Texas School for the Blind and Visually Impaired
Outreach Programs
www.tsbvi.edu | 512-454-8631| 1100 W. 45th St. | Austin, TX 78756

Yoga Webinar Series:

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

February 23, 2017

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
- For upcoming workshops and 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
- The code will be announced during the presentation

Adobe Connect Webinar Tour

- For tips about screen navigation go to http://www.connectusers.com/tutorials/2008/11/meeting_accessibility/
- 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/

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maloneyk@tsbvi.edu

Poll:

Have you attended the previous Yoga webinars?

This webinar is for you if:

- You are interested in teaching yoga to students with visual and/or multiple impairments who are academic students.
- You would like to support movement activities to students who follow a standard SBOE curriculum and are teenage/young adult students in their classes.

About Your Presenter

Kassy Maloney….
M.S. TVI/O&M from FSU
Registered Yoga Teacher
Certified Radiant Child Yoga Teacher
Mom of 2

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

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)

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

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

Movement makes the brain function better.

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Research in this field is preliminary, however scientific studies suggest that children who practice yoga-based movement, conscious breathing, and mindfulness/meditation activities are better able to regulate their emotions, manage stress and calm themselves. They may also choose better foods to eat and engage in more physical activity than children who do not (Butzer et al., 2016; Khalsa & Butzer, 2016). Studies also suggest that centered, calm and focused children learn more easily, have better social skills and, in general, are happier kids.

- http://www.yoga4classrooms.com/supporting-research

Slide 12

Studies also show that exercise facilitates children's executive function (i.e., processes required to select, organize, and properly initiate goal-directed actions) by increasing activation in the prefrontal cortex and serotonergic system. By integrating physical movement with breathing exercises and mindful awareness, yoga serves as a promising form of physical and cognitive training to enhance learning-related outcomes (Butzer et al., in press).

- http://www.yoga4classrooms.com/supporting-research

Different Kinds of Kids = Different Approaches to Yoga

- Young Student
- Older Student

Figure 1 Two photos: (L) Teacher and young student seated, facing one another, with the palms of their respective hands together. (R) Older students in chairs with their arms raised..

Ready to Get Started?

Figure out:

1. IEP goals/ Students needs

Allotted time (will help you determine):

1. Type of yoga class & support needed
2. Environment
3. Movements/ Activities/ Routines
4. Needed materials

1. Academic IEP Goals

Reading: By November 2017, given modified materials and expectations, when given instructional-level sentences in Grade 1 (uncontracted) Braille and with the support of a teacher of the visually impaired, Student will select the appropriate multiple-meaning word with 70% accuracy in 4 of 5 trials.

Slide 16

Language Arts: By November 2017, given modified instructional materials and expectations, Student will write complete sentences, using standard punctuation, grammar, and structure with 70% accuracy on 4 of 5 trials.

Sensory Efficiency: By November 2017 when given verbal cues and physical prompts, Faith will use sensory regulation strategies (deep breathing, self-talk "head up, hands down", using a code word, etc.) to help her focus on an activity with fewer than 3 prompt cues during at least 4 out of 10 of motor skills.

Related Service IEP Goals

Communication: By November of 2017, when given prior practice with a tactile graphic organizer, Faith will retell a novel story by speaking 4 complete and accurate sentences in the correct order in 3 of 4 trials.

Related Service IEP Goals

PE: By November 2017, given modified instruction and expectations, Faith will increase her present levels of strength, flexibility, and endurance in 3 out of 4 opportunities.

Supporting Reading IEP Goals

Figure 2 Shawn reads braille of his yoga routine.

Poll:

List an IEP goal that you can support through yoga.

2. Support

Ratio: 1:3-1:4
What To Do: Gather and train your support staff or peers prior to the start of your first class!
Decide on:

- Roles/ responsibilities
- Sequence
- Common goals
- Who will work with which students
- Expectations of students

Figure 3 Student in prone position, lifting her head. Teacher's Aid is assisting the student by touching her palm to the top of the student's hand. In the background, teachers and students talk.

2. Types of Yoga Sessions

Yoga Break

Figure 4 Students sitting at a table. Two teachers are seated at desks in the background.

Group Class

Figure 5 Students in foreground are leaning forward with their knees and heads on gym mats in Child's Pose. Teachers are assisting students. Students in background on yoga mats are leaning forward forward in child's pose or seated. Teachers in background are seated. Teachers in background are seated on chairs observing.

1:1

Figure 6 Student on yoga mat with knees, head, and hands on mat, reaching foward in Child's Pose.

Yoga Break

Intermittent movement or meditation break between activities in an academic class.

Figure 7 Students sitting at a table. Two teachers are seated at desks in the background.

1:1 Session

One teacher: One student

Figure 8 Student on yoga mat with knees, head, and hands on mat, reaching foward in Child's Pose.

Group Class

Figure 9 Students in foreground are leaning forward with their knees and heads on gym mats in Child's Pose. Teachers are assisting students. Students in background on yoga mats are leaning forward forward in child's pose or seated. Teachers in background are seated. Teachers in background are seated on chairs observing.

3. Environments

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

Figure 10 picture of floor space in an office.

Figure 11 Students practicing yoga in an open space in a classroom.

Figure 12 Picture of a gym, with a gym mat in the center of the floor.

4. 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?

General Yoga Routine

1. Breathing
2. Movements and Activities
    a. Seated/ Warm up
    b. Standing Poses
    c. (Optional: Activities)
    d. Cool down
3. Relaxation
2. Valediction

5. Needed Materials

- Yoga Matts
- Printed / Embossed Movement Routine
- Music

Figure 13 Two yoga mats rolled up

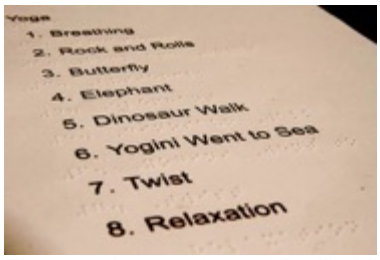

Figure 14 Large print and Brailled list of movements

Figure 15 Music CD with illustrated music notes

Implementing Your New Routine

Levels of Adaptation

- Unmodified
- Variation
- Adapted

Unmodified

Figure 16 Student standing, bent forward and holding his ankles.

Variation

Figure 17 Student holding onto her knees as she lifts one knee.

Adapted

Figure 18 Student in chair lifting her knee. Her teacher kneels beside her.

Typical Levels of Assistance

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

Levels of Assistance

- Verbal: Step-by-step verbal instructions. “Lift your arms above your head.”
- Sound cues: Voice your voice or tap on an object. “Find the mat…” (tap gently on mat.)

Levels of Assistance

- 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.”

Putting It All Together

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.

Notes:

Figure 20 TSBVI logo.

This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 21 IDEAs that Work logo and OSEP disclaimer.