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THE EDU-K UPDATE

MAY 2009

Dear Students and Professional Members,

June marks the first anniversary of the Edu-K Update as a monthly online newsletter and we find ourselves reflecting on its success. Has it been a useful resource to the readers? Are we able to include a variety of contributors and authors? Is the content rich and engaging? What could be added or changed?

The positive feedback we have received throughout the year tells us we're on the right track. As managing editors we are delighted that we can meet the challenge of producing a professional newsletter while simultaneously conserving natural resources by saving trees and reducing fuel usage. However, we have noticed a dramatic increase in the time required to publish the Edu-K Update on a monthly versus a quarterly basis. Additionally, our original intention was to draw in new contributors to increase diversity and deepen the content of the newsletter.

As we pause in our three dimensions, we notice patterns (Focus Dimension) and interactions (Centering Dimension) that will bring even more success to this newsletter. We are changing to a bi-monthly means of communication (Laterality Dimension) as a middle ground that continues to utilize the internet while also freeing up some administrative time. The intention is that this transition will create a richer newsletter. We invite you to share Brain Gym stories, experiences from various courses, or ways you are using this work in order to help us reach our goal. Send potential submissions to info@braingym.org with "Update" in the subject.

Celebrating is a large part of our work. We come together to joyfully reflect on the past year's monthly Edu-k Update as we transition to a deeper, richer bi-monthly format.

Cindy Goldade, Director of Operations
Kari Coady, Executive Director

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Edu-K Tips and Tools:

by Deborah Scott Studebaker

What is Brain Gym?

The primary purpose of Tips and Tools is to serve the Edu-K community by providing practical information in manageable bites. This month we offer food for thought by asking: *what is Brain Gym®??*

When you're faced with this question, do you respond with a concise and straightforward answer? Or do you find yourself suddenly tongue-tied and/or rambling? Advertisers know that a strong "one-liner" can pique people's interest in their product. Do your words open the door?

I have found myself babbling on this subject from time to time, so I thought I would elicit help from some of our Edu-K leaders representing the Faculty, Administration and Board. Paul Dennison, Bonnie Hershey, Kari Coady and Cindy Goldade graciously offered their input; I created my own version too.

We all worked with the same fill-in-the-blanks template: *Brain Gym is a _____ that _____ for _____*. The range of responses was quite fascinating; I list them here anonymously so you can simply focus on the words!

- *Brain Gym® is a program about movement and how it relates to learning.*
- *Brain Gym® is a movement-based program that helps*

What is Brain Gym?

Featured Faculty:

Renate Wennekes, Germany

Ask Dave

Brain Gym News & Events

BRAIN GYM® EVENTS

Washington, USA

August 8-9 in Seattle, Washington:
"Supporting Our Individual and Collective Success"

Contact: Rose Harrow
rainroser@comcast.net

Cape Town, South Africa

July 5-15, 2009
"Play to Learn - Learn to Play"

Contact: Marcelle Shaman
sshaman@mweb.co.za

Ontario, Canada

August 1-8, 2009
Brain Gym in Action's
9th Annual Canadian Summer Institute
Contact: Maureen Priest
email: maureen@braingyminaction.com
<http://braingyminaction.com/regis.html>

Our [Brain Gym® Events](#) page is updated regularly.

ANNOUNCEMENTS

Reminder ~

This year's March and July issues of the Brain Gym Journal will come out in early summer as a special double issue. The issue will focus on various reports and studies on the Brain Gym program's effectiveness around the world.

Spotlight On: Total Core Repatterning (311 TCR)

In the Total Core Repatterning Course, participants learn to meet the needs of students with balance, coordination, attentional and learning problems. The key is to learn to move from the postural core, reconnecting with the body's vestibular system, to keep the student centered and grounded. Students with hip, shoulder and bite challenges are dancing, walking with ease and chewing again. Click [here](#) for a list of upcoming courses.

Reporting from South Africa, Rita Edwards, Occupational Therapist, writes "When the vestibular system is not processing normally, an insufficient amount of information is sent to the muscles to maintain normal muscle tone. We use a specific test developed by Dr. Ayers which measures this muscle tone as a pre and post test for Total Core Repatterning. In conventional therapy it takes anywhere up to three months or more to integrate the

people of all ages to achieve optimal communication between their brain and body.

