

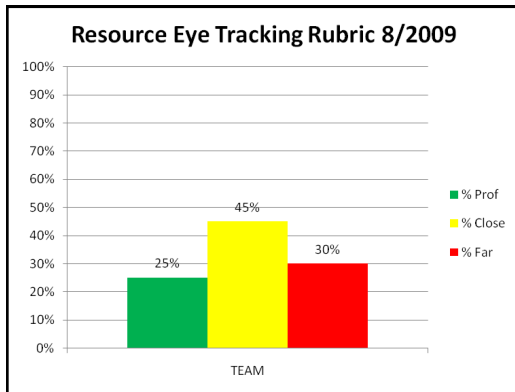
Pinewood Elementary Resource (ELL/Speech/Special Ed)

Minds in Motion Assessment Data 2009-2010

During our first year implementing Minds in Motion, the Resource Team, consisting of upper and lower elementary resource teachers, the speech pathologist and the ELL provider, all chose 10 students in grades 3-6 to monitor for Minds in Motion. We conducted a pretest with all of them consisting of eye tracking and convergence, body dominance, human figure drawing and auditory memory. The charts below show the pretest and posttest results. On all graphs, the students' skills are measured by "proficient", "close (almost there), and "far to go". The corresponding rubric numbers are 3=proficient, 2= close , 1 and 0= far to go.

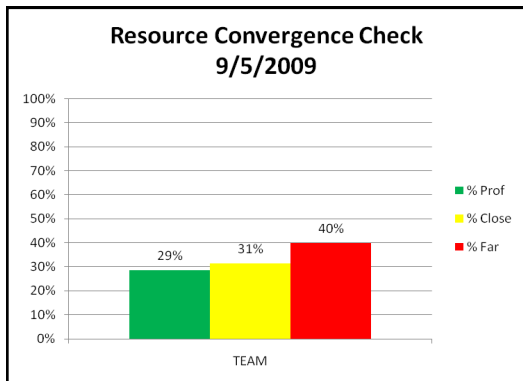
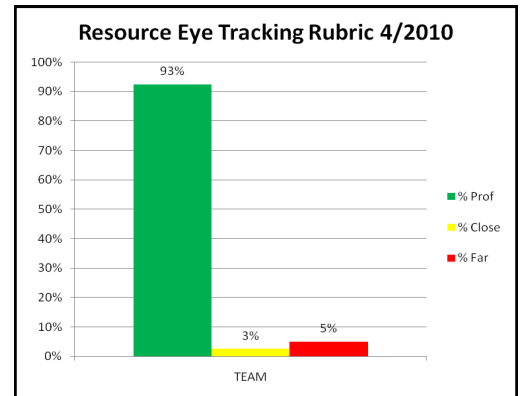
Pre

Post



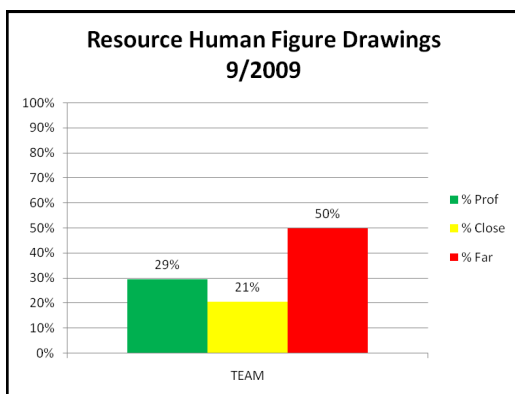
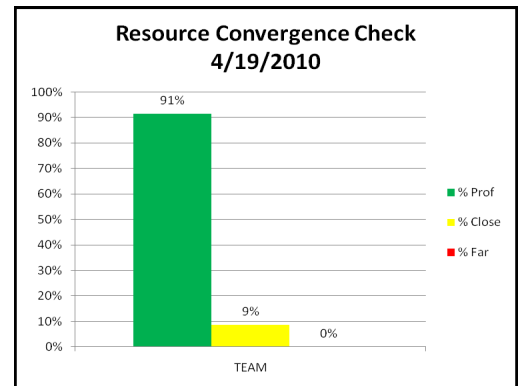
The eye tracking screening evaluated how well the eyes could follow a moving object horizontally, vertically and in a circular pattern. We used a rubric which broke down the different tendencies that eyes have when tracking. Our rubric was as follows:

Rubric
 3 = 8-10
 2 = 6,7
 1 = 3-5
 0 = 1,2



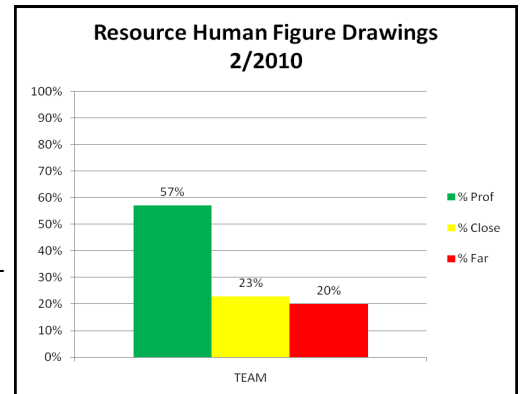
Convergence is the ability of the eyes to adjust for distance and still maintain a single image. Our test recorded at what distance from the nose that the image went to double vision.

Rubric
 3 = 1" or less,
 2 = more than 1" - 4",
 1 = more than 4" - 6"
 0 = more than 6"



We had the students draw a picture of themselves at the beginning of the year and in February. Our hunch was that the students would develop more body awareness which would improve their drawings. We used the scoring rubric used by the school corporation psychologists. The most pleasant surprise was to see the joy and confidence that was evident in the second drawing.

