



Adopted & Traumatized

A NeuroDevelopmental Perspective

By: Certified NeuroDevelopmentalists



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Adopted Children/Traumatized Children

Linda Kane M.CND, Sound Therapy Specialist, Behavioral Consultant

Children who are adopted or have gone through trauma have distorted and incomplete developmental, social and spiritual patterns. Discussed below are three of the many areas of interference which cause issues in the life of those who have been through traumatic experience/experiences.

1. **Generational Curses**

The Bible talks about generational curses. Very little is said about these curses, but they have very strong interferences in lives which need not be there. Jesus went to the cross with every curse of mankind upon Him. These curses have been broken. It is up to each individual to apply what Jesus did for their life and the life of their children.

2. **Belief Systems**

Belief systems are those things which we believe, even if we do not realize we have established them as a belief pattern. A belief system is built on experiences and exposures in life. These belief systems are developed through life, often starting as early as in the womb. A baby's auditory system is fully developed by 16 gestational weeks. As the world is happening around that unborn child, their system is able to take in and be affected by sound, noise, tone and emotion.

Belief systems have a strong hold over how a person thinks and reacts. An example would be someone who has developed the belief system they will always be abandoned. They can be in the best of situations, with many people around them who love them and support them. Their belief system will make them push people to the limits until they do eventually walk away, thus validating their belief system.

Another example is someone who always thinks they are to blame. These individuals will always hear blame towards them, especially when something has gone wrong. They hear themselves being blamed, even though no blame has been levied towards them. It is part of an automatic response system, often reacting sub-consciously.

Listen to your child. You can often hear what their mistaken belief system(s) are by the words which come from their mouths.

I can never do anything right.
No one loves me.
I didn't deserve to be born or I wish I was never born.
I am the dumbest one.
I cannot learn.
Everyone hates me.

Words should never be taken lightly. They are very important and have powerful influence. Faith comes by hearing. What is heard goes down deep into the heart. Out of the overflow of the heart one speaks.

3. **Internal Conflicts**

Internal conflicts are developed as we experience traumas in life. At the point of trauma a part of the person stays there, even though they move on, grow and get older. Whenever there is a situation in life which is similar to a particular trauma, the "child" left behind will do everything in his or her power to protect themselves from experiencing that pain again. Whenever someone suddenly reverts to acting or sounding like a child, most likely a traumatic memory has been triggered which causes them to respond as that hurt and fragmented child "left behind".

4. **Developmental Patterns**

There is a hierarchy of development all individuals should go through in order to achieve neurological organization and the maturing of the Central Nervous System. One of the biggest blocks for going through these stages appropriately is trauma. Trauma keeps the Central Nervous System from organizing properly. Trauma also undoes the organization of the Central Nervous System which has already occurred. Any time there is trauma, injury or insult to an individual the bio-electrical aspect of the system is compromised and negatively affected. The resulting disorganization and damage directly affect a multitude of areas including how an individual processes the world around him or her, thinks, reasons, interprets, reacts and problem solves.

There are many resources for families who have adopted children or have children who have been traumatized. In this paper we are looking at only a small piece of the enormous complexities involved. Please find additional handouts regarding Generational Curses and Bill Smith's method for working through Internal Conflict. Families have used these resources very successfully.

Two additional resources which have been used successfully by families:

www.beyondconsequences.com. There is an article, Adoptive Issues Facing Mother's of Adoptive Children, from their website which have also included. They have seminars around the country, as well as classes online for parents and educators. They have books, CD's and DVD's, all specific to helping families with adoption issues.

TheRAD organization ~ www.radconsultancy.com. They offer individualized help and a free, no obligation telephone consultation to see if their method is the correct one for your family.

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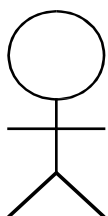
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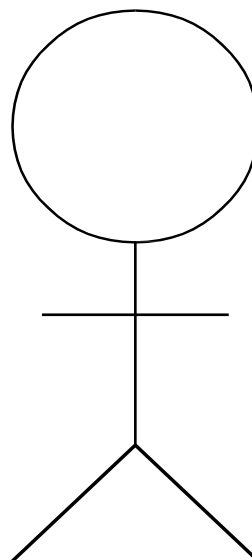
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Resolving Inner Conflict:



Past - Situation "x"



Now

Step 1:

Please identify in Column "A" some of the major or intense EMOTIONS and FEELINGS you experience as you think of the past experience:

(NB: Do Not Describe the event):

*You may make copies of this for your own use while
you become proficient with the process:*

a)

b)

Resolving Inner Conflict: (A pro-active approach)

Think of the (-) situation (x), and then just set it aside for a moment.

Create the image of **YOU** with your Current levels of **K**nowledge, **W**isdom, **L**ove, **U**nderstanding & your capacity to **H**elp.

Experience all of the above as much as you can.

Take the Image of you back to situation (x), and see it standing beside the "you" in situation (x). Have the image of you (with the K,W, L & U) put your arm around the "younger" you in situation (x), **(NB: Putting the arm around is crucial to making the psychological and neurological link between the two memories)** and then lead the "younger" you (**as fast as you can**) out of the situation (you don't want to experience it again) and go to a special place where you can walk (somewhere which is special to you), somewhere Nice, Pleasant, Safe, Peaceful and Serene, just the "two of you".

As you walk, Talk (in your mind) to that other part of you as if he/she was your own child or best friend. Pass through all your current levels of K,W,L,U. Give the other part of you **what it needs** to help it understand more and therefore change for the better. Take your time and don't rush! Have a real good conversation! Make sure you "both" agree to **ALWAYS** (24 x 7) be available for each other from this moment on.

Then bring the other ("younger") part of you into their future and let it actually experience something that you have done (a Proud and Positive experience) where new learning's can be had, **in order to enhance the new levels of understanding** that the "younger" part now has.

Then bring the other ("younger") part of you right up to the present time (in the room/location where you literally are) and (in your mind) give the "younger you" a huge hug and "absorb" the "younger you" into you, and let him/her permeate every single cell of your body where he/she can now take full advantage of ALL your current levels of Knowledge, Wisdom, Love and Understandings.

