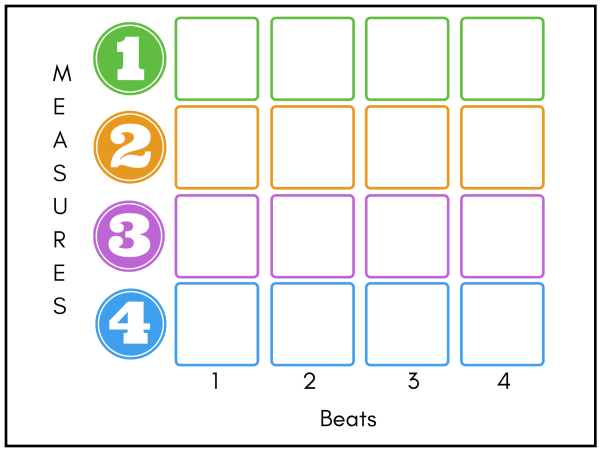

Clap
Hand Tap
Pat
Tap
Step
Stomp

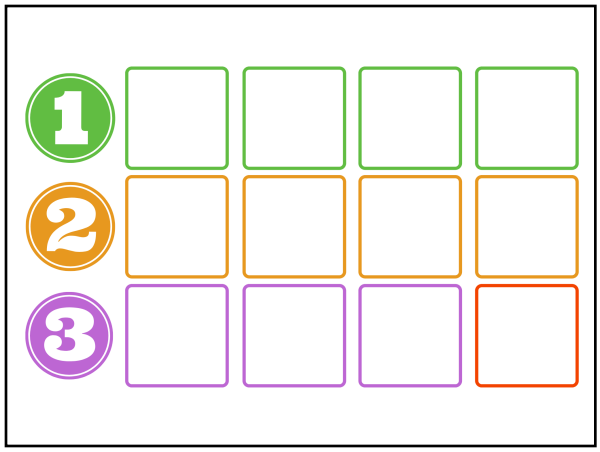


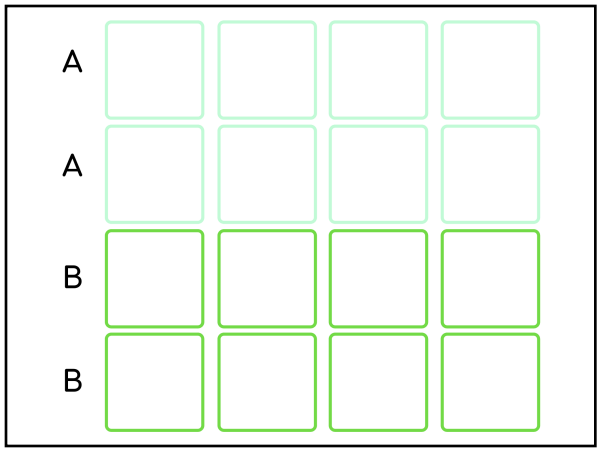
Cueing is Scaffolding

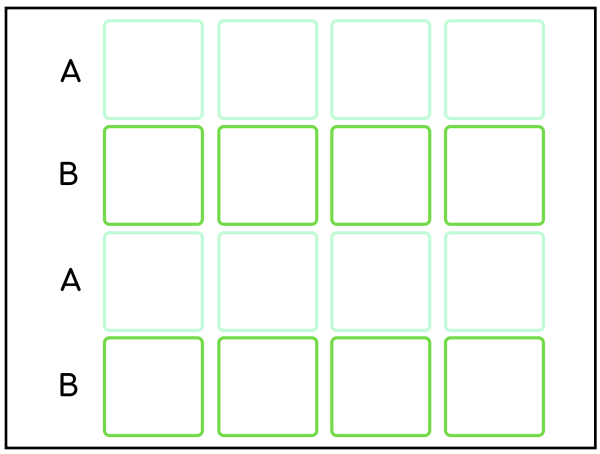
Auditory cueing could also lead to a different type of motor learning process by providing a richer setting for motor learning and stimulating connectivity between auditory and motor areas. Rather than simply speeding up learning, motor activation would result in a different learning process than uncued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

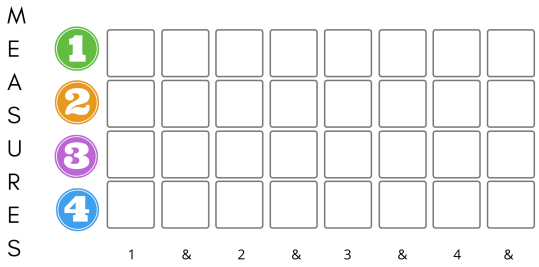
Counting
Saying what you are do it
Right, Left
1 Clap 3 Bounce
Words in motion – bounce, catch, pass




1
2
3


A
A
B
B


A
B
A
B



The Importance EF, Self-Regulation & Social Competency for Academic Achievement

Self-regulation refers to the conscious control of thoughts, feelings, and behavior, and involves both emotional and behavioral self-regulation. McClelland et al. focus on the behavioral aspects of regulation, which stem from underlying executive function processes of attentional flexibility or shifting, working memory, and inhibitory control (Best & Miller, 2010; Garon, Bryson, & Smith, 2008; McClelland & Cameron, 2012).

Executive Functions including Self-Regulation as early as 2 years of age predicts future academic and social success (Mulder, 2017).

Preschool social-emotional competencies predict school adjustment in Grade 1, Nakamichi, 2019.

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

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

C
A
L
M

M
E

D
O
W
N
S

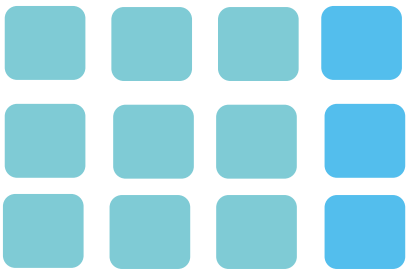
Effective transitioning of students between learning activities occurs when teachers establish routines and expectations of student movement and behavior wherein students stop one activity and quickly and smoothly move to the next activity. Effective student transitions increase learning time and provide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

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.

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.

