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IN2GR8ED
World

Joy of Learning
through Rhythmic
Brain-Body Kinetics

April-June, 2017



Could Negative Thoughts Affect Your Risk of Dementia?

by Alissa Sauer, alzheimers.net & Michael Greenwood, news.yale.edu,
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Our Mission

To promote joy of learning through rhythmic integrative movement and advocate for its recognition as the bedrock of education.

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www.IN2GR8ED.com

Apparently, yes! Research led by the Yale School of Public Health demonstrates that individuals who hold negative beliefs about aging are more likely to have brain changes associated with Alzheimer's disease, a devastating neurodegenerative disorder that causes dementia in more than 5 million Americans. Two Yale studies found a strong correlation between negative feelings about aging and the elderly and an increased risk of developing Alzheimer's later in life. The studies further suggest that altering negative beliefs about aging could potentially offer a way to reduce the rapidly rising rate of Alzheimer's.

The first study, published in *Psychology and Aging*, used data from the Baltimore Longitudinal Study of Aging to determine how 158 participants viewed the aging process. Participants were asked how strongly they agreed or disagreed with statements about aging. They answered survey questions while in their 40s, then 25 years later, and had annual MRIs (magnetic resonance imaging) for up to 10 years. Based on MRIs, researchers found that participants who held more negative beliefs about aging showed a "significantly steeper decline" in the volume of the hippocampus than their more positive-thinking peers. The hippocampus is crucial to memory, and its reduced volume is a characteristic of Alzheimer's disease.

Using brain autopsies, researchers examined two other indicators of the disease: amyloid plaques (protein clusters that build up between brain cells) and neurofibrillary tangles (twisted strands of protein that build up within brain cells). Participants holding more negative beliefs about aging had a significantly greater number of plaques and tangles. In some cases these views were expressed 28 years before the plaques and tangles were seen.

These studies, led by Becca Levy, associate professor of public health and psychology, are the first to link the brain changes related to Alzheimer's disease to a cultural-based psychosocial risk factor. Levy sees the link as stress-related: "We believe that stress generated by the negative beliefs about aging that individuals might internalize from society can result in pathological brain changes." Levy is optimistic, however: "Although the findings are concerning, it is encouraging to realize that these negative beliefs about aging can be mitigated, and positive beliefs about aging can be reinforced, so that the adverse impact is not inevitable."



Negative Thoughts — cont'd

Beth Goren of the BodyMind Centering Association agrees: "The outcome of negative views of aging squares with earlier findings about the health risks associated with pessimism. We know that pessimism has been linked to a higher risk of dying before age 65, while positive emotions are associated with lowered production of the stress hormone cortisol, better immune function, and reduced risk of chronic diseases. We also know that optimism is at least partially learned, which suggests that Dr. Levy is right—it is possible to replace negative views with positive ones."



Review—A Thorn in My Pocket:

Temple Grandin's Mother Tells the Family Story, by Eustacia Cutler

Eustacia Cutler tells the story of her struggle with medical authorities and her husband to keep her daughter, diagnosed with autism, from being warehoused in an institution. Cutler delves into myth and reality, angst and guilt, family and society. She raised her daughter, Temple, in the "Leave-it-to-Beaver" world of the 1950s, a time when children with autism were routinely diagnosed as "infant schizophrenics." She tells of her fight to keep her daughter, in the mainstream of family, community and school life.

Cutler explores the nature of the autism disorder as doctors understand it today, and how its predominant characteristics reflect our own traits.

Every mother grieves about a diagnosis, searches for answers, and tries to do the best for her children. In Cutler's story, we have a friend, a person who lets us know that we can never know what our child will become. Temple exceeded her wildest expectations. She is a professor of animal science at Colorado State University and world-renowned autism spokesperson.

Parents, educators, family members, and therapists will get an insider look at the commitment to find the best outcome for the child with autism.

—Review by Maureen Bennie
Director, Autism Awareness Centre Inc.



Greetings to Bill Hubert from Bremen, Germany

Two little stories: 1 about me, 1 about my students.

For a long time I have been a little depressed. My job at school has become harder for me. I am a good teacher, but I have been missing something. My energy, my activity, my happiness—something—and I don't know why.

Since attending the Bal-A-Vis-X training in Damme, I have more energy. I find more structure in what I do. I feel happy. I called two of your practitioners, Elisabeth in Kassel and Eva in Damme, to arrange to learn more Bal-A-Vis-X from them.

