

## The Bellamy Performance Correction For Dominance Switching Under Stress

by Donna Kramolis

Do you know some kids, smart kids, who can't learn? We all do, especially if we are teachers. Do you know anyone who studies hard, learns the material and then does poorly on the exam? Maybe that was/is you? Are you familiar with the term stage fright and its effect on the performance? Have you ever played a sport and "blew it in the clutch?"

These situations are devastating to our self-image and our ability to make the grade, to get a job, etc. Some people end up in jail because of this low self-esteem. Lucky for them Richard Bellamy of KINETIC EDUCATION in Duluth, MN goes to the St. Louis County jail each Tuesday morning to help inmates learn to read and build up their self esteem. He has helped me to clear up old blocks and learning challenges using his techniques, also, but not in jail. I am excited about his work and wish to share it with you. I, now, present his article CATCH THEM AFTER THEY FALL written for promotional purposes for educators, and school districts. After he introduces them to our trusted leaders he gives examples of success stories. Richard doesn't tell the teachers what he does in this article but I will later on.

Please refer to appendix A.

We've all learned (I hope) about laterality dominance profiles and most importantly our own. The chart in appendix B explains some variations. After working with these concepts for many years, Richard has discovered that our personal profile can change under stress causing "normal or expected" behavior or performance standards to not be consistent.

Before continuing, I need to share a personal story about my problems with reading. Bear in mind I've been repatterned using Dennison's technique, I've taken the One Brain workshops plus others and still showed problems with reading stress.

Richard used muscle testing to determine my normal brain dominance and again while I read in a book. He found that my brain dominance switched to the other side. He then cleared me at the age of cause and reading is much easier.

The dynamic of his theory has been a reality for me for many years. I have noticed that I can completely clean my house only if company is coming. Being an L brainer, I tend to clean in great detail and it takes forever to get it done. I get bored and quit. However, the stress of guests arriving in 6 hours causes me to switch to R brain and in the "big picture" brain I can clean in no time.

Because of my laterality profile, R brain dominance would be ideal. Using his age of cause technique I learned that I switched to L brain at age 3, stressed released it and am for the most part a R brain dominant person today.

In addition, eye, ear and hand dominance can switch under certain stress situations. Here's a good eye-switching story. Even though learning was always a struggle, I made it through college and became a band and vocal music teacher in a small school. To break up the long, boring, Northern Wisconsin winters another choir director and I planned a choir concert exchange. On the appointed day I took my choir to his school. As I got ready to accompany my singers on their different style (an upright) piano with a very high music rack, I became aware I had no idea where Middle C was. Feeling around I found the two black keys and positioned my hands. I somehow made it through the concert vowing to never do it again. This eye switching concept explains to me why I had such a problem starting this concert. I switched eye dominance to my nearly blind eye.

The ear can switch, too. This may explain why people can't hear or understand you when you use a certain kind of voice. They become dysaudio.

**To sum this up for you:**

1. Identify normal laterality dominance profile.
2. Identify the stress or problem.
3. Put in circuit.
4. Check dominance of brain, eye, ear, hand and foot (if dealing with athletics).
5. Go to age (month/week) of cause for switching. (I like to find the emotion using the 5-element chart.)
6. F/O or use the STRESS BAND. (I add eye rotations and deep breathing.)
7. Re-check dominance profile, emotion and stress incident.
  8. Return to present time and re-check everything.
9. After correcting everything do a 14-muscle balance to set the energies at the present time for the new alignment.

**Appendix A, How to Catch Them After They Fall (We Seldom Catch Them Before)**

by Richard W. Bellamy

**The Case for "Kinetic Education" As a Reading Improvement Strategy**

Learning dysfunctions--we all have them. It doesn't matter how well we read, comprehend, write, or do math; somewhere along the way in growing up, we hit a brick wall of overwhelming emotional stress and **choose** to go blind to some area of learning. What's more--from then on, we **deny** the possibility we could ever master that subject.