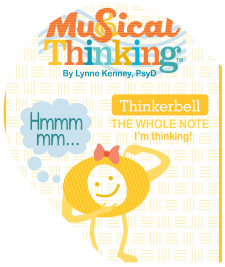
1 2 3 Freeze



Don't Forget to Pause

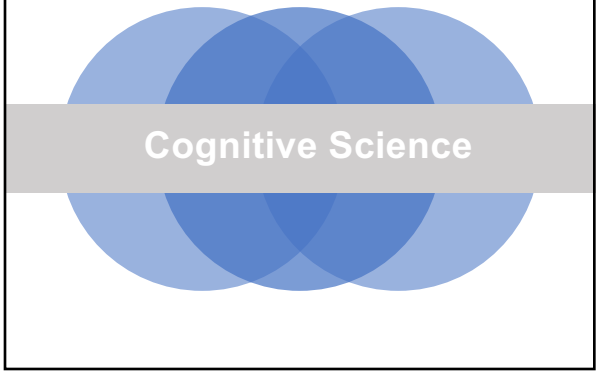
2 I am the BEST COACH for My Own Brain I

"When we make the application of executive functions to learning transparent and easily understood, children gain better control over what was previously mysterious to them, that is, *the process of thinking and learning.*"



3 I Move to Learn

- My body moves to help me concentrate
- I need to recognize when I need to tap, pat or move to re-alert
- Sometimes I need to calm not energize
- What's My PLAN
- What are my go-to activities?

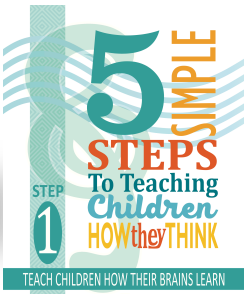


4

The Paths
Most Travelled

We begin with pathways. We travel them over and over again until they grow into roadways and then highways.

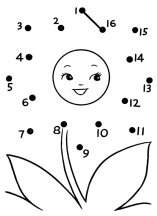
We build Neural Connections



Neuronal Highways

Neuronal Highways

- Pathways to Highways.
- Repetition and Practice.
- Highways improve learning and behavior. "Let's make this easier."



Your Hand
Your Brain

3 Primary Parts

The THINKER The CAVEMAN and BOOTS

"Engage Your THINKER not your Worrier."

5 How My Brain is Built

Cognition is Mediated by the Cerebellum

"When we consider brain anatomy, we recognize the importance of the integration of the cortical and subcortical structures of the brain in learning and behavior. We need to keep front of mind that the higher level cognitive systems, rest on the subcortical structures including the limbic system and the cerebellum. Proper integration is needed for high quality learning. As the phylogenetically older of the brain systems, the cerebellum precedes the prefrontal cortex, in the automaticity of learning and behavior. Both are stored in and mediated by the cerebellum." (Kenney & Comizio, 2016)

Genes are Not Destiny

Depression & Anxiety
Choi et al. 2019, Harvard

Autism, Allergies, ADHD, Asthma
www.neurologicalhealth.org, ASU

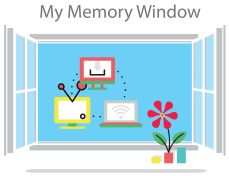
6 My Attention Engine

Talking about My Attention Engine and the Attention Cycle May Improve:

- Student metacognition
- Student mindful awareness
- Student awareness of their attention engine
- Student awareness of their attention cycle
- Student ability to focus, in order to take in information necessary for learning
- Ability to choose salient targets of attention
- Ability to sustain focused attention
- Ability to recognize when they drift
- Strategies to re-alert, re-select and re-attend
- Student-derived cognitive strategies
- Student empowerment and confidence
- Student agency and participation
- Classroom social cohesion
- Student prosocial behavior

7 My Memory Window

My Memory Window



We all have a window in our brains to our memory.

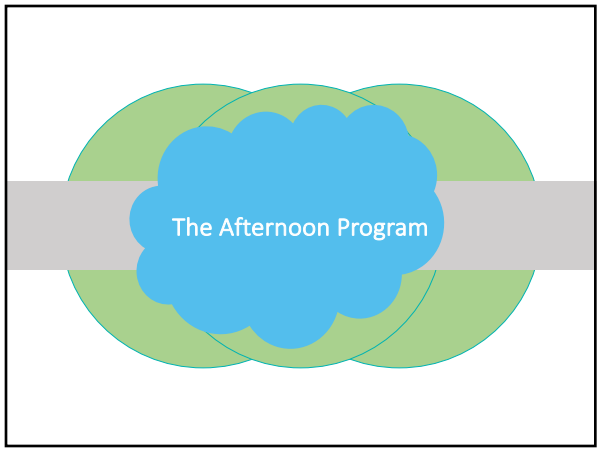
In order to open the window to our memory, we need to turn on our attention engines.

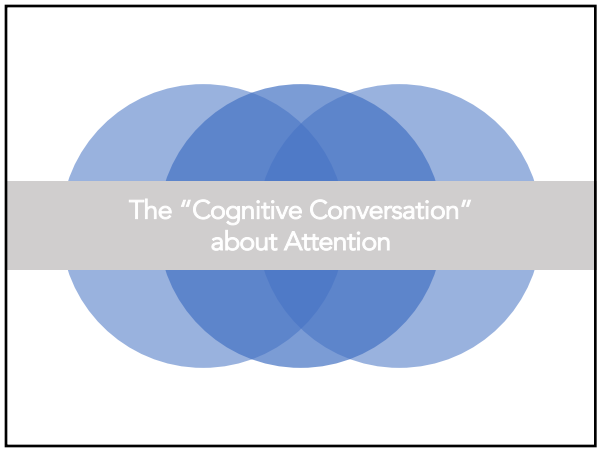
When we rev-up our engines, then focus on our target, we listen to or see what we need to learn.

Our attention engines open the window to our memory so that information may pass through it. As we learn the new information we turn it into knowledge.

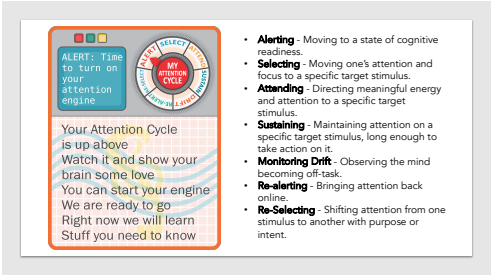
8 I am the Best Coach for My Own Brain II

- I understand that I need practice and repetition to build the connections in my brain
- I understand that my THINKER rests on my Caveman and Boots
- I know that Attention is more than ONE thing
- I know I need to OPEN my memory window to let information in to become knowledge
- I understand that sometimes I need to move to THINK
- I will ask for help when I need it, I have a language now to do that





Attention is more than ONE Thing



- **Alerting** - Moving to a state of cognitive readiness.
- **Selecting** - Moving one's attention and focus to a specific target stimulus.
- **Attending** - Directing meaningful energy and attention to a specific target stimulus.
- **Sustaining** - Maintaining attention on a specific target stimulus, long enough to take action on it.
- **Monitoring Drift** - Observing the mind becoming off-task.
- **Re-alerting** - Bringing attention back online.
- **Re-Selecting** - Shifting attention from one stimulus to another with purpose or intent.

