MINDS IN MOTION

“We’re building brains here!”
~Candace Meyer, M.S.
A MINDS-IN-MOTION FAIRY TALE

- Once upon a time, there were babies
  - who were rocked slowly and lovingly many an hour on lazy afternoons
  - who could snugly remain on their tummies peacefully sleeping as nature intended, not regulated by a doctor’s decree
  - who didn’t need a pacifier stuck in their mouths every waking & sleeping moment,
  - who were encouraged to crawl freely and explore, unfettered by locks, straps, and buckles in baby buckets which transport infants as impersonally as a load of laundry.

- These babies blossomed into happy-go-lucky children
  - who climbed trees without needing permission
  - who sought cooling shelter under the maple-scented shade tree, not in constant air-conditioned oblivion
  - who took real naps each afternoon, not “quiet time” watching another DVD
  - who rolled down grassy knolls barefooted
  - who could “set the table” on teeter-totters, too
  - whose bikes were constant companions
  - who could lie awake in beds on hot, July nights listening through screen windows to a cricket’s incessant chirping
  - who played outside (without parental supervision) each winter, spring, summer and autumn day until the cows came home!
THEN, IN ONE GENERATION, LIFE BEGAN TO CHANGE...

- to computerize
- to automatize
- to modernize our instincts into market-driven responses.

And they all lived happily hardly ever, after....

- the Nintendo DSs and TVs in most every bedroom....now averaging up to 52 hrs per wk of tech-time.
- incessant air conditioning
- floors perceived too dirty to crawl upon
- and windows that never open!

- America, those windows may someday be forever locked.

~Candace S. Meyer, 2008
“A PHYSIOLOGICAL APPROACH TO LEARNING”

- Poor integration and inefficient coordination between the brain systems involved in the learning process can be dealt with through sensory integration exercises.

- Scientists are now using balance (vestibular activation) as the central component to address sensory integration disorders that cause learning problems.

- Because most mental processes involve both sides of the brain, integration problems between the two hemispheres can result in inefficiencies in brain processes.

- Thus, many children with reading problems, central auditory processing disorders, language delays, and other learning problems may be suffering from a lack of sensory/motor integration.
MINDS-IN-MOTION HAS DISCOVERED A SAFE, SIMPLE, YET SCIENTIFIC METHOD TO ENHANCE CHILDREN’S LEARNING THROUGH STRENGTHENING THE VESTIBULAR (INNER EAR) SYSTEM.
MINDS-IN-MOTION
MAPLE ELEMENTARY PARENT SURVEY 2004-05

WHEN ASKED IN JANUARY, 2005, TO MARK ANY CHANGES PARENTS HAD NOTICED IN THEIR CHILD SINCE SCHOOL STARTED THIS YEAR, THIS IS HOW THEY RESPONDED. At this point in time, Maple Elementary students had been participating in the Minds-in-Motion Maze for the previous 4 months. Out of 136 parents responding, [this percent] said their child (‘s) :

- handwriting has improved..... 78%
- is more self-assured.......... 60%
- is speaking more clearly...... 57%
- memory is better............. 57%
- is happier at school.......... 54%
- thoughts seem more coherent (less scattered thinking)..... 49%
- is more focused............... 49%
- movements are more coordinated... 40%
- pays better attention............. 40%
- is more agile (less clumsy)....... 38%
- is making better grades in school... 37%
- is tripping and falling less......... 32%
- seems calmer..................... 32%
- is more pleasant to be around......... 31%
- not as “moody” as before............. 20%
THE MINDS IN MOTION
MAZE

15 Developmental Steps
For Brain / Body Integration
**Bean Bag Boogie**

- **HOW?** Students throw and catch a bean bag and are always being encouraged to follow the bag with their eyes. Students will progress through several skill levels of throwing and catching as the year ensues.

- **WHY?** To develop eye-hand coordination, focusing, and eye tracking.

- **APPLICATION:** For coordinated use of eyes and hands in writing, board-to-seat work, and computer work.
Step Back

- **HOW?** Students walk backwards up a set of stairs.

