

Depression comes when we feel a sense of helplessness about our situation. Achievement and self-esteem come from a sense of mastery and control.

EDU-KINESTHETICS IN THE CLASSROOM  
(Keeping It Simple)

Joy Lindsey

I have been teaching a 10 hour Edu-Kinesthetics class (Balancing the Mind/Body Energy for Reading Writing Learning) for the last three years to parents and teachers in the Los Angeles Unified School District. My emphasis has always been Parent Education/Staff Development, ie. teaching others to introduce EK to their students or children. This year I decided to go into classrooms myself and work directly with the children, although, still with the emphasis on enabling the adults to carry on.

Regardless of whether teaching an adult class or working as a team with adults and children in the classroom, I have always kept it simple. First, because of limited classroom time; secondly, because of having to pass the skills on through other people; and finally, because children will do the exercises daily if they are short and simple and they can see a difference in themselves and/or their work.

The outline that follows is how I set up the classroom work with students, teachers and aides. You will find that the total balancing techniques total only 6: central meridian up, cross-crawl, lazy 8, emotional stress release, K-27, and auricular exercise. Granted there are more difficult cases where more advanced knowledge is necessary, but my experience is that these 6 will "switch on" most children. (And adults.)

I prefer that the teachers and aides have had the 10 hour class so that they are not only knowledgeable but are convinced through class discussion, activities and feedback that the techniques really work. In addition to the 10 hour basic class a 1 hour pre-session is needed for the individual teacher and aide plus about 15 minutes before each 45 minute student session to 1) show adults what we will be doing for the day, 2) evaluate progress, and 3) so that I know they are experiencing the results of balancing (integrated mind, good energy, stress release, etc.) for themselves.

I also prefer a group of 3 students per adult (6-9 children) so that: 1) I'm not tempted to take over and do it all - the other adults will learn better by doing; 2) the children are not so self-conscious - they seem to want to try things out first if there are 6-9 instead of 3; and 3) success stories are more plentiful during the feedback time in the slightly larger group - thus, more credibility for all. This usually takes place in a Resource Specialist's room where such grouping is possible, not in a large classroom.

Two other reports are available:

Balancing the Mind/Body Energy for Reading Writing Learning - primarily comments from parents and teachers who took the basic 10 hour class, as to how children improved learning, released stress, reduced hyperactivity, increased energy, etc.

Balancing the Mind/Body Energy for Reading Writing Learning in SPECIAL EDUCATION - results in working with handicapped children.

The classes are set up with a pre and post (evaluation) session for teachers and aides, and 4 or 5 weekly sessions for students.

### Pre-session for teacher and aide

- Body/mind energy and right/left brain  
brief explanation of concepts and research
- Central meridian up, down, up  
to demonstrate body/mind energy  
teach how to muscle test
- 1 to 40  
show where present energy is on a scale of 1 to 40
- Pencil test (visual inhibition - TFH)  
to determine if hemispheres are integrated (switched on)
- Cross-crawl vs homolateral crawl  
to switch on right and left brain  
if homolateral test cross-crawl with eyes left, then cross-crawl with eyes right  
and go with the strongest - you don't have to know hemisphere laterality
- Pencil test again  
both hemispheres should now be integrated
- Emotional stress release  
most of us seem to need this
- 1 to 40  
energy will probably have risen to 40 out of 40 at this point

At the end of this session teacher and aide feel better. They have seen and experienced 1) muscle testing and 2) the difference cross-crawl and emotional stress release can make. I have found that it is important to care for and to continue working with the adults through out the 5 weeks. The temptation is to focus in on the children and forget the teachers. If one feels positive change in one's self, one will expect it in others.

### Session I

- Teacher/aide preparation time  
am I balanced?  
are other adults balanced?  
go over what we will be doing with students  
if teacher is a Resource Specialist ask her to tell the children's regular teachers to watch for change and share that with her
- Body/mind energy and right/left brain  
as with teachers, a brief explanation of concepts - use visuals
- Central meridian up, down, up  
shows energy  
how to muscle test  
also if the central meridian is reversed, which might indicate a more complicated situation
- Alphabet - performance proof  
ask student to write the alphabet doing his best  
it is important to pre-test and post-test various skills so student can see his own improvement (the alphabet is a good one to start with)  
time his work without being noticed
- Pencil test - muscle test proof  
as in the teachers' pre session this will show if hemispheres are integrated  
one side usually weaker
- Cross-crawl vs homolateral  
see above - make sure eyes are in correct position if homolateral
- Pencil test again  
usually both sides strong now, if not, more cross-crawl with arms higher

