



Integrated Low Gear: The Missing Piece in Learning

Do you remember learning to do something that required a lot of focus or coordination? Perhaps you remember learning to ride a bike—your first wobbly trials, when you were learning to coordinate the movement of your feet on the pedals while maintaining balance and actually steering where you wanted to go. Then, one day you found yourself simply pedaling down the road, thinking about something else entirely. You had mastered the skill of riding a bicycle and it didn't need your focused attention anymore.

Anything we do easily we do automatically, without having to think about it. In Brain Gym® we call this state "integrated high gear," which means that we can move and think about something else at the same time. Into this category fall all kinds of things that we do effortlessly, like sign our name, brush our teeth, drive the route home from work. You could think of this as "cruising on autopilot."

When we learn something new we must slow down, so we can safely explore the bits of it at our own pace and make them our own in a very natural way. In Brain Gym we call this state "integrated low gear," one where we can stop and think when we need to. Into this category fall all kinds of new learning, from figuring out how to multiply fractions, to operating a new computer program, to the tasks of a new job. You could think of this as "safely slowing down to explore."

It's important to be able to move fluidly between these two gears. I like to

illustrate this kind of shifting between integrated high gear and integrated low gear by thinking about driving on holiday. Imagine you are driving through a part of the world you've always wanted to explore. You're on the freeway (cruising) and you spot a lovely little town in the distance, which you decide to visit. You certainly can't cruise through this town at freeway speed, so you exit the freeway on the appropriate off-ramp, slow down, and find your way to the town. You drive slowly through the town exploring all the picturesque buildings and shops. Perhaps you even park the car so you can get out and walk about on foot (safely slowing

This kind of learner will end up moving compulsively ("Help! I can't stop!") or sitting listlessly ("Help! I can't get moving!")

down to explore), to find that lovely café to have lunch or afternoon tea, and purchase a remembrance or two. When you're all finished with your exploration you get back into your car and return to cruising on the freeway again, taking with you all you learned about that little town.

This is the way true learning works: the learner moves seamlessly between integrated high gear and integrated low gear, as needed. When reading a story, he can slow down to figure out the

meaning of a word, and return effortlessly to fluent reading. When learning a new mathematical algorithm, she can effortlessly call on the math facts she knows while slowing down to figure out which numbers go where as she computes the answer. This kind of learning requires communication between all parts of the brain. In Brain Gym we call this an "integrated state," and we support this kind of integration through using Brain Gym movements and balancing to activate the connections within the brain.

What happens when a child (or an adult) is not operating in an integrated state? This kind of learner will end up moving compulsively: ("Help! I can't slow down!") or sitting listlessly ("Help! I can't get moving!") The learner who can't slow down will miss details and move on compulsively, with poor, scattered outcome in the product; she will act thoughtlessly and create havoc in her surroundings. The learner who can't get moving will start late and need prodding to finish; he may blend into the background or stare off into space.

When these behaviors occur to a mild degree they simply get in our way a bit, and we learn to manage them with compensations. But in the extreme, these are the very behaviors that end up being labeled as ADHD (Attention Deficit Hyperactive Disorder) or ADD (Attention Deficit Disorder).

Brain Gym movements and Brain Gym balancing sessions will help such learners develop the connections they need in their brain, so they can develop both integrated high gear and integrated low gear, and move easily between the two.

It's very important to be able to move effortlessly between integrated high gear and integrated low gear. Yes, it's lovely to do things quickly and automatically—but *integrated low gear is the only state where we can learn something new.* Without integrated low gear we careen through life, "trying" to do things, without first developing a foundation through safe exploration at our own pace.

New course!

Balancing Children: Reflexes, Play and the Heart

April 15-16-17, 2005

Developed and taught by Jon Bredal, M.A.

Please see page 3

Continued from Page 1

Of all the processes of Brain Gym, in my experience the ones that most directly support easy movement between integrated high gear and integrated low gear are Dennison Laterality Repatterning (DLR) and Three Dimension Repatterning (3DR). These processes, developed by Dr. Paul Dennison, are what I call “the crown jewels of Brain Gym.” These repatterning help the learner develop more fluid connections throughout his or her brain. The final outcome of either repatterning is both an integrated high gear and an integrated low gear state, which the learner can now call on at will, and between which he or she may easily move. (Both DLR and 3DR are learned in the Brain Gym® 101 course.)

Meet Parker, a young client who was simply a small hurricane in tennis shoes. He is five years old and developmentally delayed, having missed a number of important neurological milestones. His mother, a physical therapist, had described to me some of his behavior and processing challenges, but nothing had quite prepared me for the way Parker hurtled into my office and set about seeing and touching everything. I could see immediately that I’d have to work very quickly and intuitively, and said, “Hey, Parker! Come lie down here on the carpet!” Parker’s mother, Cristy, had just taken the Brain Gym® 101 course and I found myself saying, “Cristy, I think it’s time for a DLR with Parker!” She sat down with me to help with this process.

