

Integrated Learning - Brain Gym® 101 and Dominancy Profile
Syllabus and course requirements – Fall 2008 – EDU 6710 C09

Castleton State College 2 graduate credits – 30 hours

Instructor: Zohara Zarfati, M.Ed.

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This course is appropriate for anyone working in the educational and / or therapeutic professions. This method is very versatile and adaptable for any age and ability level.

Class schedule and location:

Where: LAPDA Meeting Space (the instructor is willing to offer the course in another location in VT, NH and north-eastern NY, with a minimum of 10 registrations).

When: Fall 2008 Session: Late Nov. or early Dec. 2008 specific dates TBD – 3 consecutive days for Brain Gym® 101 (8:30 am to 5:30 pm) and 1 more session for Dominance profile (9:00 am to 12:00 pm). Individuals interested in this course are encouraged to contact the instructor directly to ask for preferred dates ASAP.

Cost: \$730.00 , including material fee

Discounts available up to \$95.00:

“Early bird registration” - \$50.00 off if paid 4 weeks prior course schedule

“Bring a friend” – additional \$45.00 off if another person joins you (this discount counts only for one of you)

Note: **Brain Gym® 101 is a required course for the Brain Gym® consultant and instructor certification process.** Upon successful completion of the Integrated Learning course participants will receive a certificate of completion recognized by the Educational Kinesiology Foundation and 2 credits from Castleton State College.

General information: This course will be divided to two segments:

Segment #1: 27 hours required for Brain Gym® 101 training

Segment #2: 3 hours for Dominancy Profile.

Segment #1: [Brain Gym® 101](#)

About Brain Gym® 101:

Brain Gym® is also known as *Educational Kinesiology*, developed by Paul Dennison, Ph.D. with assistance of other professionals in various human developmental fields.

Brain Gym® is a movement-based learning-readiness program. This hands-on experiential course presents the Drawing Out model for reduced stress in learning that will enhance ease and fluency in every day life activities such as reading, writing, speaking, listening, focusing, comprehending, communicating, positive attitude, balance, and more. The premise of Brain Gym® is that by leaning to engage purposefully in systematic movement routines an individual will increase ability and access brain functions with greater control, organization, and comprehension, fluency and ease.

There is great correlation between physical movement (by creating new neural pathways in the brain) and brain development. This course will explore the connection between the typical movement in early developmental stages and mental organization

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associated with these stages. These will be viewed as the fundamental skills required for present and future functions. **Learning is a whole body event!**

The Brain Gym® method is very insightful and powerful for greater integration and mastering daily skills. The course trains for increased self-awareness and self-directed learning combined with metacognitive skills (defining goals and developing observational skills).

Application of the Brain Gym® method to varied ability levels and settings will be discussed as well. Participants will be able to utilize the entire method or parts of it (as needed per situation) upon course completion with ease. Recommended reading list and supporting literature will be given throughout the course.

Core Educational Objectives of the Brain Gym® 101 course:

It is the instructor's responsibility to:

1. create a safe environment in which students can explore and develop observation skills.
2. use a drawing out, experiential model of teaching. The experiential model involves seeing the drawing out model demonstrated, personally experiencing it, and having the opportunity to facilitate someone else using the drawing out model.
3. teach the class using “noticing” (tapping into metacognition).
4. use a variety of modalities to teach the material. This will include movement, group activities, music, question and answer periods, written materials, role play, partner and group balances, lecture, demonstration, visual aids, and supervised practice time.
5. assess and re-assess where the group is, making adjustments as needed to keep the class flowing.

Instructional objectives of the Brain Gym® 101 course:

Students will be able to:

1. notice when they are in an integrated or unintegrated learning state, easily realizing when they are able to learn and when they are not able to learn.
2. use the 26 Brain Gym movements and their variations.
3. observe the five-step “Action Balance” format, experience it themselves, and practice it so they can use it outside of class.
4. have the opportunity to experience and practice the Action Balances (5), Repatterning (2), Dimensional Balances (3), and X-span Balance (Overview). This portion will be the main focus of the course.
5. understand the three basic dimensions of learning:

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- the ability to focus in a relaxed manner.
- the ability to organize movements and maintain emotional equilibrium to accomplish a task.
- the opportunity to experience how a higher level of integration (for both brain and body) ease stress of reading, writing, communication, or any other whole body activity.

Segment #2: “Brain Power”: Dominancy Profile (DP) and applications

Innate and learned tendencies as factors in learning behavior.

This portion of the course will examine functional dominancies and their applications to preferred learning modalities. Exploring the optimal match between the individual’s best learning pathway and the learning environment will be explored. Participants will be able to easily identify their own Dominance profile and that of others. This is a quick and insightful assessment method that will enhance professional ability to provide adequate support to their students and clients. The Dominance Profile assessment tool was developed by Carla Hannaford, Ph.D., a world renowned neuroscientist and educator.

Instructional objectives of the Dominancy profile portion:

In this one day session (3 hours) participants will learn how to

- identify their own Dominancy Profile (DP).
- identify their own preferred learning / teaching modalities.
- use the Dominancy Profile for assessment purposes.
- explore application of students’ DP as related to their current behavior.
- design a lesson plan while taking into account the content area and the specific needs of students based on their DP.
- learn selected physical movements to promote students’ whole body-mind availability for learning (Brain Gym).
- application and usage of “allowed” or “small” movements in the classroom to decrease stress without jeopardizing classroom routines.

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Marking:

1. **Action Balance log** (done during class) including goal setting (20 points)
 2. **3 Journal entries:** reflection regarding participant's experience (30 points):
 - * 2 – after action balances (done in class)
 - * 1- Exploration and thoughts regarding participant's own Dominancy Profile
 3. **1 Case study:** Documentation, analysis and reflection of: (50 points):
 - * Facilitating 1 action balance and applications to student's learning profile / needs
- or -
- * Case study: Assessment of one student's Dominancy Profile and applications to his/ her learning environment

Reading Assignments: A specific guideline will be provided for the following reading assignments on the first day of the course. All materials included in course fee.

Segment #1: "Brain Gym® 101" course manual, "Brain Gym® -Teacher's edition" by Paul Dennison, Ph.D., Gail Dennison

Segment #2: "The Dominance Factor" by Carla Hannaford, Ph.D.

Castleton State College Grading Policy:

Grades are indicated by letters with a designated "quality point" value assigned to each as follows:

A+ = 4.0	B+ = 3.3	C+ = 2.3
A = 4.0	B = 3.0	C = 2.0
A- = 3.7	B- = 2.7	C- = 0.0

Castleton State College Academic Honesty Policy:

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<http://www.castleton.edu/campus/StudentHandbook/pages6to43.pdf>

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<http://www.castleton.edu/library/VSC%20Copyright%10Policy.pdf>

Additional information on this subject is contained in the publication "Questions and Answers on Copyright for the Campus Community." This document can be accessed online on the National Association of College Stores web site at the following address: <http://www.nacs.org/public/copyright/>.