

## The Balance Process- Going Deep, Facilitating Change

By Caren Truske, M.S. Ed

What is meant by “balance”? How do you know when you are balanced? What does balance look like, sound like and feel like? What do you do to become balanced, to stay balanced and to regain balance? How do you facilitate and support “balance” in others?

I fell in love with Educational Kinesiology and the 5 step Balance Process when I took my first Brain Gym® class in 1998. In Edu-K a “Balance” is a “specific five-step process done for the purpose of enhancing one’s ability to move between effort (low gear) and ease (high gear).”

“This process supports us in shifting from effort to ease with regard to a specific personal goal, and this kind of balance creates new movement patterns and new neural pathways in support of that goal.” (Brain Gym® Student Manual)

Balance has been identified in various walks of life and disciplines as;

- ∞ an invisible center between the left and right foot
- ∞ an experience of the tension between standing and falling
- ∞ if we don’t breathe in, we can’t breathe out
- ∞ the more fully we move, the more fully we relax
- ∞ for every action there is an equal and opposite reaction
- ∞ the big picture context balanced with details and distinctions
- ∞ holding on & letting go, thinking & doing, laughing & crying...all diverse actions tempered by balance (Brain Gym® Student Manual)

In Touch For Health, balancing is often thought of as “reprogramming the body’s biocomputer, assessing its performance and upgrading the programming.” The TFH balance is more than just a structural assessment of the body’s musculature, it also assesses the mind, mental and emotional states, and energy systems “balancing for the future by programming a goal into the biocomputer.” “Different goals will show different patterns of weakness.” (TFH Book 1)

Currently, scientific evidence explains and validates what many have intuitively known for centuries. Our bodies create electric fields. Just as an antenna, we act as receivers of the vibratory fields

around and within us analogous to the way televisions and radios pick up electromagnetic vibrations from the air. As Carla Hannaford states in her new book, *Playing in the Unified Field*, “The vast sea of vibrations which we are all a part of is responsive to and affected by mind and mind’s intentions.” We are transmitters as well as receivers, influencing the information field and one another with our intentions, levels of integration, coherence, state of balance, and attitudes. The effectiveness of the teacher, coach, practitioner, facilitator or presenter is directly influenced by their own internal coherence. Therefore, it is imperative that we as practitioners and facilitators “do our own work” balancing, integrating, establishing and maintaining coherence; efficiency in action, within ourselves.

I have found that the power, depth and opportunity to facilitate and support change and personal transformation is significantly influenced by the “Balance Process,” Edu-K’s template or framework for transforming effort to ease, enhancing performance, creating integration, health, wellness, and coherence .

Step 1 - find your **PACE** - Connect practitioner/facilitator with client. In Edu-K, **PACE** is a 4 step series of movements. First, hydrate by sipping water so you have **Energy**. Second, rub your Brain Buttons (K27) to get **Clear**. Third, Cross-Crawl to become **Active**. And fourth, Hook-up to be **Positive**. Regardless of the type of kinesiology that you practice or the modalities that you work in and with, it is important and extremely beneficial to become present, centered, and coherent in the moment. Some traditions and bodies of work meditate or perform an invocation, invoking and recognizing the presence of a Higher Power. Just like a gardener who prepares the soil to receive the seed, I merely suggest and invite you to take and make time to connect, center, become coherent and fully present with your client. Both you and your client will notice a difference.

Step 2 - set a goal, identify and focus intention. The power of intention has received a lot of press this past decade and rightly so. It has been said that, “energy follows intention,” “what you

### **5 Step Balance Process:**

#### **1) Find Your Pace-Connect**

(prepare yourself, connect client with practitioner/facilitator)

#### **2) Set a Goal - Identify & Focus Intention**

#### **3) Perform Pre-Activities**

(muscle check, role-play, move... notice posture, breathing, flexibility, energy, pain...access prior knowledge, elevate awareness, notice current patterns, beliefs, etc. and honor what is currently in place and available)

#### **4) Choose from your learning menus(s)**

(learning menus vary with each practitioner/facilitator's talents, gifts and treasures; BG, OBO, VisionCircle movements, TFH, etc.)

