

Motor-Integrated Facilitation Guide

Movement Mapping Activity

Ask learners to reflect on a time when movement seemed to support a child's ability to focus or regulate. Have them sketch or describe what systems were at play (posture, gaze, effort, emotion).

Dual-Task Demonstration (in video or live):

Ask viewers to balance on one foot while solving a simple math problem, to demonstrate how motor control interacts with cognitive load.

Case Study Discussion

Present a classroom scenario, such as the one provided below, where a student struggles with attention. Ask participants to discuss whether motor challenges may be contributing, and how movement-based strategies could help.

Case Study: Elijah in the Kindergarten Classroom

Elijah is a 5-year-old in a full-day kindergarten classroom. He's bright and verbal, with a strong vocabulary and a clear interest in books and storytelling. But during structured activities, his teacher notices several challenges:

- Elijah struggles to sit still during circle time. He often fidgets, shifts his weight, or leans on nearby students.
- When asked to complete tabletop tasks like cutting, gluing, or writing his name, he tires quickly and sometimes gives up before finishing.
- During transitions—like lining up or moving to the carpet—he is often off-task, distracted, or bumps into others.
- The teacher notes that while Elijah is not deliberately disruptive, he has trouble following multi-step directions and often needs repeated reminders.

Despite these challenges, Elijah performs well during active learning experiences, such as movement games, outdoor play, or dramatic storytelling that involves acting out characters.

Discussion Prompts for Educators

1. What aspects of Elijah's behavior might reflect challenges with motor development, rather than purely behavioral or attention-related issues?
2. How might Elijah's motor skills be influencing his ability to regulate attention and follow directions in structured tasks?
3. From a dynamic systems perspective, how could changes in Elijah's motor environment (e.g., seating, posture support, movement opportunities) impact his self-regulation or executive function?

4. What classroom strategies could support Elijah's engagement and learning, while also strengthening his motor foundations?

Key Ideas to Guide Discussion

- Elijah's difficulty with posture and endurance during seated tasks may reflect immature core strength or postural control, which can make attention and task persistence more difficult.
- His challenges during transitions may involve coordination or body awareness, which are motor skills tied to self-regulation and spatial navigation.
- From a dynamic systems view, motor, cognitive, and emotional systems are interconnected. Supporting Elijah's motor development (e.g., through core-building activities, seated options that promote alignment, or movement-integrated learning) may improve not only physical coordination, but also attention and classroom behavior.
- Rather than labeling Elijah as inattentive or unmotivated, we consider the whole child and explore how motor supports can scaffold executive functioning.