- **WHY?** To develop whole-body coordination moving in a posterior plane and to further enhance the vestibular system.

- **APPLICATION:** For motor-planning.
**STRONG ARM PUSH**

- **HOW?** Students stand facing a wall, then push against the wall with the palms of their hands.

- **WHY?** To stimulate proprioceptive development in hands and arms.

- **APPLICATION:** For development of fine motor control in handwriting and finger usage.
**Eye To Eye**

**HOW?** Instructor stands in front of a student and moves a pencil with a topper in front of the student’s eyes while he follows the object with his eyes.

**WHY?** To strengthen eye muscles for eye-tracking and eye-teaming.

**APPLICATION:** For increased ocular control which provides fluid reading and track of digits in math.
HOW? Students roll on a mat on the floor in a predetermined manner.

WHY? To provide vestibular stimulation to the brain.

APPLICATION: For increasing the students’ ability to know where they are in space and time; likewise, for perceiving the spatial orientation of an object or a line of print.
**Puppy Dog Crawl**

- **HOW?** Students crawl on hands and knees down on the floor in a given direction for a specified distance.

- **WHY?** To develop crass-lateral hand and leg coordination, increase convergence of eyes, and to establish timing in the brain.

- **APPLICATION:** For help in integrating both hemispheres of the students’ brain for more organized thought.
CLIMB EVERY MOUNTAIN

- **HOW?** Students step over hurdles or obstacles of varying height.

- **WHY?** To develop depth perception while increasing eye-foot coordination.

- **APPLICATION:** For enabling student’s eyes to better focus on a page of print.
MONSTER MASH

- **HOW?** Students stomp down hard on padded shapes or blocks laid out on the floor in a pattern.

- **WHY?** To provide somatosensory stimulation through the feet and legs to the brain.

- **APPLICATION:** For enabling students to walk, stand, sit, etc., in a controlled manner.
“Eye” Can Converge, Can You?

- **HOW?** Students hold a beaded string (3 beads affixed to a 4 foot string) in their hand and focus on each differently colored bead one at a time.

- **WHY?** To develop eye-convergence

- **APPLICATION:** For aiding students in focusing upon letters and numbers with no double vision...to create a strong single vision.
JUMPING JACK FLASH

- **HOW?** Students do a standing “broad jump” between two designated lines.

- **WHY?** To develop eye-foot coordination, perfect balance, and fine-tune reaction times.

- **APPLICATION:** For perfecting students’ reaction times in problem solving and for judging distances.
**CROSS WALK**

- **HOW?** Students slowly walk while touching alternating knees with opposite hands.

- **WHY?** To integrate the brain with cross-lateral movements while crossing the midline of the body.

- **APPLICATION:** Aid students in bring their hand to the left margin of their paper for writing assignments.
BALANCE BOARD BASH

- **HOW?** Students stand on balance boards training their bodies to suspend in balance.

- **WHY?** To develop limits of stability in maintaining balance in one’s body.

- **APPLICATION:** For ensuring students’ somatosensory, visual, and vestibular systems are intact to all for maximum mental processing.
THE BEAM TEAM

HOW? Students walk on balance beams in a variety of manners to develop balance.

WHY? To develop balance and fluid motor control for maximizing brain recalibration.

APPLICATION: For balance development in students which will alleviate disorganization with tasks such as:
- Spacing letters and numbers on a line
- Size constancy of letters
- Staying between two lines on paper
THE ELECTRIC SLIDE

- **HOW?** Students side-step along a path keeping their whole body facing forward, but moving sideways.

- **WHY?** To develop laterality in the brain/body in an integrative whole-body movement.

- **APPLICATION:** For enhancing bilateral integration in the brain which will allow students to organize their space and time more efficiently.
Skip To My Lou, Skip On Through

- **HOW?** Students skip down a designated lane while swinging their arms cross-laterally in an exaggerated fashion.

- **WHY?** To develop cross-lateral integration of brain hemispheres and motor development.

- **APPLICATION:** For enhancing brain timing in students and to increase their learning capabilities and motor planning.