

## IDELLE WEISSENBERG

## E-K RESEARCH

I spent one month on a once a week basis teaching two art therapy classes (#1 A.M. Advanced, and #2 P.M. Regular) at St. Madeleine Sophie's Training Center in El Cajon, California.

The morning class met from 10-12 and the afternoon class from 1-2:30. The classes had 8-10 adults who are retarded and their ages range from 21 years to 48 years of age. Most of them have been taught Creative Art by Sue Macnofsky. This technique uses natural right hemisphere drawing and painting exercises to achieve access to the right brain or creative hemisphere.

My month's stay as a substitute teacher gave me a chance to add some simple E-K techniques which tended to integrate the right-left hemispheres without hampering the creative methods they have been trained for by Sue.

### Lesson #1 Use of Lazy 8s on paper and in air.

I had all students write their names, birthdays if possible and numbers from 1 to 5 on 6x8 index cards. The lesson plan for the day was to do scribble drawings with ink pens and watercolor pencils and the students were to find imaginative lines and make designs. I demonstrated the Lazy 8 on paper and in the air and helped the ones that needed to get their direction started. The figure 8 helped the students cross the midline and prevented switching off the right brain flow. It temporarily centered more energy for integrated learning.

### Lesson #2 8s in air, muscle tested for right direction for 8s and Cook's position

The program for the day consisted of bringing natural fall foliage (plants and flowers) for visual equipment. Wet water color paper, pen and ink and a limited amount of watercolor paints and brushes were used. I told them to use any three colors, make several designs with pen and ink using Sue's right hemisphere method to achieve their goals. My intention was to cut up the watercolor designs and make cards or smaller pictures. Each week my plan for research was to repeat the simple E-K exercise I used from the previous week and add a new one. I taught advanced student Wannette Lamb

how to assist me with surrogate muscle testing and I was able to quickly test each student for the correct sitting position for the Cook's hookup and the direction of their Lazy 8s. The Cook posture added another dimension which realigns the energy of the body. This was a very successful project and most everyone in both classes flowed with right brain creativity and integration. It is evident by the exceptional flowing paintings they produced as you can see by the color photographs I took of their work.

Lesson #3 Lazy 8s, Cooks Position, Zip Ups and Shoulder Massage.

The lesson made use of various landscape pictures to be traced with the blunt end of the light color pen and transferred on paper without looking at the paper. Then watercolor was added. Zip Ups and massage of the supraspinatus pressure points along the shoulder helped send energy to the brain and was easy to add without adding too much delay to their art assignment. My goal was to add a new dimension to their established routine without the students feeling any stress. I noticed that concentration was a little difficult this week because unknown to me, Halloween decorations were put up a little early. This caused a little more difficulty in the students ability to concentrate. We had already discussed and decided to make a large wrapping paper poster in the morning class and decorated masks for hanging in the afternoon class the following week. The methods I used resolved some of the confusion resulting from the Halloween decorations that distracted them.

Lesson #4 8s in the air, Cooks, Massaging Ears, Zip-Ups and Massage plus ESR.

This was a very exciting day. We planned to do our Halloween poster, (8 feet long to accommodate the whole class around the table). I brought several Halloween pictures and cut outs for ideas for both classes even though the P.M. group were going to make construction paper masks. I added two simple procedures, massaging the whole ear lobe of both ears and Emotional Stress Release. The ear massage helps with hand and eye coordination and gives more energy to the brain

because of stimulating all the accupuncture points of the body. The ESR method of holding the frontal eminences lightly with both hands helped their thought process and by asking them to go over their ideas along with any anxieties or upsets that could block the brain's creativity, I felt helped create less tension and better imagination in their art work. The morning class did their usual pencil tracing of their chosen characters and produced an extraordinary poster. Since they are trained to do upside down drawings, half of the class used that procedure so the poster would be incongruant. Sister Kramer, director of the school was thrilled with their accomplishment. The P.M. class made unusually imaginative mask-lanterns with the use of colored construction paper, raisins, buttons, cotton and glue. Their work showed thought, creativity and imagination and they were pleased to share in decorating the school for their Halloween Party the following week.

#### Lesson #5 All Five E-K exercises used again

Another exciting day, Halloween Party at night and everyone needed calming down. We added Lazy 8s on paper as we did the first week and many of the patterns were more precise. The lesson plan was to make Mandalas with watercolor pens and ink. ESR again helped their process because they were told to imagine themselves and what they wanted to draw in the centers of their Mandalas, then color them. Because these were their own ideas, many of the Mandalas mysteriously disappeared. My clue was that they kept asking me if they could take them home to show their parents or guardians. Both classes had the same assignment.