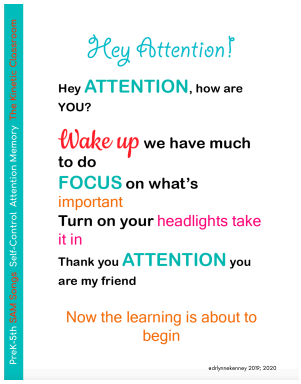
Get the Conversation Started Prompts:

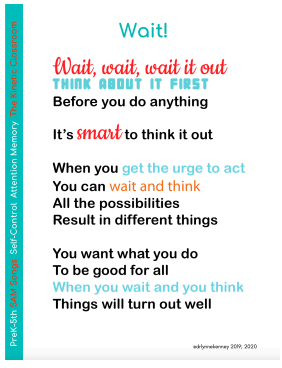
- What is attention?
- What makes it easy to pay attention?
- What makes it difficult to pay attention?
- What are the parts of the attention cycle?
- How do you turn on your attention engine?
- What helps your attention engine run smoothly?
- What does it mean to be alert?
- When does your attention 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?

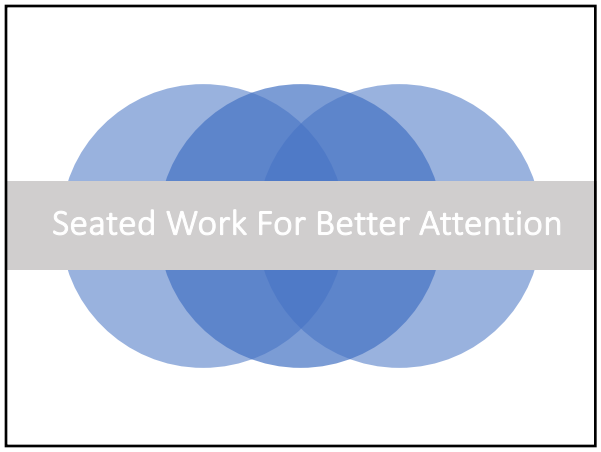
Selecting and Attending Prompts:

- 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?


Mrs. Johnston's Cognitive Classroom
I am My Brain's Best Coach
Ways to turn my TORCH On! (alert)
1.
2.
3.
I am My Brain's Best Coach
Ways to draw My Attention to a specific target (select)
1.
2.
3.
I am My Brain's Best Coach
Ways to help me FOCUS (attend) during the day
1.
2.
3.
I am My Brain's Best Coach
My favorite ways to "switch off" and take a break (drift)
1.
2.
3.


PreK-5th Self Focus Self-Control Attention Memory The Kinetic Classroom
Hey Attention!
Hey ATTENTION, how are YOU?
Wake up we have much to do
FOCUS on what's important
Turn on your headlights take it in
Thank you ATTENTION you are my friend
Now the learning is about to begin
©drlynnekenney 2019; 2020


PreK-5th Self Focus Self-Control Attention Memory The Kinetic Classroom
Wait!
Wait, wait, wait it out
THINK ABOUT IT FIRST
Before you do anything
It's smart to think it out
When you get the urge to act
You can wait and think
All the possibilities
Result in different things
You want what you do
To be good for all
When you wait and you think
Things will turn out well
©drlynnekenney 2019; 2020



