

Perceptual Motor Skills to Support Reading Success

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Purpose:

- To describe a perceptual-motor program in an elementary school called Minds-In-Motion (MIM);
 - The MIM Program is used as an extension to the academic curriculum and as movement during classroom transitions & after school; and
- To show how perceptual-motor skills are associated with reading scores and attitudes toward reading.

Today's Outline

- Introduction and Purpose of Mind-in-Motion Program (Valerie)
Local Adaptations at College Corner Elementary (IN)
 - Brain Maze in School Hallways
 - One-Minute Brain Activities during Classroom Transitions
 - After-School Bus Waiters Program
- Classroom Transitions of One-Minute Brain Activities (Tim)
 - Audience Participation (Tim)
 - Alignment of Movement Model by Pangrazi (Valerie)
- Evaluation of Classroom Transitions & After School Program
 - Explanation of Evaluation Process (Valerie)
 - Preliminary Pilot Results with Bar Graphs and Pie Charts (Tim)

What is Perceptual-Motor Integration?

- Perceptual motor integration is the manner by which a child takes in sensory information, processes, and interprets the information, and then responds automatically to it (*NAEYC Standards, 2010, 2.C.01c*).
- Examples: crawling through tunnels, walking a balance beam, and walking backward up steps while holding a hand rail.



National Physical Education Standards *(2nd Edition)*

Standard 1:

Students will be able to demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

www.aahperd.org/naspe/standards/

College Corner Elementary School: Minds-in-Motion Program

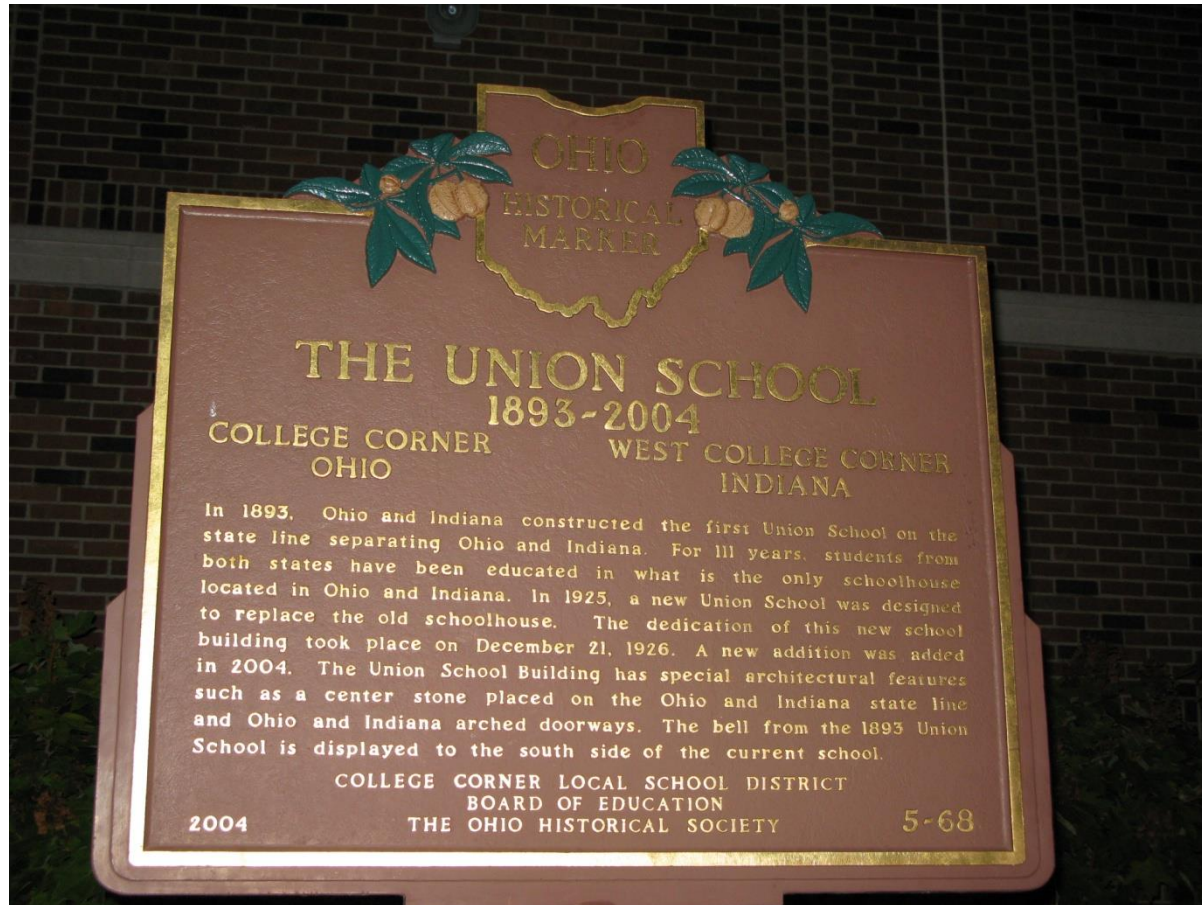
A Photo Story....



