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An Introduction to MOVE®



for TeiAbility
A Program of University of North Carolina
February 24, 2012

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Introduction

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

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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

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Neuromotor Disability

- Motor areas of the brain are damaged
- Child doesn't develop along the "typical" motor skill sequence




reecesrainbow.org

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Inactivity

What happens when...




we don't move?

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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



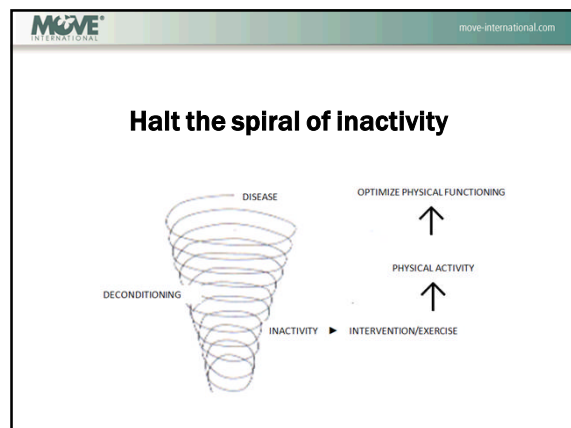
Physical Disability

- 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)



Objective

- Understand the importance of age-appropriate motor activity

Motor Activity

- Opportunity to learn motor skills
- Active practice in meaningful activities

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Case Story: Camden

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**Benefits of Physical Activity
in the MOVE® Program**

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

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Benefits of Physical Activity

Age-appropriate upright positioning


- Develop muscle control
- Bone, joint integrity
- Pulmonary, digestive function

Benefits of Early Mobility
http://www.rifton.com/practiceareas/Earlyintervention/Rifton_EarlyMobility.pdf

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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



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“Movement is the foundation for learning.”



- D. Linda Bidabe,
Founder of MOVE®

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Case Story: Cameron

**Dave Schreuder,
MOVE® International Executive Director**

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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

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Motor Learning

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



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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.**”

Carr & Shepherd, *A Motor Learning Model for Rehabilitation*, Movement Science, Aspen Publishers, 1987.
Carr & Shepherd, *Neurological Rehabilitation: Optimizing Motor Performance*, Churchill Livingstone, 2011.

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Case Story: Wyatt

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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[®]

- **Time**
 - Teach skills during daily activities
- **Rate of learning**
 - Carefully select the target skill to teach
- **Generalization**
 - Teach in environments where skills are used

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

1) Van der Putten A, Vlaskamp C, Reynders K, Nakken H. (2005) Movement skill assessment in children with profound multiple disabilities: a psychometric analysis of the Top Down Motor Milestone Test. *Clin Rehabil.* 19(6):635-643. PMID: 16180599

2. Setting Goals

Pinpoint activities important to the individual and/or family

- Desires of participant and family
- Needs/desires of caregivers
- Future life of participant and family


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

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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

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Case Story: Ashley

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Previous

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

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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

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

It takes a team!

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Team Approach

Sheron Duffy, retired Special Ed Teacher and Program Specialist


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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

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“All individuals learn if we know how to teach.”



- Linda Bidabe, Founder of MOVE®

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MOVE® Hygiene & Toileting Program

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Visit a MOVE® Model Site

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Thank You!