



Joy of Learning through Rhythmic Brain-Body Kinetics

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OUR MISSION

To promote joy of learning through rhythmic movement and advocate for brain organization and rhythmic brain-body integration as the bedrock of education.

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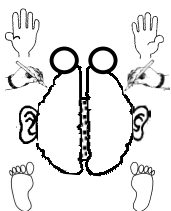
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Contributions

welcome by 25th of
Mar, Jun, Sep, Dec



BAVX Goes to London • The Impact of Rhythm

When I started working with 7-year-old Kiran, I knew I had taken on a big challenge. Our initial sessions entailed lots of resistance and crying with no apparent reason. But as soon as we took a snack break, Kiran showed no resistance at all. During a break I noticed his eating and drinking had no natural pace, he quickly gulped down the juice in one go.

Connections. It struck me that Kiran's reading skills reflected that very same attribute. Mechanically he read well, but did not take the right pauses, and overlooked punctuation altogether. This must be a factor affecting his reading comprehension.

Rhythm. Going back through all my knowledge and experience, I came to Howard Gardner's theory of multiply intelligence that states we need to acquire a number of skills—one of which is rhythm. Rhythmic skills needed nurturing in Kiran.

We did lots of bilateral and motor sensory integration work, and I now needed new tools to help him. The help came in a DVD pack from BAVX founder Bill Hubert. The DVDs contained instructions to the rhythmic **B**alance, **A**uditory and **V**ision **eX**ercises taught in Bill's workshops held all across America.

I only worked through the first two exercises before realizing the DVDs were best used as a post training tool. These two exercises were difficult to implement. Nevertheless, with the help of Kiran's dedicated nanny, we managed to make it successful.

The outcome was a more reflective individual who was able to understand his environment and not just react to it. Kiran's behavior improved, enabling him to progress in his academic learning.

Kiran was the first child I worked with using BAVX. I have since attended a workshop in The States. Bill Hubert conducted the complete BAVX series in the UK this past November. He is scheduled to return in November 2012.

—Usha Patel

Learning Difficulties Therapist, UK
www.ravivpracticelondon.co.uk



Kindergarten Studies • 2010-11 School Year

What Is Bal-A-Vis-X (BAVX)?

Bal-A-Vis-X is an acronym for **B**alance/**A**uditory/**V**ision/**eX**ercises. These exercises, of varied complexity, are deeply rooted in rhythm and require full-body coordination and focused attention. Focused attention to the exercises enables the mind-body system to experience the natural flow of a pendulum, which brings about a state of systemic integration. Mind-body integration enables one to see, hear, attend, process, produce—in sum, to function—at one's best.

Kdg Study #1: Two **K** classes in an ethnically diverse K-5 school, Wichita Public Schools, USD 259, with an 84% economically disadvantaged population. Avg daily BAVX time: 20 mins in 2-5—min increments.

End-Of-Year Test Data: Percent of **K** students at or above USD 259 Target Scores

	<u>BAVX</u>	<u>No BAVX</u>
Letter Naming	71%	35%
Letter Sound	76%	47%
Phoneme Segmentation	94%	76%
Nonsense Word	71%	35%
Oral Counting	76%	59%
Number Identification	88%	59%
Quantify Discrimination	82%	59%
Missing Number	82%	41%

Teacher’s Narrative. In the summer of 2009, I attended a 3-day summer BAVX training. Late in Day One, Bill asked if anyone knew of a student with learning issues who would be willing, during Day Two, to come in for a Learning Dominance Profile assessment and BAVX integration session. I immediately volunteered my daughter. Lauren, a high school junior, struggled mightily through her student life with eye tracking problems, decoding, spelling, and ADHD. Her assessment results astonished both of us. They explained so clearly why she *struggled and what could have been done about it so many years ago, if only we had known*. Bill invited her to stay for the rest of the training.

In the fall of 2010, with our principal’s support and Bill Hubert’s guidance, two **K** teachers launched our **BAVX-K** study. As usual, we spent the first 3 days of school observing all **K** students, then divided them up as equitably as possible in terms of behavior, academic ability, ethnicity, gender, and plain ol’ teacher judgment. Both classes followed the usual curriculum. My students used BAVX as often as I chose and/or could manage.

Action! About a month into the school year, I introduced my students to the bags. We began simply, passing a bag from hand to hand. Many required individual help to understand and actually begin to feel that it was **rhythmic** activity, not just passing a bag back and forth at random intervals. We discovered our midlines, and using **K**-words

learned the importance of crossing them when passing the bag from one hand to the other. We did this first thing each morning for a few minutes. Soon we sat in two facing lines on the carpet, passing one bag to a partner in a rectangular pattern, then in an oval pattern (taking the bag behind our backs). Before long we progressed to two bags.

