

Noone should be satisfied with crawling if one feels within the power to fly. (after H. Keller)

Mojca Vilfan*

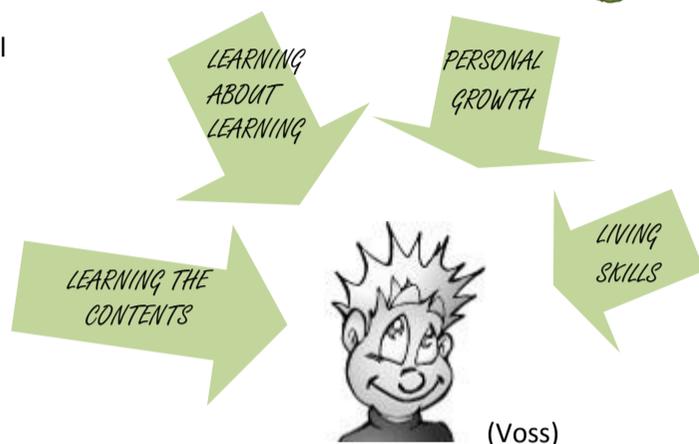
THE USE OF BRAIN GYM® AS A SUPPORT METHOD IN TEACHING IN A SPECIAL SCHOOL CLASS FOR PUPILS WITH LANGUAGE DISORDERS AND ASD (Autism Spectrum Disorders)

MY CLASS in Sept. 2009:

5 sixth-graders (12-year-olds) expected to achieve the Slovenia's National Curriculum standards:

- Diverse learning challenges, language disorders, ASD
- Low self-esteem
- Fear of failure
- Looking for a safe environment
- Disorganised in time and space
- Poor motor co-ordination
- Communication barriers (expressive and receptive language) ...

MY PLANS:



I MUST CREATE A SAFE AND RICH ENVIRONMENT FOR LEARNING *before* STARTING TO TEACH!

Intentional movement is the door to optimal living and learning.

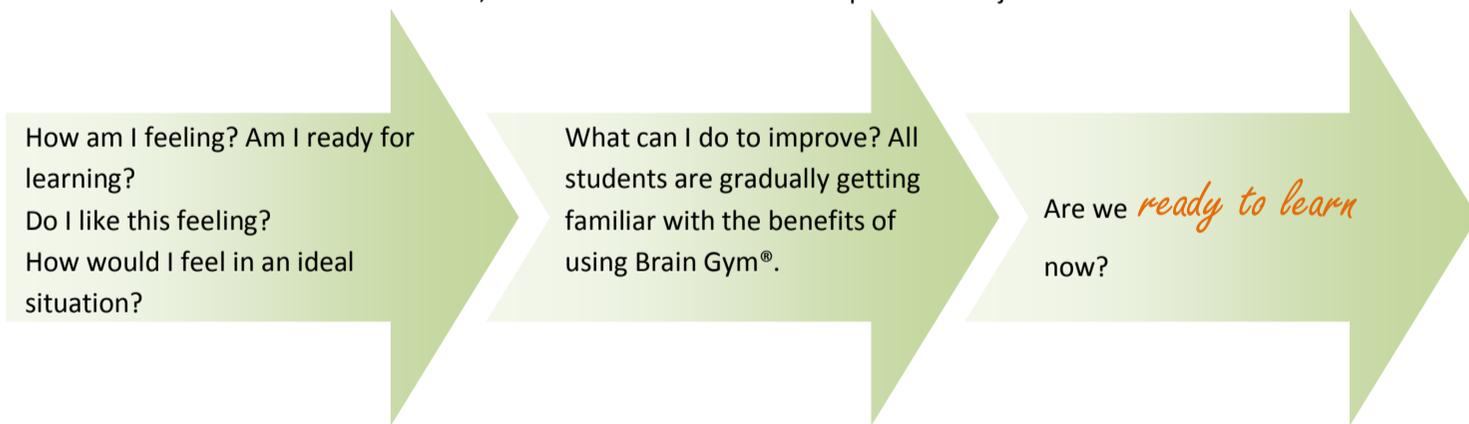
»Clinical research shows that the whole-brain performance of students with learning challenges is inhibited. We usually understand this as their inability to (...) express what they know.« (Dennison)

OUR LONGTERM GOALS:

- support SELF-AWARENESS & SELF-RESPONSIBILITY
- EMPHASIZE ABILITY TO notice & respond
- empower & encourage LEARNING
- PROMOTE THE joy OF LEARNING

The regular use of the Brain Gym® system in its procedure in different modes of

school lessons, either as a subunit itself or as part of a subject lesson.



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Paul E. Dennison:

"In our books we talk about the brain from the perspective of educators who often see movement bring about an immediate change in behavior. We also speak from our understanding of the most recent scientific research, which reveals that the brain is dynamic in function and constantly reorganizing itself."

The teacher:

"The overall assessment of the learning process in this class and the pupils' academic results reveal good progress in all areas of development. We would like to emphasize the results in the pupils' motor skills, social skills, and emotional development that contribute to language development."

The students:

I KNOW I CAN DO IT WELL.

I'M FOCUSED ON LEARNING.

I TOLERATE MY SCHOOLMATE'S BEHAVIOUR.

I'M ORGANIZED & RELAXED.

LEARNING IS FUN.

Bibliography: The Dennisons Respond to Questions regarding Brain Gym®: Teacher's Edition, www.braingym.org/members
 Dryden, G & Voss, J. (2001). Revolucija učenja. Ljubljana: Educy.
 Promislow, S. (1998). Making the Brain Body Connection. Vancouver, Canada: Kinetic Publishing Corporation.
 Dennison, P.E & Dennison, G. (2007). Brain Gym® 101. Balance for Daily Life. Ventura, CA: Edu-Kinesthetics, Inc.

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