

THE BIOLOGY OF BEHAVIOR

Pamela Gates, Certified Natural Health Professional, CLS

Dianne Craft "Right Brain" Learning System



"Kids Act How They Feel," Dr. Sydney Walker, MD

Ben is a constant-motion machine. Lucas cries in frustration over minor matters. Emma has mood swings. Michael is nicknamed, "Eeyore" because of his negative attitude towards things. The three year old gets so angry that his rages are almost scary. Ava acts so "spacey" and forgets the things she knew the day before. James lays awake a long time each night before he can fall asleep. Could all of these behaviors be caused by an upset "gut ecology"? Could they be related to multiple antibiotic use when the child was young, or other factors that affected the child's intestinal health? Could such common physical symptoms such as athlete's foot, rashes, canker sores, sinus problems, and stomachaches be related to these children's behavior and learning issues? The answer is a resounding "YES"! The Brain and Body are connected!

"The GUT is the Second BRAIN," Dr. Michael Gershon, MD, Columbia University

What causes dysbiosis – a disruption in gut bacteria population?

- Antibiotics
- In utero
- In animal products
- Sugar/carbs

"Early and prolonged use of antibiotics causes imbalance in a child's body, upsetting the nervous system. Over 85% of children who struggle with focusing later on, had multiple antibiotics when younger."

- William Crook, MD, Help for the Hyperactive Child

IS IT CHARACTER OR IS IT CHEMISTRY?

Magnesium – "Nature's Tranquilizer"

Serotonin – "Over 95% of the calming neurotransmitter, Serotonin, is manufactured in the gut." – Dr. Gershon

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| • Relaxes the mind | • Keeps mind focused |
| • Instills a sense of well being | • Controls impulsivity |
| • Helps handle stress | • Perceptions of life are more positive than negative |
| • Promotes good sleep | |

Fat – Corpus Callosum, Retina of the Eye, Myelin Sheath

Sensory Integration Checklist (some typical symptoms of sensory dysfunction):

EARS (Hearing) -

- ☐ Sensitivity to loud noises

MOUTH (Taste) -

- ☐ Very selective eater
- ☐ Won't eat meat
- ☐ Food textures bother them
- ☐ Foods can't touch on plate
- ☐ Chews on clothing

EYES (Sight) -

- ☐ Sensitive to light (sun)

HANDS (Touch) -

- ☐ Clothing tags bother them
- ☐ Socks seams must be soft
- ☐ Dislikes non-soft clothing (e.g., jeans)
- ☐ Dislikes hair being combed, washed, cut

NOSE (Smell) -

- ☐ Bothered by odor

Physical Characteristics of an upset gut ecology:

- Thrush, Athlete's foot, etc.
- Allergy to antibiotics (hives)
- Rashes, Eczema
- Canker sores
- Stomach aches
- Leg pains
- Sugar Cravings
- Constipation
- Food allergies (especially dairy)
- Enuresis (bedwetting)
- Sleep Issues
- Repeated ear infections

Behavioral Characteristics of an upset gut ecology:

- Mood swings
- Spacey
- Anger/irritability/aggression
- Inconsistent performance
- Inattention
- Memory problems
- Inappropriate behavior (talking loudly, etc.)
- Depression (sees more negatives than positives)
- Nervousness/Anxiety
- SI Issues
- Many Autistic-like behaviors

Some Solutions to Rebalance Gut Ecology - One way to begin the healing process:

1. Take a good probiotic: Primadophilus with Bifidus by Nature's Way (refrigerated only) 3 times a day for 3 months Chewable or liquid forms won't work. One time a day doesn't work, no matter what the bottle says, in our experience.
2. Take a natural anti-fungal: Grapefruit Seed Extract by NutriBiotics (125 mg tablets only - no liquid) 3 times a day for 3 months, if child is 6 years old or above.
3. Change diet, greatly reducing sugars and carbs (cereals and juices) that feed the yeast/fungus.

Many parents report that by following the 3-month, step-by-step supplement program as outlined in the **"Biology of Behavior" CD set**, they see many behavioral and focusing changes in their children. The enclosed Study Guide gives the order to add the supplements, amounts, brands, resources, etc., and is easy to follow. There is much more in this CD set than I can explain in my convention talks! This nutritional regimen is especially helpful for a child with SI characteristics, moodiness, meltdowns, focusing problems, sleep issues, noise sensitivity, mild depression, racing thoughts, and inconsistent performance! Parents often say that they have a "different child" to work with after following this program. The CD set can be ordered from www.diannecraft.org.