Take your time with this part and experience the absorption. This is an integration process, and cements the link between the past and present.

Allow a few moments for things to settle and then when ready open you eyes. Think of something completely different, Polar Bears, Skiing, Coral Reef, anything...

Then think of situation (x) again and assess how you relate to it.

Write down in Column "B" the things you **Do** experience, not what you Don't. Often people will say, "I don't feel This... or That... any more". Just be aware of what you Do experience.

If you have followed these instructions then there will be a significant difference between A & B

Emotional Energy Management! Sleep Improvement! Fatigue Reduction

Generational Curses

Linda Kane M.CND, Sound Therapy Specialist, Behavioral Consultant

The Lord works within families and generations. There are many things at play, within our lives, which we often have little thought or knowledge about. They can be powerful inhibitors to our future and the fulfilling of our destiny. There is an enemy whose plan is to keep us from being whom God created us to be. Its plan is to kill, steal and destroy (reference John 10:10). The enemy plan is to keep us in bondage, thus making us less effective being about our Heavenly Father's business. The enemy also can work within families and generations. When we are kept in bondage our work, service, ministry and family life can become less than what it should be and often it will be rendered impotent. When our children are kept in bondage it affects every area of their life. One significant way which we are impacted is through curses.

Definition of curse: Trouble, plaque, scourge, affliction.

1. the expression of a wish that misfortune, evil, doom, etc., befall a person, group, etc.
2. a formula or charm intended to cause such misfortune to another.
3. the act of reciting such a formula.
4. a profane oath; curse word.
5. an evil that has been invoked upon one.

Proverbs 26:2 states a causeless curse does not alight. There must be legitimate grounds for a curse to be attached.

Sin is an opening for a curse.

- Genesis 3:17 – because of the disobedience of Adam, the ground is now cursed.
- Genesis 4:11 - Cain cursed for murdering his brother.
- Deuteronomy 27:15 – cursed is the man who makes a graven or molten image.
- Deuteronomy 27:16-26 – a listing of curses from specific behaviors.
- Deuteronomy 28:15 – any disobedience can bring curse.
- Lamentations 5:7 - Our fathers sinned and are no more, and we have borne their iniquities.

Curses can come from things you did not do. These are called Generational Curses. Curses are hereditary. Suffering a curse for something you did not do is not unusual, but often never discussed or thought about.

Any time someone talks about things "running in the family" a generational curse should be suspect. The possibility it could be a generational curse should at least be investigated and out rules. The Word is clear about generational transfer.

- Deuteronomy 5:9-10
For I, the LORD your God, am a jealous God, visiting the iniquity of the fathers upon the children to the third and fourth generations of those who hate Me, but showing mercy to thousands, to those who love Me and keep My commandments.

- Exodus 34:6-7
"The LORD, the LORD God, merciful and gracious, longsuffering, and abounding in goodness and truth, keeping mercy for thousands, forgiving iniquity and transgression and sin, by no means clearing the guilty, visiting the iniquity of the fathers upon the children and the children's children to the third and the fourth generation."
- Numbers 14:17-18
'The LORD is longsuffering and abundant in mercy, forgiving iniquity and transgression; but He by no means clears the guilty, visiting the iniquity of the fathers on the children to the third and fourth generation.'
- Deuteronomy 23:2
"One of illegitimate birth shall not enter the assembly of the LORD; even to the tenth generation none of his descendants shall enter the assembly of the LORD."
- 2 Kings 10:30
"And the LORD said to Jehu, 'Because you have done well in doing what is right in My sight, and have done to the house of Ahab all that was in My heart, your sons shall sit on the throne of Israel to the fourth generation.'"
- Psalm 109:13
"Let his posterity be cut off, and in the generation following let their name be blotted out."
- Ex 20:4-6
"You shall not make for yourself a carved image -- any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth; you shall not bow down to them nor serve them. For I, the LORD your God, am a jealous God, visiting the iniquity of the fathers upon the children to the third and fourth generations of those who hate Me, but showing mercy to thousands, to those who love Me and keep My commandments."

Through the shed blood of our risen Lord and Savior, we can be set free from generational curses. We have the ability, because of Jesus, to take authority over the enemy influence in our life and the lives of our children and break the power of generational curses.

Sample Prayers for Breaking Generational Curses

In the name of Jesus, I confess the sins and iniquities of my parents (name specific sins if known), grandparents (name specific sins if known), and all other ancestors. I declare that by the blood of Jesus, these sins have been forgiven and Satan and his demons can no longer use these sins as legal grounds in my life!

In the name of Jesus, and by the power of His blood, I now declare that all generational curses have been renounced, broken and severed, and that I am no longer under their bondage!

In the name of Jesus, I declare myself and my future generations loosed from any bondage(s) passed down to me from my ancestors. AMEN!

