



2022  
Term 2

**Body to Brain  
Learning @  
School**

Using the body to help the  
brain learn more effectively.



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**"Learning difficulties challenge more than just the student. They also challenge the teachers who accommodate their learning needs."**



**"We use our body to learn with our brain."**  
Dr Arthur Paynter (Consultant Paediatrician)



Body to Brain Learning  
Professional Learning Series

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# GOAL:

## Body to Brain Learning @ School



We want educators to be **confident in using movement-based neurodevelopmental knowledge to improve the learning potential and wellbeing of students in their classrooms.**

Educators, we want to:

- **enhance your teaching experience and professional wellbeing** by helping you read the body language of behaviour & learning,
- help you use an approach that **supports learning success** and,
- help you **meet administrative & reporting requirements for the learning adjustments** you make in your classroom.

We know teaching life is hectic and can be overwhelming. This approach relieves some of that pressure while enhancing student learning and potential.

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# How do we deliver it?

## Body to Brain Learning @ School

3 PARTS TO DELIVERY:

- 1 "Neurodevelopment & Learning. What do we need to know?"  
THEORY & CONTEXT  
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- 2 PRACTICAL  
Body to Brain Learning @ School  
A NEURODEVELOPMENTAL APPROACH TO LEARNING AND LEARNING CHALLENGES IN AUSTRALIAN SCHOOLS
- 3 MENTORING  
MENTORING & COACHING

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## Part 1:

*Delivered by Christine Payard*

- Online delivery (7 hours) for one participant
- Individual & private training portal for each participant.
- Access to course materials for 2 months @ any time.
- Q & A support with Christine Payard
- Aligned with AITSL Professional Standards
- Connections to the Australian Curriculum
- Connections to Inclusive Education requirements.

**Part 1**  
**\$297**  
Price per participant



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## Part 2:

*Delivered by the INPP Practitioner & Mentor.*



- Face to face delivery with a licensed, post-graduate level trained INPP practitioner
- Screen for neuromotor readiness for learning at school
- Collect student data using screening tools devised for this approach
- Prepare and deliver an internationally proven developmental movement program designed to help mature under-developed neuromotor and sensory systems that support learning success.

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# Part 3:

*Delivered by the INPP Practitioner & Mentor.*

- Receive a minimum of 6 hours of mentoring & coaching delivered by Post-graduate Level trained practitioners who specialise in neurodevelopment and learning.
- Negotiate times and ways of working to help embed this approach in your teaching.
- Build in sustainability by developing a community that is aware of the importance of neurodevelopment for learning success.
- Tap into a network of Neurodevelopmental practitioners who can support your work in your school and improve student learning outcomes, well-being of students and staff.

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## Body to Brain Learning @ School

### 1 Day 1: Neurodevelopment & Learning: What do we need to know?

- 01 INTRODUCTORY COURSE INFORMATION**
  - Goals
  - How B2BL@S helps with learning challenges, neurodiversity & teaching.
  - Learning Outcomes
  - ATIS standards
  - How the course works
  - Glossary and terms you may need to know.
- 02 A MODEL OF NEURODEVELOPMENTAL LEARNING**
  - Introducing the Model of Neurodevelopmental Learning (Rainbow™)
  - Neurodevelopmental sequences
  - Neuromotor & Sensory Immediacy
  - Movement the Integrating Force.
- 03 PRIMITIVE REFLEXES**
  - How they impact on learning when retained; what to look for; movement connections.
  - How to screen for primitive reflexes.
  - Why developmental movement matters.
- 04 NEUROPLASTICITY**
  - Connections with:
    - The Australian Curriculum, General Capabilities and
    - meeting the needs of diverse learners
- 05 MEETING CURRICULUM & DIVERSE LEARNERS REQUIREMENTS**
  - What does the research say and where do we find it?
- 06 RESEARCH & REFERENCES**
  - Q & A opportunities with Dr. Christine Payard (PhD) to be arranged.

