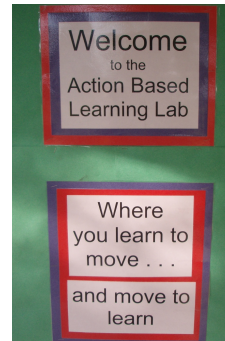


Action Based Learning Labs

A West Coast District's Success Story
San Diego Unified School District



What would you say if your principal walked in?

- We must be prepared to justify our actions
- We must be able to articulate the “why”



Brain Science

- Neural Plasticity
- The ability of the brain to change
- The brain changes throughout a lifetime
- Exercise creates the optimal environment to create new brain cells and protect and build the existing ones (Ratey)

Cerebellular Training

The **cerebellum** and the **Pre frontal Cortex** are connected.

The **PFC** controls memory, language, emotions, social skills, and attention. If the cerebellum is off, then **cognitive function** suffers. Physical patterns and skills **challenge** the cerebellum and it grows quicker.

Cerebellular exercises that **cross the midline** enlist more parts of the brain for well developed **attention** systems.

Budde 2008

Benefits of Exercise

Efficient **brain function**

Improved **memory retrieval**

Improved **cognition**

Improved **academic performance**

Checklist for Learning

Physical Fitness

Balance

Cross Lateralization

Motor Skill Development

Rhythm Competency

Visual Tracking and Ocular Pursuit

Sensory Integration

Emotional Safety

Social Competency

Basic Motor Movements

1. Crawling/Walking
2. Jumping
3. Rolling

The History in San Diego

- 2007 - Jean Blaydes, brain research training for OT, PT, APE, General PE teachers
- 2009 - Cindy Hess, training on setting up and running an Action Based Learning Lab
- 2009-2010 Piloted ABLL's in 17 schools
- 2010-11 Added ABLL's in 3 schools
- March 2011-Jean Blaydes/Cindy Hess, two days of training for staff
- Future plans: continue to develop LABS in new schools and expand district support of the benefits. Collect specific data

The Process

- Establish funding for equipment - we used Medi-Cal funds generated by our OT/PT department, APE managed the process
- Charger Grant for one school
- Create an application and equipment list
- Implementation teams were developed at schools.
- There was a requirement that a permanent room had to be designated

The Process (cont.)

- Teams set up the ABLL rooms-this included equipment, signage
- Adaptive Equipment made beams, ladders, turning bars
- Teacher trainings were held targeting PK - 2nd grade
- Classes signed up to use the ABLL
- Team members rotate activities every 3-4 weeks

The Action Based Learning™ Lab Application for Equipment

The Action Based Learning™ Lab is a motor lab comprised of a series of progressions and stations, each designed to prepare the brain for input and processing. Levels of sensory motor and physical fitness are increased, and academic concepts are integrated and reinforced. As a result of a student moving through the station progressions, he/she will experience challenge, feedback and physical activity, three components that are necessary for optimal brain function.

Action Based Learning™ Labs can be used for:

- Response to Intervention methods, Tiers II and III
- Positive Behavior Supports, when a movement-based strategy is necessary
- fully-equipped setting to meet your weekly Physical Education required minutes.
- fully-equipped setting to provide motor-based related services to students with special needs
- a movement-based ACTION environment for students and staff to improve readiness for learning, and physical and mental well being.

As supporters of this program's use in SDUSD, the Adapted PE, Occupational Therapy and Physical Therapy Services units will assist interested school sites to obtain the equipment needed to start up an Action Based Learning™ Lab. There is a requirement: Action Based Learning™ Labs require a dedicated, permanent space so that staff do not have to set-up and break down each time for use. Labs are used by all school staff and students throughout the day, and every day.

If your school is interested in establishing a permanent Action Based Learning™ Lab, we can help you purchase the equipment you need for your lab. Please complete this application, and return to Becky Paradise (bparadise@sandi.net), Wiggin Center, B-13.