There are five main steps of DLR, which involve various combinations of arm and leg movement, eye direction, and other elements, in a specific sequence. Parker was able to do the first step fairly easily: it included Cross Crawl (the Brain Gym movement that involves bringing the elbow to the opposite knee), which Cristy had been helping him learn to do. This part of the repatterning process helps develop the integrated high gear state. However, when it was time for Parker to do the second step, which included raising and lowering his *same-side arm and leg simultaneously*, he simply could not do it. This part of the repatterning process helps develop the integrated low gear state—the ability to stop, think, and safely explore.

Then it struck me—Parker was a whirlwind of activity, and he could not do this movement: Parker simply had not the smallest particle of integrated low gear—he was *neurologically incapable of slowing down!* What would happen once this repatterning was complete? What would Parker be able to learn, once his system could slow down and feel safe enough to explore at his own pace?

Cristy and I carried on by “motoring” Parker through this movement—she’d raise his left arm and left leg together and lower them, then I’d raise his right arm and right leg together and lower them, back and forth, back and forth. Finally, Parker began participating in the process and started moving his arms and legs in that pattern on his own, first awkwardly and out of sync, then more fluidly. We completed the rest of the repatterning process in this same very simplified way, taking about fifteen minutes in all.

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where we can slow down
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When the process was complete Parker rolled onto his side and curled up, very content and very still. A feeling of serenity filled the air. My sense was that Parker’s body was absorbing this new experience of integration, and Cristy said that this was the longest she’d ever seen Parker be still, when he wasn’t asleep.

In addition, some other remarkable things were occurring. I mentioned above that Parker had missed some important developmental milestones, and one of them was nursing properly. As he lay there, he spontaneously began sucking motions with his mouth, which continued off and on for the next several days. Also, his next bathroom visit, a few minutes later, produced his first authentic, complete bowel movement of his life; Cristy said he’d never used the core muscles of his lower torso in that way before. These very basic steps are huge milestones in the life of a developmentally delayed child, and indicate that Parker had made several very important shifts through that very quick and spontaneous repatterning process.

The next day Parker went with his father to the mall. Ordinarily he would be “everywhere at once,” but on that day he stayed right by his father’s side, calmly looking at the things around him, despite the noise and distraction. This child, who

had been stuck in the “Help! I can’t stop!” state, was now stopping, thinking, and choosing. After that one DLR, Parker was no longer living a life of such compulsive action, he was able to slow down and process at his own pace.

Since that time (two months ago) Parker has continued to grow and develop, making improvements in language expression, chewing, acceptance of new foods, tolerance of noise and disruption, and auditory discrimination, and ability to dress himself. He has also returned to some earlier developmental behaviors (the “clingy” stage of two-year-olds, for example). I believe he is spontaneously “backing up to move forward,” this time completing each step more fully. Parker will certainly benefit from more balancing sessions, but this beginning to his journey with Brain Gym created a powerful foundation for future changes.

Not every child has Parker’s extreme challenge with integrated low gear, but many children (and many adults) have this challenge to different degrees. Teachers describe with dismay the increasing number of children with impulsive behaviors, for whom it takes tremendous effort to sit still or keep their hands to themselves; prescriptions for ADHD medication are at an all-time high. Articles abound on the speed of life today, and how many adults are “spinning out of control.” How many of us are dealing with lack of access to an integrated low gear state, where we can simply slow down and choose? Brain Gym balancing is a wonderful support for anyone who wants to make this kind of change.

It’s important to remember that as teachers and parents it’s our responsibility to support learners in taking time to safely explore, and become familiar with the elements of the new subject or area of endeavor. We validate integrated low gear by honoring the ability to slow down and safely explore by providing time for it, and resisting the need to pressure for mastery right away. We also validate integrated low gear by allowing ourselves to slow down, to enjoy the exploration and model this for others as well.



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The July, 2004 *Brain Gym® Journal* featured an article by Kathy Brown, M.Ed.:
Eye Teaming with Brain Gym®
You can find a copy of it on the Center Edge website, at
<http://www.centeredge.com/ArticPDF/Eyeteam>

Introducing

Balancing Children: Reflexes, Play and the Heart

Developed and taught by Jon Bredal, M.A.

April 15-16-17, 2005

Registration: \$345 until March 30, \$395 thereafter

Times: 8:30am to 5:30pm

Location: to be announced—Phoenix metropolitan area

Prerequisite: BG101

This course is in development as part of the Edu-K curriculum.