*****Always check with your health professional before starting any vitamin or exercise program.*****

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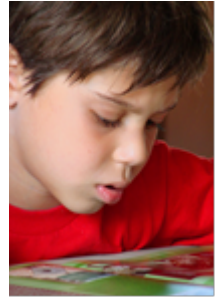
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IDENTIFYING and CORRECTING BLOCKED LEARNING GATES

Pamela Gates, Certified Learning Specialist, CNHP

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*"He's seven and a half years old and still can't read!
Will he 'grow into' reading if I give him more time?"
- Concerned homeschool mom*

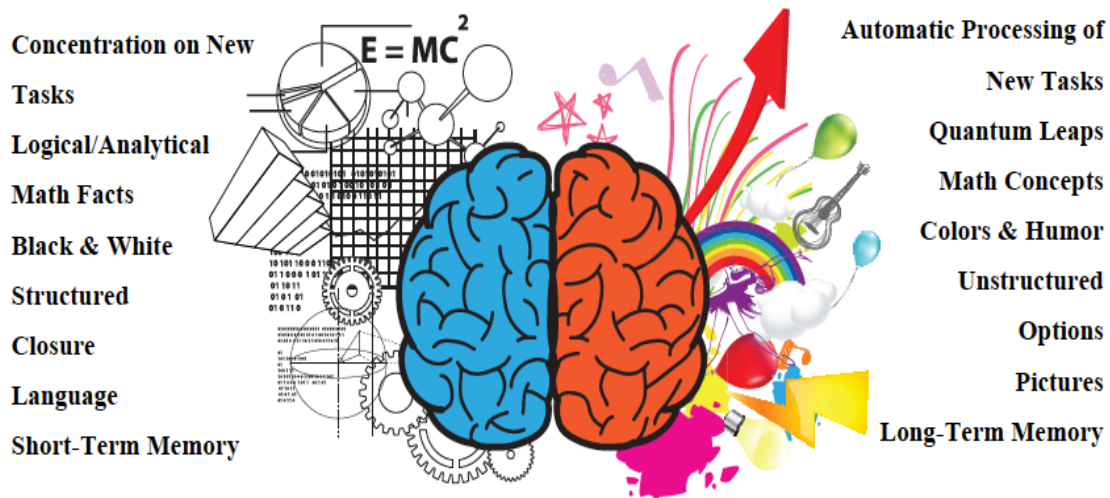
*"No parent has ever said to me that they started intervention too early with their child,"
Sally Shaywitz, MD, Overcoming Dyslexia.*

*"Reading and writing are natural processes and take place easily when no learning
block is present," Dianne Craft, MA, CNHP.*

Is it a MATURITY ISSUE?

- Desire to learn
- Alphabet learning
- How did other children in family learn?
- Listening to stories
- Writing and letter reversals

There are many bright children who have to work too hard to learn!



I. Levels of Processing Problems

A. Glitch -

1. Child has to work harder but is not behind.
2. Intervention is not crucial, but it would make learning easier.

B. Dysfunction

1. Child has to work harder and is about a year behind.
2. Intervention can get this child caught up easily.

C. Dyslexia or Dysgraphia

1. Child has to work harder and is about two years behind.
2. Intervention is vital to help this child learn.

II. The Brain Model for the Four Learning Gates

A. Visual Processing Gate Blocked

1. Reading reversals after age 7 (on=no, was=saw, of=to)
2. Oral reading starts smooth, but becomes more labored
3. Skipping of words or lines
4. Smart kids who don't want to read (due to eye fatigue)

(Correction: 1. Brain Integration – midline - Therapy; or 2. Vision Therapy)

B. Visual/Motor (Writing) Gate Blocked

1. Frequent or occasional reversals in letters after age 7 (b/d)
2. Poor spacing in writing and math papers
3. Writing is slow and laborious
4. Great stories orally, but writes very little
5. Does all math problems mentally to avoid writing down
6. Writing looks sloppy and child is often considered lazy and unmotivated

(Correction to this blocked gate is the daily Writing Eight Exercise)

C. Auditory Processing Gate Blocked

1. Phonics sounds don't stick
2. Sight words hard to memorize (sounds out all words)
3. Easily misunderstands verbal information
4. Guesses at long words frequently (forgets words he just sounded out)
5. Can't remember multiplication facts, difficulty saying months in order

*(Correction: 1. Right Brain Teaching Strategies; 2. Brain Integration Therapy;
3. Essential Fatty Acids and Lecithin)*

D. Attention/Focusing/Behavior Gate Blocked

1. Inconsistency in performance from one day to another
2. Needs to have someone sit with him to finish work
3. Forgets previously learned work much of the time
4. Impulsive behavior
5. Easily upset and angered when things go wrong
6. Sensory Integration processing problems (little things bother them a lot, such as tags on shirts, loud noises, transitions, etc.)