-Alphabet again

use a separate sheet of paper  
time it unnoticed - with both brains integrated it will be easier, faster  
without stress (watch the child's face both times he writes to observe  
the difference in stress), and usually an improvement in the writing

J. was so amazed at how much easier the alphabet was for him that he did the cross-crawl every day. At the end of the 1st week he had read 17 books for the Reader's Digest Read-a-thon and had been advanced to the next reading level in his class. He continued cross-crawl, emotional stress release, and the other 4 techniques taught in these sessions. When his report card came out 6 weeks later he had gone up a grade in almost every subject.

-Ears (Auricular exercise - TFH)

fun, easy, and very effective for lots of kids  
good way to end the session

R. was embarrassed by being the only one of three that was homolateral. He declared that he wasn't going to do the cross-crawl. However, I observed him through the window as he left the room and he was rolling his ears back. (As it turned out he did his cross-crawls during the week, too!)

-Homework routine

xc (cross-crawl), ↑ (central meridian up) ? (ears)  
before school; after lunch; before homework

Session II

-Teacher/aide preparation time and feedback'  
see Session I

-Student feedback

any change in school, sports, homework - this feedback time is extremely important  
Those who have not used the balancing exercises at this point will be encouraged by the success of their classmates to get going.

E.'s teacher was considering holding him back in the 3rd grade. Now he is getting all 90's, totally changed from being the hyperactive child he was, and loves his guitar lessons that he used to hate.

C. was the type of child who was constantly out in space. She is now on task, says her teacher. She loves the cross-crawl. Her mother is estatic as she claims it is helping her more than all the psychological counseling she has been through.

D. was the type that couldn't sit still. Not the hyper child that disrupts the classroom but a wiggler that disrupts her own concentration. She has stopped wiggling and is now also on task.

-Brain cell

how synapses occur and lead to learning - brief explanation with visuals

-1 to 40 - people seem to enjoy seeing their energy go up numerically

-Letters - write or say

muscle test each one and check ones that go weak

-Lazy 8 - for visual learning (integration)

check both directions and go with the strong one

make sure they can draw this by themselves before adding to homework


-Letters

retest letters that were weak - most will now be strong on all letters

if some letters still test weak, have student cross-crawl in the way that is correct for him and retest these.

-Cross-crawl - 3 dimensional (front, side, back)

check homolaterals to see if changed

- Emotional stress release, if time
- 1 to 40
- Homework routine
  - xc, ↑, ?
  - add∞(lazy eight),  (emotional stress release)


### Session III

- Teacher/aide preparation time and feedback
- Student feedback

Some of the children I worked with were from a gifted class but were behind in getting work in. After 3 sessions they were finding their written work much easier to do and catching up. One of the boys expected to get a C on a report and got an A-.

B. had to finish his homework before the family could go to the park. The shorter the time got, the worse the stress and, of course, the more impossible the task. He remembered to do the integrating exercises and zoom! he was done in 20 minutes. His mother reported later that he was in a super mood all the rest of the day.

D. a 6th grader, was switched off on many subjects, but Math came back first. In 6 weeks he went from 3rd grade level Math to 5th.

- 1 to 40
- Tape recorder
  - reading of material at child's level
- Tracking
  - test to see if mid-line can be crossed visually while remaining strong, as one must do to read well
- K-27
  - if K-27 is not effective (different things work better for different people)
  - use lazy 8 and/or cross-crawl
- Tracking
  - repeat test to see if body now stays strong
- Tape recorder
  - read again
  - play both back and note the difference
- Emotional stress release
  - if this was taught last session, do it now as a group - everyone thinking their own thoughts and holding their own frontal eminences
  - sometimes this leads into a discussion as to how one feels when favorite animals die, etc.
- Cross-crawl - 3 dimensional
  - check homolaterals
- 1 to 40
- Homework routine
  - cx, ↑, ?, ∞, K-27, and 
  - whatever works best for the individual
  - before school, after lunch, before homework

### Session IV

- Teacher aide preparation time and feedback

One of the aides had been given the responsibility to do the sets for a school production. The huge mural started out slow and difficult. After emotion stress release and cross-crawl she said it all started to flow - drawing was fast and creative. She said it was her best work.

