



Case Study Mary Russell School Paisley.

My name is Fiona Montero. I am a Physical Education teacher at Mary Russell School in Paisley. The case study I have chosen is of a student in S2. I began rebound with this boy in Primary 7 and continued into Secondary with him. He is a boy who can be anxious around a lot of people and changes. He found regulating his emotions difficult and, combined with his inability to express clearly to Teachers how he was feeling, meant it was beneficial for the pupil to have an increase in 1-1/small group support.

What has rebound done for him? He very quickly became calm and relaxed while working on his balance. He presented as being very calm and began to chat and talk freely about his day. He started to ask for specific music to be played while rebounding and even began to sing along.

The trust required by both the student and therapist is for me the key to helping students, who are especially anxious and have problems regulating their emotions properly. I then began to work on his language development after about a year on the trampoline. The class teachers saw a noted change in his behavior, and ability to vocalise his emotions.

Rebound Therapy is beneficial to all children in Schools as it develops: balance, a safe space with someone you feel confident with to relax and talk, it helps regulate emotions as you can bounce off your frustrations of the day. It develops language and communication as the student builds up a co-operative relationship with the member of staff and can talk freely. I hope that this case study will encourage other teachers in both mainstream and ASN Schools to incorporate Rebound Therapy into their School Day.

Article by: Fiona Montero P.E Teacher at Mary Russell School (Renfrewshire Council).

