

# 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

- |                                  |   |
|----------------------------------|---|
| • 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](http://www.diannecraft.org).

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

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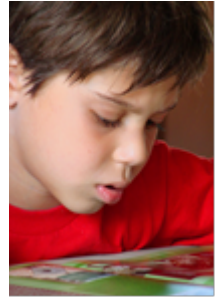
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# IDENTIFYING and CORRECTING BLOCKED LEARNING GATES

*Pamela Gates, Certified Learning Specialist, CNHP*

*Dianne Craft "Right Brain" Learning System*



*"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*

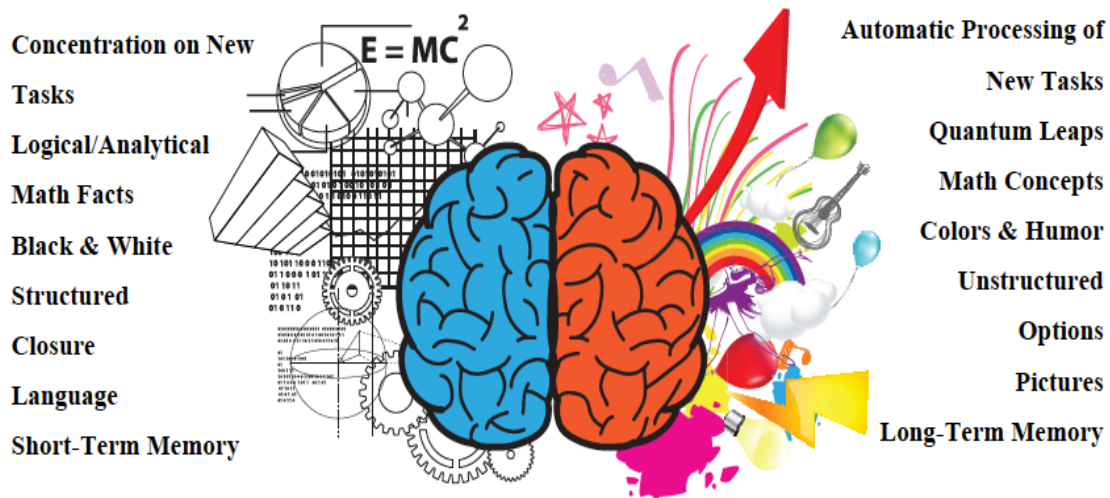
*"No parent has ever said to me that they started intervention too early with their child,"  
Sally Shaywitz, MD, Overcoming Dyslexia.*

*"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

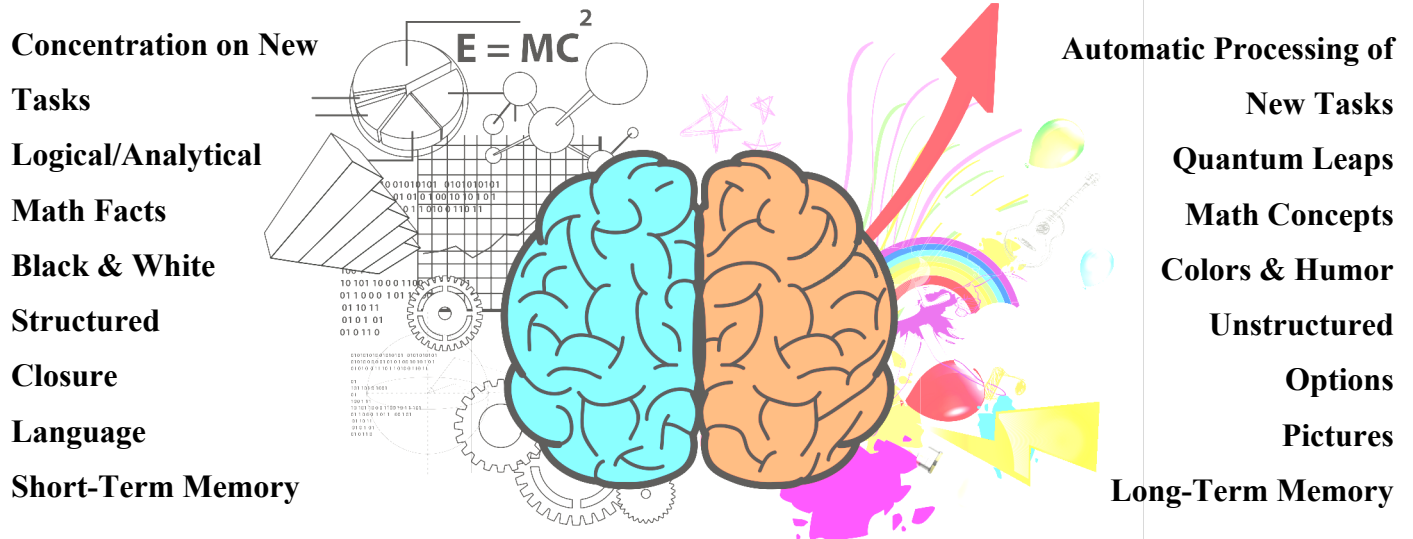
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*"Using Brain Research to Promote Success!"*