A teacher was taking a test on word processing on a typewriter. It was supposed to take about 45 minutes. Integrating first her 2 hemispheres, she did it in 1<sup>st</sup> minute and got an A-. She said her friend who is a better typist took the full 45 minutes.

Another aide, who is really turned on to this, said everyone keeps telling her how creative she is getting. She says that whenever she is in a meeting she is the one who keeps coming up with not one but several ideas on how to get things done.

Many teachers remark on how their whole class settles down after switching on both sides of the brain with these integrating techniques.

#### -Student feedback

J. has gone from 5 fights a week with his school mates to 1. (Nobody's perfect!) He is also improving in his hockey. He was homolateral, now tests strong on crosslateral.

T., a 6th grader but small for his age, says he can now kick the starter on his ATC.

Many students are improving in sports - baseball, socker, kickball and even weight lifting (High School).

-1 to 40 and/or pencil test

-Children testing each other and the adults

if time or interest in session II or III, this was started earlier

-Lazy 8 for auditory learning (integrating)

-Options depending on time and if there is a 5th session. Testing for:

colors

thoughts and words

school subjects or parts of subjects that switch off body/mind energy (integration)

-Review all 6 techniques that integrate (balance, switch on) the right/left brain and body energy

-Emotional stress release - group


I want to reemphasize this as it often gets left out in follow up work. We all seem to need this at times regardless of age.

this is a good time to introduce such concepts as self-love, self-esteem, I'm OK.

Most of these children are down on themselves because of their self-image of being "stupid". We can get them out of that box. More often than not they are really quite bright.

-1 to 40 and/or pencil test

-Homework routine

cx, T, C, K-27, ?, 

whatever works best for the individual

before school, after lunch, before homework

#### Post evaluation session with teachers

-Wins, partial wins, no improvement (no improvement usually happens when child simply is not interested in doing the exercises - that should be his choice)

-Where do they go from here

-Recorded records of improvement

-Advanced training in Edu-Kinesthetics and/or Touch for Health

-Encouragement and reminders are necessary, but in the end it needs to be the student's "thing". It is knowledge from the in-side-out. If a person experiences a change he will do the balancing/integrating techniques because he understands there truly is a difference.

#### Special Education differences - working with the handicapped, other than Educationally

-Working in the classroom with mentally retarded or physically handicapped children needs to be very individual. The aim may not be reading, writing, etc. but speaking, walking, more energy, raising the head, reduction of hyperactivity, etc.

-Surrogate testing is usually necessary since students often cannot be tested due to weak or over energized muscles, or simply not understanding the muscle test

-4x4 balancing

Usually from the very beginning I test 4 muscles (surrogate) and make 4 correction

Supraspinatus  
EMC  
Latissimus Dorsi  
Deltoid

Central Meridian up  
Emotional stress release  
K-27  
Cross-crawl

-Cross-crawl

usually has to be done by several people (teacher plus 2 aides) lying down  
a small child can be cross-called sitting in lap on the floor -  
some children can march with legs while one adult moves arms

-Pictures of a x (cross) and ll (parallel lines) come in quite handy for determining  
crosslateral vs homolateral due to difficulty in muscle testing

-To change from homolateral to crosslateral (since many special children cannot  
put their eyes left or right) I use the "sandwich".

1st week: homolateral crawl - cross-crawl - homolateral crawl  
if cross-crawl tests as strong or stronger than homolateral →

2nd week: cross-crawl - homolateral crawl - cross-crawl  
if cross-crawl now goes strong and homolateral weak →

3rd week: cross-crawl only

thereafter: check occasionally to make sure cross-crawl stays strong  
if not, repeat steps

-Special Education feedback

F. who is 20 years old and in a wheelchair was homolateral. When changed to cross-lateral he started rolling his chair to the bus (about 50 yards), to various activity centers, and in the school roll-a-thon. He had never done any of this before to the teacher's knowledge. He was able to sit up straighter and raise his head up higher. He did slip back to homolateral and needed to be repatterned.