Father God, I thank you for setting the foundations of the earth; for giving life, and for giving your Son, JESUS. I belong to you Lord Jesus! I cover myself right now with your blood and call upon your mighty angels for protection and assistance. For it is written an angel of the Lord encamps around those who reverence thy name and delivers them. Thank you, Lord, for your angels and mercy. Father God, you said that you would visit your wrath unto the third and fourth generation from my father and my father's father. Lord, your judgments are just and righteous. Lord God, I know that Jesus died once for all. So, I come before you asking mercy and forgiveness for the sins of: (say each known sin) and for the unknown sins and curses of my families' generations. We have been a rebellious family. We have served other gods. Our sins of bitterness, anger, hatred, raged and forgiveness have separated us from you and brought calamity to our generation. We are guilty of sexual sins. We have not treated others as we should. We have been full of self-pity, rejection, and gossip. We have stolen, lied, cheated, our iniquities have piled up beyond our measure. I confess and ask you Lord, to forgive my family line and myself. I thank you for your mercy and forgiveness. I renounce any and all generational sins and curses on myself and on the family that you gave me. I place them under the precious blood of Jesus! And ask you Lord for a new generational inheritance of health, freedom, and all spiritual blessings in Christ Jesus for myself, my family, and the generations that follow us. You are worthy Lord God of honor, praise, and glory; for you have dominion over all things. So, IN THE NAME OF JESUS Christ of Nazareth who came in the flesh and with your authority I break all generational sins and curses. In the NAME OF JESUS Nazareth who came in the flesh I command all evil spirits to loose me and my family! Leave me and my family (say each family members name) now gently and completely, In THE NAME OF JESUS! In THE NAME OF JESUS Christ of Nazareth who came in the flesh, I bind you foul spirits and cast you out! Be gone from me and my family (say each family members name) right now, IN THE NAME OF JESUS! In the NAME ABOVE EVERY NAME, JESUS, I confess, accept and believe in faith that I and my family are loosed and have a new generational inheritance of health, freedom, and all Spiritual blessings in Christ JESUS! I thank you, my Lord and my personal savior! I ask right now that the Holy Spirit fill any and all parts of my Body where any demon has left or moved, IN JESUS NAME I pray, AMEN.

In the name of Jesus and by the power of the Holy Spirit, I break all witchcraft and word curses that have been spoken over me and my loved ones. I bind all spoken judgments we have made against ourselves and others. I bind the power of negative words from ourselves and others off of us. I bind, rebuke and bring to no effect over me and _____all division, discord, disunity, strife, anger, wrath, murder, criticism, condemnation, pride, envy, jealousy, gossip, slander, evil speaking, complaining, lying, false teaching, false gifts, false manifestations, lying signs and wonders, poverty, fear spirits, fear of lack, murmuring spirits, complaining spirits, hindering spirits, retaliatory spirits, deceiving spirits, religious spirits, occult spirits, witchcraft spirits, spirits of depression and sadness and antichrist spirits. All foolishness, seduction, immorality, unbelief, idolatry, confederacy, ignorance, accidents, confusion, despisement, accusation, fraud, sickness, judgementalism, apathetic spirits, lack of self-control and self-discipline, disrespect, superstition, stagnation, gluttony, internal and external diseases, headaches, blaming and misunderstandings.

I bind all curses on our finances made by Masons who heaped up curses on descendants finances especially if, and when they became Christians, those that did not tithe, & I ask you Lord to break the devourer off my line, vows of poverty that were broken, ungodly ways of gaining money, worshipping of money and the "love of money", witchcraft curses against finances, all curses of bankruptcy, ungodly agreements with the enemy to obtain finances, those who sold their souls to gain finances, those who sold Christian relics for money, curses placed on actual money given to me, mercenary acts, greed, stinginess, those that oppressed the poor, exchange of funds done in ungodly ways, those who stole, drug trafficking and gambling.

My loved ones and I are God's children. I resist the devil for each one of us. I put on the whole armor of God on each one of us and I boldly decree & declare that no weapon formed against us shall prosper. I

take authority over this day/night in Jesus Name. Let it be prosperous for us Lord, let my family walk in Your love, in all of Your Blessings and protect us from all the powers of darkness.

Holy Spirit lead and guide me today. Lord, help us to discern between the righteous and the wicked. I take authority over Satan and all his demons. I declare they are bound from our minds, bodies, homes, finances & everything that is near & dear to us in Jesus' Name. I bind all delaying tactics on all our prophetic words in Jesus Name.

My loved ones & I are the righteousness of God. We are joint-heirs with Jesus Christ. We are a royal priesthood and a holy nation. I declare that we are healed & whole in spirit, soul & body, we are flourishing, are long lived, stable, durable, we all have the mind of Christ, fruitful, virtuous, full of peace, strength and love. Whatever we set our hand to do, shall prosper, for God supplies all of our needs according to His riches & glory in Jesus Name. I claim all favors, blessings, gifts, promises and anointing God promised us and our ancestors that our ancestors didn't claim. I claim them all for myself & family in Jesus Name.

Lord, I pray for the ministry you have for us. Anoint us greater for all You have called us to do for Your glory. I call forth divine appointments, open doors of opportunity, God-ordained encounters and ministry positions. I declare we will fulfill our calling & destiny in Jesus Name.

I claim a hedge of protection (a wall of fire) around ourselves, my children and pets throughout this day & night. I ask You Father, in the name of Jesus to dispatch warrior angels to surround us and protect our home from all intrusion and to protect me and my family from any harmful, demonic or physical or mental attacks in Jesus Name. Amen.

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Hope and a Future

Army Crawl (on tummy)

By Ruth Young B.A., NeuroDevelopmentalist

It seems like people look up just about everything on the Internet these days! If you are one of those people then YouTube may confuse you when you encounter the term, "crawl" because most folks think any baby mobility is called crawling. We, however, go with the military definition of "army crawl" or "marine crawl" which is movement specifically on the tummy and we recognize its importance in a child's development and the repairing of nerve networks in the Pons area of the brain for children, teens and adults.

Key Points: Crawling on the tummy is a natural stage of development for an infant 0--6 months old. Hospitals today send new mothers home with instructions to let the baby do "tummy time" twenty minutes twice a day. However, we know that in order to develop the lower levels of the brain, specifically the Pons area, that is responsible for pain perception, threatening sounds, fight and flight responses, self--preservation, survival, life, empathy and moral choices, you must put babies on their tummies for much more than twenty minutes twice a day. Tummy time is actually a hard thing to accomplish for most families due to cultural practices of putting infants in gadgets and not knowing how to comfort and entertain a baby who is fussy when placed on his tummy. As a result the Pons area of the brain can be compromised.

Another way the brain may become compromised is by trauma. Here are some examples of trauma that causes cortisol, (a chemical produced in the body for fight or flight in times of fright) that actually burns away nerves in the Pons: medications taken by the mother during birth, immunizations, separation from Mom during the first two years of life, divorce, abuse, neglect, high fevers, drugs taken to address high fevers, adoption at any age, foster care, traffic accidents, surgery, war zones, etc. Emotional and/or behavioral manifestations associated with Pons level dysfunction may include: lack of empathy, lack of trust, anxiety or recklessness, manipulative behavior, and provocative behavior i.e. bullying.