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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# TRAIN YOUR CHILD'S PHOTOGRAPHIC MEMORY

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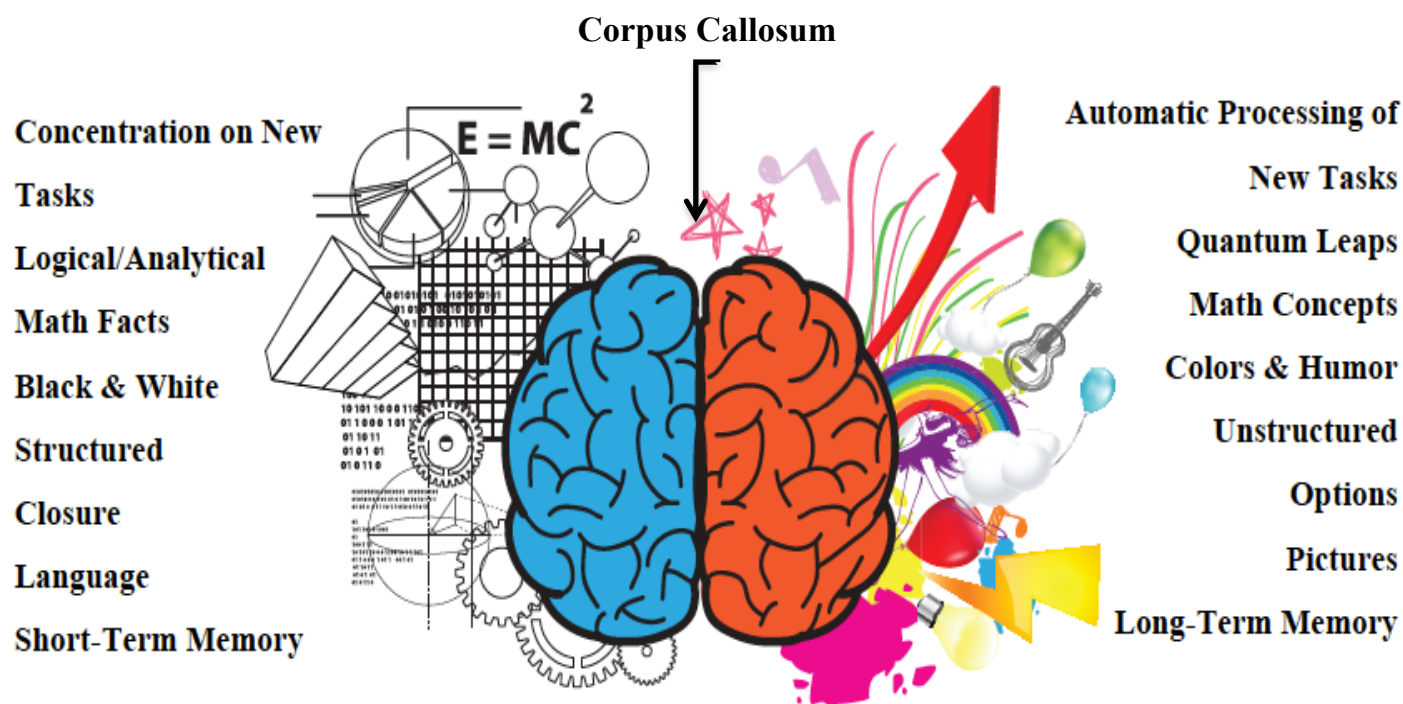
*Teach your children to work "smarter", not harder.*