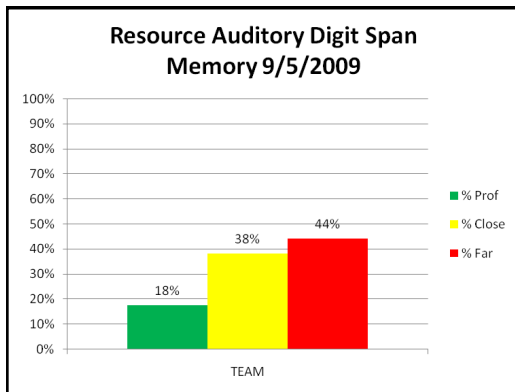
Rubric
 3 = 85 +
 2 = 70-84
 1 = 55-69
 0 = below 55



Resource (ELL/Speech/Special Ed) Minds in Motion Assessment Data (cont.)

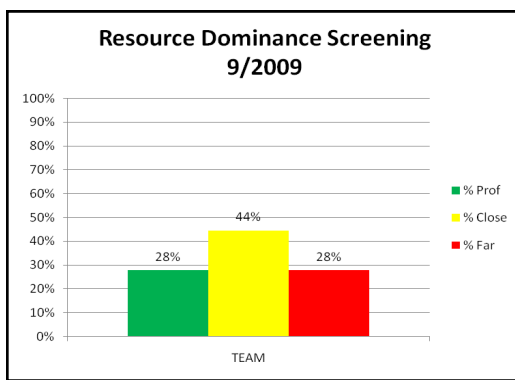
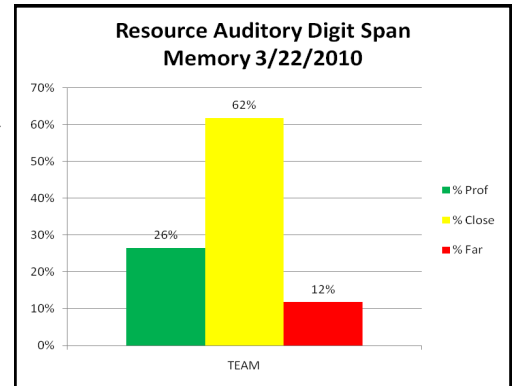
Pre

Post



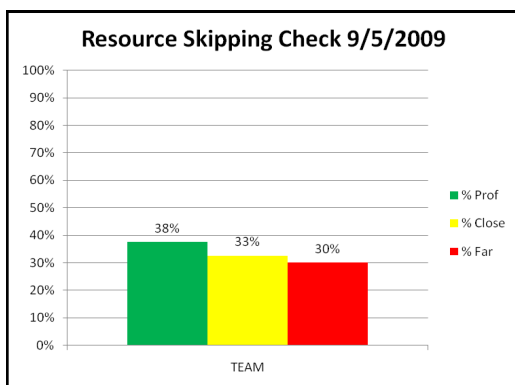
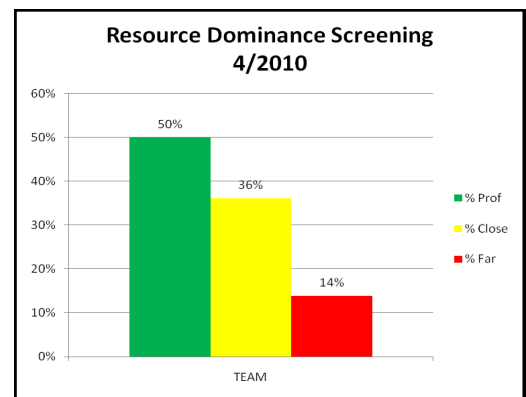
The Auditory Digit Span Memory screening indicated the number of digits that a student can hear, keep in their mind and repeat accurately. We set the rubric below to reflect proficiency. We did not have any students that could repeat seven digits and very few that could do six.

Rubric:
 3 = 5+
 2 = 4
 1 = 3
 0 = Less than 3



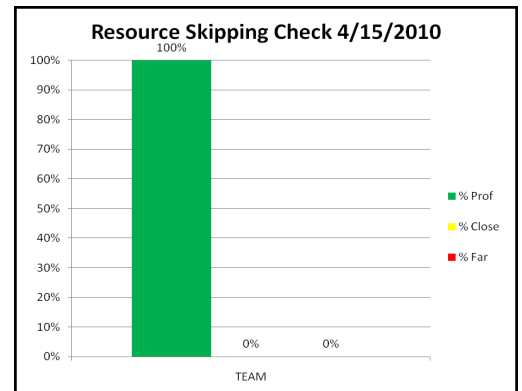
For body dominance, we checked for eye, ear, hand and foot dominance. It was interesting to see how these students who were all 3rd -6th graders changed some of their body dominance from doing the activities in Minds in Motion.

Rubric:
 3 = Total side same
 2 = 3/4 same
 1 = 2/4 same,
 0 = undetermined (no dominance)



Skipping develops the pathways that allow the hemispheres of the brain to communicate with greater ease. At the beginning of the year 12 of our students could not skip. As you can see, we reached 100% proficiency by the end of the year.

Rubric
 3 = Great Skipping
 2 = Skipping but labored
 1 = moving but something other than skipping
 0 = walking



Our experience with Minds in Motion the first year was overwhelmingly positive. We saw changes in children that we never thought possible. We gained the ability to look at a student through a whole new lens, enabling us to discover sensory or vision issues that were preventing learning. Since implementing Minds in Motion and seeing the results, we now know that we have a program which provides a daily diet of sensory-motor activities, helping the brain develop the necessary capacity for academics.