(Correction: Nutritional interventions and dietary changes designed to calm the child's nervous system and help him focus more easily - very effective - more info in "Biology of Behavior" CD set or work with a local Nutritionist or Naturopathic doctor)

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TEACHING the RIGHT BRAIN Child

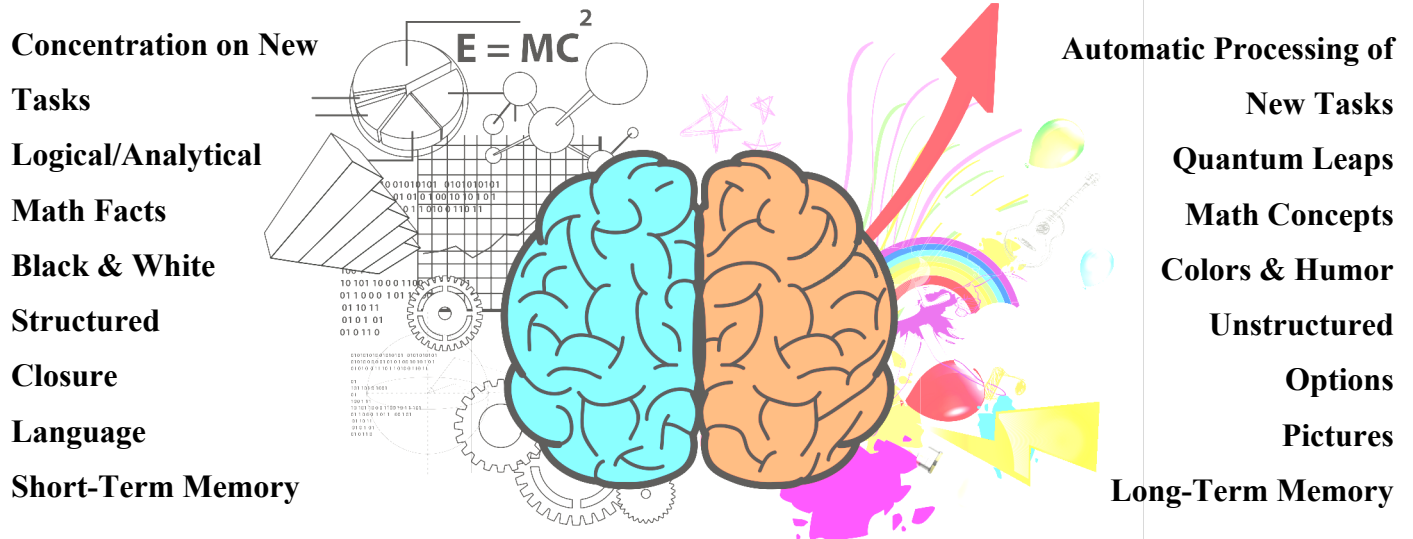
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"Using Brain Research to Promote Success!"

50% of the population is Right Brain dominant and 50% is Left Brain dominant.

We tend to marry the opposite hemisphere (or have you noticed?).



"Visual memory is considerably superior to auditory memory." The Brain Book, by Peter Russell

Left Brain Learner

- ❖ Likes structure
- ❖ Mathematical (easily learns math facts)
- ❖ Analytical (needs all the information in order to come to a conclusion)
- ❖ Auditory (oral repetition of math facts and spelling words greatly helps in retention of material)
- ❖ Sees details more easily (likes phonics and step-by-step process required in math formulas)
- ❖ Learns easily in black and white
- ❖ Right eye dominance slightly more common
- ❖ "Book and workbook" auditory learner

Right Brain Learner

- ❖ Spontaneous
- ❖ Imaginative
- ❖ Intuitive (understands reading material, even if he doesn't know all of the words)
- ❖ Visual (pictures, drawn or made mentally, make retention of material much easier)
- ❖ Sees the "whole picture" (gets concepts more easily than the step-by-step details; learns phonics more easily when picture and color are attached to the phonemes)
- ❖ Color and picture help in learning
- ❖ Left eye dominance more common
- ❖ "Hands on" learner

Right Brain Spelling

- Use spelling words as a TOOL to train your child's valuable photographic memory.
- These pictures stick, even when they are writing paragraphs.
- This method trains the photographic memory exclusively, because it does not use workbooks or phonics rules. See 3-years' growth in spelling using this inexpensive, fun teaching strategy while training their photographic memory. Even the worst spellers will get this method!

