Yoga Webinar Series:

Introducing Yoga for Children with Visual and Multiple Impairments: A new publication from TSBVI

December 8\textsuperscript{th}, 2016

3pm-4pm

This broadcast will be recorded.

Facilitated by

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Developed for

Texas School for the Blind & Visually Impaired
Outreach Programs
Outreach Programs Events Update:

- For upcoming webinars: [http://www.tsbvi.edu/2015-10-17-20-13-33/webinar-listings](http://www.tsbvi.edu/2015-10-17-20-13-33/webinar-listings)
- For upcoming workshops and conferences: [http://www.tsbvi.edu/2015-10-17-20-13-33/outreach-workshops-conferences](http://www.tsbvi.edu/2015-10-17-20-13-33/outreach-workshops-conferences)

Housekeeping

- Download handouts and sign-in roster
- Send sign-in roster to sobeckb@tsbvi.edu or fax to 512-206-9320
- Make sure you registered and complete evaluation within 60 days including code for ACVREP/SBEC credit
- View captions in a separate window at [https://tcc.1capapp.com/event/tsbvi/embed](https://tcc.1capapp.com/event/tsbvi/embed)
- The code will be announced during the presentation

Adobe Connect Webinar Tour

- Location of pods
- Power Point content included in your handout
- Poll participation – enter response in chat if you cannot access the poll

Link to enter room: [http://tsbvi.adobeconnect.com/yoga/](http://tsbvi.adobeconnect.com/yoga/)
Yoga Webinar Series:
Introducing Yoga for Children with Visual and Multiple Impairments: A new publication from TSBVI

Poll Question: What is your role with children with visual impairments?
A. I am a parent.
B. I am a Teacher of the Visually Impaired.
C. I am an Orientation and Mobility Specialist.
D. I am an Occupational or Physical Therapist.
E. I am a Speech and Language Pathologist.
F. I am an Administrator or other role.

Poll Question: Did you attend the first Yoga for Children with Visual and Multiple webinar?
A. Yes
B. No

Today You will Learn
• WHAT is yoga.
• HOW children with multiple impairments benefit from yoga
• HOW to incorporate social, behavior, speech, and motor IEP goals into a yoga class for children with multiple impairments.
• A yoga sequence that you can use TODAY!

Kassy (about me)

Figure 1 Kassy seated on a yoga mat holding her infant son, Roman.

• Former preschool teacher
• TVI
• Certified Orientation and Mobility Specialist
• Registered Yoga Teacher (RYT200)
• Certified Radiant Child Yoga Teacher
• Mom of two
What is Yoga

Yoga

- Union of the Body, Mind, and Breath
- Yoga means “to unite”.
- Form of exercise that uses the mind and breath to strengthen and calm the body
- Uses ancient language, Sanskrit.

What Yoga is NOT

For our purposes, yoga is NOT

- Yoga is NOT a religious or spiritual practice.
- Does NOT include prayers, deism, or honoring any other presence besides thyself.

Benefits of Yoga (for anyone)

Figure 2 Student standing on yoga mat in Warrior 1 pose.

- Increases oxygenation of the blood
- Increases strength
- Lowers stress levels
- Increases self-efficacy skills
- Increases happiness and health through exercise
- Increases flexibility

HOW Children with Multiple Impairments Benefit from Yoga

Movement

- Body awareness
- Spatial awareness
- Motor planning
- Proprioceptive awareness
- Sensory efficiency
COMMUNICATION

- Social skills
- Speech/language skills
- Behavior self-assessment
- Self-Determination
- Literacy

What Does a Yoga “Class” Look Like?

Let’s define yoga “class”

- Can look like a variety of experiences.
- 1:1
- Many teachers, students
- In a classroom for 5 minutes
- In a pull out situation in a gym.

Planning Your Yoga Class

Yoga Environments – What to Look for

- Lighting
  - Soft, but adequate lighting
  - Can turn off lights
  - No glare from windows
- Sound
  - Quiet environment
- Space
  - Free of obstacles, extra clutter

Figure 3 A picture of floor space in an office.

Figure 4 Students practicing yoga in an open space in a classroom.
Support

Who: TA’s, Teachers, Related Service, Parents, sighted peers  
How Many: Shoot for 1:1, 1:2 max
What To Do: Gather and train your support staff or peers prior to the start of your first class!  
Decide on:
• Roles/ responsibilities of each support
• Sequence
• Common goals
• Who will work with which student
• Expectations of students

Yoga Routine

“A routine is an instructional strategy developed to increase the level of participation in activities for students who require consistency and repetition in order to learn.” – Millie Smith

Why Do You Need a Yoga Routine?

Routines provide consistency of expectations and anticipation of what is coming up so that the students can focus on practicing new skills.  
http://www.tsbvi.edu/therapy/routines.htm
General Yoga Routine

1. Breathing
2. Movements
   a. Seated/ Warm up
   b. Standing
   c. Cool down
3. Relaxation
4. Valediction

General Yoga Routine: Additional Expectations

*Enter room, store belongings, gather/unroll cane, take off and store shoes.*

1. Breathing
2. Movements
   a. Seated/ Warm up
   b. Standing
   c. Cool down
3. Relaxation
4. Valediction

*Put on shoes, roll/store mat, gather belongings, exit room*

Yoga for Young Students and Students with Multiple Impairments

- Combine songs with movements.
- Consider a short (7-10 pose) sequence. Less than 5 poses if you are incorporating games.
- Use meaningful and motivating concepts.
- Get other adults or sighted peers to help!
- Keep it light hearted and fun!