School: _____

Learning Lab Implementation Team :

(APE) _____

(OT) _____

(PT) _____

(SLP) _____

(PE) _____

Other _____

Date: _____

Principal: _____

Principal email: _____

Principal Signature: _____

(Verifies a permanent Lab space has been designated)

Signatures

Verifies that members of the implementation team who have signed below have agreed to develop and participate with the Learning Lab.

Action Based Learning Lab
Equipment List for 2010-11
 Due by Nov. 17, 2010

Return by fax to (858) 503-3191, Attn: Becky Paradise
 or school mail to Wiggin, B-13, APE

School:	Date Submitted:	Contact Person:
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Implementation Team Members:

Rank selected items in order of preference.

Item	Qty	Comment	Rank
AB Learning Lab Manual*			
Kinesthetic Classroom (book)*			
Thinking on Your Feet (book)*			
Energizing Brain Breaks (book)*			
<u>Action Academic Content Cards – (circle choices)*</u>			
High Frequency Words			
Number Content Cards			
Sign Language Cards			
Locomotor Cards			
Alphabet Cards			
Shapes and Colors Cards			
Exercise Content Cards			
Sparks of Speech Cards			
ABC Pathways Mat*			
Learning Ladder			
1 st Step Ladder (imbedded on rubberized mat)*			
Folding Mats			
Turning Bar			
Low balance beam			

Item	Qty	Comment	Rank
Music CD's (please circle)*			
1. Tony Chestnut			
2. Rock & Roll Songs that Teach			
3. Physical Ed			
4. Jump Start Action Songs			
5. Get Funky			
6. Rockin' Reading Songs			
7. Movin' to Math			
8. Hip Hop Alpha-Bop			
9. Cool Beats that Teach			
10. Nutrition and Fitness			
11. Brain Boogie Boosters			
DVD's: (please circle)			
Fit Stix Kids Fun Workout**			
So Simple Learning***			
DVD 1 2 3 4			
Hula Hoops			
Crawl tunnel			
Cones			
Bean bags			
Juggling scarves			
Large rope (tug of war type)			
Dome cones/stepping stones			
Scooter boards			
Playground balls			
Ribbon wands/streamers			
Colored floor tape			
Hang-a-hoops			
Hippity Hops			
Soccer balls			
Gator skin balls			
Yarn balls			
Small dice			
Spider balls			
Jump ropes			
Soft rackets			

Mini-Trampoline			
Therapy Balls			
Aerobic Step			
Other:			
Other:			
Other:			

Comments:

Find additional information on:

* actionbasedlearning.com

** FitStix
<http://thefitstix.com/products.html>

*** So Simple Learning videos
<http://www.sosimplelearning.com/>

Our Successes

- OT/PT department funds equipment and training
- APE department coordinates equipment and communication
- Email distribution list
- Development of website-abllsandiego.com
- Videos available for training
<http://evl.sandi.net/safevideos/>
- Possible Facebook group in the works?

Challenges

- Adequate space
- Time to set up and maintain lab
- Buy-in by administrators, teachers, district
- Providing professional development
- Data collection

Beyond the Lab

- Classroom use of movement strategies
- Stability balls
- Brain Breaks



2nd Graders- one ball per table, rotated among students

Classroom Strategies

Response to Intervention

Fletcher Elementary

Response to Intervention Newsletter

February 2010

When you have done your best, await the result in peace.

— Edge Keynote (Whatever it Takes, Bob Moawad)

Movement

Energy Release Activities

Betsy Peaslee, APE teacher

Energy Release Activities (can be done in the classroom with no equipment required)

Rainy Day Mile

Have the students stand beside their desks. Starting with the left foot, begin walking in place. Each time the left foot touches the ground, say a letter/number as directed (see below). If the students complete the entire set (listed below) twice, they have gone about 1/3 of a mile.

- March A to Z
- Jog A to Z
- March 1 to 50
- Jog 1 to 50
- March A to Z
- March 1 to 50
- Jog A to Z
- Jog 1 to 50
- March A to Z

The students could also spell their spelling words or recite addition/multiplication tables.

