



## THE EDU-K UPDATE

FEBRUARY 2009

"Safe, simple, and effective" are words in the new mission statement. Stories from Brain Gym® 101 students really highlight these adjectives. If you have a story you'd like to share, send it to [info@braingym.org](mailto:info@braingym.org) with "BG Story" written in the subject. Submissions will be kept on file for possible publication in future Edu-K Update newsletters, and may be edited. We look forward to hearing from you.

One participant exclaimed over the willingness of her adult ESL learners to stand up and move. Another shares about middle school students enjoying this and requesting PACE after only 3 days. Another tells of a personal medical crisis and using the Brain Gym® movements and techniques to help her cope. A woman shares how she used the balance process before talking to her boss about the upcoming maternity leave. Parents use this with their children before homework and sports as well as with routines (getting to school, going to bed, mealtimes).

This "Work" works for so many in such a myriad of ways. And it is safe, simple, and effective. Sometimes words can seem too small to express something so big. We invite you to check out this edition of the Update for some suggestions on how to refer to the Brain Gym® work.

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### Edu-K Tips and Tools:

by Deborah Scott Studebaker

#### A Meditation on the Learning Menu:

Our journey through the 5-step balance process continues with a refreshing pause at the *Learning Menu*. The preceding steps have helped us get into pace; we have noticed where we are and how we feel, and the pre-activity has created just enough stress that we are motivated to move beyond it. We turn a new page now, and suddenly we have an array of interesting choices!

What we select from the learning menu speaks to our own curiosity and the innate intelligence at work within us. The movements we choose give us the opportunity to integrate new learning into our mind-body system, and allow us to *play*. In the words of Paul Dennison, "Brain Gym represents an invitation to play and to be more fully in one's body without fear of failure."

What I notice about the learning menu is the depth of change that arises from simple movement. For me, it is the point in the balance where we relax into activity and trust our own needs. We don't have to understand why we are drawn to a certain movement – we just do it. If we *were* to analyze it, we might be surprised by what we pick, and yet, again and again, experience shows how every movement or process addresses any imbalance.

I also appreciate how the learning menu evolves in the Edu-K curriculum. In Brain Gym® 101, we choose from the 26 movements, the Dennison Laterality Repatterning (DLR) and the Three Dimension Repatterning (3DR).

## Brain Gym News & Events

### **Brain Gym® Events**

Visit our [Brain Gym® Events](#) page regularly to see what's happening near you. We update this page with new events as we become aware of them.

#### **Washington, USA**

August 8-9 in Seattle, Washington:  
"Supporting Our Individual and Collective Success"  
Contact: Rose Harrow  
[rainroser@comcast.net](mailto:rainroser@comcast.net)

#### **Ventura, California, USA**

3-Course Intensives with Dr. Paul Dennison, Founder

- May 15 - 24, 2009:  
Whole Brain Learning, BG101, In-Depth
- July 17 - 26, 2009:  
In-Depth, Creative Vision, Language of Movement
- Aug. 14 - 23, 2009:  
In-Depth, Total Core, Movement Re-Education

Contact: Paul Dennison  
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### **Approaching FAST! 2009 BRAIN GYM® INTERNATIONAL ANNUAL CONFERENCE**

#### **Germany**

April 16th-19th, 2009  
"Movement, Brain and Learning"  
Kirchzarten, near Freiburg, Southern Germany  
**To register:** [click here.](#)

In each subsequent course, we add more material; Visioncircles alone contributes 34 Vision Gym™ activities! In-Depth provides us with the scaffolding for this content; we have the chance to enlarge it with each new course we take or modality we master.

As Brain Gym students and instructors, we have been given a clear and effective framework: the balance process with its five specific steps. Our job is to use it and infuse it with our own particular gifts and talents. The variations are virtually unlimited!

I encourage you this month to think about the expansiveness of your own learning menu. Maybe you will revisit course manuals and see movements that jump out at you anew; maybe there are actual balances that are more useful for you now. For those of you who feel ready, maybe it's time to take the other techniques you practice and gently incorporate them into a larger Edu-K structure.

The beauty of this work lies within the processes we are given and what we make of them. Make them your own!

Next month we'll return to the noticing process with the Post-Activity. If you have any thoughts to share on the subject, please email us at [info@braingym.org](mailto:info@braingym.org). Mention "Tips and Tools" in the subject line. I always enjoy hearing your ideas...

## Spotlight On: *Dennison Whole Brain Learning (102 DWB)*

This course, authored by co-founder, Paul E. Dennison, Ph.D invites the student to discover the optimal learning environment, identify independent, instructional, and frustration learning levels, and find out how to foster a love of books. Experience the art of learning to read in an atmosphere of whole brain integration. Open to all. Visit our [level one](#) courses for the upcoming schedule of Dennison Whole Brain Learning.

## About Our Faculty

We are so fortunate to have faculty members available throughout the world to teach our upper level coursework such as In-Depth and Practicum. There are currently three levels of faculty: national, associate, and international.