#### **5) Perform Post Activities**

(usually the same as pre-activities recognizing, noticing, and acknowledging changes both large and small)

#### **Anchor & Celebrate**

Is the "Balance" complete or is there a need for more? What is needed? How much? How Long? How often?

focus on you get more of," "you reap what you sow." There are a number of phrases and sayings and yet, the themes are similar. By identifying as specifically as possible what is desired (a specific feeling, state, outcome, goal, etc.) both practitioner/facilitator and client focus and direct energy. If you are working with goals, SMART goals provides a nice framework to use for goal

setting. The SMART goal format can be easily found through a web search for SMART goals.

Language is a key in setting goals and identifying an intention for the session. All goals and intentions should be; positive, first person, present tense, active, clear and energetic. It is often helpful to ask the client, after they have stated or written their goal, a series of questions such as; "Is it positive?", "Is it active-something doable and achievable?", "What would make it more active?," "Is it clear?," "What would make it more clear?," "Do you feel energetic or overwhelmed when thinking about your goal?," "Does anything need to be added or taken away from the goal as you have written/stated it?" Such questions help create clear, specific, powerful goals.

This step is indeed important. It can greatly affect the quality, depth, and effect of the "Balance." I encourage everyone to invest time into identifying and naming a goal, calling it forth and then opening like a radio receiver, to the energy of the desired outcome, behavior, feeling or state.

Step 3 - Perform pre-activities. Pre and post activities give a before and after picture comparing where the client is at the end of the "Balance" to where he or she started. They can be as simple as; "On a scale of 1-10, where are you now?," "Draw a picture of you in this moment," to muscle checking and noticing posture and movement in various dimensions or planes. Walking, noticing breathing, muscle tension, and flexibility strictly from an observational perspective without any judgment or inferences by either client or facilitator also provides valuable information and serves as a reference point. Pre-activities give feedback and information about where the client is in that moment by identifying "low-gear," unlocked muscle responses. They also identify the resources the client possesses that are accessible and available for the particular goal.

Role-playing and progressive challenges specifically related to the goal tend to perturbate the client's system drawing attention to old worn out patterns, behaviors and responses that may currently limit and inhibit optimal health, wellness and performance. In order to make shifts and changes in our lives we must step into a new space, leave our current homeostasis and create a new "home." The "Balance Process" gently guides and supports clients through this process of change. Taking the time to teach and develop the client's noticing skills and awareness, free of judgment and criticism, allows

the client to be more fully present and to recognize patterns and habits thus empowering him or her to take personal responsibility for change, growth, transformation, health, wellness, peak performance and optimal living.

Step 4 - is the Learning Menu. As each practitioner/facilitator develops his/her skills adding tools and modalities to their respective toolboxes, the "Learning Menu" expands. Remember, as a facilitator you are just that, facilitating the "Balance." Often the client will give you information and clues regarding what they need that they may be unaware of and which you may pick up on easily. You don't have to "know," understand nor have "the answers." Your job is to facilitate, guide, direct, draw out and support your client. See them perfect, whole and complete. Hold space knowing and trusting in the expression of health, wellness and optimal performance for both you and your client. Open and allow the energy initiated by the goal statement to flow.

By involving your client in selecting and identifying their "Learning Menu" from your list of possibilities, they are balancing for their goal and learning to trust their own "knowing." Be creative and have fun. Stay open and flexible. Utilize your noticing skills as well as your client's awareness and feedback to determine suggestions, possibilities and even combinations of modalities to "Balance" and move the client into or perhaps towards a new space or way of being.

Step 5 - Perform post-activities. Generally, the post activities return to a check of all "low-gear" or unlocked muscle responses occurring in the pre-activities along with any role play or movement that was previously challenging. If a movement is done and the immediate response isn't as desired, remind the client to relax and breathe. They may need some time for their system to integrate. Cross-Crawl may be just the integrative movement that supports and guides their system into finding that new level of integration.

It is all feedback. Ask the client, "What is different?" This simple, open ended question helps the client to identify and articulate changes and recognize new possibilities. If more integration time is needed or the "Balance" has shown progress towards the goal yet the goal hasn't been fully

actualized, homeplay, cross-crawl, water, rest, a walk, nutritional support or something else including additional sessions may be needed. Ask what else is needed, how often and for how long. Remember, this is their process. You are merely facilitating and guiding them in becoming more aware, more integrated, more coherent, and more balanced.

In ending the session, always anchor and celebrate any and all shifts and changes big and small. You may wish to create your own ending ritual, drawing the session to a close. Each "Balance" is unique and different and yet the 5 step process remains the same. "Balances" range in time from seconds to hours. They can be performed anywhere and at any time. I have found that by following this simple yet profound 5-step process, deep and life-long changes occur.

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