*"Using Brain Research to Promote Success!"*

*"80% of struggling learners are Right Brain dominant, but they don't know how to use their strong Photographic memory for learning," Peter Russell, The Brain Book.*

*"Boys use their photographic memory much less efficiently than girls. This could be part of the learning gap we frequently see between boys and girls," Sally Shaywitz, MD, Indiana University study.*

***Use Right Brain Teaching Strategies to promote long-term storage.***



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

*"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*

<p><b><u>EMBEDDING</u></b> – Placing left brain “DATA” onto the right brain “PICTURE” for easy storage and retrieval</p>
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## **Who NEEDS Right Brain Teaching Strategies to make learning easier?**

Not necessarily “Right Brainers”, because they have usually figured these methods out themselves. Those who need these “Plan B” methods the most are bright, hardworking children with any one of the following:

1. Underdeveloped memory strategies
2. Auditory Processing Problems
3. Dyslexia
4. Attention and Focusing issues
5. When other teaching methods don’t make them feel smart

## **Right Brain Vocabulary Instructions**

- Watch your children look forward to their vocabulary lessons when you teach them in cartoon form with picture and humor. The old way of writing definitions and then taking a test leads to short term retention of new vocabulary words. The new way yields long-lasting results.
- This process can later be streamlined, by teaching your children to “see” the word in their head and “see” the meaning attached to it. Works great for college students, too.

## **Strategies for Test Taking**

- Show your children how to take “picture notes” of a chapter or concept (geography, social studies, or science) for storage in the long- term memory and easier test recall.
- Teach your children to picture an entire chapter of notes, using his/her natural photographic memory for easy test taking. This technique is used at Cambridge University!

## **Right Brain Math Instruction**

- Teach multiplication facts by using “Visual Velcro” on them - color, picture, weird, and humor. They stick easily, then. These are fun.
- For your child who can’t remember how to do the problems after they have been taught, teach math “processes” (fractions, decimals, measurement) by using a story with each one, with a colorful picture. The weirder the story is, the better they remember it! Works well for Algebra processes also!

**Help your child “feel smart” by using teaching methods that require so little energy for them to remember material! If they don’t like schoolwork, or think it is too hard or boring, you will find them come alive when you start using Right Brain Teaching Strategies with them!**

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# Auditory Processing and Memory



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***Home answers for kids with DYSLEXIA***

## Characteristics of Auditory Processing Dysfunction

### **EFFECTS ON ACADEMICS**

- Reading...non-readers or Dyslexia
  - Sight Words
  - Phonics
  - Reading comprehension

Spelling

Math

### **EFFECTS ON LIFE**

- Easily Confused
- "Deer in headlights" look
- Misunderstands info "But you said...."
- Background noise is an enemy
- Silent voice hard to maintain
- Difficulty sequencing unrelated sounds such as months of the year

*Very few children have all of the Auditory Channels blocked.*

## THE 10 AUDITORY CHANNELS

Channels affecting the **Reading Process**

### **1. Phonics/Decoding** – You have used at least three phonics programs!

- Blending letter sounds to make words (f-a-t=fat)
- Decoding longer words, becomes a "word guesser"
- Auditory phonics "rules" don't stick
- Inefficient auditory "glue" so child needs to sound out same word over and over again while reading

### **2. Sight Word memorization**

- Left brain has the "name", right brain has the "picture" of the word - the two don't connect
- Child tries to sound out all sight words, like what = w-h-a-t or many = m-a-n-y

### **3. Reading Fluency**

- Quickly recalling or decoding words while eyes are moving across the page
- If, after eye tracking has been corrected, child still hesitates a lot while reading, then this auditory channel needs work.