In *Balancing Children* you will learn how to:

- use a simple, yet powerful balance that flows easily with children, teenagers and families
- easily integrate reflexes and play into balances
- stimulate heart awareness and connection in balances
- work with difficult, hyper, or uncooperative children
- be more effective and achieve greater results

“During my seventeen years of experience using Brain Gym with children and families, I developed an easy and efficient way to integrate key reflexes, learned how to blend play into balances, and opened to the importance of creating a powerful heart connection. These gifts have given me a greater sense of confidence, a joy and ease in balancing with children, and greater personal fulfillment. I have a keen desire to share this with others. We truly have created a paradigm shift, with amazing opportunities to create profound differences in the lives of children and families. Brain Gym consultants have told me that this course provides some missing pieces for them and has helped them be more successful. Balancing children can be very challenging. This course will help you experience more ease, fun and satisfaction in your interactions with children and families.”

~ Jon Bredal, MA

People who take this course are so pleased with how it transforms their ability to work with young children—very naturally and at the pace of the child. Join us for this wonderful experience!

and returning, by popular request

Edu-K In-Depth: The Seven Dimensions of Intelligence

taught by Colleen Gardner, Edu-K International Faculty

November 10-11-12-13, 2005

Registration: \$495 until Oct. 24, \$550 thereafter

Times: 9:00am to 5:30pm

Location: to be announced—Phoenix metropolitan area

Prerequisite: BG101, plus four case study pages completed and entered on your log

This course is part of the required curriculum for licensure as a Brain Gym consultant.

This incredible course expands on the basics learned in BG101, and reveals the depths of Educational Kinesiology.

In *Edu-K In-Depth: Seven Dimensions of Intelligence* you will

- **build** on your knowledge of the three body/brain dimensions: Laterality, Centering, and Focus
- **learn** four more dimensions: Cranials, Breathing, Body Regulators, and Motivation
- **expand** your learning menu options with new techniques categorized in four realms: Structure, Personal Ecology, Emotional, and Energy
- **deepen** your experience and understanding of the balance process
- **experience** personal shifts as you share balances as a means of learning all these techniques
- **learn** from a master of Edu-K, who will support you in recognizing your own state of balance
- **enjoy** many opportunities to learn and grow, both personally and professionally

For more information, go to www.centeredge.com, or call the Center Edge office at 602-952-7001

Five dates for The Brain Gym® Course

February 25-26-27, 2005 (Fri-Sun)

April 1-2-3, 2005 (Fri-Sun)

June 15-16-17, 2005 (Wed-Fri)

August 12-13-14, 2005 (Fri-Sun)

September 23-24-25, 2005 (Fri-Sun)

Registration: \$375 (\$325 if paid by two weeks before course start)

Location & Time: Center Edge office -- 9:00 am to 5:30 pm

Instructor: Kathy Brown, M.Ed.

Prerequisite: None

Often referred to as Brain Gym® 101, this is the introductory course to Brain Gym. Brain Gym is the core program of Educational Kinesiology, a system developed by learning specialist Dr. Paul Dennison, in which simple developmental movements and processes are used to enhance physical, mental and emotional ease and functioning.

What you will learn in the Brain Gym® Course:

All 26 Brain Gym movements and how to use them to connect with your innate intelligence and ability
Simple yet powerful Brain Gym processes you can use to help yourself and others improve in listening, reading, comprehension, handwriting, focus, organization, and more.

The physiology behind how movement activates potential - and the experience to make it real for you.
How to apply all this in schools and in your home for happier, easier learning.

These dates don't work? Please call. We'd be happy to arrange a Brain Gym® 101 course or introductory program for your group, school or organization.

Two dates for Optimal Brain Organization (formerly Brain Organization Profiles)

May 14-15, 2005

October 22-23, 2005

Registration: \$275, or \$250 if paid at least two weeks in advance (Repeat for half registration fee)

Prerequisite: Brain Gym® 101

Location & Time: Center Edge Office -- 9:00 am to 5:00 pm

Instructor: Kathy Brown, M.Ed.

Which side of your brain you use for.... ?

Reading
Motivation

Math
Memory

Writing
Relating to others

Communicating
Other life activities

What happens to your brain (and your ability to function) when you experience stress?

What's happening neurologically as people experience.... ?

Reading difficulty

Poor handwriting

Lack of motivation

"Lost" in daydreaming

Poor memory

Stuttering

Learning frustration

Don't seem to "hear" you

Lack of organization

Negative attitude

Poor comprehension

Jerky, stilted oral reading

In this course you will...

Discover your own Brain Organization Profile and experience it in action

Learn to assess the Brain Organization Profiles of others

Understand the effects each profile has on learning style

Experience how movement supports everyone in overcoming the challenges of their profile

Give new meaning to "right brained" and "left brained" -- and other misunderstood labels

Understand the role of early learning experiences in determining Brain Organization Profiles

Relate the Organization Profiles to reading, writing, hearing, vision, motivation and social skills

Incorporate the tools of Brain Organization Profiles into your Edu-K balances...