Number

Ask students to stand in a circle. Everyone begins

Count to count in turn around the circle. Each time the number three or a multiple of three is reached, that person jumps up instead of saying the number.

Each time the number five or a multiple of five is reached, that person turns around once instead of saying the number. If someone makes a mistake, she drops out of the circle to power walk around the room and the next person begins counting from one again. The dropped-out student power walks until another person makes a mistake and takes her/his place power walking around the room. The first student out returns to the circle to begin the count.

Social/Emotional

How to address Bullying Problems

Karin Mullen, School Psychologist

1. Assess the Extent of the Bullying

Problem: Drop by unexpectedly to observe your class in a less-structured situation (e.g., at lunch, on the playground). Watch for patterns of bullying by individuals or groups of students. Signs of bullying could include pushing, hitting, or kicking; prolonged teasing, name-calling; and other forms of verbal harassment.

2. Ensure That the Class Understands the Definition of Bullying

Children may not always know when their behavior crosses the line and becomes bullying.

- Hold a class meeting in which students come up with rules for appropriate behaviors (Share 3-5) and framed in positive terms.
- Create a shared definition for bullying with the class by having them identify behaviors that are 'bullying' behaviors.

Classroom Strategies

Response to Intervention (cont.)

continued from page 1

Bullying Continued...

3. Confront Students Engaged in Bullying in a Firm But Fair Manner. Bullying involves specific acts of harassing away situations in which adults have caught them bullying.

- Tell your class that it offends or bothers you when you witness certain kinds of hurtful student behaviors

- If you witness suspected bullying, immediately approach the child responsible in private, describe the negative behavior that you witnessed, explain why that behavior is a violation of classroom expectations, and impose a consequence (e.g., warning, apology to victim, brief timeout, loss of privilege). Keep the conversation focused on facts of the bully's observed behavior and do not let the bully pull the victim into the discussion

- If the bully's behaviors continue despite your surveillance and intervention, impose more severe consequences (e.g. temporary loss of disciplinary privileges)

4. Provide Appropriate and Consistent Consequences for Bullying. The most sensible disciplinary approach that teachers can use with bullying is to make sure that they are watched carefully and that adults follow up with firm consequences for each bullying incident.

- Assemble a list of appropriate behavioral consequences for bullying. Include lesser consequences for isolated instances of bullying and greater consequences for chronic or more serious bullying.

- Develop a "reward chart" for the student who bullies

Revised January 22, 2010
<http://www.interventioncentral.org/rti/index/interventions/bullying.php>

Handwriting

Kristi Nunez

Handwriting Instructional Strategies:

- Think big- begin teaching letter formation large then reduce to small.
- Use a tactile/kinesthetic approach
- draw the letters in the air
- draw letters with finger in different mediums (sand, shaving cream, etc.)
- make letters out of play dough or clay
- have students pair up and draw letters on each others back with finger as other student guesses letter

Health

General Health in School

Katy O'Neil, School Nurse

- "Movement" using all your limbs can create good circulation especially to the brain which we need to use at all while in school
- "Communication" can explain the benefits of a specific healthy habit such as eating fruits and vegetables every day

- "Social Emotional" health can be improved by the healthy habit of using kind, thoughtful words like please and thank you with others, and improving

- "Academics" can be addressed through healthy habits such as getting enough sleep each night and water each day to keep the brain refreshed and able to learn.

Classroom Strategies

Response to Intervention (cont.)

Motivation

How to Motivate Your Students

Dana Benin, School Psychology Student

Each child is different and requires a different motivation. What works for one child may or may not work for the rest of your class. Finding what motivates each student will help increase student achievement. Here are three methods that may work in your classroom.

Provide Opportunities for Success

Struggling students need to succeed in some small ways in order to be motivated to achieve in greater ways. Without lowering your expectations, find ways to allow these struggling students to succeed. This may require adding simple questions to homework assignments, or asking a few basic questions when introducing a new topic and ensuring that the weaker students have a chance to answer.

