



enabling every  
child to learn



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



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

○ May | ○ **Missile** | ○ 2009

# Missile *e-mail*

## Greetings one & all!

You may have noticed we've been quiet for awhile, but all with good reason. Jini has been overseas for the past 6 weeks visiting family & Stacey has been busy expanding hers. Yes, Stacey & her husband Nick are expecting their first child in October!

We are of course delighted for her, & so is she, though she has had a very rough start of it & has had to reduce her hours, so we ask for your patience if you have had difficulty reaching us.



Solicitations, congratulations & advice welcome.

Secondly, I'm afraid, like many of you, we've been feeling the pinch of the economic crisis & we'll need to make a few changes to keep from going too much further into the red. We've had to raise prices a little, & we're thinking of adding Google ads to our website. We'd value your opinion on this. Would Google ads be overly annoying? We're thinking that most of you are used to such things, & it's a way of covering costs without passing them on to those who use our services. Please let us know what you think. Email: [info@movetolearn.com.au](mailto:info@movetolearn.com.au)

Now, on to the good stuff.

## There Will Be Two Seminars In June!

### SEMINAR IN WA

**Winsome Richards** will be running a Seminar for teachers, education assistants & school psychologists on **June 6, 2009, 9am-4.30pm**, at **Secret Harbour Primary School**, WA. The Seminar is titled:

"An Introduction to Sensory Processing & Movement Based Learning"

Don't miss it!

For more information & registration details, click [here](#).

### SEMINAR IN QUEENSLAND

And **Adele Suda** will be running a seminar for teachers on **June 15, 2009, 9am-4pm** at **Helensvale Community Centre** on the Gold Coast. She will be covering all aspects of learning difficulties & how to help kids in the classroom, & of course all the MTL movements.

For further information & registration please contact Adele Suda - 07 55228935 0407 553280 Email: [delsuda@hotmail.com](mailto:delsuda@hotmail.com)



## Glenaeon Get Together

On March 24, we were able to have a special get together here at our new office in Barbara's home in Belrose. It was a wonderful chance for some of our more local associates & friends to meet & share over a luscious Chinese banquet, & it seemed a good time was had by all. A special thanks to all who were able to come.



**Barbara & the banquet**

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## School Visit

Barbara had the time of her life yesterday at Harbord Public School. There is nothing more fun than playing with children.

Dance/Movement Therapist, Robyn Price, & teacher, Caroline Hodgett, are starting to introduce the movement program into the school by including a few of the strugglers in an hour-long Move to Learn & fun & games after school. The school has graciously let them use a room for this purpose & the parents join in with the children. There is no charge for this as yet.

After two weeks, one child has made first attempts at eye contact & another, who did not participate in any group games, does so now happily.

Each family now owns a DVD & some books so they can practice at home & catch up with the rest of their class.

We hope that the process will lead the whole school eventually to participate.

Until now the largest group of children to miss out has been the underachievers who haven't failed at school but have failed to reach their own potential.

Barbara had so much fun that she might be enticed to visit other schools to spark off the whole process of having a huge amount of fun learning.

P.S.

*Thank you so much to Barbara for coming to meet our group.*

*Bubbles (as Barb introduced herself to the children in the opening 'Name Game') was a great hit & all families felt it was a real privilege to have her lead the Move to Learn part of our session. The commando crawling races & Pease Porridge Hot clapping game, in particular, were a great hit.*

*We designed this group to introduce children at our school who are underachieving, with their parent/s, to the Move to Learn program, after Caroline began to 'move' with her younger son over the Christmas break. Since then, we have introduced the program to the Kindergarten teachers, via a one-page activity sheet based on the Move to Learn sequence & we hope to continue to spread the word in different ways.*

*Robyn*

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## Sweden Visit

Jini & her husband Gösta had the wonderful opportunity of visiting our new contact, Jan-Erik Heimeland & his wife, Lena, at their home in Sweden.

Jan-Erik has graciously translated 'Ten Gems' into Swedish for us & will be attempting to introduce the Move to Learn program through some of his contacts there. This could be a challenging task, as he'll be battling a healthy 'fear of the new', but Jan-Erik is an extraordinary person with vast experience in learning & education.

Jini & Gösta had a wonderful visit, being warmly welcomed & fed with home made cakes & a special smörgåstårta (a Swedish sandwich cake). Yum!

Many Thanks



**Jan-Erik & Lena  
Heimeland**

# Gems From The Fiji Seminar



**Veronica Steer**

This issue's jewel from the Fiji seminar comes from Veronica Steer.

From feedback we've received, Veronica's contributions were appreciatively bubbled over, & though we can't share everything she shared here in the missive, there will soon be a more detailed article of hers in the articles section on the website titled 'Developmental Steps' by Veronica Steer.