Channel affecting **Formal Cognitive Testing**

### **4. Working Memory**

- Hearing and holding on to what child hears long enough to manipulate the information in his head
- WISC-IV testing, Digit Span; 4-8 memory units

Channels affecting **Speaking & Conversation**

### **5. Ordering Sounds**

- When speaking, scrambles sounds in words: "magazine=mazagine", "specific=pacific"; "suspicious=shuspicious"
- Tends to avoid certain words when speaking

### **6. Speech Articulation**

- Doesn't hear sounds clearly or easily
- Letter substitutions for "r;th;sh"

## 7. Expressive language

- Word retrieval difficult; when describing something, often says “thingy” for nouns or names
- Difficulty remembering familiar words in reading passage
- When writing, words and ideas don’t “flow”

Channels affecting **Everyday Life**

## 8. Silent Voice

- Mental math is hard to do; can’t hold on to previous thoughts
- To concentrate, needs to read aloud to understand, or subvocalize (whisper)

## 9. Sequencing Sounds

- Difficulty ordering unrelated sounds, such as months; alphabet; skip counting (needs music to help hold on to the sounds or information)

## 10. Receptive Language

- Easily confused by oral information (“deer in the headlights look”)
- Often says “what?”; misunderstands information, “But you said...”
- Can look like a Focusing/Attention issue

### HOW TO CORRECT THESE AUDITORY CHANNELS AT HOME:

#### 1) Correct

- *Brain Integration or other midline-strengthening therapies that increase brain hemispheric connections to get rid of reversals and reading and memory issues. Can outsource or do at home.*
- *“The hand heals the brain” - use specific writing exercises to eliminate learning disabilities.*
- *Dyslexia and Auditory Processing Dysfunction runs in families when they are deficient in certain Essential Fatty Acids. Targeted Nutritional Strategies (“Biology of Behavior” CD set by Dianne Craft) greatly reduce the effect of these disabilities.*

#### 2) Bypass

- *Listen to recorded stories to develop vocabulary. Do many “read aloud” sessions with your child.*
- *Use more visual teaching strategies (right brain strategies). Show them how to use their stronger, “photographic memory” for spelling (spell words forwards and backwards); reading, math, etc.*

#### Some Common Physical Causes:

1. Dairy allergy (*hears sounds like being under water*)
2. Yeast/Fungus overgrowth (*thoughts race in head; holding on to verbal information is difficult*)
3. Essential Fatty Acid Deficiency (*distinguishing sounds; word retrieval*)

#### Effective Interventions:

1. Remove major allergen(s)
2. Very specific Enzymes designed to digest the allergen(s)
3. Essential Fatty Acids (Fish Oil or Flaxseed oil if child has Eczema) "Boys have a three times higher need for essential fatty acids than girls," Dr. Melvin Werbach, UCLA School of Medicine.
4. Lecithin (a fat that converts to the auditory memory neurotransmitter in the brain)

Targeted midline therapy to increase communication between left and right hemisphere

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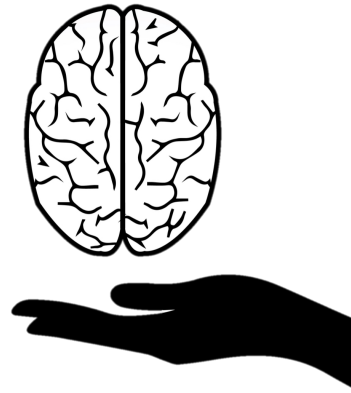
# SMART KIDS WHO HATE TO WRITE

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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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