The eleven students that I chose for my research project which included two new ones, all showed indications of crossing the mid line, or trying, which added to their ability to follow my instructions. Some of the students made some improvement in writing or printing their name. Some showed they improved their attention span and most all of them after two weeks with the 8s and Cooks had switched on with producing excellent watercolor paintings. The five simple EK techniques did not upset or reverse any of their already

developed skills. In fact, it showed personality change and because of the student's ability to see their improvements it helped them experience their feeling of fulfillment.

The following statements on ~~three~~ students will explain my observation and evaluations.

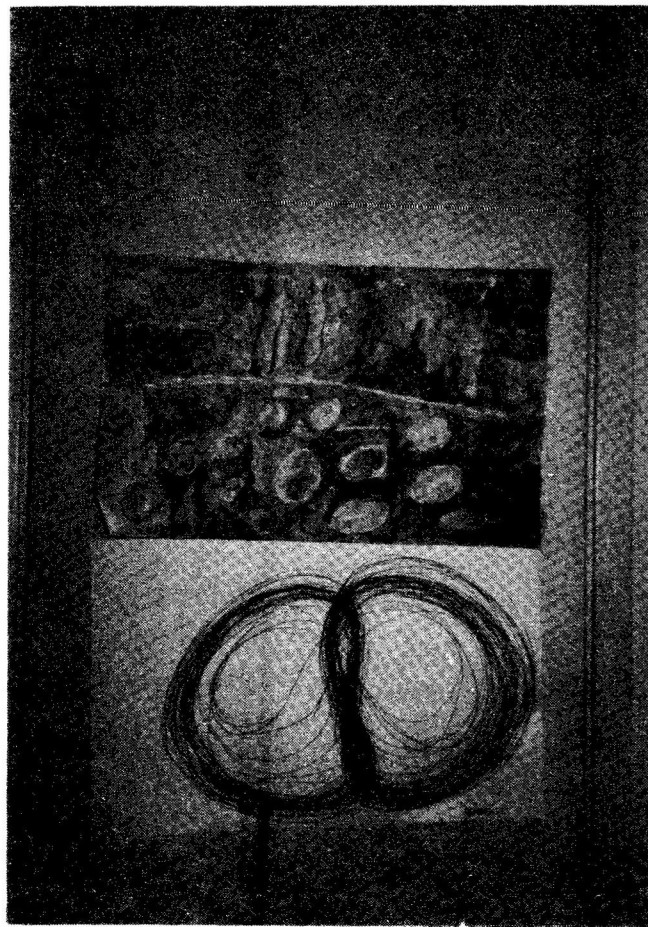
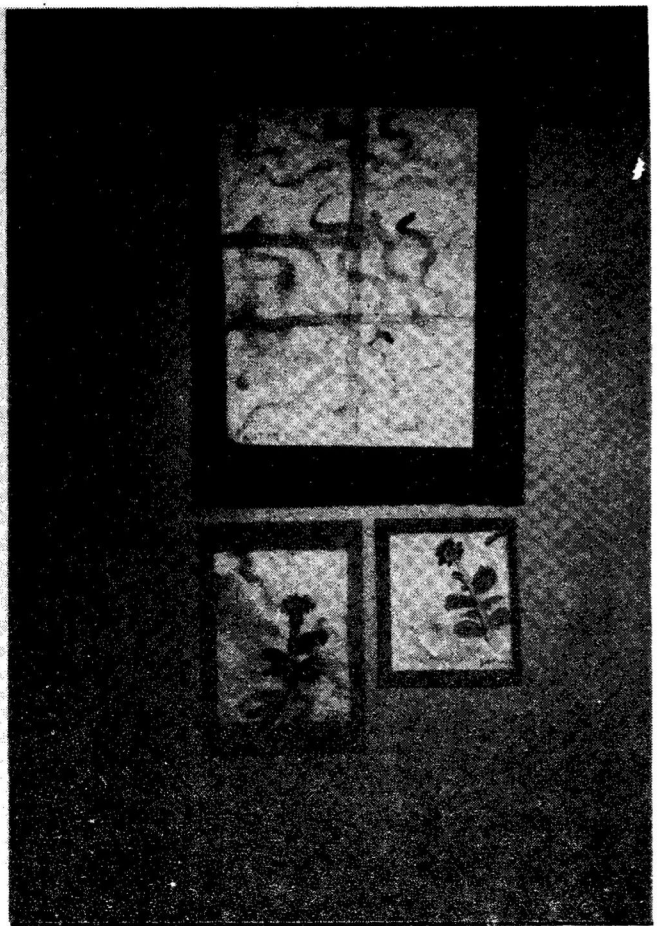
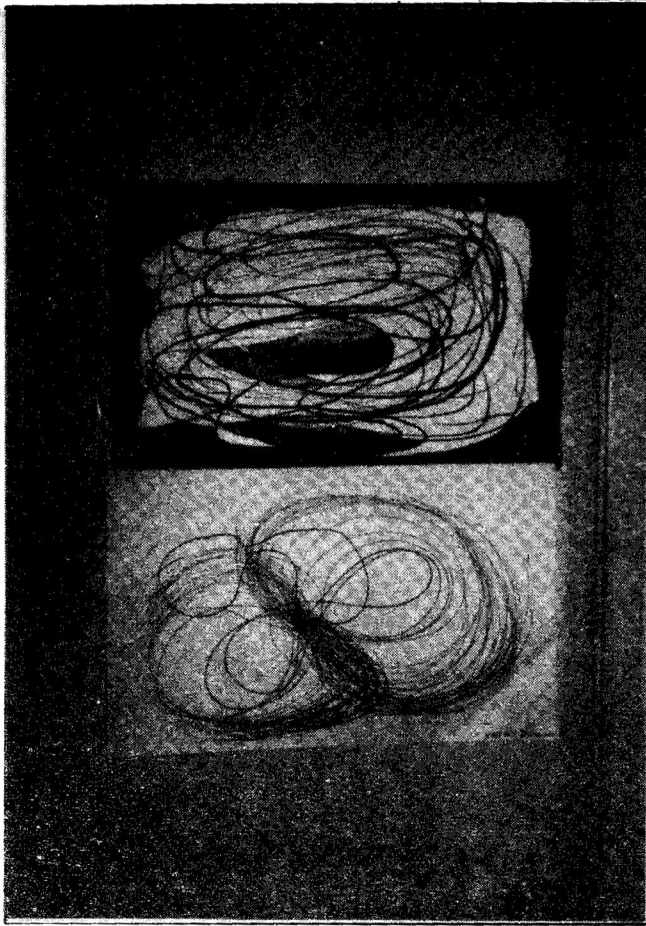
The morning group were instructed to write their name, age and numbers from 1-5 on an index card. At the end of the fifth week they were asked to repeat this instruction on the back of the same card. They were also required to do homework assignments every week.