Simply because we're still conscious, we make the big mistake of believing we're in conscious control. Hardly. Under stress, we're into knee-jerk duplication of learned

reactions based on negative emotion, which increase our limitations drastically.

**Kinetic Education** techniques identify and reduce emotional stress attached to reading, writing, listening, and mathematics. Removal of the **negative emotional charge**, which can be attached to these areas of learning, enables students to think more clearly and enables a teacher to help students master subject material more easily.

**Background of Educational Kinesiology and Kinetic Education**

These techniques are remarkably effective in assisting the student in uncovering a variety of stress related issues.

The body of knowledge known as "Kinesiology" or **Kinetic Education** began with Dr. George Goodheart in 1964. He developed the biofeedback technique of manual muscle testing, which is used to obtain information from a person's own subconscious level. It works because a negative emotional charge makes a muscle go weak. For example, if you were about to tell someone some bad news, you might ask them to sit down first. The reaction to the bad news creates that "weak-in-the-knees" feeling.

In 1973, Dr. John Thie published a book that shares these techniques at a very practical level and can be understood by the average person.

Additional techniques were developed by Dr. Paul Dennison Ph.D. and Gordon Stokes. These techniques are remarkably effective in assisting the client/ student in uncovering a variety of stress-related issues including self esteem, depression, anxiety, addictions, phobias, and dyslexia.

**An Emotional Cause**

For the most part, the education experience is an "automatic traumatic experience" connected to judgments, failures, and self-judging of self-worth and abilities.

To sum up the nature of **Kinetic Education**, The student is offered self-education in **Performance Improvement**, which focuses on how to identify and correct blockages and diffuse the past emotions which block "present time" perception.

Dealing with learning disabilities, and other stress related issues, involves improving the connection between the emotional brain (usually, the right side) with the logical brain (usually, the left side) so they will become more integrated. **Kinetic Education** techniques diffuse the emotional component of past emotions which are creating learning blocks. Once the stress of these blocks is released, PERFORMANCE IMPROVEMENT can become a reality.

### Do you see what I see?

Before discussing a few **Kinetic Education** case studies, notice how the following passage attempts to show what the words on a page look like to a person with a learning disability and was taken from Source Book for the Disabled by Gloria Hale.

*In modern society an individual's ability to be self-sufficient is usually envied from childhood.*

### CASE STUDIES

The following are actual cases where **Kinetic Education** was part of a "life changing" event.

#### Case 1: Joe learns to read

Joe was in his mid-twenties and in jail. He could read only two words 'and' and 'the.' Joe was removed from school in the second grade because it was determined that a blow to his head, before entering school, was responsible for his inability to focus on, and perform school work. As punishment for a minor crime, Joe was confined to the Duluth Jail. He volunteered for **Kinetic Education** classes at the jail in order to occupy his time. During the first class Joe's dominance pattern was checked with **Kinetic Education** techniques. It was determined to be . . .

Right hand-Left eye-Right ear-Left brain hemisphere.

This pattern tends to be seen in people dealing with dyslexia.

**It must be understood that "Kinetic Education" techniques do not teach reading, but instead they remove blocks to success in educational pursuits.**

Joe would be logical until he encountered stress. For example, when reading this stress would cause him to switch to right hemisphere dominance. His left eye would now send visuals to his right hemisphere. The left hemisphere (usually logic) was now functioning at a low level, and visuals were being analyzed only as pictures.

**Kinetic Education** techniques lowered his stress level, keeping his left hemisphere dominant when he attempted to read. In two weeks, Joe moved through first and second grade level books. Upon his release from prison, he was reading at a sixth grade level. He could read to his daughter and was able to fill out a job application. He wrote a letter to the jail thanking them for helping him, and the Duluth United Council of Churches for sponsoring the **Kinetic Education** instruction he received. In the letter, he noted he was writing the letter himself, this was a very interesting fact, because when Joe left the jail, he showed no signs of being able to write.

