



NeuroDevelopmental Movement®
Moving Bodies.
Building Brains.
Reaching Potential.

Three Tests for Teachers

3 NeuroDevelopmental Skills that, if unfinished, may get in the way of learning...

Eye tracking

Using the tip of a pencil eraser, or another small item, ask the student to “watch the item”. Slowly move the item along the horizontal plane and then the vertical plane. Note if the student wants to move their head. Also watch closely for their eyes to make small skips or jumps as they track the item. If a student is finished at this level of the brain, their eyes will track smoothly.

Why is this important?

If Horizontal Eye Tracking is not present, student may:

- skip small words such as is, the, was
- guess at words by looking only at the beginning letter(s)
- read the word horse as house or hose



If Vertical Eye Tracking is not present, student may:

- need to use a ruler to track down the page
- reread the same line

Point Discrimination

Have student roll sleeves up, or have on short sleeves. Explain that you will be touching their arms with a light touch, and that the student should touch the same spot with the tip of the pointer finger on their opposite hand. Instruct the student to close their eyes, and touch 5-8 spots ranging from their fingers/hand up to their shoulder.

What to look for:

Look to see if student is touching the exact spot, or how far they are off the mark.

Why is this important?

This activity looks at a student's proprioception, or where their body is in space.

If a student has poor proprioception, they may:

- be clumsy
- not have spatial boundaries (i.e. in everyone's personal space)
- need to touch everything around them
- touch the walls/lockers while walking in the hall
- have difficulty standing in line and keeping hands to self



Position Sense

Holding one arm of the student, instruct them to make the other arm “look the same”. To check for understanding, have them move their arm up or down one time. Then, have the student close their eyes. Holding on to the right arm, move the arm up, down and out to the side. At the same time, the student should move their left arm to “make it look the same”. Then switch to hold the left arm. Repeat the activity. Also, challenge the student with saying the ABC’s or answering easy questions, doing this will occupy their cortex thus giving a truer result.

What to look for:

- a student that crosses midline *they should not cross midline with this activity
- arms matching/mirror each other

Why is this important?

This activity informs us about the Corpus Callosum, the bridge between the right and left hemispheres of the brain. If a student crosses midline, their Corpus Callosum may not be as strong as it could be.

A student with a weak Corpus Callosum may look like:

- Poor short term memory
- Poor impulse control
- Doesn’t understand cause and effect
- Reversal of numbers/letters
- High frustration level
- Can’t cross midline in academic tasks

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