JUST SEE ME

KINDERFYSIOCOACHING

SEE WHAT MOVES YOUR CHILD

WHY DO WE NEED MOVEMENT?

- Physical improvement
- Connection and contact between parent and child
- Bonding
- Improves body awareness
- Increase self-confidence
- Helps to regulate emotions
- It's fun
- Brain receives information in a different way
- Calming the nervous system
- Children discover the world and the body through movement.
- It relaxes
- Condition for a good focus at school

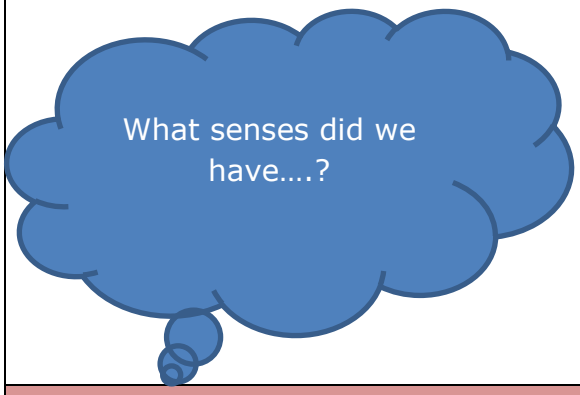
"EVERY CHILD NEED SOMETHING ELSE"

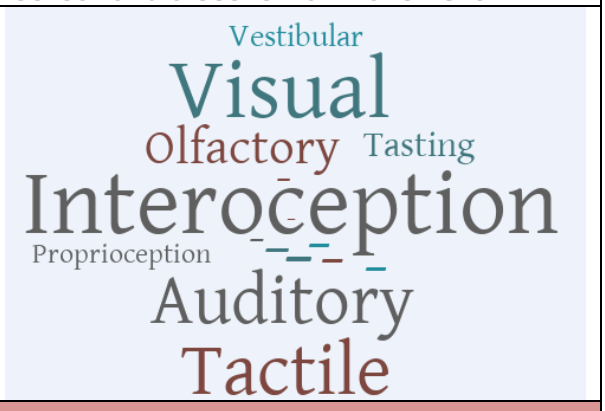
SENSORY PATTERNS:

- **Sensor:** Sensitive for certain sensory stimuli but doesn't do anything about it
- **Avoider:** Sensitive for certain sensory stimuli and avoid them.
- **Seeker:** Needs a lot of certain sensory stimuli and will look for them till they find them
- **Bystander:** Needs a lot of certain sensory stimuli but doesn't do anything to find them

FACT:

The sensory patters can be different per sense and per situation. So it's possible that your sensory pattern for auditive stimuli is a sensor and a seeker for movement.





"LOOK BEYOND THE CHILD'S BEHAVIOR, BEHAVIOR IS ONLY A SIGNAL"

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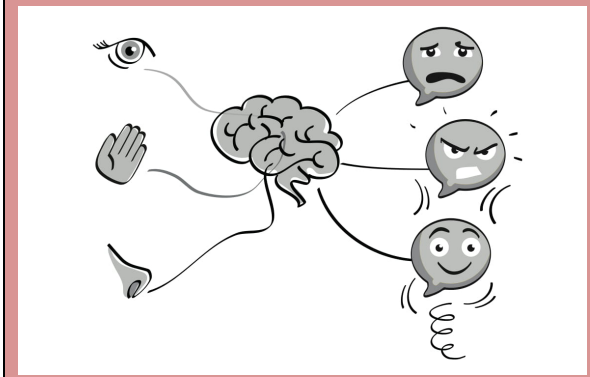
SUMMARY PROCESSING SENSORY INFORMATION



1. Information enters the brain through the senses
2. The brain gives meaning to the information
3. Outcome in the form of certain (motor) behaviour

Example:

1. You SEE a dog
2. Your brain thinks: oh that's dangerous the dog may bite
3. Behavior: You run

WHAT TO DO?

Make sure that the child is relaxed and feels safe.	Bubbling with a straw in a glass of water Blow bubbels "Heavy work": pulling, pushing, carry heavy things etc. Relaxing music Use something to chew or fidget Jumping
Use movement when learning a new activity: information is stored differently in the brain and that helps a lot with learning (new) things	Learn how to plan and to organize by making a trail: start at point A and make a trail to point B The more complex the assignment, the more Executive functions (EF) you practice. More complex due to time pressure, many demands on the course, multiple directions, double tasks, etc. First learn the body and after that learn with your head: If you want to learn to count from 1 to10, first jump 1 to 10 Do you want to teach your child to regulate emotions? First learn to regulate its body and movement
Do a lot of multisensory exercises	The more senses you use at the same time, the better information is stored in the brain **Example:** learning to count to 10: ***show*** the numbers, ***tell*** them the numbers or ***let them say*** the numbers out loud and make a ***move*** which is associated to it.

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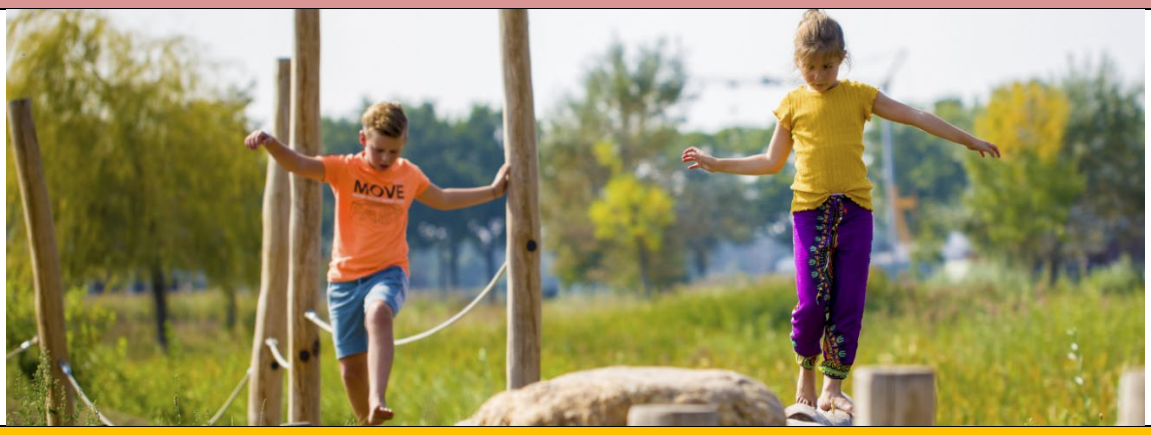
"PLAYING OUTSIDE IS THE BEST AND MOST INSPIRING PLACE TO LEARN FOR CHILDREN FROM 0 TO 100 YEARS"



EXECUTIVE FUNCTIONS (EF) & MOVEMENT

★ REMINDER ★

- Planning/prioritization
- Organization
- Timemanagement
- Working memory
- Goal directed persistence
- Sustained attention
- Response inhibition
- Emotional control
- Flexibility
- Task initation
- Meta-cognition

Executive skills refer to the brain-based, cognitive processes that help us to regulate our behavior, make decisions and set and achieve goals EF are needed for: New skills, activities that require adjustment, control and insight

Every motor activity needs executive functions: All the steps of a movement, knowing when to brake when learning to cycle, persevering when you lie next to your bike for the 10th time, not reacting to everything around you. You can't move without EF

CONTACT

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