Many handicapped children who are quite hyperactive have been amazingly calmed in a few minutes with the emotional stress release and cross-crawl. My favorite story is A., who was getting a hair cut. She is 6 years old; severely mentally retarded. When the beautician, who was volunteering her time at the school, started to cut her hair A. got very upset. The teacher who was already holding her hands was going to go get an aide for extra restraint. I asked if I might try something and used the emotional stress release for about 2 minutes. She sat calmly for the next 11 minutes (unheard of for this child) while the beautician cut her pretty blond, natural, curly hair.

One other child who is 5 years old, in a chair with multiple handicaps, has improved in this way: 1) He is walking better - pushes his walker now instead of just standing with it and will walk with the teacher just holding on to her pocket. 2) He is learning many new words. The day I was talking with his teacher in the classroom the physical education teacher said, "Good boy!" to O., and to her delight he repeated it immediately. 3) New physical skills - she had said "Good boy" because he was pushing himself around, belly down, on a 4-wheeled dolly. and finally, 4) his teacher said he is becoming conscious of people in his space. While I watched, he was gently touching another boy's nose, becoming aware of his classmate for the first time. The other child seemed to realize the change in O. and remained still, allowing him to explore his face.

The balancing techniques used are based on the books and training of:

Paul E. Dennison, Ph.D., Switching On - The Holistic Answer to Dyslexia, P.O. Box 5002, Glendale, Ca 91104

John F. Thie, D.C. Touch for Health, 1174 North Lake Ave., Pasadena, Ca. 91104

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## BALANCING THE MIND/BODY ENERGY for READING WRITING LEARNING

This is a 10 hour class (16 for Los Angeles Unified teacher in-service) for parents, volunteers, teachers and aids. It deals with:

- o Balancing (or switching on) the hemispheres of the right and left brain.
- o Releasing emotional stress.
- o Reducing hyperactivity.
- o Balancing the body energy which affects the brain.
- o How all of the above can improve learning.

30 classes have been taught in the last 2 school years (1981-82 and 1982-83) primarily in Region 6, through the Volunteer Tutorial & Doves Programs Office and the Region 6 Administrative Office, reaching 680 parents, volunteers, teachers and aids.

On pages that follow are excerpts from the written class evaluations, quotes from the feedback portion of the class, as well as, comments from a questionnaire sent May 1983 to all 680 class participants.

Class objectives, content and source follow the participants comments, as well as, how to request a class.

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## LEARNING RESULTS

In response to the question, What was interesting or useful?

The concepts of right and left brain.

How to understand why my child thinks the way he does and how to help him to use his mind more and not get bored so easily.

The awareness of turning on both sides of your brain for most efficiency.

Everything - dyslexia and learning disabilities.

Settling into classroom work

There were many reports from teachers of classrooms settling down quicker and children getting easily into their work. One reported that often when there was an excess amount of restless commotion in the classroom one of the students would remind her that they had forgotten to do the balancing exercise.

Students enjoyed breaks from "school work" and seemed more willing and ready to continue.

Homework - Taking the Responsibility - Easier, Faster, Better and Happier

Please do not take this item lightly. Of all the comments from parents, this exciting positive change in their children's approach to homework is most frequently mentioned.

My children are doing their homework better and behaving better.

My 10 and 11 year olds improved their achievements in written composition and mathematics. Instead of calling me to do their assignments with them, they do it first independently and then have me correct it. They have developed a sense of responsibility.

My children are more eager to attack homework and other activities because of increased energy and a feeling of being in control of situations.

My son, Edward (7 years old) always does his homework rapidly but when he is stuck (blocked) I remind him to do the



cross crawl and lazy 8. Afterward he can finish his work easily. It makes me feel good to see him so happy with this. After arriving from school my children immediately go over their assignments instead of my reminding them.

### Multiplication tables

A 12 year old was having trouble remembering his multiplication tables. After one of the exercises, which integrates the right and left hemispheres of the brain, he knew them immediately.

Another mother reports: My 11 year old daughter was not able to learn her multiplication tables and began doing the exercises. She began learning them and learned them all.

### Alphabet

Several parents spoke of children who could not learn even the first 5 letters of the alphabet after many weeks of trying. But with the exercises balancing the 2 hemispheres of the brain, they learned them rapidly. One girl started saying, "A, Little a, apple. B, little b, ball." etc., as if the language side (left) and the visual side (right) suddenly all came together.

### Spelling

Lourdes, 9 years old, reports that she was getting 100% on her spelling tests almost every week after starting the exercises.