### 2 Day 2: Body to Brain Learning @ School

- 01 RECAP & REVIEW; PREPARATION.**
  - The senses we look at:
    - Balance
    - Vision
    - The Reflexes:
      - ATAR
      - STNR
      - Tilt
    - Visual Perception & Visual Motor Integration
    - Auditory speech
  - Consent forms & processes.
- 02 DEVELOPMENTAL SCREENING TESTS**
  - How to screen (4 - 7 yrs; 7+ yrs):
    - Neuromotor tests;
    - Primitive reflexes;
    - Visual perception and VMI
    - Visual tracking
    - Auditory speech
  - How to score
- 03 USING THE DATA & SETTING UP THE MOVEMENT PROGRAMME**
  - Use the screening data to plan the set-up of students and the programme.
  - Instructions for delivery
  - Guidelines for progress
- 04 THE EXERCISES**
  - Practice the exercises
  - Discuss the exercises
  - Troubleshoot "What if's"
- 05 MAKING IT HAPPEN**
  - What's next?
  - Arrange when and where you will work together to mentor the teachers/educators.
  - Phone a friend contact details.

### 3 Part 3: Mentoring Body to Brain Learning @ School

#### MAKING IT REAL IN PRACTICE.

- 01 PREPARATION & PLANNING**
  - Consent forms & processes.
  - Negotiate:
    - How many hours
    - How often to contact
    - Phone a friend details and guidelines
    - What will work for you & the school?
    - Fees.
- 02 HELP WITH ASSESSMENTS**
  - Guide & support assessment processes in school (you may need to do the first few students, but then guide the teachers/educators in the assessment/screening process)
  - Help collect and collate data.
- 03 ADVISE & ASSIST HOW TO DELIVER THE MOVEMENTS**
  - When is the best time of the day? (after recess is a good time)
  - Where will it be delivered?
  - By whom?
  - Where will the children be placed for support?
- 04 VISIT & MONITOR PROGRESS**
  - How often will you visit?
  - Is the timing of movements right?
  - Are there any children requiring additional support?
  - Regularity, Repetition & Duration -- Is it happening
- 05 PROBLEM SOLVE**
  - Observe implementation.
  - Explain exercises & reasons for them
  - Answer questions
  - How often can they call?
  - Ask INPP Principal if required

Phone a friend contact details.



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## Price Guide

**Part 1 is an online purchase**  
**Part 2 & 3 Negotiated with the INPP Practitioner**

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Price guide:	PART 1	PART 2	PART 3
Per participant	\$297 (incl GST)	\$357 *	\$975*
Per School minimum 10 participants	\$297 per participant (incl GST)	\$2200 *	\$975*

**Notes:**

**Price guides** Prices for Part 2 & 3 are indicative only and may vary according to the size of the group, travel requirements & other factors impacting delivery. Part 2 & 3 are negotiated with the INPP Practitioner mentor.


**GST** GST may not apply to Part 2 & 3 if your business is not registered for GST.

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## Big Picture

- ✓ "We are seeing the data. It sets up students for success."  
*Carleen, Primary Teacher*
- ✓ "I see academic achievement gains, reading gains and functional gains in the use of the body at school."  
*Kellie, Learning Support Teacher*
- ✓ "One student said: It helps me to be good, to make good choices."  
*Suzanne, Prep Teacher*



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**Must haves:**

**“Assessing Neuromotor Readiness for Learning.”**

ASSESSING NEUROMOTOR READINESS FOR LEARNING  
The INPP Developmental Screening Test  
with Assessment Exercises & Activities  
Book 1 (Assessment of Fine Motor Skills)  
Christine Payard

Body to Brain Learning  
Professional Learning Centre

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**Suggested preparation processes:**

- INPP Australia Licentiate status
- License to deliver/agreement
- Completed the one-day course with the testing & exercises
- Gone through the Part 1 materials with Christine
- Consent forms & background details for working with schools to negotiate the professional development delivery

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## Additional Support



- Q & A Sessions
- Office hours

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## Body to Brain Learning @ School


### Differences between this & the INPP Schools Programme?

- It's contextualised for the Australian Educational Environment.
- It's more than a "Strategy." Teachers need to understand what they are doing and why it impacts learning.
- There's ongoing support and mentoring.



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The Institute for Neuro-Physiological Psychology

**Schedule 2**  
**INPP Programme for Schools**  
"Assessing neuromotor readiness for learning."  
The INPP developmental screening test and school intervention programme"

CODE OF PRACTICE for providers of training in the use of:  
"Assessing neuromotor readiness for learning."  
The INPP developmental screening test and school intervention programme"

