

Table 1: Summary of Case Study Learning Outcomes

Child	Prior Learning Status	Practitioners Observed Learning Outcomes	Children's Learning Outcomes - Changed Behaviour	Highlighted Theory
Anthony	SEN. Developmental delay of approx 18 months.	Anthony tries to cover up his inadequacies. He enjoys achieving with his peers. In a positive supportive environment he is capable of focused engagement.	Enjoyment, increased engagement and physical developmental progress.	Accelerated learning through developmental movement tasks.
Armani	Suspected autism. Demonstrates little physical development interests. Slow to learn.	Both physical and cognitive difficulties are reflected in her behaviour and approach to learning.	Shows ability to progress in physical development tasks.	Accelerated learning through developmental movement tasks.
Bakari	Identified as a potential kinaesthetic learner. Shows little physical control. Has difficulty with inactivity.	Inability to cross the midline. Slow to develop kinaesthetic control.	Negative G-H case analysis. Enjoyment. Greater ability to sit still in class.	Highlights discrepancy between VAK and MI kinaesthetic definitions. Accelerated learning and possible transfer through developmental movement tasks.
James	Identified as a potential kinaesthetic learner. Shows lack of spatial awareness, fine and gross motor control. Emotional difficulties.	Inability to cross the body midline. Influenced by external factors. Less physical more aurally orientated learning preferences.	No available data	Highlights discrepancy between VAK and MI kinaesthetic definitions.
Keyana	Severely autistic with additional SEN. Requires individual support. Does not engage in classroom activities or interact with peers.	Confirmed musical preference. Capable of integrating and exceeding learning expectations in a preferentially supported environment.	Ability to participate independently in a group session and integrate with peers.	Accelerated learning Musical/Kinaesthetic Intelligence/Preference.
Malik	ESL. Lacks confidence in physical activities. Demonstrates aural and creative ability.	Responds to visual stimulus enhancing aural attention.	Can respond positively to physical activity. Increased aural attention.	Accelerated learning enhancing ESL processing possibilities.
Martin	ESL. Passive learner. Non physical learning preferences.	Able to follow instruction. Enjoyment of physical activity.	Increased engagement. Focused visual -kinaesthetic control. No change in drawing score. Subjective qualitative improvement.	Accelerated learning enhancing ESL processing possibilities.
Novia	ESL. Above average ability. Academically underachieving. Disinterest in physical activities. Difficulty with gross motor development.	Inconsistent focus of attention. Interest in social engagement opportunity.	Inconsistent focus on learning task. Improvement in G-H score and qualitative analysis.	State influences. PSE possible 'sensitive period'. Potential inter- personal orientation.