

# Get Ready to Learn: Therapeutic Yoga in the Classroom

Anne Buckley-Reen OTR, RYT



## Faculty

Anne Buckley-Reen, OTR, RYT has been a practicing pediatric therapist for 30+ years and a pioneer in the use of yoga as a therapeutic modality for the past 16 years. Her work with yoga has been researched, published and cited in numerous journal articles and is the foundation for a researched preparatory program widely used in NYC schools - special needs classrooms. Anne brings a wealth of treatment options to pediatric therapy through yoga and continues to expand her knowledge and sharing through her dynamic yoga trainings.

Disclosure: Financial: Anne Buckley-Reen receives a speaking fee from Education Resources for this course and receives proceeds from distribution of each DVD.

Non-Financial: She has no non-financial relationships to disclose.

"If you are debating about taking this course, stop! This course was absolutely enlightening, informative, and practical. It provided basic through advanced treatment strategies and gave clarity to how to implement yoga in a variety of diagnoses. Anne contributed much more than "yoga" to our learning."

- A. Morage, OTR/L

## About this Course

This dynamic 2-day program offers the school-based practitioner a clinically researched Yoga curriculum utilizing developmentally graded yoga sequences which align with RTI and PBIS. Used throughout the United States and England since 2008, this popular preparatory yoga curriculum, addresses learning and behavior issues across ages (preschool – high school), stages and levels of ability. This program has been shown to positively impact sensory processing, self-regulation, attention, communication, motor planning and performance. Get Ready to Learn ("GTRL") is designed for implementation and adaption across the range of classroom challenges, from minimal to severe. Challenges addressed include students with mild to severe physical limitations, autistic spectrum disorders, developmental, learning disabilities and attention and emotional/ regulatory issues. Chosen as a PBS "Innovations in Education" program, this program has been highly acclaimed by participating teachers, therapists and administrators.

Program Includes:

- ① Training in the use of a series of developmentally sequenced floor yoga routines as well as a series of seated routines with adaptations for specific challenges, use of a series of 5 "GTRL" Classroom Breaks
- ② Reproducible manual sections, including inservice handout and curriculum for classroom staff, data collection and observation tools

## Objectives

- ① Discuss the research evidence that supports the use of a comprehensive yoga program to address issues of communication, self-regulation, attention, auditory processing and motor performance.
- ② Design a collaborative approach to implement a yoga program within a classroom which incorporates teacher and administration "buy-in."
- ③ Develop a sequence of integrated yoga postures for children with special needs to support relaxation, breath support, phonation, concentration and focus.
- ④ Use 4 specific data collection tools to measure the effectiveness of the yoga program intervention.

Help your patients achieve better outcomes.

## Schedule – Day 1

8:00-8:30	Registration/Continental Breakfast
8:30-9:00	Program history, development, mission, and goals
9:00-9:30	Floor 1 Sequence <b>(Lab)</b> (yoga mat required): Building foundations/self-regulation
9:30-9:50	Middle school classroom case study students with ASD
9:50-10:15	Sequence analysis and applications for specific populations
10:15-10:30	Break
10:30-11:30	The 5 parts of a balanced yoga routine and indications for enhanced classroom function (with <b>Lab</b> )
11:30-12:00	Case Study: Self-regulation, poor engagement, limited attention (S video)
12:00-1:00	Lunch (on your own)
1:00-1:30	Preparing the environment, staff and students - A step by step guide for "Getting Ready"
1:30-2:15	Chair Yoga Sequence <b>(Lab)</b> : Indications and modifications for specific populations
2:15-2:30	Sequence analysis and video case studies of developmentally delayed and typical classrooms - pgm. Outcomes
2:30-2:45	Break
2:45-3:45	Program Rollout: Phases of implementation and strategies to promote participation, engagement and independence. Video demonstrations Phase 1
3:45-4:00	Problem Solving: adaptations and Modifications
4:00-4:30	Classroom Breaks <b>(Lab A)</b> : Short yoga breaks and indications for use throughout the day. Questions and Answers

## Schedule – Day 2

8:00-8:30	Continental Breakfast
8:30-9:00	Floor 2 Sequence <b>(Lab)</b> (yoga mat req.)
9:00-9:45	Sequence analysis and modifications for different population Classroom case study (video: Mr. C)
9:45-10:15	Preschool/Early Childhood Sequences 1-2: Building blocks for development: <b>Lab</b>
10:15-10:30	Break
10:30-11:20	Preschool video classroom case study, Sequences 3-4 <b>(Lab)</b>
11:20-12:00	Facilitating participation in students motor planning and executive function challenges (case study video: A) Phase 2 supports
12:00-1:00	Lunch (on your own)
1:00-1:30	Circle of Song: singing for self-regulation, circle of communication/classroom breaks sequence <b>(Lab)</b>
1:30-2:00	Collecting data and measuring progress: tools and resources; parent, teacher and student feedback
2:00-2:30	Seated 2 <b>(Lab)</b> and sequence indications
2:30-2:45	Break
2:45-3:15	Progressing through the sequences - indication, adaptations and individual modifications
3:15-3:30	Research Outcomes: a review of the published research on GRTL
3:30-3:45	Implementation tools, tips and additional resources
3:45-4:30	Next steps, questions and answers, closing thoughts

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### Credits

This course meets the criteria for 13 contact hours (1.3 CEUs). Application has been made to the NJ Board of Physical Therapy Examiners. PA accepts other state board approvals.

Approved Provider for 15.6 contact hours by the NY State Board of Physical Therapy and the NY State Education Department



Approved provider of continuing education by the American Occupational Therapy Association #3043, for 13 contact hours (1.3 CEUs) Intermediate Level - Occupational Therapy Process: Assessment, Intervention. The assignment of AOTA CEUs does not imply endorsement of specific course content, products or clinical procedures by AOTA

NBCOT professional development provider- 13 PDU



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This course is offered for up to 1.3 ASHA CEUs (Intermediate level, Professional area)

Please contact us with any special needs requests:  
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### Audience

The program is designed for all populations including students with multiple handicaps, developmental disabilities, and autistic spectrum disorders.

### Participant Requirements

Please wear comfortable clothing, suitable for movement. A yoga mat and light blanket is required for all attendees. For additional comfort, participants may want to bring a pillow for sitting on the floor.

### Locations and Dates

Nov 15-16

Livingston, NJ

Horizon Elementary School



\$445 fee. Deadline for registration is 3 weeks prior to course. Registration will be accepted after deadline on a space available basis. Cancellation accepted up until 2 weeks before course, minus an administration fee of \$75. NO REFUNDS WITHIN 2 WEEKS OF COURSE. Please make check payable and return to: Education Resources, Inc. 266 Main St., Suite 12 • Medfield, MA 02052, 508-359-6533 or 800-487-6530 (outside MA) FAX 508-359-2959 • www.educationresourcesinc.com Limited enrollment. We encourage you to register online!

**Get Ready to Learn/Buckley-Reen**

Nov/NJ

**Course Registration Form**

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City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

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Needed in the event of an emergency scheduling change

Email: \_\_\_\_\_

Please clearly print your email address for course confirmation

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