- All persons providing INPP approved training in the use of "Assessing Neuromotor Readiness for Learning, the INPP Developmental Screening Test and School Intervention Programme" must have successfully completed an INPP approved One Year Training Course and have been in full time practice for a minimum of two years following certification.
- In addition to the full training course, all trainers have also attended a training day in the delivery of the One Day Course, have had either two years' experience in clinical practice or have delivered the INPP screening test and programme in a school over the course of one academic year.
- All trainers attend a bi-annual update (half day) at INPP Chester or with the INPP appointed Principal in the relevant country in the delivery of the One Day Course.
- Content, structure, teaching materials and handouts of the course are the same as those used by INPP Chester.
- All trainers are up to date with current research in the use of **Assessing Neuromotor Readiness for Learning, the INPP Developmental Screening Test and School Intervention Programme**.
- Training manuals may only be obtained from the **publisher, book seller or the national INPP Principal**. Contents of the manual are subject to copyright.
- Any research carried out on the content of the course must be approved by **the INPP Principal** before commencement and publication of the same.
- Material based on the contents of the programme, which is prepared for publication must be approved by **the INPP Principal** prior to submission for publication.
- Ensure that all attendees have a copy of the Code of Conduct for implementing the INPP Programme in schools (see Appendix 1).
- 15% of fees received for provision of training to be returned to INPP Principal by 1<sup>st</sup> September each year.**

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The Institute for Neuro-Physiological Psychology

**Appendix 1**  
To be distributed to course attendees:  
**Code of Conduct for IMPLEMENTING THE INPP PROGRAMME in schools**

**I AGREE TO:**

- Inform the appropriate body and parents that the school is implementing the **INPP school intervention programme** (informed consent);
- Ensure that staff implementing the INPP school programme are trained by an approved INPP **Licentiate**;
- Use the Test Battery appropriate for the age **group**;
- Deliver the programme to children 7 years of age and above (unless using the Wings of Childhood programme with children aged 4-6 years);
- Refer any questions or issues to the INPP trainer or INPP **Principal**, contact the trainer at least twice during the programme to ensure that the programme is being delivered correctly and to report on **progress**;
- Send a report on the results of the programme to the trainer and INPP Principal (**summary/abstract to be sent to INPP Chester on completion**).

I further agree not to:


- Reproduce or pass on the INPP school manual or other **materials**;
- Train others to deliver the INPP school programme\*

\*All training in this programme is provided through INPP Ltd or an INPP approved trainer.

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**INPP 1 Day option:**



**INPP One Day Schools Programme**

**01**

**PREPARATION  
PLANNING &  
TRAINING  
REQUIREMENTS**

- INPP Practitioner & Licentiate
- 2 years full time practice
- Attended "One Day Course" training
- Attend a two yearly update (half day)
- Current research familiarity (any research needs INPP Principal approval)
- Code of conduct to all attendees
- 15% fees to Principal by 1 Sept.

**02**

**NEGOTIATE WITH  
SCHOOLS**

- Powerpoint presentation as per the One Day Course with INPP (2019) branding and no alterations to be made.
- Each participant must have 1 book


**03**

**MATERIALS  
PROVIDED/REQUIRED**

- Negotiate delivery with schools
- Code of conduct for participants in the course
- Parent consent forms required
- Send report on completion to Principal
- Agree not to train other or reproduce materials

**04 STRUCTURE OF COURSE**

- Use of course materials
- What is INPP? What does it do?
- Developmental readiness basis of learning & behaviour
- Research: NMI in population
- Movement: The Ascidian Sea Squirt; Sensory integration; Body awareness
- Reflexes intro
- Vision Processing; Auditory processing discussions
- Postures & presenting symptoms
- Research: Reflexes & educational underachievement. Video
- ATNR; STNR; TLR; HRR; Vestibular system
- Developmental norms & examples
- Research rubric
- Implementing the INPP School Intervention Programme
- Developmental movement sequences
- Movement Your First Language" link and discussion of materials



- Demonstrate testing
- Demonstrate exercises
- Discuss planning and programme structure.

UK pricing equivalent:  
\$360 per participant plus VAT (20%)

Manual:  
\$120 (approx) per participant from the publisher

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**Body to Brain Learning @ School**  
A NEURODEVELOPMENTAL APPROACH TO  
LEARNING AND LEARNING CHALLENGES IN  
AUSTRALIAN SCHOOLS

**Thank you.**

Email or phone me.

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INPP AUSTRALIA

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**INPP SCHOOLS PROGRAM**

**Questions ???**

- What if I did the “One Day Course” Training with Glynis? Can I still deliver the programme?
- What if I did it with you Chris, but it was over 2 years ago?

**ASSESSING NEUROMOTOR READINESS FOR LEARNING**  
The INPP Developmental Screening Test  
and School Intervention Programme  
Sally Goddard Blythe  
WILEY-BLACKWELL

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