Reading Intervention (RI). The first sign that BAVX was making a difference came in **RI** time, which immediately followed our few minutes of bag work. **RI** is designed for skill-specific instruction. Students were divided into four groups, each group led by a teacher or paraprofessional. Students from both rooms were intermixed. Noticeably, students from my class were more focused on the tasks at hand, had fewer discipline problems, were progressing through the groups and moving on to more advanced skills more quickly than the others.

Onward! Eventually we began, a few minutes at a time and in small groups, the process of bouncing and catching balls. Initially we used a single Maui Sky Ball, about 4” in diameter. We bounced and caught with both hands. Many students needed individual help to control the bounce. Much sooner than anticipated, the whole class bounced together, ever so slowly tuning in to the synchronicity of all balls striking the floor together. Within a month we progressed from four at a time struggling with a Maui ball to all 19 simultaneously bouncing and catching a BAVX racquetball. By New Year’s partners performing rectangles and ovals was the norm.

Transformational. One boy exhibited huge changes in behavior and academics. He entered **K**, after a year of preschool, recognizing only seven upper case letters and knowing not one letter sound. After 9 weeks, he still knew only a smattering of letters and sounds. By the 18th week, his attitude, focus, and retention changed dramatically. He recognized all upper and lower case letters, knew all letter sounds, and could read several sight words beyond those we covered in class. He became our BAVX leader, both with his **K** peers and in teaching BAVX to third grade ‘Book Buddies’ who came to read with us once per week. According to Bill, he’s the only **K** student ever to learn the 3-ball bounce!

Reinforcement. Summer 2011, I took another BAVX training, and with more confidence, skill, and experience, expect even greater success for all my new **K** students.

—Read entire study at www.bal-a-vis-x.com

Kdg Study #2: Three **K** classes in a predominately white, economically advantaged pre-K—8 school, Catholic Diocese of Wichita. Avg daily BAVX time: 10-12 mins in 2-5—min increments.

End-Of-Year Test Data: Figures show classroom pre- and post-test percentiles and gains on the nationally normed Measured Academic Progress (MAP) reading test.

Class	BAVX	Fall	Spring	Gain
A	No	70%	76%	6%
B	No	73%	80%	7%
C	Yes	66%	85%	19%

Teacher's Narrative: I was introduced to BAVX in 2006 as a substitute in a private school in Wichita. On several occasions I observed a volunteer take groups of 8th graders to a room where they bounced balls in different rhythmic patterns to memorize material for tests. I was fascinated.

Fast forward 3 years. I became a kindergarten teacher. As I prepared my room, I discovered tubs of balls and bags in a closet. They appeared new. Later that fall, not knowing at all what I was doing, I gave bags and balls to a few of my better behaved students, hoping we might discover a kind of rhythm that would 'magically' help them remember words and numerals, as those 8th graders had remembered poems, prepositions, and geography facts. It was chaos! And I quickly returned the tubs to the shelf.

To Training! That summer I took my first BAVX training. I informed Bill that my 8th grade daughter, Allegra, often volunteered in my class, and he agreed that she could join me.

First Attempt. At first I struggled to make BAVX a part of my teaching day. In hindsight, I expected too much, too fast, and did not feel confident enough to just **do** it. Watching Allegra work 1-on-1 with my students was

very helpful. I saw that individualizing BAVX was not only more effective for the students, it was far easier on me. Slowly we progressed from 2, 4, then 8 students until eventually the whole class could do bag partner rectangles at the same time, not only without hassle but with real benefit to them.

The Study. Bill proposed I document my students' progress while integrating BAVX into my day. I followed the regular Diocese curriculum with the addition of a few minutes of BAVX here and there, as I saw fit. Each student kept bags in their table baskets so we could use them for 2-3 minutes during activity transitions. As well, individual students would bounce-catch-clap a single racquetball to learn sight words that were displayed on our Bounce Wall. All students knew if they goofed around with either balls or bags they would sit out, and no one ever wanted that to happen.

Not only did bouncing balls and tossing bags help with phonics and sight words, and not only did the rhythms calm them, something else took place, especially due to the partner exercises. They became good friends. BAVX taught the children to work together, to be teammates, to help each other with everything.

Re-Training. Summer 2011, I attended the complete BAVX training. This year BAVX will be even better for my students.

—Read entire study at www.bal-a-vis-x.com

Update—Lauren: Bill invited Lauren to join his assistant instructor staff. After a year's apprenticeship, Lauren qualified to travel across the US and Canada training adults in BAVX. The second semester of her senior year she was hired by the Wichita Public Schools District to create and run a BAVX program at her mom's elementary school. She works with students and supports teachers in the use of BAVX.