Have lots of fun as you learn, grow, and explore.

You can find a registration form on page 5 of this newsletter, or at www.centeredge.com

Course Registration Form

Yes! Please register me for the the course/s noted below

Name (please print clearly) _____

Address _____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____

Fax _____ Email _____

How did you find out about this course? _____

Brain Gym® 101 – February 25-26-27, 2005 (Fri-Sun)

Brain Gym® 101 – April 1-2-3, 2005 (Fri-Sun)

Brain Gym® 101 – June 15-16-17, 2005 (Wed-Fri)

Brain Gym® 101 – August 12-13-14, 2005 (Fri-Sun)

Brain Gym® 101 – September 23-24-25, 2005 (Fri-Sun)

___ I am enclosing full payment of ___\$375 or ___\$325--early reg. rate (2 weeks ahead)

___ I am enclosing repeat-rate payment of ___\$190 or ___\$160--early reg. rate (bring manual)

___ I am holding my place as a ___first-time or ___repeat student with a \$50 non-refundable deposit. I will pay my balance of \$_____ on check-in.

___ I am enclosing a corporate or school district purchase order for ___\$375 or ___\$190--repeat

Optimal Brain Organization – May 14-15, 2005 (Sat-Sun)

Optimal Brain Organization – October 22-23, 2005 (Sat-Sun)

___ I am enclosing full payment of ___\$275 or ___\$250--early reg. rate (2 weeks ahead)

___ I am enclosing repeat-rate payment of ___\$140 or ___\$125--early reg. rate (bring manual)

___ I am holding my place as a ___first-time or ___repeat student with a \$50 non-refundable deposit. I will pay my balance of \$_____ on check-in.

___ I am enclosing a corporate or school district purchase order for ___\$275 or ___\$140--repeat

Balancing Children: Reflexes, Play and the Heart -- April 15-16-17, 2005 (Fri-Sun)

___ I am enclosing full payment of ___\$395 or ___\$345--early reg. rate (By March 30)

___ I am enclosing repeat-rate payment of ___\$197 or ___\$173--early reg. rate (bring manual)

___ I am holding my place as a ___first-time or ___repeat student with a \$50 non-refundable deposit. I will pay my balance of \$_____ on check-in.

___ I am enclosing a corporate or school district purchase order for ___\$395 or ___\$197--repeat

Edu-K In-Depth: Seven Dimensions of Intelligence – November 10-11-12-13, 2005 (Thurs-Sun)

___ I am enclosing full payment of ___\$550 or ___\$495--early reg. rate (by Oct. 24)

___ I am enclosing repeat-rate payment of ___\$275 or ___\$238--early reg. rate (bring manual)

___ I am holding my place as a ___first-time or ___repeat student with a \$50 non-refundable deposit. I will pay my balance of \$_____ on check-in.

___ I am enclosing a corporate or school district purchase order for ___\$550 or ___\$275--repeat



IMPORTANT:
If registering for more than one course, please send separate checks...

Thanks!

**Please mail your payment or purchase order with this form to
Kathy Brown / Center Edge • 4915 E. Pinchot Avenue • Phoenix, AZ 85018
All deposits (or \$50 of each early full payment) are non-refundable unless we reschedule.**

For more information please see our website at www.centeredge.com or call us at 602/952-7001.

Please wear comfortable and loose pants or shorts, and bring note taking materials. Water and snacks will be provided. You are welcome to bring any snacks for yourself or to share. Restaurants are nearby for lunch, or bring your own.

We look forward to having you in class!

Praise for the upcoming course
Balancing Children: Reflexes, Play and the Heart

This course helped me tremendously on every level. In addition to the great reflex tools, I gained wonderful ideas on incorporating the critical element of PLAY in Brain Gym. It helped me better integrate my Brain Gym learning with how to balance with children. Jon's love and support really bolstered my confidence in doing this work. I really appreciated how Jon provided a model of being so real, intuiting where the group was at, and flowing with it. I really loved the class.
~ Teena Woeber

This course is great! I got in touch with my desire to have more play in my life. I loved the simplicity. I will be able to implement what I learned right away tomorrow. I will apply the simple balance using the reflexes with my clients and a playful modification with my family. Thank You!
~ DeeDee Horn beak

Now I finally understand Brain Gym! I have been most inquisitive regarding primitive reflexes. Now I understand them and what I can do to help my students. I never suspected that I have active reflexes myself. Being a learning therapist, I will use what I learned for my many amazing children.
~ Cari Ann Cutler

Want to know more? See page 3 inside, visit the Center Edge website, or call.

For Further Information

Center Edge website: www.centeredge.com • Brain Gym® website: www.braingym.org

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Center Edge[™]

*Enhancing business, education
and personal effectiveness*

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