CogniTap Desk Moves: Set 2

Toe Floor 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

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 &

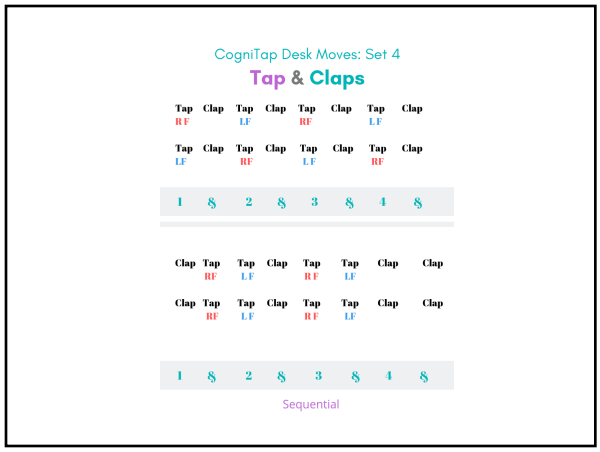
Toe Floor Taps

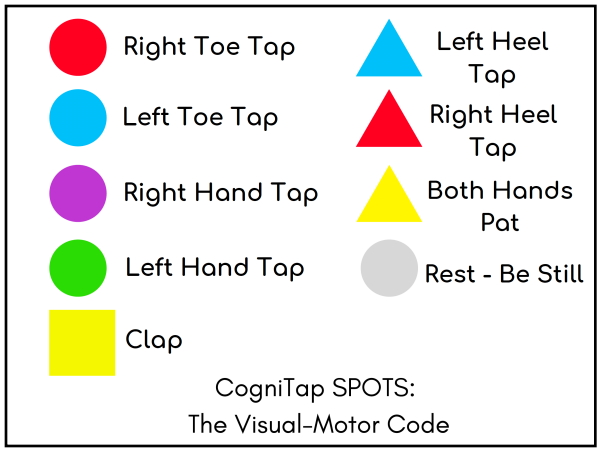
R L R L R L R L

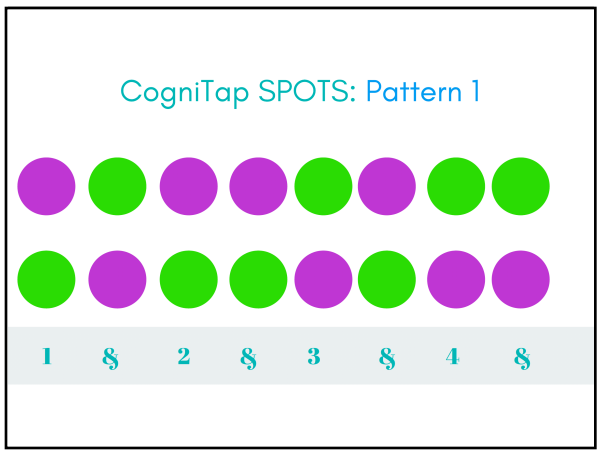
R R L L R R L L

1 & 2 & 3 & 4 &

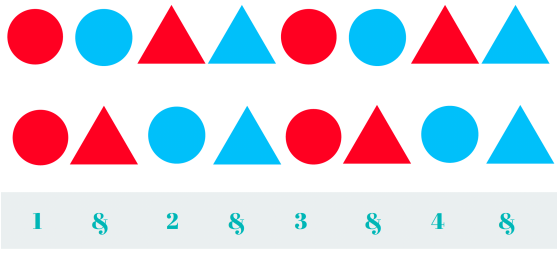
Sequential or Simultaneous


CogniTap Desk Moves: Set 4
Tap & Claps
Tap Clap Tap Clap Tap Clap Tap Clap
RF LF RF LF
Tap Clap Tap Clap Tap Clap Tap Clap
LF RF LF RF
1 § 2 § 3 § 4 §
Clap Tap Tap Clap Tap Tap Clap Clap
RF LF RF LF
Clap Tap Tap Clap Tap Tap Clap Clap
RF LF RF LF
1 § 2 § 3 § 4 §
Sequential


Right Toe Tap
Left Toe Tap
Right Hand Tap
Left Hand Tap
Clap
Left Heel Tap
Right Heel Tap
Both Hands Pat
Rest - Be Still
CogniTap SPOTS:
The Visual-Motor Code

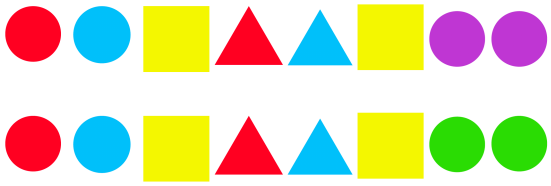

CogniTap SPOTS: Pattern 1
1 § 2 § 3 § 4 §

CogniTap SPOTS: Pattern 4



1 & 2 & 3 & 4 &

CogniTap SPOTS: Pattern 5



1 & 2 & 3 & 4 &

Music, Piano and Drumming for Cognitive Engagement

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.

Benefits of Music & Movement Training

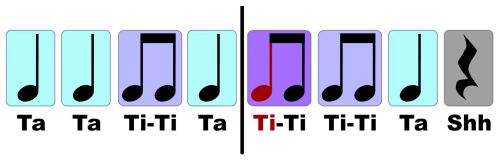
Music and movement instruction has been shown to engage children's memory, cognitive development, social skills, learning and auditory processing.
(See - Dumont 2017; Miendlarzewska, & Trost, 2014)

- 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

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.

Meludia Paris



Repeat the Beat & Pass the Beat

1 2 3 4

1 + 2 + 3 + 4 +

1 e + a 2 e + a 3 e + a 4 e + a

1: e + a 2 e + a 3 e + a 4 e

1 2 3 4; Pause 2 3 4

1 2 ; 1 2 3

1 2 3 ; 1 2

1 2 3; 1 2 3

Language, Dyslexia, Reading and Learning

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).

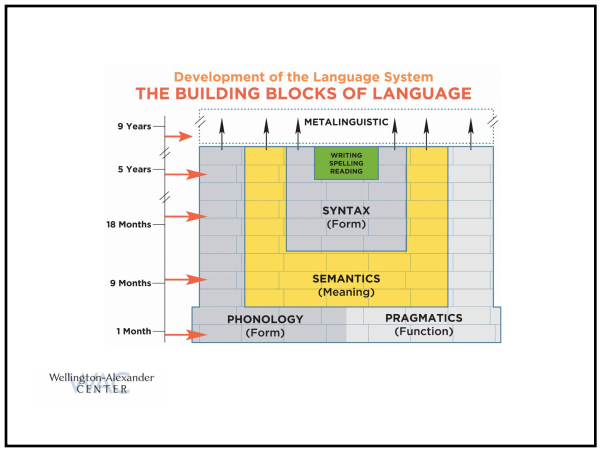
More recent studies show that the phonological difficulties in dyslexia extend **beyond single words to the processing of intonation, syllable stress, speech prosody and speech rhythm** (e.g.Goswami, Gerson, & Astruc, 2010; Goswami & Leong, 2013; Goswami et al., 2013b; Leong, Hämäläinen, Soltész, & Goswami,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

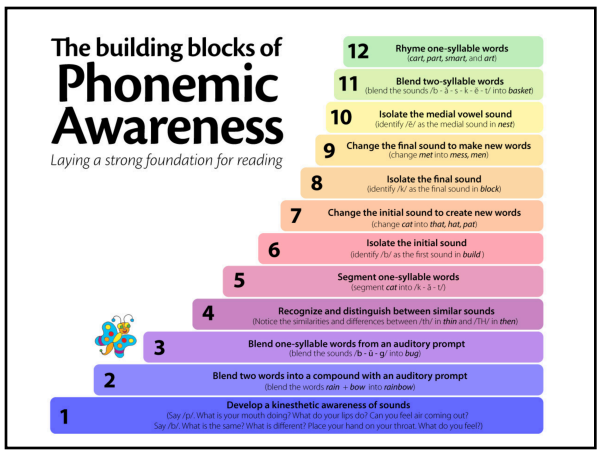
Source: Bishop-Liebler et al. 2014

D
Y
S
L
E
X
I
A

- **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.


Literacy Ladder
Reading For Comprehension
Reading Fluently
Decoding Skills (Sound Symbol & Phonics Instruction)
Phonological Processing
Phonemic Representations
Wellington-Alexander CENTER


Development of the Language System
THE BUILDING BLOCKS OF LANGUAGE
9 Years
5 Years
18 Months
9 Months
1 Month
METALINGUISTIC
WRITING
SPELLING
READING
SYNTAX
(Form)
SEMANTICS
(Meaning)
PHONOLOGY
(Form)
PRAGMATICS
(Function)
Wellington-Alexander CENTER


The building blocks of
Phonemic Awareness
Laying a strong foundation for reading
12 Rhyme one-syllable words (cart, part, smart, and art)
11 Blend two-syllable words (blend the sounds /b - ă - s - k - ĕ - t/ into basket)
10 Isolate the medial vowel sound (identify /ĕ/ as the medial sound in nest)
9 Change the final sound to make new words (change met into mess, men)
8 Isolate the final sound (identify /k/ as the final sound in block)
7 Change the initial sound to create new words (change cat into that, hat, pat)
6 Isolate the initial sound (identify /b/ as the first sound in build)
5 Segment one-syllable words (segment cat into /k - ă - t/)
4 Recognize and distinguish between similar sounds (Notice the similarities and differences between /th/ in thin and /TH/ in then)
3 Blend one-syllable words from an auditory prompt (blend the sounds /b - ŭ - g/ into bug)
2 Blend two words into a compound with an auditory prompt (blend the words rain + bow into rainbow)
1 Develop a kinesthetic awareness of sounds (Say /p/. What is your mouth doing? What do your lips do? Can you feel air coming out? Say /b/. What is the same? What is different? Place your hand on your throat. What do you feel?)