Update—Allegra: Allegra joined the BAVX assistant instructor staff. She is a high school sophomore who works with clients at Bill's BAVX studio. She travels and trains in workshops nationally and internationally as her school schedule permits.



Personal Perspective #1 • Integrating Mind & Body

As a child, I hated to move. In fact, family history tells that I was 18 months old before I walked, and then did so on my toes. I suffered carsickness and seasickness, hated to swing on a swing, or play outdoors at all, and was a very timid and shy child. I started wearing eyeglasses in the third grade, although I probably needed them far earlier. I learned to read at an early age, however, and thus did well in school. I grew up and lead a successful life: two advanced college degrees, two wonderful children, a good marriage and a good career as a teacher.

My oldest son is dyslexic. When I decided to leave the classroom as a teacher, I realized I wanted to help other children who were bright and eager, but struggled with reading skills. A great deal of training ensued. Along the way I discovered Brain Gym, and later, Bal-A-Vis-X. Of course, I was studying these modalities to help my students.

Startling Realization. At a workshop one day, a participant (an OT) mentioned how severe my motor planning issues were. I was startled – ‘You mean there is a reason certain things are so hard for me?’ Because on the surface, although the big things in life seemed successful, there were many things with which I struggled that made my daily life very hard: I would get lost very easily (even driving to places I’d been to numerous times before), still had difficulty with carsickness, was exceedingly literal, had no spatial awareness at all, had a very poor sense of rhythm, was clumsy and uncoordinated, and still didn’t enjoy moving my body. I didn’t engage in movement-based activity at all.

Healing & Helping. From that moment on, when I attended BAVX workshops, I did so for myself. I really pay attention to my body and the experience. I learned I am hypersensitive in my sensory system—lighting and the acoustical environment affect my ability to take in new information. Too cold or too hot affects my learning. This personal knowledge makes me much more sensitive to and compassionate toward the children I work with.

Becoming Whole. The first BAVX workshop I attended was so exhausting I could barely eat lunch. It was all impossible: Catching a sand bag? Bouncing and catching a ball? Doing patterns? I used to close my eyes if an object came towards me! I struggled with it all; in fact, I don’t really know why I persisted. In the past, in the face of a physical activity, I would run in the other direction. Well, not exactly run because I never ran; but I either hid in the bathroom or made as hasty an exit as I could. But persist I did. Maybe because with Brain Gym I learned there were tools to help me past my blocks. Maybe it was the compelling rhythm of the bouncing balls. Or just maybe the little girl within me finally realized there could be fun in movement and activity.

—Linda Faste, M.Ed. Child Dev, M.A. SpEd
Brain Gym and BAVX Instructor
MNRI Core Specialist



Personal Perspective #2 • On Dominance Profile

Since attending the Sacramento BAVX workshop with Bill Hubert about two years ago I’ve incorporated the dominance profile as an adjunct to my occupational therapy assessment. I continue to convey the significance of the dominance profile during student IEP meetings.

From a personal perspective, my profile is right everything—right hand, eye, ear, foot and brain hemisphere. Knowing the attributes of my profile finally gave me answers as to why I struggled in school as a child, and why I was able to learn to overcome obstacles as an adult. It helps explain who I am today. I use BAVX everyday. It is my therapy.

—Wayne Stevenson
Occupational Therapist, Stanislaus COE

Editor’s note: Our dominance profile influences how we think, act, and feel, especially under stress. Stress interferes with the reception, processing, and expression of information, particularly new learning. Brain integration exercises help neutralize the effect of stress to promote receptivity, cognitive processing, expression of information, and anchoring new learning.



Personal Perspective #3

• Physical Therapy

It sounds so simple just to walk!—place one foot in front of the other... Meet my new and improved Titanium knee! As I step into 2012, I look at BAVX—not from the usual perspective of a BAVX Trainer but from that of a full-fledged recipient.

Anything less than constant activity and mobility is a foreign concept to me. My life for 34+ years has been teaching adaptive physical education (pre-K-12), conducting BAVX trainings for teachers and therapists, and pursuing excellence on the golf course. I stop moving only when forced to.

Realizing and finally accepting how weak my whole leg was after the surgery, I sat back and thought about Bill Hubert's explanation of his bag/feet movements. I added the seated adaptation to my growing number of prescribed physical therapy exercises. When the stationary bike was added as therapy, I modified the BAVX movements, passing a bag from hand to hand, crossing my midline in synch with pedaling. After each biking session, I did a few more bag/feet patterns while sitting, eventually gaining enough confidence to do them when standing.

