



## Training for Professionals working with children

### Auditory Processing

#### Schools Programme

Group delivery of a standard JIAS Waves Programme can be successful, enjoyable and easy to implement. The 'Key' to sustained regular listening for long enough to ensure effective change is commitment and a simple delivery protocol.



**Background:** Sound therapy is a generic form for the use of sound to improve health and well being. This is about learning to listen well. Even with normal hearing, a child's ability to listen well and process what they hear may be disorganised for different reasons. **When listening is difficult, inefficient or inconsistent it may affect the development of attention and concentration, understanding spoken language, clear speech, social communication, noticing the letter-sounds for reading and spelling and confidence and self esteem.**

#### Who will it help?

##### Selecting pupils for the programme

- Concentration problems
- Difficulty settling in Nursery or Reception
- Speech and/or language difficulties
- A history of pre-school ear infections/hearing problems

### Movement & Learning

Movement is the primary medium through which sensory integration takes places. Children with poor control over movement and the ability to remain still, lack the physical vocabulary necessary to support higher aspects of learning in the classroom. These courses provide the professional with an insight into how these exercise programmes have been designed to help overcome barriers to learning.

**Why these programmes?** One of the major differences between INPP programme and many other programmes currently available for improving co-ordination and balance (such as Brain Gym, Sensory Integration and the former DORE programme), is that the INPP exercises take children back to the very **beginning** of balance training.



### **The Developmental Test Battery and Exercise Programme for Use in Schools © Goddard Blythe, 1996, 2008**

This is a one-day course that teaches a 10-minute test battery and a structured developmental physical exercise programme that can be implemented in schools to aid children's learning and development. It includes 25 exercises and can span a school year.

There is a growing body of evidence to support the long held theory that control of balance, motor skills and integration of early reflexes are linked to academic achievement. Now, not only can these problems be identified by teachers, but a series of studies over the last five years demonstrates that, in many cases, something can be done about them. The remedy is available in the form of a simple daily, exercise programme, which can be completed in school for ten minutes per day.

**SUITABLE FOR:** Primary Teachers, PE Teachers, SENCO's and Learning Support staff



### **Early Morning by the Pond**

### **The INPP Developmental Exercise Programme for children aged 4 – 6 Years for use in schools**

**Devised by Sally Goddard Blythe (1996), Revised (2008)** This is a one-day course that teaches physical exercises to help children develop and learn effectively. The exercises are performed along with a narrated story.

**SUITABLE FOR:** Pre-School and Nursery Nurses and Teachers, Occupational Therapists and Physiotherapists, staff working in early years settings



### **Wings of Childhood (For Early Years)**

Develop an understanding of why movement matters

Provide an early intervention strategy for use with all children to develop listening skills, concentration and co-ordination

Gain insight into how music helps brain development of the learner

