

Ingham Impact Episode 12: Heartwood MOVE Program

MOVE started in the mid-eighties; it was started by a teacher out in California, and move stands for Mobility Opportunities Via Education or Experience. Her name is Linda Bidabe and she is the creator and she believed as we believe that movement is a foundation of all learning; it's kind of a basic building block. Without movement we can't communicate our needs; without movement we can't go explore the environment; without movement I can't choose which activity I want--the activity is brought to me and so I have no choice when I went to other schools or when I worked in other classrooms you just know what you've been exposed to and so some of the things that I was doing in other rooms I just thought was normal that's what we do possibly having kids in hospital beds or having them just beyond the mat and I would take the activities to them. It really opened up my eyes when I came here and there is not a be in my room and there's not a mat in my room. You sit and think, wow, what were we doing when I thought that was so normal I thought that was just typical for that classroom and to come and kind of have your eyes opened up and see it doesn't have to be that way and they can do so much more. It was just kind of a game changer. My job is awesome! Normally we implement move through everything throughout the day it might not be all the kids at once but we do implement multiple times with multiple kids at once either in equipment or we have them sitting in school appropriate chairs or at desks. So, in our building, what I do here is give the kids the most successful opportunities to be themselves and to interact and whatever that success may be for them. You know a success story of a kid who we used to this is back a few years ago but we used to have a TV on a cart and he was motivated by TV so we push the cart down the hall and he'd follow that walking. We found out what motivated him and he'd take some steps walking and chase it down the hall until he didn't mean that motivator anymore and now he's walking all over up and down bus steps and accessing has school, so. We have high expectations and we look for functional activities that make sense to kids so I start my day meeting kids at the bus to work on walking down the bus step where maybe the classroom can't handle the kid needs a lot of help so i'll work on that until they get good enough and can pass that on to the classroom end of the day same thing works with getting the kids on the bus so anywhere in between; it may be I'm working on helping a kid learn to sit up and hold their head up and trunk up where they have no muscles to maybe propelling a walker or walking on uneven surfaces and working on balance so all different levels from ages two and a half to 26 and all different kinds of kids. By having MOVE start at such a young age I feel like we're changing the view of what severely multiple impaired classroom is going to look like 10 years down the road. My kids that are coming to me at two-and-a-half and already working on sitting at a table and working on getting up in walkers are not going to look like the students that are in that oldest classroom the oldest classroom has students that are 20 years old and you know they've only been able to have this philosophy for a couple years and so to

think where they're going to be when they are and that older room, I think that the whole classroom in general is going to have a different view they're going to look different when you walk into that room. We have to be extremely adaptive; our equipment here and our MOVE supplies that we do have here in the building they are amazing they have so many adjustments for so many of our students but we still have students that need a little bit of tweaking here and there and so we have to think outside the box and to make sure that every kid has the supports that they need or if they need a little extra here and there we add padding or, maybe extra strap or--and then we always work towards reducing all that stuff as well. I see the impact to the community now I think that it just opens the door up for people to feel like they can approach you easier; I've been at the mall and I've had people come up and be like, "What is that?" Because the walkers that some of my students use is not like a walker you might see grandma use at the mall and so they're fun colors, they are a lot more bulky, they have a lot more prompts, and so I think it just kind of opens the door for people to feel more comfortable, and coming and approaching us and asking questions to better their understanding of our students and our community.

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