



enabling every
child to learn



► OUR VISION IS TO ENABLE
EVERY CHILD TO LEARN TO
HIS OR HER FULL POTENTIAL

○ November | ○ Missile | ○ 2008



► OUR MISSION IS TO MAKE
THE *MOVE TO LEARN*
MOVEMENT SEQUENCES
AVAILABLE TO EVERY CHILD
IN EVERY CLASSROOM

Missile *e-mail*



WE'RE MOVING !!!



Yes, the time has come to leave our beautiful premises in Manly.

On Thursday, October 30 we will be closing down the office for a few days until we get settled into our new lodgings, & we will be open for business again on Wednesday, November 5.

Our new contact details will be:



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Words Words Words

A new article on our Articles' page - 'Words, Words, Words' by Barbara Pheloung

This works like a miracle for teachers who despair about the poor listeners in their classrooms. Concentration improves when students actually understand what those small words really mean. Instructions no longer sound like Greek.

Click [here](#) to go to article.

Gems From The Fiji Seminar

As we mentioned in last month's Missile, many pearls of wisdom were shared during our Fijian seminar, & we are endeavouring to feature some of the special people who attended so that you can get to know them & benefit from what they have to offer as well. There is no order, priority or hierarchy in how we present these great people - purely a matter of who we have managed to get ready first. This month's featured pioneer is:



Berri (Helen Berriman)
Visual Therapist
B.A.Dip Ed. Grad Dip Ad Ed.



Berri is an Accredited Vision Therapist of the Australasian College of Behavioural Optometrists with a background in education. She has been practising visual therapy since 1991. While most of Berri's therapy is with children with reading & learning difficulties she also works with adults, particularly those with computer-associated visual stress.

Berri works for David Evian, a behavioural optometry specialist with a particular interest in children's vision & learning difficulties. David is a Fellow of the Australasian College of Behavioural Optometry & has been practising in Australia since 1986.

THE BEHAVIOURAL DIFFERENCE

Behavioural optometrists are interested in helping people improve the functioning of their entire visual process. Many have a particular interest in children's vision & learning difficulties. Inefficient visual & visual processing can stop a child from achieving their potential.

A behavioural optometrist will examine:

- 1) **Structure:** Are the eyes healthy? Can they see clearly?
- 2) **Function & efficiency:** Do the eyes have the visual skills to see comfortably, for as long as they need to, without effort & without interfering with the performance of other skills?
- 3) **Visual information processing:** Do we have the skills to interpret & understand what we are seeing so that it makes sense?
- 4) **Integration:** Do our visual skills & information work together with input from our other senses & our bodies?

A behavioural optometrist uses visual training, lenses & prisms to develop & improve visual skills & visual information processing skills.

VISUAL STRESS

When the eyes can't do their tasks easily they become stressed. Visual stress is particularly common in computer users & children working at close tasks (book & desk work). There are two types of response to visual stress:

- 1) Physical - headaches, tiredness, red eyes, watering, postural adaptations
- 2) Avoidance/ drop in performance - including loss of concentration, copying errors, poor comprehension, short attention span, poor handwriting, drop in reading levels and frustration.

VISUAL SKILLS & LEARNING

Visual skills, flexibility & stamina can be directly related to progress in learning & the student's approach to the demands of the classroom. Using your eyes for long periods at close distances takes physical effort & can be tiring. Information processing skills are needed for understanding reading & writing.

Visual function & efficiency:

This affects visual comfort & hence concentration, accuracy & comprehension.

Important visual skills:

Focusing (seeing clearly)

- ⇒ Holding focus at near distances without getting tired. This is often harder for children than adults.
- ⇒ Changing focus quickly & accurately between different distances such as from desk to the board/teacher & back again.

Eye co-ordination (alignment, vergence, depth perception)

- ⇒ Affects how well the eyes work together as a team on any task, either helping each other or working against each other.
- ⇒ As the eyes look closer they turn inwards (convergence) & when they look further away they straighten up (divergence). They need to change accurately, quickly, comfortably & in co-ordination with the focusing system.
- ⇒ Weaknesses in eye teaming ability can lead to tiredness, headaches, poor comprehension, concentration & ball skills, general clumsiness, head tilt & avoidance of close work as well as eye turns, double vision & a lazy eye.