- *Brain Gym® is a system of movement activities that unlock potential for greater achievement.*
- *Brain Gym® is a movement-based program that addresses the physical skills of learning and personal development (such as posture, balance, and coordination, etc.) which are essential for success.*
- *Brain Gym is a movement-based learning program that provides immediate access to the physical skills of learning that include self-control, sustained attention and motor dexterity for improved performance and confidence in the areas of academics, comprehension, creativity and self-expression.*

It is our intention that these sound bites offer support and clarity in sharing the Brain Gym program with others. Pick and choose words and phrases, or make up your own. And we invite you to share your creations with us at info@braingym.org.

We will publish your responses (space permitting), and credit these original statements. We have a breakthrough technology that helps people all across the globe achieve great success in their lives; let's move into a clearer expression of it!

Featured Faculty

Renate Wennekes, Germany

Renate Wennekes, licensed Brain Gym® Instructor and International Faculty member, has been using Edu-K since 1983. Her Edu-K Institute is in Northern Germany where she teaches Developmental Kinesiology along with the fundamental and advanced Edu-K courses. She has an adult daughter and lives on a beautiful farm in the woods.

vestibular system effectively enough to get some of our children to achieve an average score. However, after using Total Core Repatterning, the child invariably immediately tests within the normal range. This can only be interpreted as integration of the vestibular system taking place a whole lot faster with Total Core. The vestibular system acts as the receptionist to the brain and in this capacity it plays an extremely important role in learning. If it is under- processing, information takes longer to get to the correct parts of the brain or it gets lost somewhere en route and learning opportunities are lost. By integrating this system so quickly and effectively with Total Core, children are able to catch up to their peers a lot faster.”

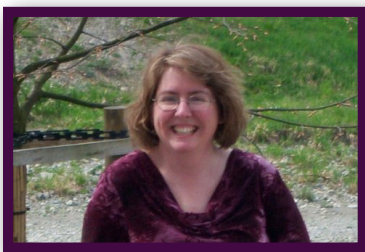
Sponsoring a Course by Cindy Goldade, Associate Faculty

Greetings!

Summer can be a time to refresh and rejuvenate. Edu-K course opportunities abound in the summer. Does one always have to travel? No, travel is not a requirement. Is it possible to bring a course/instructor to your local region? Yes, through sponsoring one can bring specific courses and instructors to your area.

Recently I lead a presentation on sponsoring and am delighted to share a snippet of it. Sponsoring allows courses and instructors to come to your community. It is a multi-dimensional process requiring numerous skill sets, such as organization, marketing, bookkeeping, and interpersonal communication skills.

The benefits of sponsoring are many. The sponsor has the opportunity to spend quality time with the course instructor in and out of course time— anecdotes, wisdom and advice are generously shared. There is an increase in networking as one’s database grows. There is the financial benefit since the sponsor participates in the course free of charge and can even make money (usually based on the number of participants). Naturally, there is also the benefit of staying home, thereby reducing travel expenses.



A successful sponsoring experience begins with considering the potential audience for the desired course. Who is ready, willing, and able to take the course you’d like to sponsor? When is the best suitable time to offer the course? To begin exploring these answers, network with local sponsors to peruse overall calendars and

determine appropriate course load for the area. In addition, consider school schedules, holidays and local events.

Based on my experience, communication is a key component of sponsoring. Market via word of mouth, local Edu-K networks, fliers, website, email, mail, and telephone. Return inquiries promptly. Regularly check in with the instructor regarding expectations, registration status, rental space, lodging, etc. Proactive communication creates the space for a successful sponsoring experience!

This summer as I am both being sponsored and am sponsoring, I invite you to pause and reflect on whether this may be something you’d like to explore. If so, consider reaching out, asking questions, and taking the plunge into the wonderful refreshing

Renate’s Story

I was born in 1948 and grew up in a small village. My great joy was to play outside and to teach younger children. So I became a teacher and an educational specialist for preschool education. I was desperately looking for ways to support those children with learning difficulties. I met Paul Dennison in 1983 and the Edu-K In Depth course was brought to Berlin. I’ll never forget the shock of finding out that as a teacher I didn’t know to check the eye-movements and crossing the midline for children that had reading challenges. It was such a revelation that physical skills are necessary to succeed in school.