While on the bike, my husband would often stand in front of me for partner bag rectangles, ovals, and 'X' passes. Now that I'm back to 95% normal, am I certain that BAVX played a significant role in increasing my walking mobility? Did these exercise patterns strengthen my leg? Were the BAVX bag/feet exercises crucial to the speed of my recovery? While I cannot prove this is so, I am certain that after each BAVX session my weight bearing was more **stable, even, and provided more rhythmic motion**. My thinking process to tighten the quadriceps prior to stepping became more automatic as did proper foot placement.

Having now been on the receiving end of BAVX, I have an altogether personal way of sharing its benefits with my workshop attendees and my staff.

—**Candi Cosgrove**, M.Ed., BAVX Instructor
Therapeutic Rec Spec, Brain Gym Consultant
www.candicosgrove.com



Bal-A-Vis-X with Bill Hubert

• 2012 Schedule

Jan 13-15	Concord, OH
Jan 28-29	Charlottesville, VA
Feb 3-5	Fruitland, ID
Feb 10-11	Lebanon, OH
Mar 23-25	Ann Arbor, MI

The Complete BAVX

Feb 20-22	Namur, Belgium
Feb 24-26	Damme, Germany
May 26-30	Kuala Lumpur
Jun 3-14	Singapore
Jun 22-24	Melrose, Scotland
Jul 6-8	Long Island, NY
Jul 16-18	Friends U, Wichita, KS
Jul 26-28	Sacramento, CA*
Aug 10-12	Ann Arbor, MI
Nov 24-26	London, UK

To confirm, contact: Bill@bal-a-vis-x.com
General workshops: Levels 1, 2, and Adaptive.

Level 1: Foundation Exercises, 9 hours

Learn fundamental principles, rhythms, patterns, procedures, and 125 exercises.

Level 2: Intermediate Exercises, 6 hours

Prerequisite: Level 1

Review fundamentals; assess Dominance Profile, contra-lateral movement, and eye tracking fitness. Learn 50 challenging exercises.

Level 3: Advanced Exercises, 6 hours

Prerequisite: Levels 1 & 2.

Learn advanced exercises; variations of Levels 1 & 2 exercises; academic layering.

Adaptive Bal-A-Vis-X (add-on), 2 hours

Offered with Levels 1 or 2.

Modifications of Level 1 exercises.

Focus: Very young, elderly, special needs.



* The Complete BAVX

• Bill Hubert in Sacramento

Dates: Thurs-Sat, July 26-28, 2012

Sponsor: IN2GR8ED Rhythmic Brain-Body Kinetics

Note: email your interest. Include experience and previous BAVX workshops attended to:
Francis Norsworthy at blgdgblox@comcast.net
Julie Leach at teacherjulie@earthlink.net



Brain Awareness Week

• March 12-18, 2012

Brain Awareness Week (BAW) is a global campaign that shares an interest in elevating public awareness about the progress and benefits of brain and nervous system research. BAW offers opportunities for teachers and students to engage in fun educational activities. From dynamic classroom presentations and laboratory tours to enlightening museum exhibits and public lectures, BAW activities...

- Inspire the next generation of scientists
- Contribute to general understanding of basic brain functions
- Improve public health by expanding awareness of neurological disorders

A project or neuroscientist near you is a cyberspace search away at...

—Society for Neuroscience, www.sfn.org

Snapshots at jasonlove.com



"I just want to curl up inside a good book today."

Resolve to READ more, PLAY more,
BREATH more deeply, FORGIVE more
quickly, BE more—completely.

—All for YOUR Health's Sake



Many Brain Functions & Facets

• One Mind to Apply

Many discoveries from the world of brain science can be applied to the classroom. The list below highlights a few specific areas of research that have important implications for learning, memory, schools and education. Which areas address your students' needs? your clients' needs? your own needs?

- **The developing brain:** In utero and the value of the first 3 years
- **The hungry brain:** The role of nutrition in learning and memory
- **The social brain:** How interactions and social status impact stress levels
- **The moving brain:** Purposeful, mindful movement influences learning
- **The hormonal brain:** Hormones can and do impact cognition
- **The plastic brain:** How to better enrich the brain to affect changes
- **The connected brain:** How our brain is body and body is brain

Find your focus and apply it!

Jensen Learning Corporation

Society for Neuroscience, www.sfn.org

New York Academy of Sciences

your MOVE BODY TRAIN your
IT'S FUNDaMENTAL!

Your views are welcome. Send insights, experiences, practices, concerns, responses, or research to

In an IN2GR8ED World

bldgblox@comcast.net.

Prefer postal?—Send to

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