Every faculty member completes an extensive process that involves co-teaching, student teaching, mentoring, presenting at the International Conference and in their local regions, giving and receiving balances, garnering letters of support, etc. Applicants create a portfolio outlining their achievements in and out of the Edu-K field, which are then presented to the International Faculty at the

## What is Brain Gym®?

The phrase **BRAIN GYM** usually modifies a noun. Whether used by itself or as a modifying phrase, it describes a specific set of movements, processes, programs, materials, and educational philosophy. It is a registered trademark of the Educational Kinesiology Foundation.

trademark of the Educational Kinesiology Foundation (Brain Gym® International) in Ventura, California, USA. Below is a list of its most common usages:

**Brain Gym® International** is the nonprofit organization committed to the principle that intentional movement is the door to optimal living and learning. Its mission is to support self-awareness and ease of living and learning through safe, simple, and effective movement. The organization was founded in 1987 under the name of the Educational Kinesiology Foundation and in 2000 began doing business as Brain Gym® International.

**Brain Gym® movements, exercises, or activities** refer to the original 26 Brain Gym movements, now called "The 26". Clients, teachers, and students have been reporting for over 20 years on the effectiveness of these simple activities. Even though it is not clear yet "why" these movements work so well, they often bring about dramatic improvements in areas such as:

- Concentration and Focus
- Memory
- Academics: reading, writing, math, test taking
- Physical coordination
- Relationships
- Self-responsibility
- Organization skills
- Attitude

The **Brain Gym® 101** course refers to our basic introductory course that teaches "The 26" and how to apply them using specific Brain Gym processes and techniques. This course introduces the concepts and supporting language for the entire Brain Gym® program. Brain Gym® 101 is a prerequisite to any 200 level course or higher.

**Brain Gym® techniques, processes, or strategies** are more general terms that may encompass "The 26" as well as other components from our larger curriculum.

**Brain Gym® courses or curriculum** include all of our approved classes. The curriculum is wide and varied due to the expertise brought by our course authors as well as our International Faculty. While each course does build upon the Brain Gym® principles, each may or may not use "The 26". There are five levels in the Brain Gym® curriculum, each deepening a different aspect of the Brain Gym® work. Visit our [Getting Started](#) page for more information.

**Brain Gym® program or work** encompasses "The 26", the processes/techniques, and the educational theory behind the work. The Brain Gym program, as an entity, references the:

- Educational model of drawing out and honoring the individual
- Value of goal setting and noticing
- Importance of movement as it relates to optimal living and learning

to the International Faculty at the annual Faculty meeting.

Yes, the International Faculty volunteers to come together for three full days before the Annual Conference Gathering; they discuss curriculum, share discoveries, work, and play. This is a rich time of co-creation, community building, and cooperative learning.

Each faculty uses his/her own financial resources to attend the international meeting and conference. We are so grateful and deeply thank them for their continued willingness and dedication to support self-awareness and the ease of living and learning through safe, simple, and effective movement throughout the world.

## A Brain Gym® Story

A licensed instructor shares about the power of the Brain Gym program and its effect on the human spirit:

*"I once had the benefit of working with a student named Todd. He and 13 of his peers came to my classroom for one hour per day to work on reading skills. Todd literally came into the classroom pouncing like Tigger from Winnie the Pooh. He often greeted all of us with a series of cartwheels. His energy showed no boundaries and I marveled at his spirit for life.*

*It was challenging for many of my colleagues to work with Todd because of his hyperactivity, especially his homeroom teacher. What I saw in Todd, though, was a high level of intuition and noticing skills. He was intelligent and simply needed a safe way to channel his energy.*

*Todd and I developed a learning menu just for him, and wrote it down. Each day, after his cartwheels of course, we would look at his menu together and he would choose what he wanted. Eventually he became self-responsible and monitored his menu with little assistance from me. Sometimes he would invite other classmates to*

## Ask Dave

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

### Question:

Recently several colleagues who are incorporating brain gym into their classroom and or therapy routines have reported an increase in their own very vivid and emotionally packed dreams. Has anyone experienced anything similar with BG? I know it is common with reflex movement therapy... wondering if there is a correlation. Thanks!

### Dave's Answer:

There are correlations with reflex movement therapy because integrating reflexes is a large part of the Brain Gym(R) work also. Possibly when integration improves we have greater communications skills, within as well as without. I do not recall having any change in my dreams when I started learning the Brain Gym(R) work. Then again I had been doing other motor development work before and had always had vivid dreams. I have had one or two people I've taught mention this before and may remember other Brain Gym instructors mentioning this. Hopefully others will reply with their experiences.

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would invite other classmates to participate. It was beautiful to watch the support this group offered each other. His homeroom teacher once told me Todd was a different kid every day after third period (his Brain Gym® time).

At the end of the year, the students were gone for a week of testing, returned for one week, and then left again for another week of "assessments". Todd approached me during the middle week and said, "I can't leave for another week, don't make me - I'll go bad." The previous week he had gotten into trouble on the playground for the first time all year (his only week without Brain Gym® activities). I shared Todd's comment with his teacher and she gladly arranged for Todd to come visit during the assessment week.

I have always remembered Todd. He taught me so much about the potential that resides within every student and every client when safety, choice-making, and movement are readily available. He loved the Brain Gym® program, knew it helped him be more self-aware, and understood intuitively how to use it to get the results he wanted; enjoying a year of optimal living and learning! "



### Order our PACE Cd!

Learn about the wonderful Brain Gym process, PACE, by Carla Hannaford, Ph.D.  
Carla shares her expertise from her perspective as a neuro-physiologist.  
Cost: \$10 + shipping and handling  
email: [info@braingym.org](mailto:info@braingym.org)  
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