Insights and Crawling Experiences: Missionaries observed that Alaskan mothers allowed newborns to crawl up their tummy to nurse; so we know that if they are allowed to, babies can crawl at birth. Families at the Institute for Achievement of Human Potential in Philadelphia are encouraged to build crawling tracks for newborns to sleep in which encourages the natural development of an infant crawl 24/7. My mother did not know about the importance of tummy crawling and never put me on the floor because she did not want her baby to get dirty, so I followed her example and kept my five babies off the ground with various gadgets to keep them clean and to free my hands for managing a home with a large family. During my training in The Neurodevelopmental Approach I found out that the learning difficulties and coordination issues my children experienced were a direct result of an underdeveloped Pons. It is our experience that many individuals and families suffer when the Pons, part of our foundation for thinking and feeling, is not organized and working well. For many years practitioners in the field of neurodevelopment have enjoyed the sometimes almost miraculous results of clients who implement a Pons program of crawling on the tummy because when the brain works better, life and learning is easier.

Significance of Crawling: The good news is that the brain can change so an underdeveloped Pons can be developed and a dysfunctional Pons can be restored to health! Just as a baby is designed to crawl to build the neural networks of the brain early in life, anyone can do an army crawl on the tummy to develop and/or restore the Pons area of the brain at any age! It is while doing the army crawl and looking at the alternating forward hands that the visual system develops good ocular/brain connections for smooth side--to--side eye tracking necessary for improved reading and for eliminating symptoms causing dyslexia. Other brain/body

connections are built for better coordination and improved sports performance. The army crawl is in fact a significant factor in developing successful leadership qualities because it is the Pons which is responsible for awareness of cause and effect, the ability to make moral choices and the capacity of sensing what another is feeling which motivates empathy, bonding and attachment, compassion and acts of kindness. When the army crawl is done over a significant period of time and it is done well, the Pons can organize that portion of the brain to develop true handedness (determined by a genetic predisposition), ear, eye, and foot dominance. The brain then knows to line up on one side of the body for the establishment of what is called cortical inter-hemispheric dominance needed for good long-term memory and emotional control. For the adopted, abused and hurt individuals the Pons is like a smoke detector that is activated often (sometimes continually) because they are triggered by simple sights, sounds and touch and their body responds by producing anxiety and cortisol which destroys new nerve growth. The big problems these individuals face are a skewed perception of people, lack of trust and manipulative behaviors (attempts to gain control when individuals feel they have little influence on the world around them) but these problems can be reduced and eliminated when new connections are built in the Pons area of their brain!

Summary: The way to build new connections in the Pons and to realize amazing physical, emotional and social benefit is with an exercise program that includes a smooth, rhythmic, well-synchronized cross pattern army crawl. So many individuals go through life struggling in relationships, in sports, in the classroom and in jobs and do not know there is help available to fix the issues. All schools, preschools, athletic programs, gyms and rehabilitation centers need to include a special place (mats, comfortable floor surfaces or outdoor areas) and a special time to devote to army crawling to develop and restore the Pons area of the brain. This foundational area is super important because it is responsible for basic functions of life: perception of pain, heat, cold, hunger, the interpretation of threatening sounds, fight or flight responses, self-preservation, survival, bonding, interpretation of social cues, empathy, understanding cause and effect and the ability to make moral choices.

Closing: Due to childhood abuse, my adult life has been a journey to wholeness and this year includes a personal crawling program twenty minutes a day three times a week (two minutes is enough for children but the army boot camp requires hours of crawling). The benefits I am experiencing include a decrease in anxiety, clearer thinking, an increase of empathetic feelings toward my family members, a stronger core, a better tennis game and more peace. These are all benefits that now enrich my life and will hopefully inspire you to crawl as well!

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THE NEURODEVELOPMENTAL APPROACH TO DEVELOPMENT

By Linda Kane, Neurodevelopmentalist, Sound Therapy Specialist

The Neurodevelopmental Approach is like no other approach to human development. It is unique in its approach of looking at the whole individual, not the separate pieces. Taking the individual pieces without an understanding how they interrelate will severely impede the success you have working with individuals.

Whether you have received a label, should receive a label, or are searching for a label for your child; whether the labels are due to learning concerns, genetic disorders, or brain injury sustained, I encourage you to understand labels. Labels are nothing more than symptomatic identifications of problems or concerns. Labels do nothing but limit, nothing but lower expectations. The potential of any individual is based upon the opportunities presented them. If appropriate, specific opportunities are presented, there will be greater outcomes. If opportunities are not offered, often due to the limitations set forth by the self-fulfilling prophecy of the label expectations, less will be achieved.

Learning disability labels are interesting in nature. Most believe they are unchangeable conditions you must learn to live with. They are treated as diseases. The term disease gives one the impression that there is nothing you can do to change the situation. Left unchecked, Dyslexia, ADD, ADHD, etc. seldom see much change. Dyslexia, ADD, ADHD, etc. are not diseases. When you understand the root cause of symptoms of these learning disability labels, you can treat the cause and alter the symptoms. Often, you can eliminate the symptoms, and thus eliminate the label entirely. If not eliminated, you can improve the situation immensely. Treating some of these conditions with medication is nothing more than treating symptoms. Learning how to cope and compensate with these conditions will never bring you to the point of eliminating them. Only by addressing the root causal level will freedom from labels, with all their frustrations, pain, and limitations, be achieved.