Dyslexia: Early Intervention is Key

- **Dyslexia** is a specific learning disability that is **neurobiological** in origin.
- Research has shown that brain plasticity decreases through childhood. It takes 4 X as long to intervene in fourth grade as it does in late kindergarten (NICHD) because of brain development and due to the increase in content for students to learn as they grow older.
- Children at risk for reading failure can be reliably identified even before kindergarten.
- "Deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge have been shown to be robust precursors of dyslexia in children as young as age three" (Gaab, 2017). Extensive evidence exists that supports the fact that early intervention is critical.
- Struggling readers who do not receive early intervention tend to fall further behind their peers (Stanovich, 1986).

Early Intervention: Detect Earlier

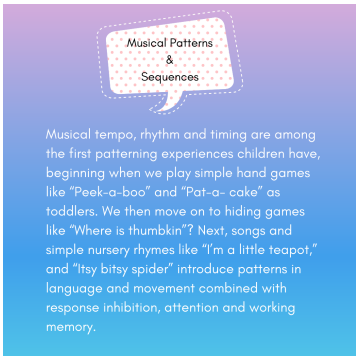
- Know to look for the signs and symptoms of Dyslexia, ADHD and DCD
- Be mindful of 40%+ comorbidity
- Refer students for Dyslexia screening if the following are present:

		Never/ not at all	Rarely/ a little	Sometimes	Frequently/ quite a bit	Always/ a great deal
1.	Has difficulty with spelling	1	2	3	4	5
2.	Has/had difficulty learning letter names	1	2	3	4	5
3.	Has/had difficulty learning phonics (sounding out words)	1	2	3	4	5
4.	Reads slowly	1	2	3	4	5
5.	Reads below grade level	1	2	3	4	5
6.	Requires extra help in school because of problems in reading and spelling	1	2	3	4	5

- Support a full dyslexia intervention if it is needed
- Use gestures and visual supports
- Maximize time outdoors for play + recess
- Add 5 minutes of cognitive-motor movement to your classroom every 45 minutes
- Look into Whole Brain Teaching

Why is Rhyming Important?

1. Rhyming teaches children about timing and meter in speech.
2. Rhymes help children begin to learn prosody, speaking and reading with expression.
3. Rhyming helps children make predictions related to speech sounds.
4. Rhyming while reading engages the visual and auditory centers of the brain.
5. Rhyming is fun and leads to social entrainment.



Rhythm Matters in Reading

•Rhythm plays an organizational role in the prosody and phonology of language, and children with literacy difficulties have been found to demonstrate poor rhythmic perception, Lundetræ & Thompson, 2018

•Size and synchronization of the auditory cortex promotes musical, literacy, and attentional skills in children, Seither-Preisler et al, 2014.

•Rhythmic cues provide a regular temporal scaffolding supporting motor coordination Cochen De Cock et al, 2018.

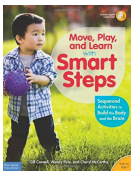
•Responding to music helps improve self-control, as students anticipate changes in rhythm and tempo engaging their ability to wait, listen and respond Antonietti, 2018.

•Music provides structure to help students manage their internal timing according to variations in the external time of music while they synchronize behavior with external stimuli, Antonietti, 2018.

Play Matters Too

The children in our classrooms have lower language development, core, and physical skills than in the past, this impacts their executive functions which precede learning. They no longer swing on jungle gyms, swing on swing sets or play hopscotch and hand rhythm songs/games. Parents of young child need to know the research. Children need to get outside and play. They need to interact, draw, color, sing, dance, move and be connected.

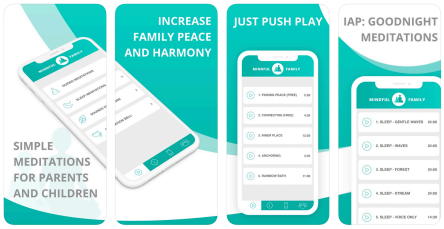
The LiiNK Project®: Effects of Multiple Recesses and Character Curriculum on Classroom Behaviors and Listening Skills in Grades K–2 Children – Rhea et al. 2018
https://www.frontiersin.org/articles/10.3389/feduc.2018.00009/full



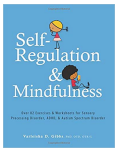
amanda's ACTION CLUB
DEVELOPING THROUGH PLAY

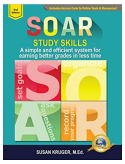
Sue Atkins

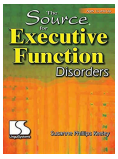
Mindful Family: Meditation App

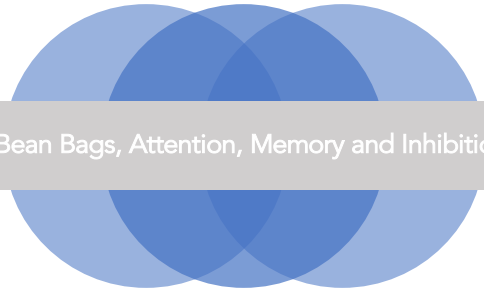


Deborah McNelis Neuro Nurturing









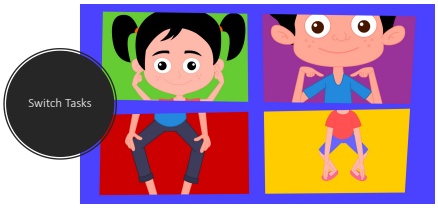
Bean Bags, Attention, Memory and Inhibition

Cognibags

Alerting, Calming, Memory,
Response Inhibition and Cognitive Flexibility

Cognibag One Bag
Two People

Patterns, Sequences
and Constellations



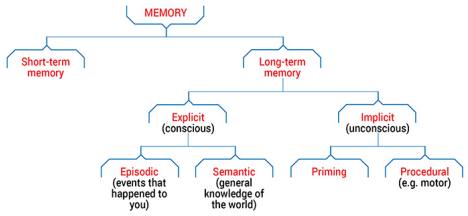
Notes

The "Cognitive Conversation" about Memory

Working Memory

Working Memory involves storing, focusing attention on, and manipulating information for a relatively short period of time (such as a few seconds).