Another: My son's spelling grades went from 65% to 95% in 3 weeks. Instead of hiding his books when he gets home, he puts them on the table and says, "Let's get at it, Mom!"

Also: My daughter has been getting 100's on her weekly spelling tests and is eager to do her homework.

One mother wrote of spelling improvement like this:

13 years	10 years	10 years
95 to 100%	70 to 95%	80 to 95%

### Reading

From a teacher's questionnaire: One student went from no interest in school to reading everything he could his hands on. He even sat in other children's reading groups when he finished his own work. He began doing his homework regularly, he had previously done none.

One elementary school boy from the first time ever at home picked up a book and sat down to read it. The mother said she was in shock!

Another 20 year old son with all the traits of dyslexia, (very bright electronically but never could read) read the word "earthquake" on the cover of a boys magazine (a word he could not read before), sat down and read the whole article. Another first.

### General improvement

A teacher reports that her students were a bit unsettled after doing the cross-crawl the first time before a test. But upon checking the results, the class as a whole was noticeably higher than usual.

The children in class are responding to themselves after they balance themselves. Memory training and cross-crawling have improved their retention of information.

My daughter was very slow in math and reading. I practiced with her the Mind/Body Balancing exercises. She finished the 2nd grade with 95% in these subjects.

One mother simply stated that her daughter was getting more happy faces.

Frankie's mother reported that in catechism class, where she observes him weekly from the back of the room, he has started raising his hand and participating more.

Jose, 12 years old, frequently forgets to put the "e" on the end of his name. When muscle tested on each of the 4 letters of his name, all of which he was making clockwise instead of the correct counter clock wise direction, he tested weak.

### Words, thoughts and touch

After the session on how words, thoughts and touch affect the mind/body energy, Sharon sent her son off to school with hugs and good words. Her husband joined in on the hugs, which he doesn't usually do. Their son come home from school in an excellent mood having had a banner day in terms of both studies and relationships.

## RESULTS FOR HYPERACTIVE CHILDREN

I tried some of the ways of trying to calm down an over active child. I got positive results. I did this for 2 of my over active boys in class.

One teacher had 4 very disruptive boys in her room this year. Since doing the cross-crawl correctly they have settled down, "The class goes zooming along!" and she can now get on with her job of teaching.

The results have been fabulous since it has helped control the mischievousness of my children.

My 8 year old improved a little in his studies. He has always been good in his school work. However, I discovered in his report card that he received "Excellent's" in his work habits. He has never received an "E" mark, always "S"'s and some "U"'s. This was a first!

My grandson is doing very good in his school work and behavior. He is hyper.

A father of a hyperactive girl reported that the teacher told him his daughter was settling down in class. This was after 3 weeks of cross-crawl with correction.

I am very happy for having been able to help my son who was not able to pay attention to anything for very long. Now he can.

## EMOTIONAL STRESS RELEASE RESULTS

In response to the question, What was interesting or useful?

Bring up my body energy in times of stress.

How to reduce stress and restore energy.

Learning to deal with stress.

### Students

One of my students, who puts a lot of stress on himself, gets successful results by using the exercises before tests.

As a result of exercises before reading a 7 year old boy now sits down and does his reading workbook pages. Where as before, he would scream and almost cry because he didn't want to do his workbook.

My 7 year old daughter became hysterical because she couldn't do her homework. I had her do the energy balancing exercises and she did her work well, fast and happily.

One "right brained" teacher had a "right brained" child last year, who did well in class. This year the child has a "left brained" teacher, is doing poorly and has lots of stress. Could the switch in brain dominance of teachers be causing it? she theorized.

My son, 12 years old, was very nervous about going to sleep. He used the emotional stress release and little by little it has disappeared.

### Adults

This comment is very common from adults: When I am tired and nervous the emotional stress release helps me a lot. I feel relaxed and with new energy.

A volunteer in the class had a fear of speaking up in a group or in front of a group although she had many good ideas. A year after the class she is now Community Representative at her child's elementary school, active at several levels of the district, as well as, at the Jr. High and Sr. High where her other children go.

I have always found freeway driving a very stressful experience. However, with the emotional stress release technique I have diminished the stressfulness. I feel more relaxed and in control.

It works well in arguments, allowing one the choice of not overreacting (causing the other person to react even more) but being able to see the overall situation.