Union County College Corner Joint School District

- College Corner Union School
230 Ramsey Street
College Corner, IN 45003
- Principal: Maureen McDonough
(765) 732-3183
(765) 732-3574 fax

Ohio Historical Marker





UNION COUNTY / COLLEGE CORNER JOINT SCHOOL DISTRICT

98-1

EMERGENCY EXIT
OPERATE FROM
INSIDE ONLY

EMERGENCY EXIT
OPERATE FROM
INSIDE ONLY

Blue Bird

3800

Indiana Curriculum Standards



- Posted in every class
- Standards focus on:
 - Language Arts
 - Reading
 - Math
 - Science
 - Social Studies
- Curriculum also includes
 - Physical Education
 - Music
 - Art

Reading Lessons

- Begin in 1st grade classroom taught by Mrs. Kim Vonder Meulen
kim@uc.k12.in.us
- Class participates daily in the Minds-in-Motion program around the school hallways
- Minds-in-Motion website

<http://www.mimlearning.com/>

Mrs. Kim Vonder Meulen



1st Grade Phonics Lesson



Inquiry-Based Learning



Minds-In-Motion Program includes

- Hallway circuit
- Orderly progressions
- Focused skill development
- Individualized progress while in peer groups by grade
- Teacher-guided with ongoing cues as feedback



Station 1:

- ❑ Cross lateral leg lifts while walking backward in a line
- ❑ Spatial awareness
- ❑ Challenging but possible



Station 2: Grapevine Cross-Over Steps



Station 3: Hop vs Jump

- One foot
- Two feet



Station 4: Backward Crab Walking





Station 5:

Progressions:

- ❑ Pass ball from hand to hand;
- ❑ Toss ball into air and catch;
- ❑ Toss one ball then two balls into air and catch;
- ❑ Juggle two balls; and
- ❑ Stand on one foot and juggle.

Continuation...

- ❑ March while juggling
- ❑ Lift legs while tossing bags



Station 6:

- Dynamic balance platforms
- Pop bubbles while balancing body on the platform
- Other balance stations to follow:







Station 7:

- Walk up and down wedge of cheese mats, then...
- Colombo crawl on forearms under the table with body fully extended on floor.



Station 8: Eye Tracking



Station 9: Dynamic Strength – Box Push





Station 10:

- Backward walking upstairs



Student Assessments

- ❑ Individualized, colorful, and simple;
- ❑ Charted daily and weekly by each student;
- ❑ Developmentally appropriate for kids to understand their progress;
- ❑ Comparisons made by class (grade level).





There is one mark for every student in grades 1-5. The mark shows a child's reading comprehension level after assessments each quarter.

Marks to the right of the red line are students reading at or above grade level.

The red line divides students reading below grade level and students reading at or above grade level.

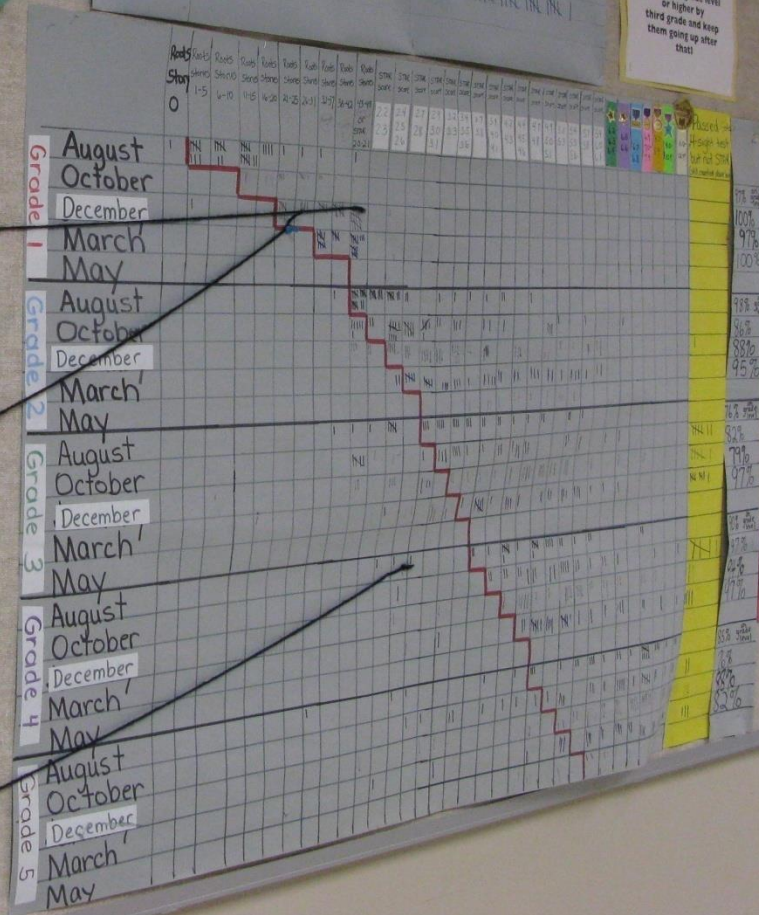
Marks to the left of the red line are students reading below grade level.



