An Introduction to MOVE®

for TelAbility
A Program of University of North Carolina
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Introduction

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Objectives

• Understand the challenges faced by children with physical disabilities
• Understand the importance of age-appropriate motor activity
• Introduce the MOVE® Program

Neuromotor Disability

• Motor areas of the brain are damaged
• Child doesn’t develop along the “typical” motor skill sequence

Inactivity

What happens when...

we don’t move?

The Spiral of Inactivity

• Inability to move independently
  – sit, transition, stand, walk
• Musculo-skeletal deterioration
  – Poor bone growth
  – Muscle weakness, contracture
  – Poor skeletal alignment
Physical Disability

- Effects of gravity as child grows
  - Weak muscles
  - Problems are compounded with further growth

- Lifting/transfer challenges
- Hygiene and toileting limitations
- Transportation limitations

Physical Disability

- Limitations in classroom, home, community

Sheron Duffy, Special Education Teacher and MOVE® Program Specialist (ret)

Halt the spiral of inactivity

Objective

- Understand the importance of age-appropriate motor activity

Motor Activity

- Opportunity to learn motor skills
- Active practice in meaningful activities
Case Story: Camden

Benefits of Physical Activity in the MOVE® Program

Sheron Duffy, Special Education Teacher and MOVE® Program Specialist (ret)

Benefits of Physical Activity

Age-appropriate upright positioning
  – Develop muscle control
  – Bone, joint integrity
  – Pulmonary, digestive function

Benefits of Early Mobility

Age-Appropriate Early Mobility

• Cognition
  – Spatial awareness
  – Object permanence
• Social-emotional benefits
  – Field of vision
  – Peer height / interaction
  – Independent locomotion for exploration and choice-making

“Movement is the foundation for learning.”
  - D. Linda Bidabe, Founder of MOVE®

Case Story: Cameron

Dave Schreuder, MOVES® International Executive Director
Learn motor skills

- Motor learning is the acquisition of new skills with activity-based practice
- Acquisition is to keep that ability over time and in a variety of settings

Motor Learning

- These skills do not emerge because of other factors—such as neural maturation, passively imposed movements, or the integration of primitive reflexes

Motor Learning

“One of the most interesting theories that had developed out of research in various areas showing what, at a certain level, appears rather obvious – that people learn through practice.”


Case Story: Wyatt

Objective

- Introduce the MOVE® Program

MOVE (Mobility Opportunities Via Education)®

- Started in 1986 in Bakersfield CA
  – Linda Bidabe, Special Education Teacher
  – Now in US, Australia, New Zealand, UK, Japan, India, and more than 20 other countries

- Trainings/Further information:
  www.move-international.org
MOVE
(Mobility Opportunities Via Education)®

“All children can learn with proper support, instruction, and practice.”
- Linda Bidabe, Founder of MOVE®

Movement is the foundation for learning

- Students that were capable of independent mobility were able to show progress with picture-symbol communication
  - Motor skills are the foundation for expressive language
  - Expressive language is the foundation for education

Six Steps of MOVE®

1. Testing
2. Setting Goals
3. Task Analysis
4. Measuring Prompts
5. Reducing Prompts
6. Teaching Skills

1. Testing
- Top Down Motor Milestone Test (TDMMT)
  - Parent interview
  - Placement test to show current skill level
  - Research has shown reliability

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2. Setting Goals

Sheron Duffy, Special Education Teacher and MOVE® Program Specialist (ret)

4. Task Analysis

5. Measuring Prompts

6. Reducing Prompts

6. Teaching the Skills

- Provide student with the opportunity to discover successful motor solutions and then to practice them
- Move first, then make the movement as efficient and independent as possible
- MOVE® Curriculum offers a framework and method to establish teamwork and provide practice opportunities
  - offers thorough and valuable motor skill teaching suggestions

Students who have a “slow” rate of learning, do learn, with more practice sessions.

Equipment

- The MOVE® Curriculum is not “the equipment”!
  - Equipment as a tool for teaching skills
  - Enable participation in an activity
  - For instruction; not to substitute for the skill
- Physically manage the student
  - Stabilize one part of the body, so other parts can move
  - Enable practice while independent of an adult

Purpose of Equipment

- Students do not learn skills by simply placing them in equipment.
  - They must be taught.
- Reduce assistance as student gains skills
Motor Learning

- Sit, Stand, Walk, and Transition skills can be practiced simultaneously throughout the day
  - Head control
  - Trunk control
  - Leg weight-bearing strength and control
  - Arm use
- Motor skills practice is embedded in daily, meaningful activities

Case Story: Ashley

Previous

- How can I help this child to achieve the next developmental milestone?
- How can I attempt to alleviate impairments?

Current

- How can I help this child practice and learn the motor skills to...
  - Function more effectively in his/her environment and become more independent
  - Engage in social and learning interactions
  - Reduce the physical assistance required for his/her care

Team Approach

Sheron Duffy, retired Special Ed Teacher and Program Specialist

How can we provide these practice opportunities within the context of the child’s daily activities?

It takes a team!
Outcome-oriented Approach

- Promote physical activity
- Promote motor skill learning through meaningful activity-based practice

Why?
- To enhance function in daily activity and participation in society

“All individuals learn if we know how to teach.”
- Linda Bidabe, Founder of MOVE®

MOVE®
Hygiene & Toileting Program

Dave Schreuder,
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Visit a MOVE® Model Site

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Thank You!