

## ENERGY FLOW BALANCING - A DEMONSTRATION

Jimmy Scott, Ph.D.

Health Kinesiology Institute

The material discussed here is extracted from two of my books, Improve Dyslexia, Learning Disorders, and Sensory Dysfunctions in Minutes, and Relieve Emotional Distress and Phobias in Minutes, both to be released in 1987.

Energy Flow Balancing is the collective name of several Health Kinesiology techniques which are especially related to sensory and cognitive functions. Three simple methods alone allow the correction of about 95% of all dyslexic energy disturbances, without the need for complex procedures, homework exercises, re-strengthening processes, or the like. Two of these will be demonstrated - Sensory Energy Disturbance correction and Cognitive-Sensory Integration.

Whenever energy corrections are performed, a sequence of five steps is involved. Explicit awareness of these steps helps understanding of the process.

1. BALANCE the meridian energy of the person.

You must always begin with the meridians energy balanced in order to assure reliable and accurate testing.

2. STIMULATE the function to be tested.

Whatever energy disturbance occurs from some item must be triggered by exposure to that item. Only then can you determine what needs to be done to balance the energy in the face of the unbalancing stimulus.

3. IDENTIFY the energy circuits disturbed by that item exposure.

In order to know which corrections to do, it is necessary to know which circuits, or meridians, are being disturbed. Usually touch localizing (TL) is adequate. What is TL'ed depends on the nature of the stimulus. Unless all of the circuits are tested only partial correction may be obtained, a frequent source of error.

4. CORRECT the energy disturbance produced by the exposure.

To correct the energy disturbance, the item exposure is continued and the appropriate energy reflexes are stimulated. Which reflex points are used depends on which circuits are disturbed and on the nature of the stimulus - an allergic substance will not use the same points as a fear. More robust correction is obtained when both coupled meridians are stimulated even though only one of them TL'ed. Furthermore, a particular sequence of meridian reflexes has proved most effective:

I - GB/LIV; II - B/K; III - LI/LU; IV - ST/SP; V - TW/CX, SI/H.

Of course, only those elements which TL'ed are utilized.

5. CONFIRM that the previously weakened meridians are now balanced.

Retest the subject by repeating steps 2 and 3. All circuits will now test strong if the correction has been completed.

Using this approach with the Health Kinesiology procedures has led to the conclusion that it is possible to balance energy disturbances regardless of nature of the stimulus. In other words, there is no reason why any given stimulus should weaken a person's energy. Whether it is a substance, a movement, a thought, a symbol, or any other stimulus, a highly functioning organism will not be weakened. Using these procedures allows us to achieve the potential for which we were designed.

#### SENSORY ENERGY DISTURBANCES

Involving especially the physical aspects of our energy system, these functions are involved in about 1/3 of all dyslexic/learning disability/sensory dysfunction energy problems. One simple technique will correct any of these energy disturbances. Note that if there are cognitive components, then other procedures, described below, are to be used.

These are the 'purely' sensory functions. We distinguish vision from seeing, sensation from feeling, audition from hearing, and so on (in each case the latter concept includes a cognitive component).

A partial list of relevant items includes:

Pain; scars; vision - eye movements, eye positions, accommodation (near - far), brightness, colors (do not always have to be seen); audition - sound quality, intensity, direction, loudness, mono/stereo; cutaneous sensation - touch location, quality, duration; kinesthetic sensation - 'body position memory,' contralateral/ipsilateral movements (cross crawl/homolateral muscles), coordination, phantom limb sensations; body energy blocks.

The correction procedure involves triggering the item - gently stimulating the pain, touching the scar, moving the eyes, holding a particular body position, etc. TL the energy circuits to determine which ones need 'tuning.' Apply the correction by holding the appropriate energy reflex points. In this case the only points which ever need to be used are these:

**GB1,GB44/LIV1,LIV14; B1,B61/K1,K27; LI1,LI20/LU1,LU11; ST1,ST45/SP1,SP21; TW1,TW23/CX1,CX9; SI1,SI19/H1,H9; and, rarely, G1,G28/C1,C24.**

## COGNITIVE - SENSORY INTEGRATION

At one point in our system, cognitive, or mental, functions interpret sensory input. This step is necessary in order for us to relate to the world around us. Should those sensory signals become distorted or 'lost,' or if the wrong interpretation is placed on them, then we have problems correctly interacting with our environment. That is why these functions are so important in dyslexia, learning disorders, and such - accounting for about 50% of all such problems.