In 1985 I left school and started my own business. Since then I’m very successful traveling the world and working in my institute to spread our ideas. I founded Developmental Kinesiology to explain the depth of the Brain Gym® work as well as to get to know and support our natural movement program.



A Brain Gym Story

by Zsuzsanna Kovas, Hungary

For ten years my colleagues and I held ability and personality development trainings in a small town of Hungary. In the summer of 1998, a beautiful blond eight-year old boy named “A” arrived at our camp in a black T-shirt, with his hair covering his eyes. If asked a question, he held down his head avoiding any communication. When the children prepared drawings as a way of getting acquainted with each other, “A” just drew scribbles with a black pen.

During the PACE exercises, he stood there doing nothing. I approached him and convinced him to drink two sips of water and we began to do the exercises together. We also did Dennison Laterality Repatterning (DLR). The next day “A” was doing the PACE exercises on his own. We repeated DLR together, and in the afternoon added the Neck Balls as well

questions, and taking the plunge into the wonderful refreshing pool of sponsoring!

Joyfully,

Cindy Goldade
Associate Faculty

Ask Dave

Dave administers and answers questions posted to our [website](#) message board, "Ask Dave". To visit or post a question [click here](#).

Question/Comment:

I have always done the 'Think of an X' exercise last, because I felt it was the easiest. I have recently noticed that it also acts as an indicator of my focus and attention span improving. For the first few days, my brain could picture an X, but it would move around (the two lines that make the X would go horizontal and turn into a straight line for a split second, and then rotate back to an X).

As I have continued the brain gym exercises (still doing the X exercise last) I have noticed that I now have enough focus and attention span to keep the X I'm imagining, perfectly still.

Dave's Response:

Thank you for sharing. Many people who read this message board have not had training in the Brain Gym® work and will find your message helpful. It is gratifying that you seem to be having a positive experience with some of the basic 26 Brain Gym® exercises.

"Thinking of" and/or looking at an "X" is used as a pre and post check in several of the educational processes called balances and in the...repatting processes developed by the Dennisons. Prechecks, done before a learning process, help to bring up what is already learned about a subject, skill, or task allowing the student/client to attach new learning to what is already learned and to experience areas where there is room for improvement. In the Brain Gym® work this includes neurological patterns and their development. Prechecks help to more specifically target the areas of desired change allowing the learning processes (exercises, repattings, or other Brain Gym® activities) to be more effective. Post checks help to anchor the new learning.

I have had responses from some students, on doing the looking at an X precheck, such as "I can see the extremities of the lines but not the center where they cross" or "The lines are shifting and won't hold still". On completion of a successful learning process, the exercises selected for the learning menu portion of the balance or a repatting process, those students/clients did report a more typical visual experience of looking at the X.

afternoon added the neck rolls as well. On the third day "A" came in smiling, wearing a red T-shirt, and was willing to communicate verbally. During the five days of the camp, we repeated the Neck Rolls every day, which turned out to be his favorite exercise. We added the Cross Crawl Sit-ups. By the closing day "A" was drawing a colorful picture of a flower and was smiling. His posture was straight and strong, and he was able to establish eye contact.

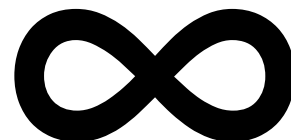
In the closing discussion his mother let me know that "A's" father passed away due to cancer before "A's" birth. Little "A" never smiled, and had attempted suicide eight times before the age of eight. His doctors treated him for depression using medicine without any success.

Since then, "A" found his happiness, in large part, through the Brain Gym® program and has begun to explore life. It was one of the most beautiful experiences of my practice in the last 13 years. "A" is going to pass the final exam of secondary education this year and is living the happy life of a teenager.

*Submit your stories,
articles, questions, and
experiences to
info@braingym.org. Put
"Update" in the header.
Submission will be used if
possible and are subject to
editing.*

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Subscribe to the Brain Gym® Journal TODAY!

Stay connected and learn more about the Edu-K model. Find out how others are using the program in diverse settings and situations. The cost is \$25 per year for three issues. It makes a great gift and your contribution helps our non-profit continue to grow and spread the importance of movement as it relates to learning, achievement, and personal or professional development.

email: info@braingym.org