### Pre-schoolers

I have had several parents who have used the emotional stress release with pre-school children. One 2 year old awoke crying with a nightmare. Using this technique he was peacefully sleeping in 2 minutes,

Another awoke crying for his pacifier. Not wishing to get out of bed, she tried the motional stress release and he slept all night without it for the first time.

One class participant works at a nursery school. A brand new 4 year old, whose mother had left, was crying hysterically. None of the usual diversionary tactics helped. She used the simple emotional stress release, which stopped the crying long enough for the teacher to find out that her favorite things were dresses. The child then went on to describe her favorite dress and was fine from that point on.

### RESULTS WITH THE HANDICAPPED

A teacher of a child with a speech impediment reports he is doing better both socially and academically.

I have used it with my daughters and they have enjoyed it, especially my 11 year old who has emotional problems. I have noticed that it is helping her a lot.

I look forward to the day when this page is full. I have not yet had the opportunity to work with teachers, aids, volunteers and/or parents in Special Education. - JL

## BODY ENERGY RESULTS

In response to the question, What was interesting or useful?

We can teach our children to control the energy of their bodies in a very simple way.

The effect of food and color on the body energy.

The energy that the exercises give a person.

### Students

One mother reports that after cross-crawling everyday with correction her non-athletic son ran his first 10 kilometer race.

A high school senior's favorite sport is weight lifting, he is in the 300 lb. category. After doing lazy eights he pressed 10 lbs. more than usual and increased his "reps".

During PE a girl was tired after running around a track once. The teacher asked her to use a balancing technique and the girl went around 3 more times and was energized instead of pooped!

My 9 year old daughter was very lazy to get up in the morning and get dressed. But no more. She now gets up rapidly, in a good humor, and is doing better in school.

My children had more energy and they felt better.

### Adults

"Speaking for myself", says a school librarian, "I do cross-crawl every morning before getting started on my regular routine. I think it gives me a good start for the day!"

My husband practices the exercises after work and it helps him reduce his tiredness.

A lady in her mid-fifties, who was weak on all muscle tests and had a shuffling walk, became strong on everything and actually changed her gait after 3 weeks of cross-crawl with correction. She looked better, was showing what she had learned to all of her extended family and was getting positive "strokes" back from them because of her new knowledge.

My family, as a result of my seeking/growth, is becoming aware of their responsibility for health and "hol-ness".

Yours truly, being homolateral, found it very exhausting to jog around a quarter mile track once. After doing cross-crawl with correction I jogged around 6 times (1½ miles), much to the amazement of my family, and was barely tired. - JL

BALANCING THE MIND/BODY ENERGY  
FOR  
READING WRITING LEARNING

OBJECTIVES:

Upon completion of this course a teacher, parent, volunteer, or aid will be able to:

1. test the flow of energy or blockage of that flow in a family member, friend or student;
2. teach the use of brain balancing techniques and exercises to coordinate right-left hemisphere balance and improve mental ability;
3. understand posture and its affect on reading, writing and learning;
4. release emotional stress;
5. know how to use muscle tests to identify low energy foods - sugar, for instance, and how it can affect concentration;
6. show a family member, friend or student how to increase general health and energy by releasing the blocked energy; which, of course, affects mental ability.

The content of this class is based on the books and training workshops of:

John F. Thie, D.C., Touch for Health

Paul E. Dennison, Ph.D., Switching On - The Holistic Answer to Dyslexia

In-service teacher: Joy Lindsey 213/996-3299

BALANCING THE MIND/BODY ENERGY  
FOR  
READING WRITING LEARNING

Content list:

registration and introductions

housekeeping and guidelines

explanation of Touch for Health and Edu-Kinesthetics, on which this class is based

demonstration of energy flow

how to muscle test

muscle testing in pairs

concert of 4 muscle tests (right brain reinforcement)

energy tests - color, music, food, natural vs. plastic, words, thoughts, circles of energy

dyslexia - facts and symptoms

cross-crawl vs. homolateral crawl

case histories

self contracts - to use course content

emotional stress release

balancing techniques - 12

testing for hemisphere balance

how to check for lateral dominance - eye, brain, hand

traits of right and left brain

testing for best posture for writing, reading and learning

right field, midline left field - relation to reading, writing and learning

reinforcement all along the way

count down review - simplified steps to take when working with a child (or anyone)

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