

Do You Love Me Still OR Do You Love Me Moving?

A LEARNING STYLE GUIDE

Patricia Pinciotti, Ed.D. - tapp7x@gmail.com

East Stroudsburg University ~ Department of Early Childhood and Elementary Education

Developed By:

- **Elizabeth Wetzig** – dancer, choreographer, and movement researcher <http://moves4greatness.com>
- **Patricia Pinciotti** – educator, author, researcher on the arts, ways of knowing and learning

FULL POTENTIAL LEARNING & PATTERNS OF COORDINATION

Full Potential Learning explains and elaborates the impact of movement on learning and creativity, by making movement a window to the mind's work. This model is based on an understanding of the body's four essential neuromuscular patterns, the psychomotor components of each pattern and the mind/body connections that cause and facilitate learning and creativity. An understanding of the Coordination Patterns enables teachers to physically see the mind's work by observing movement and its consequences. Even a basic understanding of the Patterns and their functions will make it possible for a teacher to engage more fully each student's whole body and whole brain in the learning experience.

This learning style model builds on the neurological tension patterns and scale research and is consistent with other personality, learning style and brain-based studies. Full Potential Learning contributes the missing link -- physical movement -- to the learning style picture by identifying the four **Coordination Patterns** and the corresponding mental actions. Each Coordination Pattern is a psychomotor connection between moving and thinking which simultaneously includes a **quality and type of movement** and a **quality and type of mental processing** involving both cognitive and affective behaviors. The Pattern or Patterns we are "moving in" function as a focusing mechanism and determine the aspects of reality we perceive, think and understand. These become the movement Patterns of our "attention" whose characteristics are evidenced both physically and mentally. Such characteristics include types of: awareness and reasoning, perception mode, affective and social behaviors, personality, organizational approach, task orientation, rhythmic structure and balance of design.

Key Ideas:

- ◆ Your brain and body are connected through the **central nervous system**
- ◆ **Movement** is a window into understanding an individual's mental processing
- ◆ There are four primary ways of moving and thinking called **Coordination Patterns: Thrust, Shape, Swing, and Hang**
- ◆ Each Coordination Pattern is a **connection between moving and thinking** which includes a quality and type of **movement** and quality and type of **mental processing**
- ◆ We each have a **Home Pattern** and a **Pattern Hierarchy**
- ◆ **Style** is a combination of two Patterns – our Home Pattern + another Pattern

Benefits Include:

- ◆ Discovering important insights into individual ways of thinking, learning, and working
- ◆ Assessing your own personal learning style and how it connects and interacts with others
- ◆ Anticipating potential trouble spots, negotiating typical minefields, and laying the groundwork for future growth and development
- ◆ Accepting and enjoy the uniqueness of individuals and the dynamic nature of relationships
- ◆ Making the job of teaching, parenting, relating easier, more predicable and classroom or home life more harmonious

PATTERNS OF COORDINATION



	THRUST	SHAPE	SWING	HANG
MOVEMENT	<p>THE DRIVER</p> <ul style="list-style-type: none"> • Moves on the Diagonal Stands, sits, moves on the angle, off-center. Uses quick, pushing movements. • Appears confident, strong, assertive, ready for action • Knows their world by pushing on things, ideas and people, restructuring. • Look for asymmetry, sharp turns, strong kicks, pushing, resisting • Imagine: Karate, 100 yd dash, break away in soccer, power shopping 	<p>THE ORGANIZER</p> <ul style="list-style-type: none"> • Moves at right angles. Sits facing forward, moves in a sequential, organized manner. Can hold still. • Appears organized knowledgeable, proper, ready to listen • Knows their world by asking questions following rules, organizing self and information. • Look for symmetry, stillness, strong shapes, or correct form and sequential movements • Imagine marching, ballet, sitting on a chair reading/ listening, baseball positions 	<p>THE COLLABORATOR</p> <ul style="list-style-type: none"> • Moves back and forth with weighted turns or quickness, rocking or meandering. • Appears friendly, fun, imaginative, physically agile and playful. • Knows their world by playing and interacting with others. • Look for big and little swinging movements, doodling, twirling, daydreaming and desire to interact with others. • Imagine interactive types of games, dancing and group sports particularly with balls, like soccer. 	<p>THE VISIONARY</p> <ul style="list-style-type: none"> • Moves in random either flowing or energized ways. Literally may hang on things or people. • Appears to hang out, passionate, go with the flow, connected to the object or person. • Knows their world by being one with it physically, hanging out and messing about. • Look for need to move around, kinesthetic connections, lying around, looseness. • Imagine lay up in basketball, interpretive dance, sports with flowing energy and random moves.
AWARENESS	<p>Visual Learner Looks at you, looks for, gives the look, makes faces, needs showing Assertive, Independent, Tests things out, Hands-on, Direct – “Do it myself” Recognizes patterns and structures in their environment. Likes to reorganize to know Names things – If they name it they know it</p>	<p>Auditory Learner Listens, reads, hums and makes sounds while working, eating Thoughtful, asks questions, seeks information/knowledge Recognizes authority, rules and places for objects/people Orders things, put things in its place, categorizes, sequences, prioritizes</p>	<p>Multimodal Learner needs information in multiple ways, likes to check it out with others Playful, interactive, looks for feelings and imaginative ideas Recognizes people and their feelings, tuned into the social environment Personalizes things – Plays with objects, may talk to them in play</p>	<p>Kinesthetic Learner needs physical information while doing Easy going or intense movements, looks for risks and physical activity Recognizes connections between objects, ideas, ideas – physical aspects of world Connects things and physicalizes experiences</p>
TASKS	<p>Task oriented, product oriented – “What are we going to do today?” Works quickly – may not read directions or ask for help Shows what they can do - skills, products</p>	<p>Rule oriented – correct form – “What is the right way, answer?” Works methodically – one thing at a time, thinking specific Shows what they know</p>	<p>Socially oriented – “Who are you going with?” Works at more than one thing at a time – multi-tasker, Needs time to complete projects Shows how they feel</p>	<p>Process oriented “Why do I have to finish?” Intense work when really interested in something. Needs a system to organize ideas, work, world. Shows how they know</p>
NEEDS	<p>Needs to feel secure Likes to Work Alone “Out of Line” Thinking Flaw: Too quick-too big, Slow down, Look again</p>	<p>Needs recognition Likes to work one on one “It’s not right” Thinking Flaw: Too Narrow, Be bold, Think big</p>	<p>Needs acceptance Likes group interaction “Not cooperating” Thinking Flaw: Too Surface - Not deep, Take time</p>	<p>Needs to feel connected Can work with one/ many “It’s not fair” Thinking Flaw: Too scattered – Develop a system</p>