![Student in wheelchair lifting her arms up above her head.](image)

Figure 7 Student in wheelchair lifting her arms up above her head.
Movement

Motor development for children with MIVI

- Lack of incidental learning.
- Movement patterns may be delayed.
- Spatial awareness may be delayed.
- May have difficulty processing sensory info.

Figure 8 Child with a visual impairment sitting on a yoga mat with his legs crossed, looking down.

Your Yoga Sequence

Breathing: Ong Namo

Movement Sequence:
1. Rock and Rolls
2. Butterfly
3. Elephant
4. Dinosaur Walk
5. Yogini Went to Sea
6. Supine Twist

Relaxation
Valediction

Take a Look

Figure 9 Students on yoga mats in yoga class. One student is seated next to a teacher who is standing. One student is standing with his hands raised. One student is seated and holding onto a teacher’s hand. One student in the back is standing facing a teacher.
Introducing a New Movement to a student with a Visual Impairment

Typical Levels of Assistance

1. Verbal
2. Sound cues
3. Physical Modeling
4. Physical Assistance

Levels of Assistance

- Sound cues: Voice your voice or tap on an object. “Find the mat…” (tap gently on mat.)
- Physical modeling: You, the adult, do the pose. Use Hand-Under-Hand to guide them to the position of your body parts. “Do you feel how my arm is extended in a straight line out from my body?”
- Physical assistance: Use gentle physical prompts to assist the students’ body into the pose. “Do you mind if I touch you? I am going to help you bend your knee.”

Levels of Adaptation

Unmodified

![Figure 10 Student standing, bent forward and holding his ankles.](image1)

Variation

![Figure 11 Student holding onto her knees as she lifts one knee.](image2)
Sample IEP Goal

Example: Within a functional movement routine, given 1 verbal prompt, Student will demonstrate body awareness by performing a new movement (i.e. reaching her arm up, lifting her leg) on 4 out of 5 attempts.

Communication development in children with Multiple and Visual Impairments

- Given lot of indiscriminatable chatter.
- Are taught that conversations begin with question-sounds.
- Not as many turns for communication as adults.
- Often learn to wait instead of initiating.
Facilitate communication in children with Multiple Impairments

- Include student’s learning medium.
- Include yoga stories and activities.
- Allow the students to have as much control over their own movements and stories as possible.
- Facilitate turn taking.
- Include concept development.

Figure 14 Carolina and a student seated, facing one another. The palms of their hands are clasped in front of their bodies.

Include Literacy Medium

Tactile Symbol Strip
Braille or Large Print List

Figure 15 Cover of Tactile Symbol Strip for a Yoga Routine

Figure 16 Inside of Tactile Symbol Strip of a Yoga Routine

Figure 17 Braille and Large Print Document of Yoga Routine
Yoga Stories

How to Facilitate a Yoga Story

- Include students in writing the story.
- Braille names of yoga poses. Have the students each choose a yoga pose card and include it in the story.
- Have the student write the yoga story prior to class.
- Allow students to teach the yoga pose if they want to.

Yoga Activities (from Better Together)

- Extra Cons Trees in the Forest
- Passing Energy
- Rock & Roll Down a Mountain
- Volcanoes (Emotion Meter)

Sample IEP Goals

Communication: By (date), Given structured routines, sign language and braille, Student will make decisions about her daily life when given 2-3 options by scheduling weekly activities on her daily calendar by placing a braille card on her calendar and/or verbalizing her choice 4 out of 5 opportunities.

By (date), given support of functional routines, contracted braille, verbal instruction, modeling, and sign language, Student will ask questions, request assistance, and improve interaction skills including greetings in 4 of 5 opportunities.

Social/ Emotional: By (date), given staff support, Student will improve his social emotional skills by practicing a calming strategy when feeling stressed or anxious 4 out of 5 occasions.

Other Things to Think About

- Support from administration
- Support from paraprofessionals
- Extra time to gather materials, declutter room, etc..
- Student ratios
- Organization of room/ Layout of mats

Figure 18 Linda Hagood holds a pose with a student. Another staff member and student do the same beside them.
Parts 3 What to Expect

- Part 3: How to incorporate yoga into the academic learning of children with visual impairments

Q&A Discussion

- Leave your question in the comments so we can help you.
- How can you bring yoga to your students?
- What are some obstacles you might face? Let’s problem solve together.

Figure 19 Student seated with her legs crossed and her hands at her heart.

Resources

- Millie Smith article on Routines
  http://www.tsbvi.edu/component/content/article/1733-routines

- Buy the book! Yoga for Children with Visual Impairments

- Better Together, Linda Hagood, TSBVI

- Kids’ yoga music resources: Come Play Yoga, Karma Kids Yoga:
  http://www.karmakidsyoga.com/ComePlayYoga.html

- Radiant Child Yoga series
  http://www.cdbaby.com/cd/shaktakaurkhalsa

Next Meeting

December 8th 2016 3-4pm
Thanks for joining us!
Texas School for the Blind & Visually Impaired
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Figure 20 TSBVI logo.

Figure 21 IDEAs that Work logo and OSEP disclaimer.