The broad categories within which many individual items occur include these: (Either or both concepts in each pair may be part of an item. In each case the first concept of each pair is done with attention, awareness, focus, consciousness; the second is more like 'background').

1. SEEING or LOOKING at ourselves, others, or an object. How often do we look at an object without seeing it?
2. LISTENING or HEARING music, background noise, someone talking. Do we really listen to what we hear?
3. FEELING or TOUCHING ourselves, others, or an object. Can we really feel when we touch?
4. SPEAKING or TALKING to others or about some topic. Do we speak or just babble (talk)?
5. MEMORY is not the same as thinking. How often do we confuse our memories or fantasies with real thinking? Memory is the use of old mental patterns.
6. THINKING is more than remembering. Can we think? We have MODES of thinking (such as problem solving, creative thinking, logical thinking) and TOPICS of thinking (ourselves, others, our job, our problems). Thinking is the generation of new mental patterns.
7. UNDERSTANDING is a special 'thinking' category in which the person integrates previously unconnected but related concepts. The effort to understand is often enough for this category. "Why...", "What...", and "My..." are frequent structures for these items.

Actual items from the above categories will illustrate the process. While this is being done the energy circuits are TL'ed and the proper reflex points stimulated. In these cases, the neurolymphatic reflex areas are massaged.

Seeing another person (it could be a specific person or just anyone). The subject pays close attention to the person, carefully and consciously observing, being completely aware, focussing on that person.

Looking at another person (it could be a specific person or just anyone). The subject merely notices the other person, as background, but does not attend or focus. The subject might be distracted by conversation to make sure there is no special attention paid to the object.

Listening to someone talk (to me/about me/not to me, etc.).

Hearing background music.

Feeling someone (anyone or a specific person or myself).

Touching an object (anything or a specific object).

Speaking about my work.

Talking about my neighbor.

Remembering when I broke up with my boyfriend.

Thinking (just generally or of any specific topic).

Thinking (problem solving) how to change my career.

Thinking (creative) up lyrics to a new song.

Thinking (logical) how best to present the workshop material.

Understanding why I argue with my brother.

Obviously there can be many thousands of possible items, but since they fit into rather few categories, they may be explored readily. When these items are done with people (10 or 20 items for a person is common), they report that how they experience their world changes. They often now actually see, hear, or touch, when previously they only thought they did. They think more clearly and reasonably. One person said to me "I didn't know I was living in a fog until (doing these things) caused it to lift." There is evidence that these people now function at a higher intellectual level. They now function closer to their potential, rather than at some restrained level. The ease and simplicity of doing these corrections means that everyone can, literally in a matter of minutes, be more attuned to their world and function more effectively.

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**the author may be reached at:**

**649 Irving Street \* San Francisco, Ca 94122 \* (415) 664-1464**

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## TEACH E-K FOR CREDIT

Learn how to acquire academic credit for your E-K I class through the Continuing Education Departments of different universities. This report gives step by step instructions for coordinating with universities and suggests which situations to avoid or pursue in that regard. It lists the specific materials which should be submitted to universities to be approved for academic credit.

This report provides materials designed to facilitate teaching/learning E-K I. In-class activities include the following: realizing the relationship of brain hemispheric functions to academic tasks, recognizing homolateral functioning in academic areas, and creative ways to implement E-K techniques in the classroom. Some materials provide for independent practice with the skills learned during class. Included are the following: Brain Gym exercise charts, goal shaping exercises, comprehension questions, pre-test/post-test, and E-K I balance sheets.

Glenda Fletchall

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