Allow Students to Earn Rewards

Individual and whole class rewards can be a great motivation, especially when looking for appropriate behavior. This can be as complicated or as simple as you make it. Individual behavior plans can provide specific motivation for individual students while earning a handful of marbles to fill a jar can motivate a whole class.

Teach Problem-Solving Skills

Teaching your students to solve problems will allow them to be naturally interested in what they are learning. Providing opportunities for students to make mistakes and figure out how to accomplish a goal will make school more interesting, and thus motivate them to try.

Cont. . Motivating students takes a little effort, but the reward is well worth the work. Be creative as you figure out what motivation works for each student in your class. The more motivated your students are, the more learning will take place.

Academic

Social Skills Game

Beth Conrad, Education Specialist

This not only provides practice for speaking and listening, but also helps children summarize, formulate thoughts, and draw conclusions from talks.

Objective: To practice speaking, listening, turn-taking

Materials: Construction Paper and Markers

The Sender/Receiver game can be used to practice speaking and listening in small groups up to 4 children.

To make a sender/receiver card game, create two decks of cards. One deck of cards will consist of 8 cards. 1 card will have "receiver" written on it. The remaining three cards will have "sender" written on them with a number ranging from 1-3.

The second deck of cards will have different topics listed. The players will select a card from the Sender/Receiver pile. This will tell them their role in the game. The sender will draw 1 card from the topic pile. This will tell them what they need to discuss. The sender will not reveal the topic of the discussion to the receiver.

The child who picked "sender card 1" will say 2 sentences about that topic. Next, "sender card 2" needs to add 2 sentences about the topic selected, then "sender card 3" will need to add the concluding 2 sentences.

The child who drew the "receiver" card will need to listen to each of the presentations and will need to summarize in their own words what they heard about the topic and guess the name of the topic.

Activity found on do2learn website in Teacher's

Toolbox section, <http://www.do2learn.com/>

Running Club



Music Resources

Wed. Warm-Up Playlist *Favorites*

Learning Station

Get Funky
Swimming Song
Tony Chastmit
Stomp and Clap
Shake Your Silles Out
Move and Freeze
Waddle Aches
From Your Seat

Jim Gill

Jumping and Counting
The Tempo Marches On
List of Dances
Jump up, Turn around

Jack Hartmann

The Silly Pirate Song
Hip Hop Tooty To
The Cowboy Dance

Greg and Steve

The Way We Do It
The Freeze
The Mock Chicken Dance

Charlotte Diamond

Octopus

Lee Campbell-Towell

Where Are You?
The Alligator Purse

Miscellaneous

Peanut Butter Jelly Time (Backwest Boyz)
Ice Cream and Cake (Backwest Boyz)
Cha Cha Slide (Mr. C)

Seasonal

Haunted House (Movin' Hap Palmer)
Looking for Dracula (10 Carrot Diamond-Charlotte Diamond)
Any Turkey Can Tango (Any Turkey Can Tango-Lee Campbell-Towell)
Little Old Lady Who Wasn't Afraid of Anything (Wide Mouthed Bullfrog-Music w/Mar)
Twelve Days of Gym Class (Physical Ed-Learning Station)
Jingle Bell Rock-Macaroni and Ham (Jee)
Skidamarink (any version)
Green Eggs and Ham (Rock N' Roll Songs that Teach-Learning Station)
La Rapca (Children's All Time Rhythm Favorites-Jack Capon & Rosemary Hallum)

Resources

- Action Based Learning - actionbasedlearning.com
- San Diego Unified ABL Labs - abllsandiego.com
- PE for Life - pe4life.org
- SPARK - sparkpe.org
- Peaceful Playgrounds - peaceplaygrounds.com
- PE Central - pecentral.org
- FitStix - thefitstix.com
- So Simple Learning - sosimplelearning.com

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