When genetic labels are a concern, you have to reach beyond the expectations which have been set based on past observations. An example would be a label of Down Syndrome. The genetic condition of Down Syndrome was first identified by Dr. Langdon Down. Once Dr. Down identified the twenty-first chromosome abnormality, he began assessing the commonality of individuals who shared this condition. The individuals he observed were all people he worked with in the institutions. The assessment was made on individuals who had very limited opportunity presented to them. I would suspect any one of us would have far different outcomes had we spent our lives institutionalized. I challenge you to look beyond the expectations and reach for typical, normal function. You will never achieve typical, normal function for your brand new baby with genetic concerns if you have subnormal goals. No one really knows how much a person with a genetic condition can achieve. Without any question, though, normal function will never be achieved if that is not at least the targeted goal. Most all the individuals we have worked with have far surpassed the predictions and expectations their genetic conditions offered.

In the case of brain injury, roughly the same scenario occurs. Limited opportunity produces limited results. Traditional methods of dealing with the injury are typically insufficient to create the stimulation needed to produce change. The brain is a magnificent piece of creation. Modern science is now beginning to understand what NeuroDevelopmentalists have known since the 1930's. The brain is not hard wired. There is incredible plasticity and redundancy of the brain. If you stimulate, with appropriate stimulation, you can improve function. If you stimulate with appropriate frequency, intensity, and duration there will be improved function. It has been erroneously thought that structure determines function. However, the truth is that function determines structure. By inputting the proper function, you can improve function, and thus alter and improve structure. With proper stimulation, appropriately administered, you can have healthy parts of the brain take over the function of damaged, unhealthy parts of the brain. It is a matter of knowing what stimulation is needed. Traditional methods for working with brain injury do not follow the normal developmental progression.

Bypassing levels of development will only limit success. A typical example would be putting a non-walking child into a stander prior to that child going through crawling and creeping stages of development. Crawling (on the stomach as an army crawl) and creeping (on hands and knees) are the only activities that organize the lower levels of the brain. Bypassing these steps will make a very weak foundation for higher brain level function. A child is not born with their hip sockets developed. The activity of crawling and creeping develops hip sockets, in order to properly bear weight. If those imperative steps of crawling and creeping are missed, standing in a stander will put the hips and related structure in jeopardy. Correctly working with tone (whether high or low) is another area that is often misdirected. Ranging of muscles generally will cause high tone to increase; similar to stretching a rubber band. You may get that band to stretch out further. However, when the pressure is released it snaps back even tighter than previously. By knowing how to release the lower bodies own reflex system, you can work spastic leg muscles without risking injury to them.

Autism Spectrum Disorder is a concern with wide ranging problems. It is usually determined by a check list. When a certain number of symptoms on this checklist are associated with an individual, he will receive this label. Differing symptoms within the checklist will also determine if the label also includes Aspergers, Pervasive Developmental Disorder (PDD), or high functioning Autism. Most often, when working with children with this label, you are primarily working with children who have sensory dysfunction and metabolic problems. Getting to the root of the problem and aggressively addressing the sensory distortions can result in significant improvements, and in some cases, complete recovery for the individual.

From the time of birth, brain cells die. Every second, every minute, every day, brain cells die. Although brain cells continue to die, the brain does increase in size. The increase in size and weight of a maturing child's brain is a reflection of the growth of the connections between the brain cells. The brain grows those connections through stimulation, specific stimulation. There is a paramount difference between specific stimulation and random stimulation. Much of what is done is random stimulation. This will not produce change quickly or efficiently. It produces change almost by accident. A kindergarten classroom is usually covered with loads of stimulation. Colors splash across bulletin boards and posters. Items hang from the ceiling, and the walls are full. Unfortunately, the stimulation does not produce learning as it is too scattered and random. A room which offers little stimulation actually is far more successful in endeavors for learning.

Stimulation needs to be given with proper frequency, intensity, and duration. Frequency means having enough opportunity and repetition in order for the stimulation to produce a change in the brain and become learned information. Often, we are testing for output without ever properly putting in the information. Intensity refers to the strength of the input of the stimulation. Is the stimulation at a level where the individual is actively engaged with it, or have they tuned out because of lack of intensity? You can drag an individual through an activity, but without a high level of involvement and interaction, change or learning will not occur. Duration has dual meaning. It refers to the time the stimulation is being given. Usually the shorter the duration the higher the intensity. Five or ten minutes of mathematics will have a far greater impact than dragging a child through an hour of math. Duration also refers to staying with the stimulation for however long it takes to produce change. Specific stimulation will produce change. It may take time, though. Many times the stimulation is creating, developing, and building new pathways to the brain. Usually that work produces internal changes that are not always seen. Just because immediate improvements are not evident does not mean it is time to stop offering the stimulation. Again, specific stimulation does produce change, but one must stay in for the duration needed to see the outward changes, which brings us back to the Neurodevelopmental (ND) Approach. By knowing what is specific, through the ND Approach of looking at things, you can have significant change.

The ND Approach uses a developmental profile to look at two primary areas. The first area addresses

sensory input. In the area of sensory input, auditory, visual, and tactile function is identified. The second primary area addresses motor output. In the area of motor output, gross motor, fine motor, and language function is identified. You cannot have good output without good, clean input. It is important to look at the whole individual. If the tactility is not developed, you can have problems in all the other areas. If an individual cannot feel their feet, they will not stand unaided, no matter how many hours are spent in a stander. If an individual cannot feel their hands, it is hard for them to write. If an individual does not use their central detail vision properly they have a hard time formulating language, coloring within lines, and doing anything that requires detailed vision. They also can have many problems that develop through having an enhanced peripheral vision. An individual who does not process sequential information auditorily will have many problems. They will be limited in their ability to follow directions, stay on task, and keep up with normal conversational language. They will have problems with distractibility and conceptual thought processes. Language problems encompass looking at the tactility of the mouth, oral motor control, control and utilization of the lips, vital capacity, resonance, phonation, sinus passage development, auditory sequential and tonal processing, auditory processing rate, health, and the condition of the ears (ear canal, inner ear, middle ear, eardrum). All pieces need to be evaluated in order to effectively design a treatment program.