1. Give a Pre-Test.
2. You (parent) make a card putting known letters in black marker.
3. Your child can "jazz-up" missed letter(s) on the card, using colors and pictures on just those letters. (After you have MODELED this.)
4. Stand – hold words up high.
5. Child looks up at the word and "takes a photo" of the word. (5 looks for 5 days)
6. Child looks up at blank wall – tells you the COLORS, PICTURES, and LETTERS. Then he spells the word forwards and backwards.
7. Repeat this for all the words, for five days in a row. (5 looks for 5 days)
8. Test.

Right Brain Reading Instruction - *Use a totally new approach, "Plan B," and see progress in reading like never before. No new curriculum to get. Just new teaching strategies.*

You've tried the phonics games. You've done many phonics lessons. Each lesson is like a new lesson to your struggling student. Where is the memory for the sounds you're so diligently teaching? If the regular method of teaching phonics isn't working for this child, use a whole new method. Use a Right Brain Teaching method, and not an auditory method so children with auditory processing problems do very well.

- Use Phonics Cards with the picture and letters EMBEDDED, so the brain can just take a picture of it for easy sound retrieval when reading!
- Zany Sight Words make memorization and spelling so easy!
- For your "word guessers," have them practice reading long words every day with the decoding unit (ou/ow) in color in the word. Turns word guessers into word readers. We consistently see a 2-year growth in reading in a year! Works especially well with teenagers who struggle with reading.

"Scientists have discovered that it takes approximately 400 repetitions to create a new synapse in the brain, unless it is done in play, in which case it only takes 10 to 20 repetitions."
- Dr. Karyn Purvis

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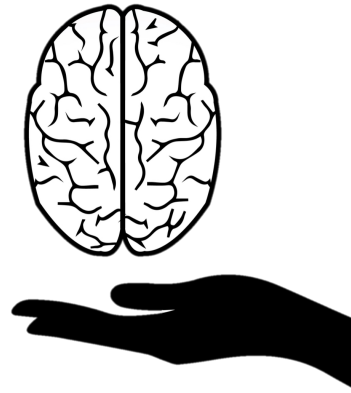
SMART KIDS WHO HATE TO WRITE

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"The Hand Heals the Brain"

- * The brain model for understanding how students learn
- * Crossing-the-midline as vital for easy processing of information
- * How bright children can have processing problems
- * How a processing glitch can make a child appear lazy or uncooperative



DIAGNOSIS - Learn to check for signs of "stress" in a child's writing system

Characteristics of stress in **Visual/Motor Processing** - the child's ability to "think and write at the same time"

- HATES to write!
- Mixed dominance - eye and hand on opposite sides of body (We never change dominance!)
- Frequent or occasional reversals in letters or numbers (after age 7)
- Poor spacing when writing
- Mixes upper case and lower case letters in writing
- Writing is slow, laborious
- Awkward writing posture – no helping hand
- Presses hard when writing
- Copying takes a long time and is very labor intensive
- Great stories orally, but writes very little
- Does all math problems mentally to avoid writing them down
- Lining up numbers in multiplication or division is difficult
- Teenagers who avoid writing at all costs
- Writing looks sloppy and child is often considered lazy

Early Signs of **Visual/Spatial Problems** (can be corrected with easy midline therapy)

- Difficulty identifying left and right
- Learning to ride bike much harder
- Difficulty skipping (can gallop)
- Difficulty going down stairs using alternate feet
- Difficulty learning to tie shoes
- Fine motor problems

CORRECTION

- Establish the midline of the body as a "bridge" instead of a "barrier".
- Use the "midline spatial" exercise to reduce the stress in a child's writing system.
- This exercise helps a child "internalize" directionality.
- Improves eye/hand coordination for sports (Coaches love this exercise!)
- The exercise, done daily, begins to show improvements in handwriting ease in 3 months but needs to be continued for a minimum of 6 months to transfer to the right, automatic brain hemisphere.

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