- Visual working memory is a cognitive system that maintains a limited amount of visual information so that it can be quickly accessed to serve the needs of ongoing tasks.
- Verbal (auditory) working memory is a memory mechanism that preserves a limited amount of speech-related information through repeated articulation, either overtly or subvocally, until the information can be used.



Source: Queensland Brain Institute

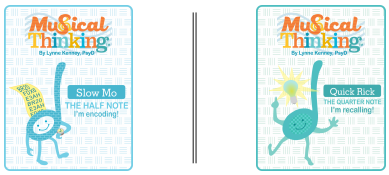
Observed Challenges with Executive Function Skills

Working Memory

- Memory overload
- Unable to "imagine"
- Poor ability to visualize
- Not sure how to encode
- Does not know that practice leads to better retrieval
- Cannot hold directions in their heads, may need to be told several times what to do
- Salient details are clouded by unimportant information

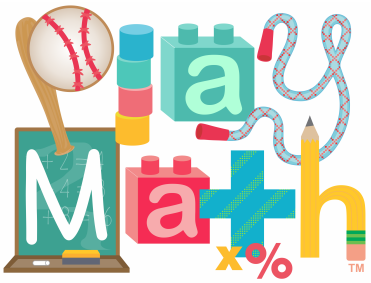
Our Memory File Cabinet

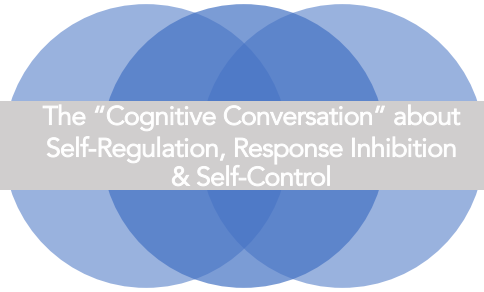
How We Encode and Retrieve



Memory

We all have a window in our brains to our memory.





The "Cognitive Conversation" about Self-Regulation, Response Inhibition & Self-Control

Self-Regulation, School Readiness & Academic Achievement

Self-regulation has been established as a key mechanism associated with a variety of outcomes including **school readiness** (Blair and Razza, 2007;McClelland et al.,2007a; Morrison et al.,2010), **academic achievement** during childhood and adolescence (Mc Clelland et al., 2006; Cameron Ponitz et al.,2009; Duckworth et al., 2010; Li-Grining et al., 2010), and **long-term health** and **educational outcomes** (Moffitt et al., 2011; McClelland et al., 2013).

The behavioral aspects of self-regulation maybe especially important for academic and school success (McClelland et al., 2007a; Cameron-Ponitz et al., 2009; McClelland and Cameron, 2012).

SELF REG

The processes involved in self-regulation can be divided into three broad areas: **sensory regulation, emotional regulation and cognitive regulation**.

Sensory Regulation: Allows children to maintain an appropriate level of alertness in order to respond appropriately across environments to the sensory stimuli present.

Emotional regulation is the ability of an individual to modulate an emotion or set of emotions.

Explicit emotional regulation requires **conscious monitoring**, using techniques such as learning to construe situations differently in order to manage them better, changing the target of an emotion (e.g., anger) in a way likely to produce a more positive outcome, and recognizing how different behaviors can be used in the service of a given emotional state.

Implicit emotional regulation **operates without deliberate monitoring**; it modulates the intensity or duration of an emotional response without the need for awareness. Source: APA

Cognitive regulation refers to the self-directed regulation of cognitions (thoughts, beliefs, affects) toward the attainment of goals. ... Some important processes are goal-setting, strategy use and adaptation, monitoring of cognition and performance, motivation (e.g., self-efficacy), and self-evaluation.

Cognitive regulation may also be referred to as self-control and effortful control.

Someone who has good emotional self-regulation has the ability to recognize, identify and manage their emotions.

- This allows them to cope with the ups and downs of daily life without falling apart.
- They are able to shift their mood to a new state by employing positive coping skills.
- They are able to interact with others when over-energized by resisting responding with impulsive words, thoughts or actions.
- They experience a flexible range of thinking, communication and behavioral responses allowing themselves to adapt their thinking and behavior to best suit the task demands and stimuli in their environment.

Umbrella Skills refer broadly to this area of development and may be used to refer to many diverse skills (simple and complex, emotional and cognitive, plus others not listed here). Examples include self-regulation and self-control.

Complex Skills integrate multiple simpler skills from cognitive and/or emotion domains, and may involve additional knowledge and skills (such as the ability to recognize feelings).

Examples in **Cognitive** Domain: Planning, Problem Solving, Goal Setting

Examples in **Emotion** Domain: Persistence, Grit, Emotion Regulation

Multi-Component Skills: EF and EC are similar, but distinct constructs; both are comprised of multiple subcomponents (see simple skills below).

Working Memory | Attention Shifting (Flexibility) | Attention Control (Focus) | Inhibition | Wait / Delay

Simple Skills are foundational processes (or subcomponents) that comprise EF, EC, and more complex self-regulatory behavior; skills in blue are primarily cognitive, skills in red involve emotions, and skills in purple are used in both cognitive and emotion related tasks.

Source: Jones, S. M., Bailey, R., Barnes, S. P., & Partee, A. (2016). *Executive Function Mapping Project: Executive Summary: Untangling the Terms and Skills Related to Executive Function and Self-Regulation in Early Childhood.* OPRE Report # 2016-88. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

S

SELF-REGULATION

OR

SELF-CONTROL

SELF-REGULATION IS THE SHIFTING OF AROUSAL STATES RESULTING IN A CHANGE IN EXPERIENCED INTERNAL ENERGY AND EXPRESSED OBSERVABLE BEHAVIOR.

ENERGY • MANAGEMENT

A

AROUSAL STATES

Threatened - Let's duke this out
Hyperaroused-I'm outta here!
Energized + Optimized
Focused + Alert
Peacefully Planning or Playing
In a Calm Yet Ready State
Relaxed
Resting
Hypoaroused
Drowsy or Asleep

AROUSAL 10 STATES

S

SELF-REGULATION

&

ENERGY MANAGEMENT

AROUSAL 10 STATES

S

SELF-REGULATION

OR

SELF-CONTROL

SELF-CONTROL IS THE ABILITY TO EXERCISE COGNITIVE MANAGEMENT OF PHYSICAL, EMOTIONAL, AND SOCIAL THOUGHTS, FEELINGS AND BEHAVIORS OFTEN RESULTING IN INHIBITION OR CESSATION OF THOUGHT OR ACTION

COGNITIVE PFC CONTROL

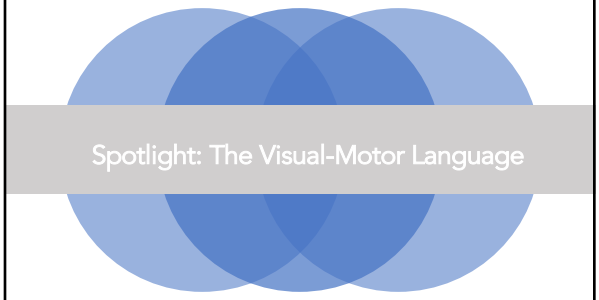
Regulate

Identify

Reflect

Employ

"We do things on purpose with intention."