## Veronica Steer

Fiji made such an impact on me. Its warm, relaxed friendly atmosphere made it a fertile environment for sharing knowledge.

As an OT invited by Barb in 2003 to work along side her for her Seminars at Manly '04, '05 & Collaroy '06, it was so enjoyable to be informal at this one. Barb's emphasis on no overheads or Power Point's meant that the information shared had its final preparations in our Daku cabin, making it very relevant to the group & environment. Barb, Julia Dive & I had daily planning meetings in Barb's cabin to structure each day around Barbara's goals & to adapt to impromptu request's & assess how the week was evolving around everyone. Each of us had the opportunity to make presentations to the group, along with several of the seminar participants.

My first presentation was a report on the recent Move to Learn research.

### Interim Report on the 2007 University of Sydney Study

Results were, & are still being statistically analysed due to the longer (10 weeks & 10 weeks) & bigger (660 students) randomized controlled study. This has been complicated by the data from the second half of the study being patchy.

Initial investigation found statistically significant results supporting the use of MTL.

Teachers found the Kindy, Year 1, Year 2 students more ready to learn & easier to teach. And Year 1 students' handwriting improved significantly over the controls.

This then led onto discussing **why the Sequences achieve such results:**

Succinctly they provide:

- ◆ the opportunity to go back to basics of infant movements to provide the opportunity to assist primitive reflex integration
- ◆ maturing experiences for the lower part of the brain
- ◆ the opportunity to prepare the body & brain connections for higher level academic learning (Piaget, Ayres)
- ◆ quite specific sensory motor stimulation & development of postural & eye muscle control (muscle tone, erect posture, eye with body & eye with hand coordination)
- ◆ body & particularly skin contact on the floor surface, providing touch & proprioceptive stimulation
- ◆ vestibular, proprioceptive, visual & eye muscle stimulation, particularly in rolling as the body makes contact with the floor, moves along & aims to keep rolling in a straight line.
- ◆ the student with the opportunity to develop a greater sense of their own body, an important pre-requisite for motor planning
- ◆ rotation of the body, crossing the midline & bilateral integration, as two sides of the body 'communicate' in early movement patterns.
- ◆ sequential movements as part of the processing involved with sequential brain processing.
- ◆ an opportunity for the student to listen to instructions
- ◆ laughter, success & mastery



# Gems From The Fiji Seminar continued...

Barbara & I then discussed a passion of ours of having a visual reference of the foundation stones for learning & identifying where the issues may be.

Barb gave a brief overview of her Pyramid of Learning in her book *School Floors* (pages 28-29) & I gave a presentation on Developmental Learning Steps.

## Developmental Learning Steps

These are based on a variety of authors & clinicians.

Together these provide:

- ◆ a clear visual structure for asking many preliminary questions of the parents about their child e.g. They help to give an understanding of why the difficulties might exist & a way of checking the developmental, medical, educational & therapy history. They also provide a guiding pathway for intervention – where to start or where to 're-start'.
- ◆ an additional insight into the developmental psycho-social (personality/ego development) screening. These can be indicators well before learning difficulties have been recognized.
- ◆ parents with an initial report to take away from the first assessment session with areas highlighted, & notated.
- ◆ a reference for the review appointments as the pathway of intervention progresses.
- ◆ the framework into which can be placed the screening questions from 'Help Your Child Learn' or the Move to Learn Website's 'LD Profile Test'.

We were then all invited to fill in our own Pyramid of Learning & /or my Developmental Learning Steps needs.

(For further information about the Developmental Learning Steps, refer to my article when it is posted in the 'Articles' section of the Move to Learn website [www.movetolearn.com.au](http://www.movetolearn.com.au))

We then moved on to discuss a new project.

## Wet Move to Learn

It is Barbara's intention to develop exercises that could add to the floor exercises & be carried out in the pool, beach or river.

We had a number of think tank group discussions & workshops.

The experience of Helen Thomson, a teacher & a swimming instructor, & Belinda Flynn, a Phys Ed teacher, was helpful as they conferred together to help guide us along.



**Practising the movements in the pool**

The final stage was experimenting with the goals in the pool!

Important areas were identified & on the last day these concepts were experimented with in the pool, so lots of ideas flowed & are still developing.

Activities were designed & trialled for:

- ◆ relaxation & breathing activities in the water. These can be done in the bath at home, or in the shallows of the pool or beach & are particularly good for those with an ongoing Moro reflex.
  - ◆ integrating the interfering primitive reflexes (Tonic labyrinthine, ATNR, STNR, NRR). These reflexes will interfere with being able to float, hold the head up, turn the head independent of the body turning, & over arm/freestyle (we don't want arm extending out when the head turns due to an ATNR response)
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# Gems From The Fiji Seminar continued...

