



Therapy Success

Helping Children and Adults find Success in Life Learning and Movement

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Inside this Issue

- 1** MNRI is Kindergarden
- 2** MNRI is Kindergarden
- 3** **Fussy Eaters**
Sweden story, fun fact,
activity recipe
- 4** **Star of the Month**
- 4** **July Highlights**
- 5** **What's on in August**
- 5** **August Voucher**

Therapy Success
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An Investigation of the Effects of MNRI® Techniques on the Educational Performance of Kindergarten Students

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Abstract

3 Speech language-pathologists and one physical therapist who work in several private and public schools in southwest Louisiana undertook this project. After taking the MNRI® Maximizing Brain Potentials program, we, the authors, became interested in the possibility of implementing this MNRI® program in a few of the schools they worked in and to research what improved academic progress may occur in the childrens' learning. The research was planned in three different kindergarten classes at two different schools. The goal of this research was to find out if the MNRI® techniques would affect the education performance of kindergarten students as measured by their performance on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) thus increasing overall reading skills. Due to the limited time each therapist had to spend in each class, we decided that the participating kindergarten classes would be provided the MNRI® Archetype Movement DVD (8 standing poses/exercises). The kindergarten teachers were requested to use the DVD daily in the designated classrooms.

Conclusion

Based on the results of the preliminary testing, our research indicates that using daily MNRI® Archetype

techniques had a positive effect on the education performance of kindergarten students as measured by their performance on DIBELS, thus increasing their overall reading skills:

- the Beginning of the Year Assessments showed Class # 1 as being ranked with the lowest reading scores in the parish but, based on the End of the Year Composite Score, it was then ranked as having the highest reading scores in the parish.
- Class # 1 showed a significant decrease in students scoring at the intensive intervention level and in students needing strategic and intensive interventions.
- Class #2 also showed the same trend as the Class # 1. There was a decrease in students needing intensive and strategic interventions. A difference between the Class #1 and Class #2 was that Class #2 started the school year as a stronger overall class as compared to Class #1.
- Control Class #3 overall had more students needing intensive and strategic interventions and also had the smallest percentages of students scoring at the core support level.

Our research concludes that use of MNRI® Archetype techniques in Classes # 1 and 2 resulted in a significant increase in students scoring at core support as measured by the DIBELS. These classes also showed a significant decrease in intensive and strategic interventions. Therefore, it is believed that the MNRI® techniques had a positive effect on the academic skills of these two kindergarten classes as measured by the DIBELS.

Back in the classroom, how were the faces and lives of the students behind the research affected by this research? One kindergarten teacher began who began the school year (in August) using MNRI® techniques offered this perspective of its impact on her class:

“As a kindergarten teacher facing the ‘horrors’ of Common Core in the classroom and the rigor and high expectations of my young students, I was blessed to have the Masgutova Method® introduced to me by Tina Marks, SLP and MNRI® Core Specialist. I began using the Archetype DVD in March of my first year, and saw such great results in that classroom that I was excited and ready to see what a whole year of implementation could do.

At the beginning of the 2013-14 year, I attended a Maximizing Brain Potential Class taught by Dr. Patty Shackleford and felt ready to tackle the year. These are the ways I implemented the method in my classroom (Class # 1), and the results I received from that implementation:

- I used the MNRI® Archetype Movements DVD (Thomas DVD) every morning as the announcements were being made. Later, as the students were able to do the movements without my help, I would do it during my carpet time, and throughout the day, with student leaders leading it instead of the DVD. As the student leaders led, I walked around, correcting some postures, and encouraging some lazy bones.

Results: Less discipline issues on the floor; better attention and retention of the concepts taught all day, not just during carpet time.

Contact Therapy Success for the full article, or go to the Masgutova website.

Subscribe to Therapy Success Newsletter <http://www.therapysu.com/newsletter.html>

Fussy eater tip 1

Make the food an adventure

Colleen-Maree Bates

Many people don't like trying new foods. A few days before you try a dramatically new food or want to encourage someone to eat something you think they won't like get them interested to a related topic. Country themes is an easy way to do this. Pick a different country each fortnight and do some research about it with your child. Interesting animals, stories craft etc. As it is winter currently I have chosen Sweden as an example <http://www.visitsweden.com/sweden/>. You could talk about snow and vikings <http://www.ngkids.co.uk/history/10-facts-about-the-vikings>. Then suggest you make a recipe from that country. In this issue I have included a broccoli soups which many wouldn't attempt to give a fussy eater but if you have a wanted to be viking or a wanted to be Elza from Frozen then it might be a winner.

I have also found a great Swedish folk tale that you can relates to the recipe. http://www.storiestogrowby.com/stories/gold_goats_sweden.html after reading the story you have the added encouragement to a younger child that the soup is green to represent the goats eating grass and the cheese tuiles are the golden fleece



SwedishFood.com
Quick, easy and so Swedelicious

Broccoli soup
Broccolisoppa



Serves 4

Very Easy ✓
Easy
Moderate

Preparation: 5 minutes
Cooking: 15 minutes
TOTAL: 20 minutes

Based on a Swedish recipe

A really simple tasty soup which makes for a quick and easy lunch, or it can be dressed up a bit to make an attractive starter for a party.