Most families desire to take primary responsibility for their children's welfare. Sadly, too often the family feels the least equipped to take on that role. They are overwhelmed by the needs of their child, the newness or complexity of the diagnosis, the medical community, and/or the educational community. The ND Approach gives the power back to the family, the true experts of their children. The ND Approach was created to equip the parents with the knowledge, expertise, and exact "how to" for working with their children. Once equipped, the family has the ability to make wise choices for their child. Families will have the on-going support of the NeuroDevelopmentalist, as well as a network of parent's internationally who are actively guiding their children in the pursuit of reaching their maximum potential.

For more information regarding the Neurodevelopmental Approach to Child Development, please contact:

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Hope and a Future

There are exceptions, of course, that can naturally keep a child off the floor like surgeries or reflux problems, but when possible a baby should be on the floor in a clean, safe environment.

Influencing the “handedness” of a child is another huge aspect of learning. With children going to preschools and daycares earlier and earlier they are many times being influenced to use the wrong hand. Hand dominance is a huge factor in neurological efficiency.

We’ve moved from an auditory to a visual society in this nation; causing many to experience, “Low Auditory Processing”. When a person increases their auditory processing, learning becomes easier. Our preoccupation in this nation with “screens” like video games, computers, TVs, iPhones, etc. can cause a child to be labeled ADD or ADHD for the reason that attending is an auditory skill.

Another societal change that has greatly affected the brains of our children is that we have become a very sedentary nation. Instead of children being outside playing ball, jumping rope, etc. they are sitting in front of a TV and playing video games – need we go on! Exercise is for the brain! Recess and P.E. classes have become a thing of the past, just like this nation’s high math and science scores. Little Giant Steps wants to help get this nation and your kiddos back on their feet again!

The GOOD NEWS is that this is all fixable due to the neuroplasticity of the brain!!

What is neuroplasticity

Neuroplasticity is just a big word that means your child’s brain is not hard-wired and is changeable... the developmental steps can be completed at any age! So whether a person is in those pivotal years from zero to six-years-old or any age, developmental steps can be completed! The foundation of the brain can become strong and in turn struggles with learning can disappear!

Armed with this new information, please check any areas listed below (which is not an exhaustive list by any means) where you see your child struggling and come talk to us about the “foundation repairs” needed to remedy your child’s current symptoms to help put them back on the road to make learning easier!

___ Difficulty in reading or math

___ Difficulty with spelling

___ Overly sensitive to sound

___ Clumsy-poor sense of balance

___ Picky eater

___ Difficulty expressing themselves

___ Difficulty following directions

___ Socially immature

___ Difficulty grasping math concepts

___ Distracted and/or disorganized

___ Very emotional

___ Unable to retain information

___ Hyperactive or Hypoactive

___ High or low pain tolerance

Remember!

- **Learning difficulties and disabilities do not have to last a lifetime!!**
- **ASK YOUR QUESTIONS! We have the answers you are looking for today!**

www.littlegiantsteps.com



Brain Training

By Ruth Young ND, BS



Have you ever had this experience? You recognized someone but cannot remember the name? Here's why: The image of a face is stored on one side of the brain and the name is stored on the other. You have to have a good bridge between the two sides to go across and retrieve the name quickly. This bridge is called the corpus callosum.

Dr. Leaf, a neuro-metacognitive learning specialist from South Africa, wrote *Who Switched off My Brain?* In her book she explains that the corpus callosum is the thinking part of our brain. This bridge between the two hemispheres pulls in information from each side to consider both perspectives. Your child answers all your questions on the bridge!



As you look at this picture, your brain is going back and forth to see a smiley face and then to notice that it is a puzzle. One side of your brain processes “detail to big picture” and the other side processes “big picture to detail.” They both are mirror images of each other and work together to offer different perspectives. Here is another example: One side stores a detail, the fact of $2 + 2 = 4$ while the other side understands the big picture that four is two groups of two.

It is important that the bridge between the two hemispheres is built strong from the foundation up with brain-organizing activities. Your child may be bright and know everything you ever taught him. However, if the bridge construction is sketchy, then he may have difficulty accessing what he knows, finding words to express his ideas and following through on what you ask him to do. Have you ever asked your child to go clean his room and an hour later walk by the room and see a bigger mess than before? It may not be an obedience issue; it could be the result of expecting organized behavior from a disorganized brain. The brain controls everything we do! The good news is that you and your family and even your school can do a brain training program. Then education will be easier for your children and life will be more manageable for you. When the brain works better, learning is faster and life is easier!

A brain training program includes stimulation to five specific levels of bridge construction for the corpus callosum, and you have probably heard of some of them:

- **Sensory Integration**: Your senses like seeing, hearing and touching are learning pathways. We have to be sure eyes and ears are working well and that other senses like smelling, tasting, and feeling pain are appropriate, too. For example, deep pressure to arms and legs sends signals up to the brain and back so a child can experience better brain/body connections for holding a pencil correctly, resolving bedwetting and becoming more coordinated for sports, among other things. This foundational part of the bridge must be organized and integrated for the rest of the structure to be built well.
- **Medulla**: Picture a golf tee in your mind. Now, imagine the tee as a spinal cord and the top of a tee as the medulla. This special part is responsible for autonomic functions like heartbeat, blood pressure, breathing and focus. Specific physical exercises can stimulate the Medulla area to integrate primary reflexes, mature the central nervous system and reduce stress.

- **Pons:** The lower level of your brain is responsible for perception of pain, heat, cold, hunger, threatening sounds, fight/flight responses, self-preservation, survival, life, empathy, bonding, attachment, interpretation of social cues, cause and effect and moral choices. Trauma at any age (including abuse, adoption, a difficult birth, surgery or high fevers) can compromise the Pons and produce anxiety if there is a new person in the room, a new food on the plate, going to the park or sleeping alone in a bed. Perception and trust can be a big problem and manipulative behaviors can be an attempt to gain control when individuals feel they have little influence on the world around them. An army crawl can build the Pons for better behavior and to improve side-to-side eye tracking.
- **Midbrain:** The middle of your bridge construction impacts body chemistry, the endocrine system, immune system, allergies, controlling anger, sleeping well, waking up in the morning and motivation. The midbrain influences impulse control, memory for learning, emotional responses and eye/hand coordination for sports.
- **Cortex:** The upper level of a corpus callosum is organized and constructed with cross patterns like walking, jogging, marching and skipping. The cortex is responsible for formal reasoning, language, inner speech (thinking before acting), test taking and the ability to respond quickly and intelligently to new situations.