Move Before You Lose It

Children prone to inattention, agitation, and over-excitability are best to move before disruptive patterns emerge. Frequent movement allows for regulation of internal energy, alerting the attention system and mood management.

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.

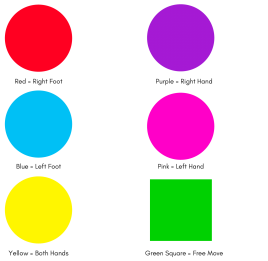
Musicality
You don't need to be musical to play Spotlight. Our experience doing Spotlight with hundreds of students is that the children are naturally rhythmic and creative, they will offer ideas or make suggestions almost immediately.

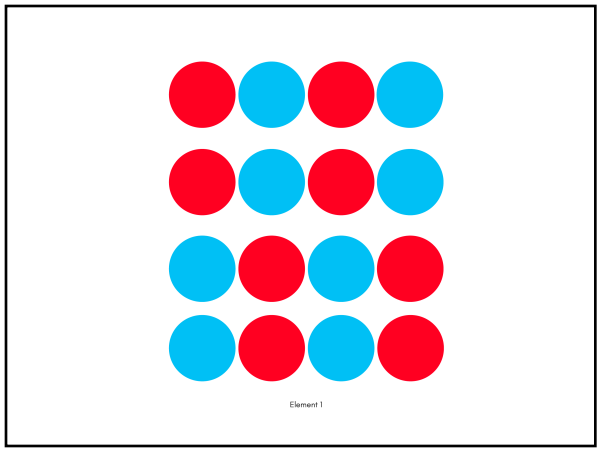
The Color Code
Each color represents a move with a body part. Red = right foot, blue = left foot, yellow = both hands, purple = right hand, pink = left hand, and green = free move. You may move with the body part any way you choose. Initially, we step or stomp, clap and tap to get the activity started.

Cognitive Cueing
While you are reading the Spotlights and moving together on the beat, it is helpful to use your voice to cue your movements. Cueing is like a scaffold for the brain, it enhances your ability to keep the beat.

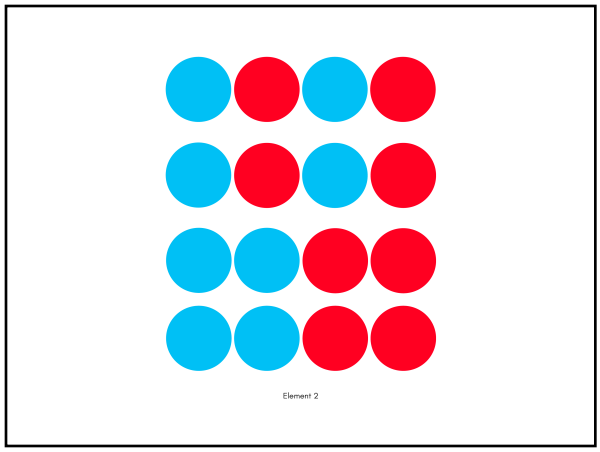
Spotlight

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.

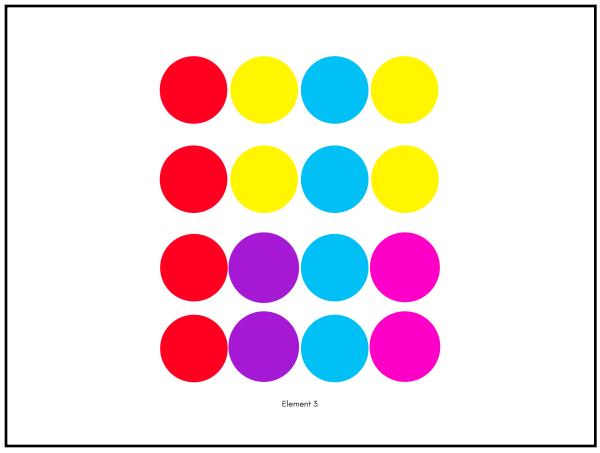




Element 1



Element 2



Element 3

Rhythm Ball for Calming

Racquet Balls
Alerting, Memory,
Calming & Creativity

One Person
&
Two Person
Activities
Social
Entrainment

SPARK PE GOPHER

Activity #16

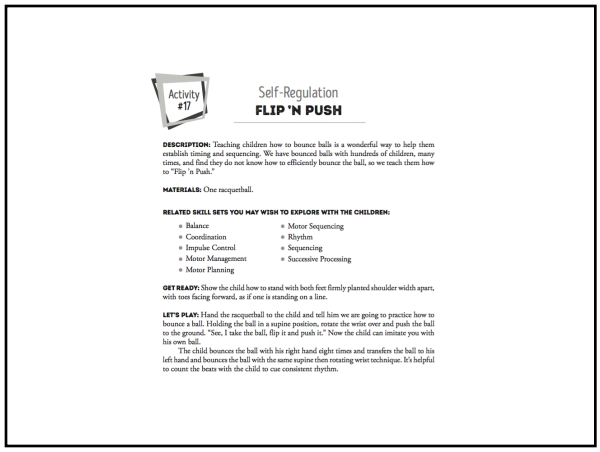
Self-Regulation
RHYTHM BALL

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 Ricks?" 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



Activity #17

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.

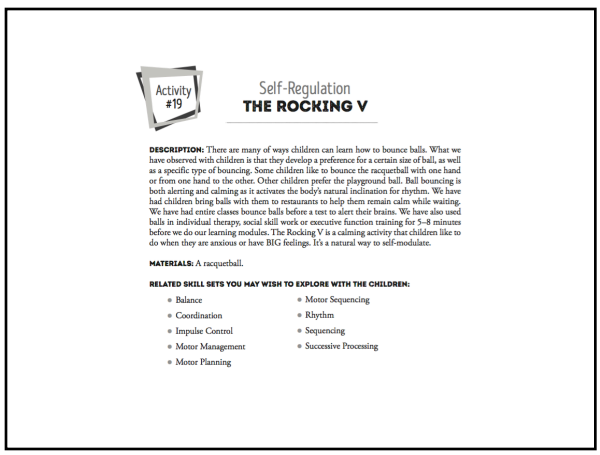
RELATED SKILL SETS YOU MAY WISH TO EXPLORE WITH THE CHILDREN:

- 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.



