

Brain Workout Training for Licensees

Brain Workout Center offers training to interested parties in areas of the country where struggling students have limited resources available to them. BWC's course of specialized physical activities can be used in conjunction with cognitive training, tutoring, in private settings or in schools as a resource, during or after school.

Description:

The Brain Workout Challenge Course is a series of specialized movements, practiced and mastered in a specific order, that trains the sensory motor system in balance, coordination, rhythm, sequencing, mindfulness, and focusing/paying attention. The primary areas of the brain that are employed are the vestibular system, cerebellum, motor and premotor cortexes, and the prefrontal cortex (executive function). Emphasis is placed on cross lateral activities that train integration of both hemispheres of the brain. Specialized equipment (the mini-tramp, the Belgau balance board, and a walking beam) is used to intensify the challenge of a brain workout. As an integral part of the course, listening and eye movement skills are also trained.

At the Brain Workout Center coaches work one-on-one with students to address and change ineffective/negative academic and social behaviors to positive ones. Students learn to make better decisions and have enhanced impulse control. Improved attention means that students will be more responsible in following directions and will plan well enough to become independent learners. The result: improved reading and comprehension levels, math scores, better grades, and improved behavior.

Objectives:

By the end of the four day training and ensuing months of practice, participants will

1. Have a solid understanding of the theories and research that support the use of the cognitive motor activities.
2. Perform an effective sensory motor and eye movement screening on students of all ages.
3. Effectively coach students to mastery in all the cognitive motor activities.
4. Use words and phrases that place the responsibility of behavior and self control on the individual student.
5. Have tools to help students arrive at mastery of physical skills, even though the activities may be difficult.
6. Know the definition and description of eye movement skills that are needed for school success, especially in reading and test taking.
7. Be given support via email and telephone after formal training is given.
8. Have the right to use the name, Brain Workout Center, along with the logo (if they choose, though it is not required).
9. Have the right to apply the methods and physical activities of the Brain Workout Challenge Course in their own center, which will be in a protected territory.
10. Have their names and contact information listed on the Brain Workout Center website.

Training:

1. Direct training with demonstration, practice, and discussion: 24 hours over a period of 4 days.
2. Indirect training will be given after you have had time to practice the skills you have learned. You will submit a video of yourself administering the screening and coaching your students.

An evaluation and feedback will be given so that your skills continue to be strengthened and proficiency is reached.

Training includes

1. The BW Challenge Manual (for 3rd grade students and above) that includes
 - a. Description of activities and mastery components
 - b. Value and importance of activities
 - c. Guidelines for coaches
 - d. Physical Flow Chart
2. CD with reproducible practice sheets, screening sheets, and reproducible sheets needed for home practice
3. DVD with activities demonstrated at mastery level
4. The Brain Workout Basic Manual (for K-2nd grade students) which includes
 - a. Description of activities and mastery components
 - b. Physical Flow Chart
5. CD of consumable basic practice sheets, screening sheets, and other reproducible sheets needed for home practice
6. Most of the banners and smaller equipment items for one workout room (see page 4 for full details).

Day One: Presentation of Brain Workout Philosophy

1. Cognitive Motor Activities
 - a. Mastery
 - b. Components of mastery
2. The Reuven Feuerstein approach: “Don’t Accept Me As I Am”
3. Coaching, not teaching
4. Sensory Motor and Eye Movement Screening
 - a. Theory and philosophy
 - b. Demonstration
 - c. Practice

Day Two: Demonstration of Cognitive Motor Activities with emphasis in how to coach Mini-tramp, Balance Board, Walking Beam, Focusing, Tracking, Targeting, Teaming of Eyes.

Day Three:

1. Practice in coaching the activities.
2. Discussion:
 - a. What does licensing permit you to do with this material?
 - b. What is the certification process?
 - c. How do you continue to improve?
3. Review of theories and research from open book test.

Day Four:

1. Demonstration and practice of Sensory motor Screening for Young Children.
2. Discussion of adaptation for young children.
3. Discussion of coaching style needed for young children.

If you are still interested in taking this training because you see the value it can bring to students in your area, and if you would like to have further information, such as cost, etc., please email us at goperrons@q.com . We will send you pages 3 and 4 and answer any questions that you might have.