Everyone in the family, children, teens and adults, can benefit from a tune-up! Your time commitment for brain training can range from an hour a day to a full school day program four to five days a week. Each program is designed for four months and can be implemented for an entire year or more for amazing results. Here are a few testimonies:

- Jonathan was seventeen, a senior in high school who bombed the ACT test with a score of 14. He wanted his brain to work better so he could raise his scores to get into college. Jonathan was faithful to work on a brain training program five days a week. Three months later he took the ACT again and scored 20!
- Mrs. S., age 55 was a Montessori teacher and did not read much because she didn't like to. She faithfully worked for four months on brain training. It was amazing to see her reading comprehension jump three and a half years without any type of reading program during that time! When her brain became more organized, she could easily access what she already knew.
- Mercy was eleven and in the fifth grade when she began a brain training program. In four months she advanced two years in maturity (auditory processing), jumped an entire year in reading comprehension and improved a whole year in understanding math concepts! She did math and reading every day for school but nothing was new in these subjects or out of the ordinary. It was the brain training program that helped organize her brain!

Make your plans to add brain training to your daily routine and organize your brain for a lifetime of success in learning at school and on the job. Choose a brain training program that strategically stimulates five levels of brain development for children and adults. Online instructions for every brain training activity is available. Many have video introductions and demonstrations. A shopping list of supplies is included with each program.

Building success for school, success as a leader, success in a career or success in managing a home can happen if you make your plans now to work toward a goal for gaining full potential. A brain training program of specific physical and mental activities for a year or more can result in a lifetime of academic benefit and learning pleasure.



By Ruth Young ND, BS

Auditory Processing

By Jan Bedell, PhD

Many people wonder why so many children are being labeled with learning disabilities, today. Some say that we have better testing capability than ever before and that explains the dramatic rise in labeling our children with ADD and other learning challenges like poor auditory processing. Other groups, like Brain Sprints that recommend The NeuroDevelopmental Approach to Life, point to changes in our society and environmental factors as significant influences causing these challenges to exist.

Low auditory processing has been found to be a significant influence in the labeling of individuals with ADD or ADHD. What is ADD exactly? It stands for Attention Deficit Disorder. A common definition is “a developmental disorder that is marked especially by persistent symptoms of inattention (such as distractibility, forgetfulness, or disorganization) or by symptoms of hyperactivity and impulsivity (such as fidgeting, speaking out of turn, or restlessness) or by symptoms of all three and that is not caused by any serious underlying physical or mental disorder.” (www.merriam-webster.com) Dr. Rick Nauert, a PhD with over 25 years’ experience in clinical, administrative and academic healthcare, stated that there has been a 66% increase in the diagnosis of ADD/ADHD since 2000.

Auditory processing is the ability to hold pieces of information in one’s short term memory. Challenges with this ability is also on the rise to the extreme of receiving its own label, CAPD (Central Auditory Processing Disorder). From the perspective of a medical model, these diagnoses are from a list of symptoms (a check sheet if you will) typically gleaned from parents and teachers. The medical/psychological recommendations are characteristically - coping, compensating and medicating.

What are parents to do? Their child is struggling, there is tension in the home and classroom, the good natured otherwise obedient child feels bad about herself and the list of undesirables goes on. Parents are left not knowing whether the negative behaviors in their home are really behavioral/heart issues or beyond the child’s control. The angst and uncertainty of how to help their child weighs heavy on their hearts. Many parents are opting out of the medication route because of the many side-effects and rightly so. This leaves uncertainty nagging at their heart and parents are left to search on their own through confusing and often opposing views. Some think, “If I only had a diagnosis, everything will be okay.”

Most parents, I have talked with, have been disappointed in the results of testing for labels. The solutions offered usually include a few general recommendations and medication that are often disheartening, disappointing and certainly not the solutions they were hoping for. Let’s look at the other side of the same coin for at least one possible cultural reasons for the rise in symptoms that are common to both ADD and low auditory processing.

Many years ago, when our educational system was developed, we were an auditory society. We ate together as a family three times a day and TALKED (no one was on a device). We read

as a family in the evenings or LISTENED to radio broadcasts for hours. We developed our auditory processing ability by listening. Today, our society has become primarily visual with electronic gadgets dominating our daily landscape.

Auditory sequential processing is the ability to hold pieces of information together in short-term memory, matching the order it was given. This short-term processing has to happen before information can be transferred to long-term memory. How is this skill foundational to a person's function? Well, it is vital to reading comprehension - holding the details of the story together; vital to the ability to learn to read with a phonics approach - holding specific sounds together long enough to get the word out; vital to interpreting social cues - putting all the pieces of spoken words, inferences and body language together to understand the full meaning of the communication; and vital to understanding cause and effect - grasping the big picture and realizing the ramifications of current actions. When this understanding is not in place, impulsivity often follows. Parents are dumbfounded by the seeming lack of consideration for others by a child acting on a whim without thinking of the consequences. Developmental deficits in language processing as well as in reading recognition and spelling have also been attributed to auditory deficits. These and more indicators too numerous to mention here, are symptoms listed on the ADD checklist, available through any internet search. These are skills essential to success in school and life.

Even behavior is an area greatly influenced by auditory processing. For example, if a 12-year-old processes more like a 4-5-year-old, he will act like a much younger child causing considerable conflict in the home and with peers. Interrupting conversations or not following conversations well causes one to say things that are viewed as inappropriate. These socially challenging interactions are common occurrences, when auditory processing is low. Let me be clear, this has nothing to do with intelligence! It is a developmental issue and fortunately can be changed.