Activity #19

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.

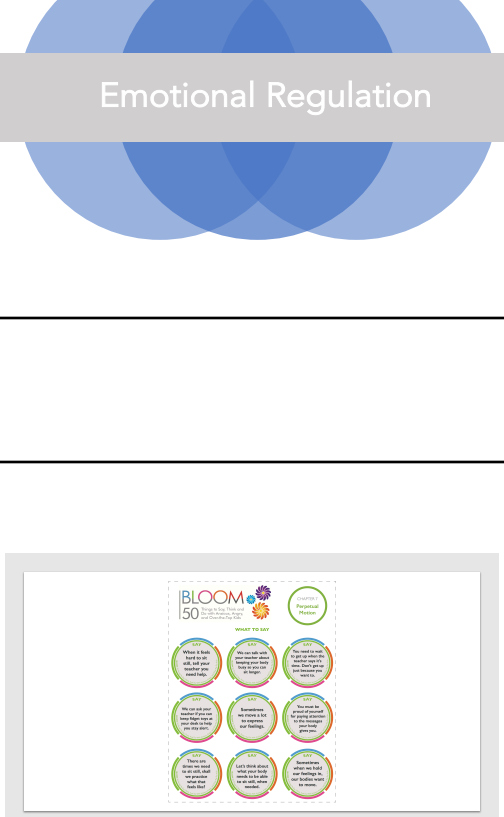
RELATED SKILL SETS YOU MAY WISH TO EXPLORE WITH THE CHILDREN:

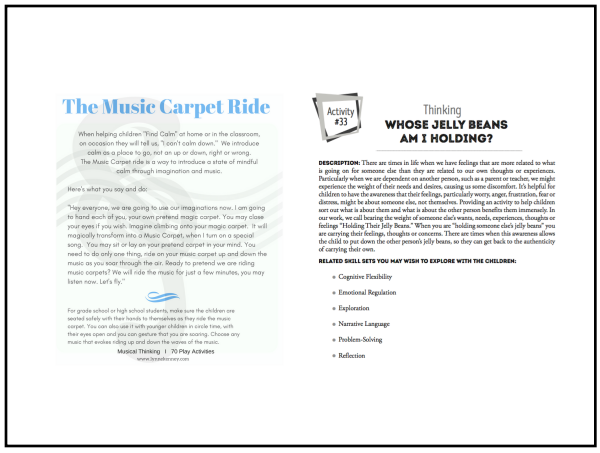
- Balance
- Coordination
- Impulse Control
- Motor Management
- Motor Planning
- Motor Sequencing
- Rhythm
- Sequencing
- Successive Processing

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

Emotional Regulation





The Music Carpet Ride

When helping children "Find Calm" at home or in the classroom, on occasion they will tell us, "I can't calm down." We introduce calm as a place to go, not an up or down, right or wrong. The Music Carpet ride is a way to introduce a state of mindful calm through imagination and music.

Here's what you say and do:

"Hey everyone, we are going to use our imaginations now. I am going to hand each of you, your own pretend magic carpet. You may close your eyes if you wish. Imagine climbing onto your magic carpet. It will magically transform into a Music Carpet, when I turn on a special song. You may sit or lay on your pretend carpet in your mind. You need to do only one thing, ride on your music carpet up and down the music as you soar through the air. Ready to pretend we are riding music carpets? We will ride the music for just a few minutes, you may listen now. Let's fly."

For grade school or high school students, make sure the children are seated safely with their hands to themselves as they ride the music carpet. You can also use it with younger children in circle time, with their eyes open and you can gesture that you are soaring. Choose any music that evokes riding up and down the waves of the music.

Musical Thinking | 70 Play Activities
www.brazelitmoney.com

Activity #33

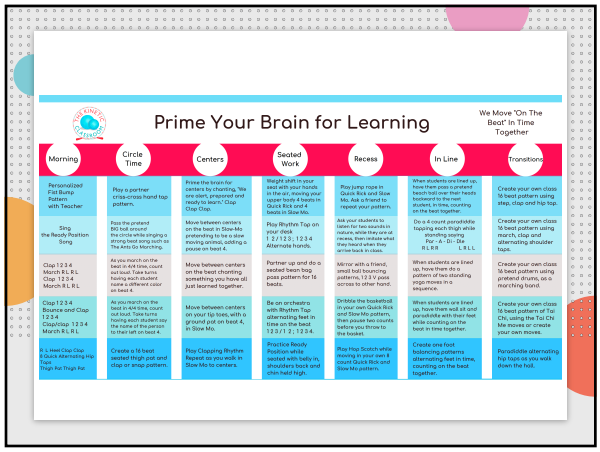
Thinking

WHOSE JELLY BEANS AM I HOLDING?

DESCRIPTION: There are times in life when we have feelings that are more related to what is going on for someone else than they are related to our own thoughts or experiences. Particularly when we are dependent on another person, such as a parent or teacher, we might experience the weight of their needs and desires, causing us some discomfort. It's helpful for children to have the awareness that their feelings, particularly worry, anger, frustration, fear or distress, might be about someone else, not themselves. Providing an activity to help children sort out what is about them and what is about the other person benefits them immensely. In our work, we call hearing the weight of someone else's wants, needs, experiences, thoughts or feelings "Holding Their Jelly Beans." When you are "holding someone else's jelly beans" you are carrying their feelings, thoughts or concerns. There are times when this awareness allows the child to put down the other person's jelly beans, so they can get back to the authenticity of carrying their own.

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

- Cognitive Flexibility
- Emotional Regulation
- Exploration
- Narrative Language
- Problem-Solving
- Reflection



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 and behind them to the student in front, 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 This 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 Tag on your desk 1 2 / 1 2 3 , 1 2 3 4 Alternate hands.	Ask your students to create a pattern in nature, while they are at recess, then imitate what they heard when they arrive back in class.	Do a 4 count parachiddie tapping each thigh while standing saying Par - A - Ri - Die 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 ten standing yoga moves in 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 Tag 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 parachiddie 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 R 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.	Parachiddie alternating hip taps as you walk down the hall.