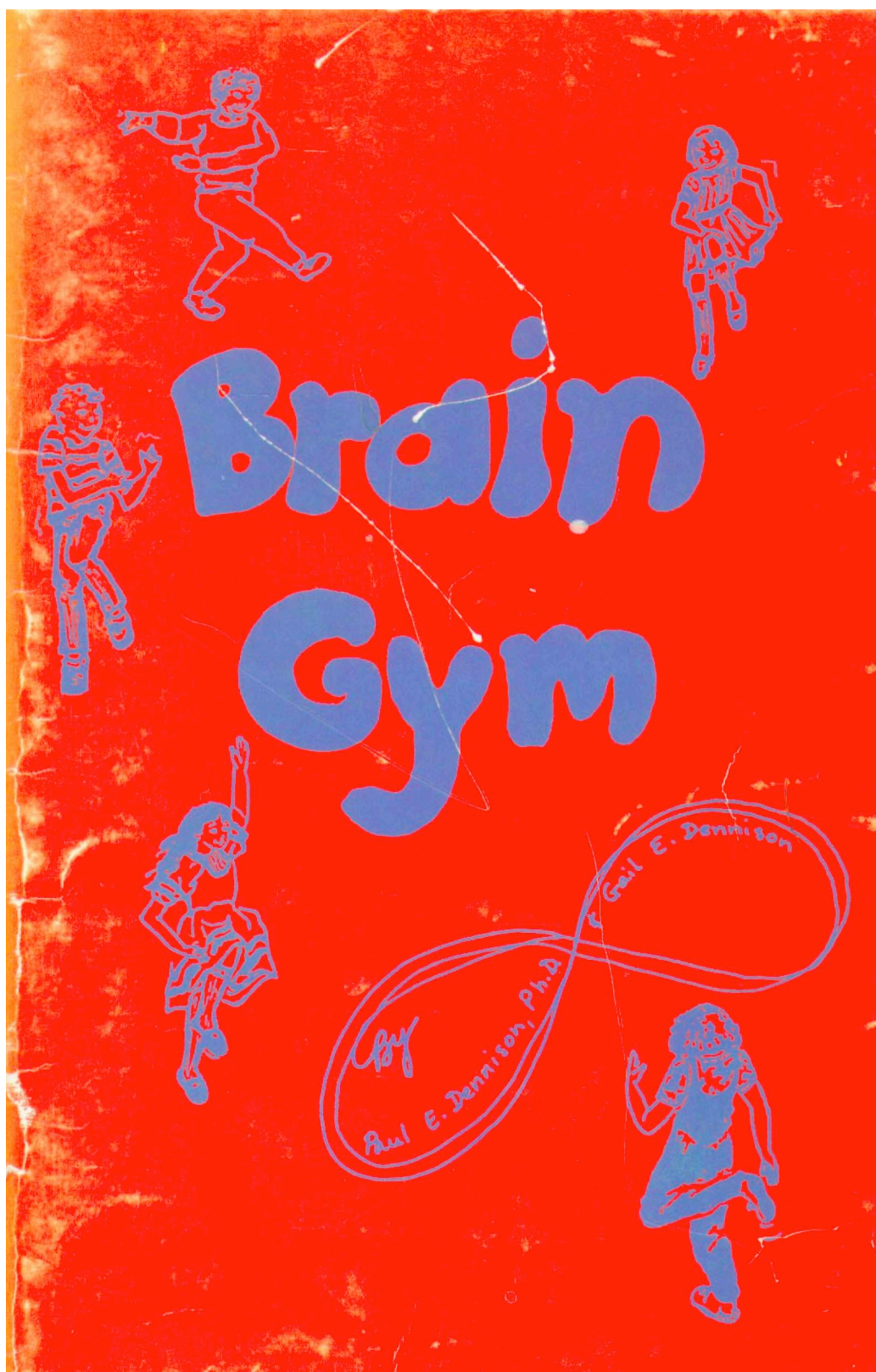


In Ft. Hood (Texas) in 1989-90, the first healer I'd ever gone to and about the first I'd ever heard of, worked with me everyday for over 3 months. My healing journey, which had started some 5 years before, began in earnest then and has continued to this day. This little book and the concepts demonstrated in it was only one of the many tools he used, yet it was one of the most important. Even though I am a healer now, too, I believe self healing is the noblest, most important healing work we can do.

I hope you won't let the fact that the book was written to be used with children fool you. Whole brain thinking is necessary for each of us, whatever our age or path.

Namaste,

Llewellyn (ellybelly)
July 3, 2005



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BRAIN GYM

Simple Activities for Whole Brain Learning

By Paul E. Dennison, Ph.D.

and Gail E. Dennison

Illustrated by Gail E. Dennison

Published by
Edu-Kinesthetics, Inc.
Post Office Box 3396
Ventura, CA 93006-3396 U.S.A.

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FOR YOUR INFORMATION

Although these movements have been found to be safe and effective for our students, it is always advisable to consult your licensed medical practitioner before beginning any exercise program.

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Special acknowledgements:

To the staff members of the Touch For Health Foundation and the Valley Remedial Group Learning Centers.

To John F. Thie, D.C. and others who pioneered the use of touch for fitness purposes making us aware of the importance of Energy Exercises.

To Francis Mahony for his validation of muscle activation techniques.

And, especially, to our hundreds of certified Edu-Kinesthetics consultants world wide.