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For 25 years I have worked as a therapist at a school for mentally disabled children. Last Monday I started each student, 1-on-1, with the first bag exercises. All of them love the exercises very much. They are interested and also quiet. This alone is unbelievable.

First I showed them how my left arm could not rotate, that I could not turn my hand all the way palm up or palm down. They cared for me in a new way. For the first time I felt it is good not to be perfect.

One of the boys is Leon. After the exercises he returned to his classroom. Later his teacher asked me what I did with him during therapy. She said for the first time all year Leon worked for 45 minutes without standing up and screaming, that he was concentrated (sic). She said it was like watching a little wonder.

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Every day now I do the exercises. I plan to go to Scotland in September for my second training. I thank you so much for this wonderful program.

—Lisa Helbig

Movement alone is not enough...
"If it were, would we have the term 'Dumb Jock'?"
We use BAVX to help learners function at their best.



Meaningful Reform: The Case for Structured Integrative Rhythmic Movement in Education

1. **Subtle Balance Disturbances** can impair those fundamental brain processing structures that are critically involved in attention, memory, auditory perception, vision and visual processes, reading and speech, spatial orientation, coordinated efficient movement, and proper sequencing of information
2. **Achievement Gap.** Schools must implement behavior and academic interventions together for the achievement gap to close for low-performing students struggling with reading.
3. **Attention Training** results in increased completion of seat work and homework and increased discrimination of significant data with decreased attention to less important distractors. Through repetition and consistency one gains proficiency and permanency.
4. **Mediate Behavior to Improve Reading Achievement.** *S'cool Moves for Learning*, developed by an occupational therapist and reading specialist, provides intervention techniques proven to mediate behavior challenges while improving reading achievement.
5. **Purposeful Movement.** Neuroscientists report that the cerebellum operates at a higher capacity during times of movement. Purposeful movement affects memory, creativity, and reaction time.
6. **Integrate Mind, Brain, and Body** through movement.
7. **Movement Is Essential to Learning** and crucial to every other brain function, including memory, emotion, and language.
8. **Bilateral Movement** is the coordinated movement of the opposite sides of the body and directs communication across the corpus callosum. Bilateral movement integrates binocular vision, binaural hearing, and stimulates the speech and language centers of the brain.
9. **Water** is the essential conductor for all electrical and chemical reactions. Within five minutes of drinking water, stress hormone levels decrease. As body water decreases, symptoms of dehydration emerge: feeling tired, lethargic, sluggish, bored, listless, headachy, and stressed.

1. Dr. Frank Belgau, University of Houston

2. Filter & Horner, 2009. *Education & Treatment of Children*, 32, 1-20

3. www.playattention.com

4. Wilson & Heiniger-White, 2008. *S'cool Moves for Learning*

5. Dr. Linda Wilson, Behavioral Neuroscientist, University of Manitoba

6. James Kimple, *Eye Q and the Efficient Learner* 1997

7. John Ratey, MD, *The User's Guide to the Brain: Attention, Perception and the Four Theaters of the Brain* 2002

8. *Stimulating Sensory Receptors*, Teaching Elementary Physical Education, May 2001

9. Drs. Linda Wilson and Paul Dennison, *Educational Kinesthetics*



Bal-A-Vis-X 101 (BALance-Auditory-VISion eXercises)

1-to-1 Instruction
is required for struggling students
to succeed...or we risk losing them.





BAVX Training Schedule

Bal-A-Vis-X: Balance, Auditory, Vision eXercises provides 1,000s of rhythmic midline crossings that enable the mind-body system to experience the state of integration. To confirm or schedule a workshop, contact Bill Hubert at: Bill@bal-a-vis-x.com

Sessions : A (17hrs), B (20hrs), C (24hrs)

May 5-7	B	Eden Prairie, MN
June 15-17	B	Roundup, MT
July 11-14	A	Norman, OK (closed)
July 17-19	C	Wichita, KS
July 24-26	C	Ontario, OR
Aug 1: Brush-Up		Norman, OK (previous training req'd)
Aug 10-11	A	Maryville, MO
Aug 18-19	A	Eureka, CA
Aug 21-22	A	Chehalis, WA (closed)

International

June 2-4	C	London, England
Sep 22-24	C	Melrose, Scotland

- A: Foundation.** Fundamental principles, rhythms, patterns. Modifications for special needs & elderly.
- B: Intermediate.** Session A + intermediate exercises.
- C: Complete BAVX.** A/B + advanced individual/partner/group exercises + academic layering.
- A,B,C** refers to length & content of trainings, not their order. You may take any training any time.