Kathy Donavan                      AM                      Age 28

Kathy's writing on the index card was clear from the beginning but after a month she shows a relaxed signature and perfect numbers. Kathy's scribble drawing was done after the Lazy 8 exercise. It was hard for her to do and she could not complete the crossover but the last paper 8 shows improvement in connection. The scribble drawing was incomplete and a little tight. Her second week wet paper, three color fall foliage drawings (after 8's and Cook's position) shows concentration, good design and color applications. After the Zip Ups the third week Kathy's landscape drawing displays good color and value. The final week Kathy came to class crying and very upset over a lack of communication with her boyfriend. We did our usual exercises and I showed her how to concentrate with ESR and with the use of some positive applications she completed a beautiful Mandala to bring to her boyfriend. Afterwards her personality was cheerful and reversed.

Lynn Murray                      AM                      Age 28

Lynn printed her first name only before the study commenced. By the fifth week she added her last name. Her Lazy 8s were not crossed but her scribble drawing is great, good color, design and imagination. I love her second week's work after the Cook's position was added. There's definite flow and again good color and imagination. Lynn is known to have a short attention span. The first week she was jumping up and leaving



the room several times. By the second week she was more relaxed and showed improvement in this area. When we did the poster drawing Lynn was one of the students who was able to complete an upside down picture and do it well. This was the day that Zip Ups and ear massage was added. Again her retention was improved. With ESR, her last week Mandala assignment held her concentration and she put a lot of thought into it. Lynn's final Lazy 8s crossed the center line. In conclusion, I observed that Lynn settled down and this gave her added ability to concentrate, create flowing art work and she showed development in sticking to her assignment and following directions.

The P.M. Class is less coordinated and did not have homework assignments. I did not require them to rewrite their names and numbers the last week.

Tommy Pipitone - PM Age 35

After the first Lazy 8 drawing on paper and in the air Tom's design was integrated and has good color content. This progression with figure 8s and Cooks position made the next assignment with three colors and wet paper and ink an excellent example of Sue Macnofsky's right brain work with exercises from Educational Kinesiology. Again his assignment on October 17 with the addition of the zip ups and accupressure massages gave his paintings of the seals great depth. Adding ear massage and emotional stress release I find his Mandala had his own imaginative story as assigned I observed that for the first time he signed his first and last name. Tom was pleased with his art work.