ADD and low auditory processing share many of the same symptoms but auditory processing is not the over-arching reason for all of the symptoms. Neurodevelopmentalists look for any reason that a symptom might exist. For instance, there might be a metabolic reason (internal chemistry of the body- gut issues, allergies...) why a child can't sit still. The disorganization of papers, notebooks, room, etc. could be caused by a disorganized central nervous system. You can't expect organized actions from a disorganized brain but that is unknowingly what we do! A child might feel defeated in school work because the information seems to "get lost in his brain" and doesn't want to come out. This poor or inconsistent retrieval of information may be a dominance issue (hand, eye, ear or foot) that causes the filing system in the brain to fail.

The bottom line is, the brain controls everything we do so we need to look there to change the function. Since the brain is dynamic and ever changing, much can be done to change the processing ability, dominance or central nervous system organization of any person at most any age. If parents only knew what to do to change the brain pathways and did those activities, the results could be dramatic! One example of this brain change is a young man named Aaron T. who had been labeled ADD and put on Ritalin from the 3rd -7th grade. The medication seem to

help him cope with the demands of school. After applying the activities based on The NeuroDevelopmental Approach for one year, he was able to finish high school very successfully without the use of medication or modification. He got his associates degree and today Aaron is a dedicated Christian husband and father of four as well as a part owner in a successful small business.

I have been in the field of education for over 30 years. Never have I seen anything so substantial in changing lives as NeuroDevelopment. In my opinion, medication can only mask symptoms. To obtain lasting change we can choose a drug-free solution: The NeuroDevelopmental Approach to Life. The brain is complex and all the reasons for the rise in the label of ADD and low auditory processing cannot be expanded on here. Moms are traditionally good researchers when it comes to struggles of their children. The good news is that there is a way to change the brain so any curriculum or school experience will be successful. I encourage you to find out more about NeuroDevelopment through the many podcasts at: www.BrainCoachTips.com* or find this same information with added graphics on the YouTube channel - Brain Coach Tips.*

The facts are, if you exercise the brain with specific stimulation, it produces better function. With practice, any person's auditory processing can be raised and the majority of the symptoms on the ADD and CAPD checklist will be diminished or eliminated altogether. Get a free test kit to discover the current auditory processing levels for your entire family. This one skill, auditory processing, even though it is not the full reason for labeling children and adults with low auditory processing type labels, can be life-changing!

*Little Giant Steps is getting a new name: Brain Sprints

LONG-TERM MEMORY

The Question of Dominance by Faith Haley, Neuro-Educational Specialist

Long-term memory. What a lovely thought! To have really good, long-term memory a lot depends on what we call dominance. When the term dominance is used, however, there are always many questions. What is dominance and why is it important? It is perhaps one of the most important factors in having a truly wonderful life and yet few of us know what it is.

All animals on Planet Earth have two hemispheres in their brain. We humans, however, have the benefit of having a dominant hemisphere that allows us to have language abilities and to reason. In the dominant side of your brain you have a magnificent filing system that is especially made for the systematic filing of language. It is from here that you have the ability to speak, reason logically, have common sense, have the ability to read and all that encompasses speech and language. It's called your long-term memory. You also have a sub-dominant hemisphere, where your creative abilities are located, to draw, sing, and to be creative in so many different ways. Processing emotions takes place in the sub-dominant hemisphere as well.

Many have heard the terms right brain, left brain. Your left brain is for reasoning and logic and your right brain is for your creativity. That's exactly correct if you are right-handed. However, if you are left-handed then the right brain/ left brain theory is not true. If you are genetically predisposed to be left-handed, then your right brain is where your reason and logic and language filing system are located and your left brain is where your creativity and your emotions are. Remember, we are crossed-wired. The left brain controls your right side and the right brain controls the left side. Therefore, to enjoy the most efficient brain if you are truly, genetically, right-handed, you must take all information in through your right side: your right hand, foot, eye and ear. If you are truly, genetically left-handed and you want to experience the benefits of an efficient brain, then you must take all information in through your left side: your left hand, foot, eye and ear.

You see, everyone has a dominant eye and a dominant ear. Even though you use both your eyes and ears, only one eye and ear are chosen to take in information for long term storage. Your dominant eye takes in information to be stored for long term memory. Your dominant ear receives auditory information that will be stored in long term memory. Therefore, because you want to be able to remember what you see and hear, you need to be sure that you are receiving that information through your dominant side for rapid recall.

These are just a few of the symptoms that accompany individuals who are what we call "mixed dominant": A student might know something one day and not be able to remember it the next. You may know someone with one of those artistic personalities, highly talented in music, art or drama but is highly emotional, too. A person might be bi-polar, may have a stutter or might be ambidextrous. Those using their dominant ear but not their dominant eye will be able to better remember what they hear but not what they see. They are called auditory learners. If they are using their dominant eye and their sub-dominant ear, then they are mostly likely what you would call a "visual learner" because they more easily remember what they see. Why, because they are placing the information in the dominant side of their brain for easy retrieval of those stored facts.

Faith Haley Neuro-Educational Specialist
A Brilliant Foundation

Services

DFW Center

Now available in the DFW area. Same excellent results, new coaching options. Trained Brain Coaches work with your child at our McKinney location on an NeuroDevelopmental Action Plan.

In-Home Option

Partnering with parents to help eliminate learning challenges since 1995.

Parents as Coaches - You work one-on-one with your child from anywhere in the world on a NeuroDevelopmental Action Plan.

Let's go beyond tutoring to resolve academic and functional challenges at the source!



Many families come to us, frequently feeling hopeless and exhausted, after spending years searching for answers. When solutions like Brain Sprints come along, it's often difficult to know exactly where to start. Our goal is to help you find the best solution for your family's situation by providing options for your consideration.

To better understand your needs, please complete this questionnaire. You will then receive a link to schedule a free consultation. This process helps guide your decision about the path to better functional ability through The Brain Sprints' NeuroDevelopmental Approach to Life.

Free Consultation

Free Auditory Processing Test Kit

Request your free test kit from the home page of our website. You will be equipped to determine the auditory short-term memory level of each individual in your family. Also included is how to improve this important auditory processing skill.