Regional BAVX Opportunities

Workshops by Candi Cosgrove, Creating Connections

Apr 7-8		Binghamton, NY. candicosgrove.com
Jun 15-16		TBA, VT. chris.knippenberg@gmail.com
Jun 22-23		Windham, ME ganderson@ridingtothetop.org
Jul 20-21		Binghamton, NY. janicefiore@gmail.com

Apr 21-22 A Westfield, IN. julie.savitsky@gmail.com

Apr 29 Preschool. Tucson, AZ. integratedstates.com

Jun 12-13 A Sacramento, CA. bldgblox@comcast.net

Sep 2-4 B Sacramento, CA. bldgblox@comcast.net

Jun 27-29 B Spokane Valley, WA. nwbavxgrp.org

Aug 4-6 A Ann Arbor, MI. katy@learningheart.com

Oct 28 BAVX Circle. Berkeley, CA
Requirement: Advanced Skills.
Shirley Kelley, skelley4100@yahoo.com



Resources

BAVX Practitioner (P) Trainer (T)

Bags, Balls & Brains, Rochester, NY
Shirley Kelley—P, bags-balls-and-brains.com

Brainworks Plus, Long Island, NY
Emily Eisen—P/T, brainworksplus.com

Brightbrain, Scotland, UK. Jane Oliver—P/T,
brightbrain-scotland.co.uk

Creating Connections, New Hampshire, CT
Candi Cosgrove—P/T, candicosgrove.com

Deana Douglas—P/T, Phoenix, AZ,
deana.bavx@hotmail.com

Hand-in-Hand Therapeutics, Modesto, CA
Wayne Stevenson—P, gangly45@yahoo.com

Innovative Connections, Salina, KS
Elizabeth Caselman, elizabethcaselman@usd305.com

Institute for Kinesiology, Damme, Germany
Renate Wennekes, Dir iki-kinesiologie.de

IN2GR8ED, Sac, CA, Francis Norsworthy/Julie Leach—
P/T, in2gr8ed.com

Integrated Brain, London, UK
Usha Patel—P, integratedbrain.co.uk

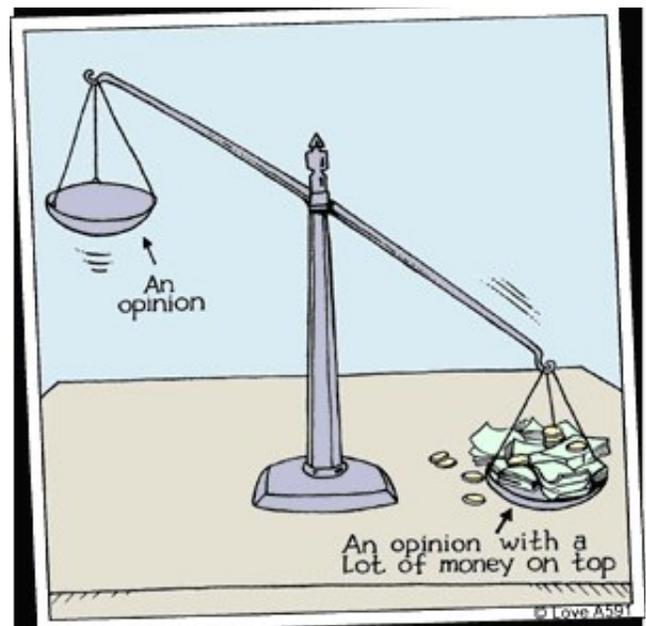
Integrated States, Tucson AZ, Terry Tinney/Anne
Wheaton—P/T, integratedstates.com

Learning from the Heart, Ann Arbor, MI
Katy Held—P/T, learningheart.com

MOBBI, Frankfort MI, MaryAnn Short—P/T
mobbima@gmail.com

S'cool Moves, Shasta, CA
DebraEm Wilson, founder schoolmoves.com

Snapshots at jasonlove.com



When reason, research, and knowledge can't balance a single thing.