

Results of the INPP School Exercise Program
Bakáts tér Mainstream School,
9. District Budapest,
Hungary

Duration program: November 2009 – February 2011

Number of children: 21, age: 8-9 year, 2-3 grade

The start of the Program was smooth. Both, the school management and the parents had an open attitude and agreed upon the idea: “let’s start with the daily exercises of the INPP School Program at our school”.

We got the maximum help possible from the representatives of the INPP Hungary.

In order to inform the parents about the program in the right way, **Mrs. Magda Zweegman-Kocsis** came to our school. In the course of a special parents meeting she explained the ins and outs of the INPP School Exercise Program and the importance of the role and support of the parents. After this, both school and all parents have unanimously agreed upon starting with it. We soon obtained their written permission to proceed, and were able to start with the assessment of the class right away.

During the assessment process I received great help from **Mrs. Ágnes Nyiregyházi**, the Hungarian INPP supervisor and from Mrs. Katalin Gátfalvi, an external colleague who also attended the INPP Teacher’s course.

It was an amazing experience for us to see that, even those children who were apparently coping with school very well, showed a (partly) very immature nervous system. We had no idea that they had traces of primitive reflexes and were very surprised by the high scores that were found of those reflexes during the testing procedures.

As their form teacher, I saw those children every day, for long hours. I started to observe the signs of their compensatory mechanisms. I found that they were very smart and adept at compensating for their physical shortcomings.

The signs were among others: almost a spastic way of holding their pencil; the position of their legs and feet under the chair/table; supporting their head with their arm, elbow; mouth and tongue movements during writing; turning their booklet, sheets, difficulties with conducting their written tasks, etc.

Being an elementary school teacher, I used to think before that those signs were signs of tiredness or lack of energy, primarily resulting from insufficient focus and concentration. All these were problems in my eyes, which they could easily overcome if they only wanted to.

But, what I had learned about the reflexes, made me wiser now. I altered my point of view and we started with the daily exercises. We called it our “slow gym”, introducing and

anchoring a new way of thinking and feeling for the children about themselves. They had to learn how to slow down.

This brought fantastic and new things in their lives and also in ours.

For example: they had to realize very soon that if they paid more attention to the others than to themselves, they could not concentrate on their own movements and had less success realizing them. Their physical balance was improving week by week. During the process I could observe several children 'falling apart' for a certain period of time, or just the opposite: improved concentration during the realization of their tasks.

Also the signs of mixed laterality started to disappear and the quiet atmosphere in the class, each time after finishing the exercises, was remarkable.

One of the difficulties in implementing the program was the lack of appropriate facilities within the school building. The gym room was often occupied so we had to find an inconvenient compromise: the children had to sacrifice their longest daily break.

The fact that we could not finish the program in one school year (we only started in November) had the advantage that the class got a bigger room this current year. Because this year I ceased my work at this school as a regular teacher, I had to return every day as an extern and voluntary aid.

This way I could arrange that we did the exercises in two groups. This was not possible the year before, because I did not have an assistant teacher to survey the half of the group while the other half was doing the exercises. This year the class teacher could do that.

The Program seemed much more efficient, when we had more space, and by working in smaller groups, I could observe the children much better and they were better able to pay attention.

Another observation was that although only 10 minutes were needed for the exercises, 20 minutes were really needed per day for each group, to allow time for getting ready to start and return to class having finished the exercises.

After ending the Program I recently re-tested the children. I could not believe my eyes: these were definitely not the same children standing in front of me as the ones 15-16 month ago. They didn't stumble, didn't falter across their own feet, were not suffering from dizziness anymore, their laterality has been established, and whilst waiting, they were lined up quietly in a row. I was amazed and extremely happy.

Unfortunately I am not standing in front of this class on a daily base anymore, but thanks to the excellent cooperation of the actual teacher I know that the changes are still going on:

They can read much more fluently, their handwriting shows a dramatic improvement, they 'got wings' in mathematics, their attention and concentration span is excellent and they are happy about their own achievements, which is motivating them to want to tackle more and more difficult challenges.

When I visit them, their faces are radiating from happiness and they are proud to show their school results to me.

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