Although this is fairly international, by combining it with cheese and chilli tuiles made with Västerbottensost it becomes much more Swedish. Indeed, this is based on a recipe by a well known Swedish cook, Susanne Jonsson, which I have translated. So simple but really good! **John**

Tips

- If this looks too green for your liking, use more stalk and less of the deep green heads.
- You can make the cheese and chilli tuiles a day or two in advance if you want and then store them in a tin.

Ingredients

1	vegetable or chicken bouillon cube
300 g (10 oz)	broccoli, fresh or frozen
2	cloves of garlic
1 litre (1¾ pts)	water
120 ml (1 cup)	whipping cream
	salt and white pepper
4 tbsps	crème fraîche
4 tbsps	pistachio nuts, shelled and halved

Method

1. Crumble the bouillon cube into a saucepan. Cut the broccoli into a dozen or so pieces and add to the saucepan. Add the water, cream, cloves of garlic. Bring to the boil and simmer for 15 minutes.
2. Pour the soup into a liquidiser and blend until evenly mixed. Return to the saucepan and reheat gently. Have a taste and then add salt and white pepper to taste.
3. Pour into dishes and garnish with a spoonful of crème fraîche and some pistachio nuts.

Cheese and chilli tuiles

- | | |
|--------------|--------------------------|
| 1 or 2 | red chillis |
| 100 g (4 oz) | Västerbottensost, grated |
- Deseed 1 or 2 small red chilli(s) and then dry carefully on a paper towel. (This helps to prevent the colour running.)
 - Finely chop the deseeded chilli and mix with 100g grated cheese. Divide the mixture into 8 oblong mounds on baking parchment. Bake for 5-10 minutes at 150°C (300°F, gas 2, fan 140°C) until the cheese just begins to turn to a pale golden colour.
 - Let the tuiles cool for 1 minute and then trim the edges with a knife before the cheese completely solidifies. Once trimmed, carefully transfer the tuiles to a cooling rack.

What happened in July

Thumbs up for David Ford

Thanks to David Ford who gave two talks at the Albany library on the importance of reflexes. I think everyone left with new and interesting information to ponder. David also taught participants a way to work with hand grasp and ATNR. David clearly demonstrated why reflex integration is important to more than just movement.



After 4 session Amy's mum says "I'm excited, Amy goes back to school tomorrow after a 3 wk break and she hasn't had a panic attack, not even any tears. She has said she is nervous and I had to cuddle her for a while tonight but this is the first time in years she hasn't been totally besides herself. She may get upset when I leave tomorrow but just to get through these few days without a panic attack is amazing."

IMPROVED

- ;Motor coordination and posture
- ;Sensory processing
- ;Focus and memory
- ;Academic and cognitive ability
- ;Self confidence and communication
- ;Calmness and emotional control
- ;Mood
- ;Sleep

DECREASED / ELIMINATED

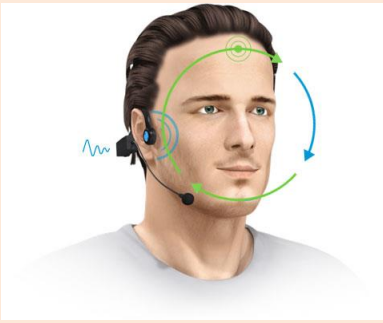
- ;Hyperactivity
- ;Anxiety and stress disorders
- ;Speech and communication difficulties
- ;Visual and auditory processing delays
- ;Poor focus
- ;Memory issues
- ;Spatial awareness and coordination difficulties
- ;Sensory processing disorders
- ;Pain

'Zones of Regulation' Classes started

Lots of fun was had at the first 'Zones of Regulation' classes. Students learnt that we have more than 20 emotions and that they can be categorized into 4 main groups. They showed off their drama skills.

This week students learnt about their body cues for anger in the red zone and anxiety in the yellow zone, and put them in order of stages. We finished off relaxation tools for both emotions.





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August Voucher

1 hour Archetype session 50 % off

Archetype Reflex Movement Integration Program techniques work to activate and engage archetype movements that, for various reasons, have remained dormant in the body. Archetype reflex movements, less complex in nature than motor reflex patterns or schemes, are among the first motor reflexes to develop and emerge. Once engaged, archetype reflex movements remain present and active in the body, allowing normal range and flexibility of motion while providing support, balance, and stability for the upper and lower, left and right, and front and back parts of the body.

For booking Phone 0898446736
Email: cm@therapysu.com



Valid once only per family valid until end of August 2015

What's on August

Date 13th August
Place, Perth
Time, 8am -3pm
Event MNRI appointments

Date 14th - 26th August
Time, San Francisco
Event *MNRI Family Conference*

I will be working for the Masgutova Education Institute and am only available via email

Date 4th & 11th
Time, 415-5.15
Event *'Zones' classes*

Emotional self-regulation classes based on 'The Zones of Regulation' curriculum

Date 29th
Time, 1pm - 3pm
Event *Zone's Classes*

Make up of missed session.