#### Case 2: Jim -- "Mom, I can read"

While conducting an in-service training for the educators in a South Dakota school, there was a need to demonstrate how **Kinetic Education** can be used to help a student with a reading and/or a comprehension problem. A sixteen-year-old student, Jim, with a known reading problem was contacted and agreed to participate.

**It is important to understand that Kinetic Education** techniques do not teach reading, but instead remove blocks to success in educational pursuits. Some students do know how to read, and after removing blocks, they equal or surpass their grade level. Others may progress part way to their grade level. Still others have learned very little and need to start at the beginning.

The class agreed, when he read to them, that his reading sounded like third grade level. The decision was made to use the **Kinetic Education** stress release method. Once Jim's stressors were identified and released, he was able to read smoothly at grade level. Later, his mother reported that when she arrived home from work, Jim met her in the driveway, with

a book in his hand, to show her how well he could read.

### Cases 3 & 4: Spelling Victories

Bill was in the third grade. He was looking at an 8.5 x 11 sheet where the word 'SPOT' was written in 3" high letters. "What is this word, Bill?" I asked. "I don't know!" Bill replied. He turned the paper upside down and sideways, but he still couldn't decode the word. Then, he was shown how to place his hand on his forehead covering the area between his hairline and his eyebrows. He looked at the word again and said, "Oh, spot!"

Rachel, a fourth grader, had a similar experience. She took a spelling test and spelled nine out of ten wrong. Her teacher offered her another chance to take the test. This time, Rachel spelled all of the words correctly. The teacher asked, "How did you do it?" Rachel answered, "Well, my **Kinetic Education** instructor told me to put my hand on my forehead whenever I'm having trouble with my schoolwork. I tried it and everything sort of cleared up." Rachel received additional Kinetic work in her fourth grade year. Her California Achievement Test moved from a reading pretest of grade 4.8 to grade 6.9. Her language moved from grade 3.8 to 8.1. As stated earlier, Kinetic Education techniques enable a teacher to help students master subject material more easily.

### Case 5: Jeff can concentrate

According to the staff in residence at his juvenile treatment center, Jeff was an obvious case of "in one ear and out the other." Jeff was about to turn eighteen, and he would soon be released because of his status as an adult. As a school dropout, he was destined for problems. His dominance pattern showed **no brain dominance**. Jeff was in a constant state of 'flotation,' the same state as someone who had just smoked a 'joint.' A **Kinetic Education** expert visiting the juvenile treatment center became curious about Jeff's stressors. He said, "So, Jeff, what traumatic experiences have you had since starting school?" Jeff responded with, "I don't like being in this lockup, but I don't remember much about school.

"What is the earliest memory you have, Jeff?"

"The one I remember best is when I was beat up. It was really bad."

"About how old were you?"

"Three, I think. Boy, it was really bad!"

This event probably caused Jeff to lose his dominance, so the **Kinetic Education** instructor proceeded to use the stress release method used with the others. Jeff concentrated on his beating while the whole twelve months of his third year were verbalized to him. Jeff's dominance returned immediately. Before the stress release, he could focus only for two to three minutes. The next day, he completed a calligraphy project that consumed two full hours. Jeff discovered that he had absorbed a vast amount of information during his school years. He was now able to tap into it and use it.

### Case 6: Josh says, "I'm smart!"

Josh was fourteen. His mother was a teacher, and a good one. However, her son had no interest in school. He had to read text over and over and still didn't comprehend or really read very well. He explained, "After about 20 to 30 minutes, the page gets fuzzy."

Josh's mother brought him in to an appointment with the **Kinetic Education** instructor. He was not the most willing client, so the session began with discussing his interest in skiing and how he could use **Kinetic Education** to improve his time in the slalom event. Immediately, his interest level "perked up" and the instructor was able to begin assessing Josh in order to determine his dominance pattern. He was completely right sided, which is a pattern seen in those dealing with ADD (Attention Deficit Disorder). Josh liked the idea that most of the best athletes have this pattern, but when he became aware of the fact that about 90% of the jail population also have this pattern, he said, "OK, let's do it."