Eye movement control - tracking.

- ⇒ Allows us to find & keep our place & to move accurately from place to place when our eyes move within words, between words, along lines of print in a book, to the next line, scan vertical columns & shift quickly & accurately from the desk to chart or board. This is the visual skill that most separates competent & poor readers.
- ⇒ Most commonly seen in the person losing their place, missing out words, using their finger to read.

Visual function & efficiency can be improved by visual training & /or performance glasses which may include prismatic & shaded lenses.

Processing visual information (visual perception):

Do we have the skills to understand what we are seeing?

Visual processing skills include:

- ⇒ Visual spatial skills - position, direction, body awareness in space
- ⇒ Visual analysis & discrimination - same/different, bigger/smaller, e.g. find the pair
- ⇒ Visual motor integration - copying accurately
- ⇒ Visual memory - including sequential memory
- ⇒ Visual span - how much information can be grabbed in one 'bite'
- ⇒ Visual figure ground - 'Where's Wally?' type
- ⇒ Visualisation - creating a picture in your mind, creating something new
- ⇒ Visual auditory integration - relating what we see to what we hear

Visual information processing can be improved by visual & visual perceptual training &, where appropriate, performance or training glasses.

Integration:

We need to integrate visual information with information from our other senses to use it effectively. In dictation we translate what we hear (verbal) into what it looks like (visual) & then write it accurately (action/motor). In sport we need to integrate the visual (follow the ball, judge distance, be aware of other players) with motor/action (catch, throw the ball) whilst visualising (anticipate the flow of play) & listening to & or giving verbal instructions & clues (captain, other players, referee) in a dynamic situation (pheew!).

WHO NEEDS TO BE CHECKED BY A BEHAVIOURAL OPTOMETRIST? - A SIMPLE CHECKLIST-

- * Frequently skips or repeats lines when reading
- * Tilts head or closes one eye when reading
- * Has difficulty or is slow copying from the board
- * Avoids reading and close work
- * Omits small words when reading
- * Writes uphill or downhill &/or with poor spacing
- * Misaligns digits in columns of numbers
- * Holds reading material too close
- * Has a short attention span
- * Has difficulty completing assignments in the time allotted
- * Has an abnormal pencil grip



Berri testing a child at a school in Savusavu, Fiji.

FINDING OUT MORE

We are happy to arrange talks & seminars for practitioners, teachers & parents.

Contact: Berri@davidevian.com

Websites: www.davidevian.com ; www.acbo.com

Simione at the Marist Brothers Champaignat Institute

Fiji is blessed to have a place where young people can go to school even though they don't qualify for the regular high schools. When Simione was found by the Marist Brothers he wasn't going to school or working. He had wanted to go to High School but was discouraged by his very poor reading skills so didn't bother to sit for the high school entrance exam which is a requirement in Fiji. He had nowhere to go at 18 years of age until he found he could go to the Marist Brothers Champaignat Institute. They accept boys & girls who can't get into high school for whatever reason.

At this institution they are prepared to write their high school entrance exam or taught a trade such as car mechanics, gardening, tailoring, nannying They are also taught life skills in order to survive.

Simione had always wanted to go to high school & had been at Champaignat for a short period of time with little or no progress in his reading skills. One of his teachers had been at our Move to Learn seminar in Savusavu this year & she brought our movement sequences home with her to Suva. Three teachers went around to each classroom & explained the importance of rolling, & how the brain works. Simione's ears perked up.

For three weeks he came to school early & rolled on a large grassy slope at the institute. He rolled every recess, lunch hour & after school as well. Everyone noticed him out there rolling. Within that short period of time he became a fluent reader, sat for his entrance exams & sailed in victorious. He will now go to high school next year.

Congratulations!!

Until Next Month, Keep on Rolling!

From The Move to Learn Team
Barbara, Jini, Stacey, Rick & Nikki



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