- ◆ developing strength of head & central body & control. For example, for back strength, go on tummy with head up & turning from side to side with arms holding on to steps of pool, floor/ground in the shallows, kick board etc. This then followed by freeing one arm to move.
- ◆ developing tummy & neck strength to give support to the back of body muscles which is also important
- ◆ alternating between the left & right side of the body
- ◆ performing top of body actions separate from leg actions
- ◆ twisting & crossing the midline upright to lead into horizontal

And we discovered that:

- ◆ Rolling is not an appropriate first activity in water as it was on land
- ◆ Rolling could be done out of the water, prior to the day's water exercises
- ◆ Gliding or Flip Flops are also important 'land' exercises.

So lots of ideas. Photographs & notes are still to come in from participants & be tied together, but we hope to share those with you soon.

I then had the opportunity to share a little about the Listening Program.

## **Sound Therapy & The Listening Program**

The emphasis of this presentation was on how to recognise auditory processing difficulties.

I talked about how sound is processed in the brain, how the vestibular system & body is involved in auditory processing, language, listening & literary development & how The Listening Program addresses this.

The Listening program was then discussed in more detail. Regular training in this is done in Australia, the UK & in the USA.

The importance of singing, rhythm, dance & body action songs in the classroom was also stressed. This was related to the previous afternoon's mountain village ceremonial welcome for our group in which both young & old were involved in the drumming, singing & dancing.

And finally, I gave a presentation on Primitive Reflexes.

## **Primitive Reflexes**

There is so much to know, share & make meaningful in this area, so the challenge was to make this presentation easy to tie together.

I focused on what the primitive reflexes are, when they are useful, what the implications of them still being active are, & which of the MtL sequences help their integration.

We then all got down on the mats & worked in pairs, moving like the unborn babe in the womb in order to experience some of those movements for ourselves & then continued on to explore other early movements sequentially; being born, raising the head against gravity, pushing up & rolling over, commando crawling, twisting to sit up & learning how to balance in sitting. Finally, we progressed to rocking, bunny hopping, crawling, & then all the steps to standing & walking.

We all had a great time, learning through our bodies, literally moving to learn.

Our seminar in Fiji seemed to be a special time for all of us, & it's amazing how much we managed to pack into just a few days in such a relaxed & easy way.

**Veronica Steer**

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**Finally, we'd like to make a special mention of the passing of a dear friend & long term associate.**

## **Margaret Sasse 1929-2009**

The First International SPELD conference was held in Auckland, NZ on August 24th-30th, 1991.

Marg & I were both invited to be presenters, & that was when I had my first fun & games with this wonderful lady. It was the start of our own friendship.

ANSUA, established by Margaret in Sydney, was a great source of information & knowledge for Sister Yvonne & I when we were starting our professional support group for LD, PALD. Her creation 'Toddler Kindy GymbarOO' has helped many thousands of young Australians & their parents over the last 26 years, & she has been a shining light in the war against bureaucratic ignorance in the field of children's development & education.

Her vision, that all the children of the world be given the best possible start to a life of learning, is exactly in line with mine, & her developmental videos, giving information invaluable to thousands learning about LD, are in my opinion by far the best ever made on that subject. I have used them in all my seminars & training sessions.

Margaret Sasse was one of those people who was so honest & straight that you couldn't help loving her. Her memory & her gift of knowledge have given me so much help & always will.

She will be having a Heavenly ball.

God Bless her.

Barbara Pheloung

Move to Learn

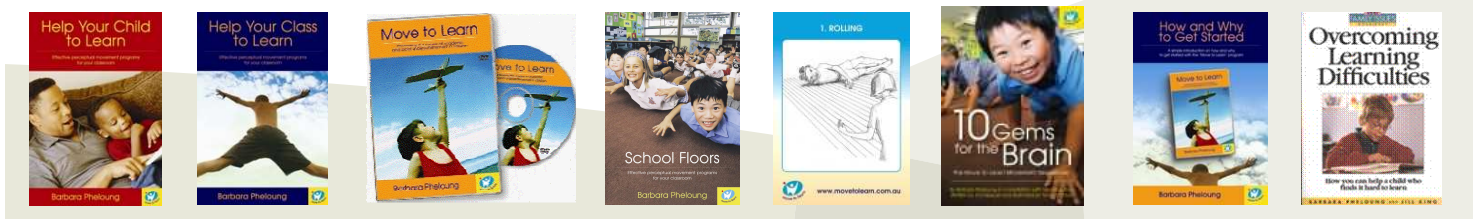
To learn a little more about Margaret's life & legacy go to her website [www.gymbaroo.com.au](http://www.gymbaroo.com.au)



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**Until next month, keep on rolling!**

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



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