Josh's reading/comprehension problems started in the first grade as they do with most children dealing with ADD. After stress releasing Josh in this time frame, Josh re-read a passage, and he could explain what he read. Josh was not convinced that the release had been effective until he returned to school. He studied his English as he usually did and felt

he was going to have trouble with the test. However, this test was different--Josh knew the answers. The next day, Josh called to tell his **Kinetic Education** instructor about the test. All he could say was "I'm smart!" His mother says he is now looking forward to getting a skiing scholarship, instead of becoming a ski bum.

### Summary

Learning dysfunctions are common and seem to begin in the early years of learning. In the cases previously described, the initial problem creating a learning block occurred before third grade. A simple stress release method is used to eliminate a learning block and can be effectively used when one knows where to look for the problem.

The stress release is **task specific**. For example, when working on reading, the student reads a few sentences to bring the stress created by reading "online." Then to release the stress, places his/her hand on the forehead, and then verbalizes all the months in the first and second grade. In most cases there is an immediate improvement in reading. If math is the subject, have the student do a few math problems prior to the stress release. The same is true for listening, writing, and test taking. It definitely must be understood that this work is **task specific**!

Again, these methods do not teach reading. They do, however, remove the learning blocks so that the teaching methods being used already will be more effective.

In the cases described, monumental learning difficulties existed, but by applying **Kinetic Education** techniques to remove the blocks to educational success, the students were all able to progress toward higher levels of achievement.

Even though we can "catch them after they fall", it would seem logical to begin "catching" them before they fall or as they are falling, usually in the first and second grade, in order to prevent years of pain caused by failure, as well as dramatically reducing the dropout rate.

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*and athletic performance by minimizing stress, dyslexia, phobias, and learning blocks. A graduate of the University of Minnesota, Duluth, he has since taught many teacher "in service training" workshops in Minnesota, Wisconsin and South Dakota, as well as individual training sessions in the field of education, corrections, human services, athletics, business, and health care. Richard may be contacted at 218/728-0238 or 218/725-8686.*

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## Appendix B

### DOMINANCE PROFILE

The following empirical data has been derived from observation of regular students, students with learning differences, athletes, and jail inmates. Individuals are intelligent regardless of dominance pattern.

#### Dominance pattern

1.	Right	Left	This pattern leans toward logic, and works well with all types including educational systems.
	systems of	Brain	
	Ear		Usually evaluated as "perfect"
	Eye		
	Hand		Usually evaluated as "dysaudio".
	Leg		
IA.		Brain	This pattern has trouble learning by listening. Taking notes is also a problem.
		Ear	
	Eye		Usually evaluated as "dysaudio".
	Hand		
	Leg		
2	Brain		This pattern leans toward art and design - may be illogical when under stress.
		Ear	
		Hand	Usually evaluated as "artistic daydreamer".
		Eye	
		Leg	
2A.	Brain		This pattern has difficulty with reading and/or spelling. May have been forced to be right handed when left handed was natural.
		Ear	
	Hand		Usually evaluated as "dysgraphic".
		Leg	
3.		Brain	Becomes right dominant when under stress. This pattern has difficulty with reading and/or comprehension, and writing.
	Ear	Eye	
	Hand		Usually evaluated as "dyslexic".
	Leg		
4.	Brain		This pattern has many learning difficulties, and is Usually placed in LD of EBD classes.
	Ear		
	Eye		Left eye becomes dominant under stress
	Hand		
	Leg		Usually evaluated as "hyperactive/attention deficit".

This pattern seems to account for 90% or more of the jail population.

#### Note:

Patterns # 3 and #4 when under stress create the same pattern. These seem to be the patterns most involved in learning problems.