Reading Comprehension Data 2007-8

Kindergarten	Number of students catching up	Number of students racing ahead
October	III IIII	
December	III	
March	III III	III III III III III
May		III III III III III III

Our school-wide goal is to have every child reading on grade level or higher by third grade and keep them going up after that!

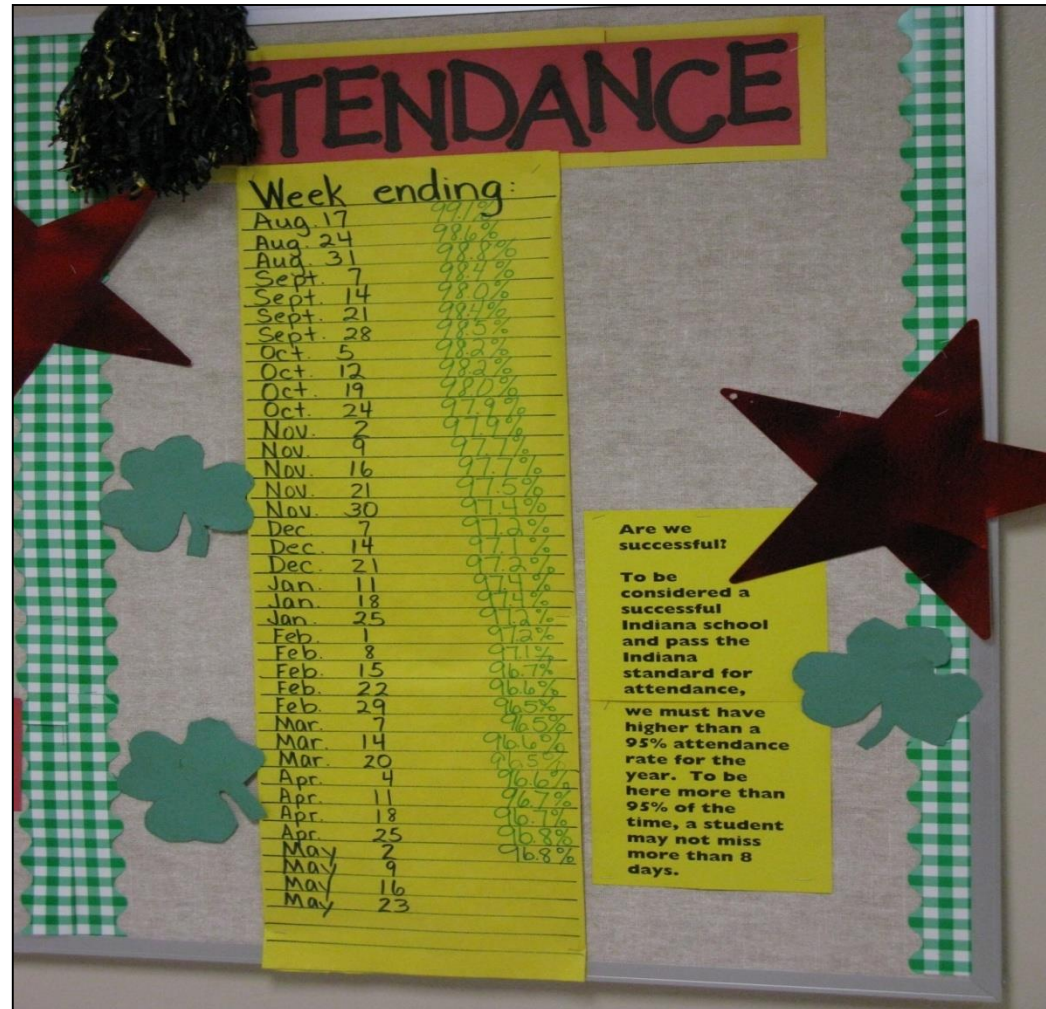


**WE A
CHEER
WHEN MY
READING
IMPROVES!**



Other Assessments

- Attendance rates are also tracked weekly for the school.



Minds-In-Motion Seeks Evidence-Based Results

- Minds-in-Motion scores represented by Neurocom measures are compared to actual reading scores (STAR) and Reading Attitudes Scores (RAS).

2

5. How do you feel about spending free time reading?

6. How do you feel about starting a new book?

7. How do you feel about reading during summer vacation?

8. How do you feel about reading instead of playing?

The image shows a survey form with four rows of questions. Each row contains four Garfield cartoon illustrations. The first illustration in each row is Garfield with his arms raised in a 'strongly like' or 'strongly dislike' pose. The second and third illustrations are Garfield with a neutral or slightly negative expression, representing 'dislike' and 'like' respectively. The fourth illustration is Garfield with a neutral or slightly positive expression, representing 'strongly like' or 'strongly dislike' respectively. The questions are: 5. How do you feel about spending free time reading? 6. How do you feel about starting a new book? 7. How do you feel about reading during summer vacation? 8. How do you feel about reading instead of playing? The page number '2' is in the top right corner.

Next:

In Classroom Transitions Using
One-Minute Brain Activities