

Enhanced Learning In The Classroom

by Jan Cole

To most of us in Touch for Health, Enhanced Learning techniques in the classroom are not new. My own students have used them for the past ten or so years with varying success. I would like to share some of the ways we have incorporated muscle testing and Enhanced Learning (Brain Gym) exercises in our classroom.

During Back-to-School night, the parents are asked to sign a packet of the different kinds of activities and requirements in my classroom including a section on nutritious snacks and several articles on nutrition's effect on learning. One is a previously published story of eliminating milk and adding vitamins to my nephew's diet which resulted in grade changes from D's and F's to A's, B's and C's.

Another section includes two examples describing creative relaxation activities we might use. Following is an example of personal background and information on Enhanced Learning techniques which are included in the parent packet:

Enhanced Learning or Brain Gym

I have had over 900 hours of training in Touch for Health, Applied Kinesiology, Biokinesiology, Health Kinesiology, and Educational Kinesiology-Enhanced Learning techniques in the last 16 years. I was invited to teach some of this material for teacher credit at Adams State College. In Feb. 1991 I joined 7 others in Moscow to bring similar information to Soviet Union doctors, nurses, educators, and others. These wonderful techniques are taught and used worldwide.

I am willing to share my time and experience with my students who may have difficulties in school. We would also like to learn the EK and Enhanced Learning techniques, beneficial to all people, for use in our regular classroom day. I am pleased to tell you that the Educational Kinesiology program was recently chosen as one of the top 12 programs representing "Successful Learning Innovations" in the U.S. for 1991. The program is difficult to explain on paper, so please feel free to join us and experience

these exciting methods. An example: LAZY 8's improve crossing the midline of the brain necessary for reading, taking tests, and eye-hand coordination.

Over a period of several weeks, my students learn to muscle test, check for switching, test goal statements related to reading, writing, spelling, or math and many of the Brain Gym exercises. We vary the testing and activities we chose to do daily, as 4th graders are easily bored and in time some become resistant participating.

We keep enlarged, laminated posters of the exercises, basic goal statements and a list of tension tamers permanently mounted above the bulletin board. Each child has the opportunity at some time to choose and lead the exercise, statement, or tension tamer they'd like the class to do. They are free to do any of the activities quietly during the day whenever they feel the need to. As a class together, we use a variety of music from pops to polka when we do cross crawls.

Throughout the day, I might remind them how one of the exercises will make a difference in what they're attempting to do so that they begin "to know, to sense, to feel" how doing Brain Gym can make a difference without having to muscle test every time.

Each student has a ME booklet for self-evaluation to record their successes and improvements, particularly in math and spelling. I have been complimented many times by my colleagues and my principal for the improvements this particular group of children has made in listening skills, academic performance (8 of them have been non-workers in previous years), and behavior. Though not an ideal class, they, indeed, have come a long way. Much of it, I know because of the Enhanced Learning techniques and my own kinesiology repatterning method.

Following is Ricky's story. He was a major behavior problem who would not do his school work when he arrived last fall.

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Ricky is a 9 year old difficult student in my classroom. His year as an 8 year old in 3rd grade was fraught with constant turmoil and disciplinary action. An entire staff team (social worker, school psychologist, nurse, LD teacher, speech therapist, the principal, his teacher, specialists from other schools, his parents, and the police) were invoked in assessing Ricky's problems and finding solutions. A few of his behaviors included daily four letter words and "flipping the bird" to his teacher and peers, continual hostility, threats to kill the music teacher and others, little or no work produced, 17 write ups to time-out as a disciplinary action.

He was placed in my room as a 4th grader this past fall with some of those same behaviors exhibited in the first weeks of

school -- a real button-pusher. As soon as possible I completed a repatterning statement at home on myself for accepting him for who he was. Almost immediate changes were noticed. Several weeks later, with parent permission I repatterned Ricky with a basic self-image repatterning statement, used several Enhanced Learning exercises with him and the class. I also gave his parents articles, books and tapes related to nutrition and behavior. The effects have been profound. Other teachers and the principal have continually asked what did I do with Ricky? Though not a model student, Ricky is calmer, less surly, less sassy, and less argumentative. I seldom hear his foul mouth. He has new friends AND he is producing. His grades have jumped to A's, B's and C's.