Deserving special mention are Phillip Crockford (San Francisco), Coby Schasfoort (Holland), Trevor Savage and Barry Summerfield (Australia), Colleen Carroll (Colorado), Patti Steurer-Lenk (Iowa), Richard Harnack (Missouri), and Dorothy Lenk (Pennsylvania) who have enthusiastically implemented this program.

A MESSAGE TO PARENTS AND EDUCATORS:

BRAIN GYM is made up of simple and enjoyable movements and activities that we use with our students in Educational Kinesiology (Edu-Kinesthetics) to enhance their experience of whole brain learning. These activities make all types of learning easier but are especially effective with academic skills.

The word education comes from the Latin word "educare" which means "to draw out". Kinesiology is derived from the Greek root "kinesis" which means "motion". It is the study of movement of the human body. Educational Kinesiology is a system for empowering students of any age by drawing out potentials locked in the body.

Educators have addressed the dilemma of failure in our schools by devising programs to better motivate, entice, reinforce, drill and "stamp in" learning. These programs succeed to a degree. However, why do some children do so well while others do not ? In Edu-Kinesthetics, we see that some children "try too hard" and "switch off" the brain integration mechanism necessary for complete learning. Information is received by the back brain as an "impress" but is inaccessible to the front brain as an "express". This inability to "express" what is learned locks the student in a failure syndrome.

The solution, discovered by Edu-Kinesthetics research, is whole brain learning through movement repatterning and BRAIN GYM activities which enable students to access those parts of the brain previously unavailable to them. The changes in learning and behavior are often immediate and profound as children discover how to receive information and express themselves simultaneously.

EDU-KINESTHETICS FOR KIDS teaches the repatterning procedures which we recommend for everyone who wants to improve the quality of his living, learning and enjoyment of movement. BRAIN GYM teaches the simple activities which have changed so many lives since they were first introduced. Although BRAIN GYM activities will help any student, young or old, to make better use of his or her potential, they are most effective after Dennison Lateral Repatterning (described in EDU-KINESTHETICS FOR KIDS).

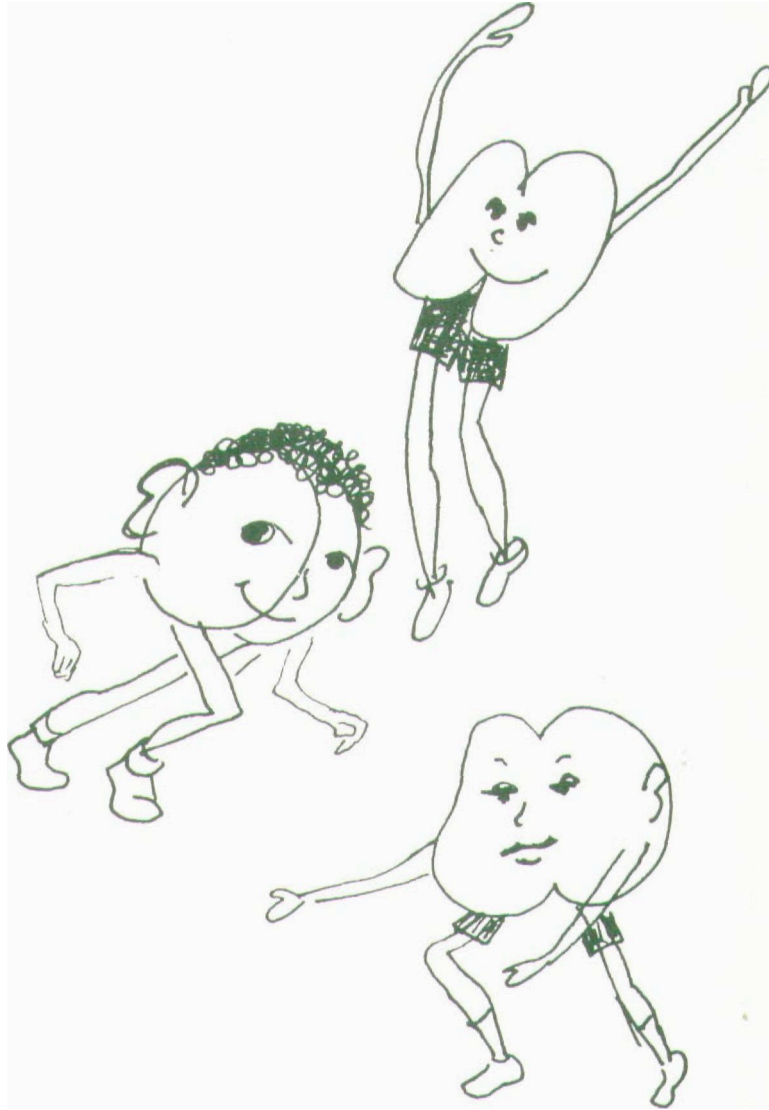
Many teachers use all the movements in this book in their classrooms every day. Others use only the movements related to reading during the reading hour. These movements of body and energy, gleaned from ancient disciplines such as yoga and acupuncture, have been modified and adapted to the special needs of people learning in our modern, highly technological culture. This book is written so that people can experience the energy of these movements in their daily life activities. Students tell us they do them automatically, knowing just when they could benefit from something in BRAIN GYM!

Of course, no one should ever be required to move in a way which is unnatural or uncomfortable for him. The student should work within his own limitations and be encouraged, yet never forced, to do any of these activities.

When students are led to BRAIN GYM, they seem to love it, request it, teach it to their friends and integrate it into their lives without any coaching or supervision. The skilled teacher who him/herself enjoys movement will transfer that motivation without effort!

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Hi! We're all going to the BRAIN GYM. A few minutes there gives us high mental fitness energy all day long!

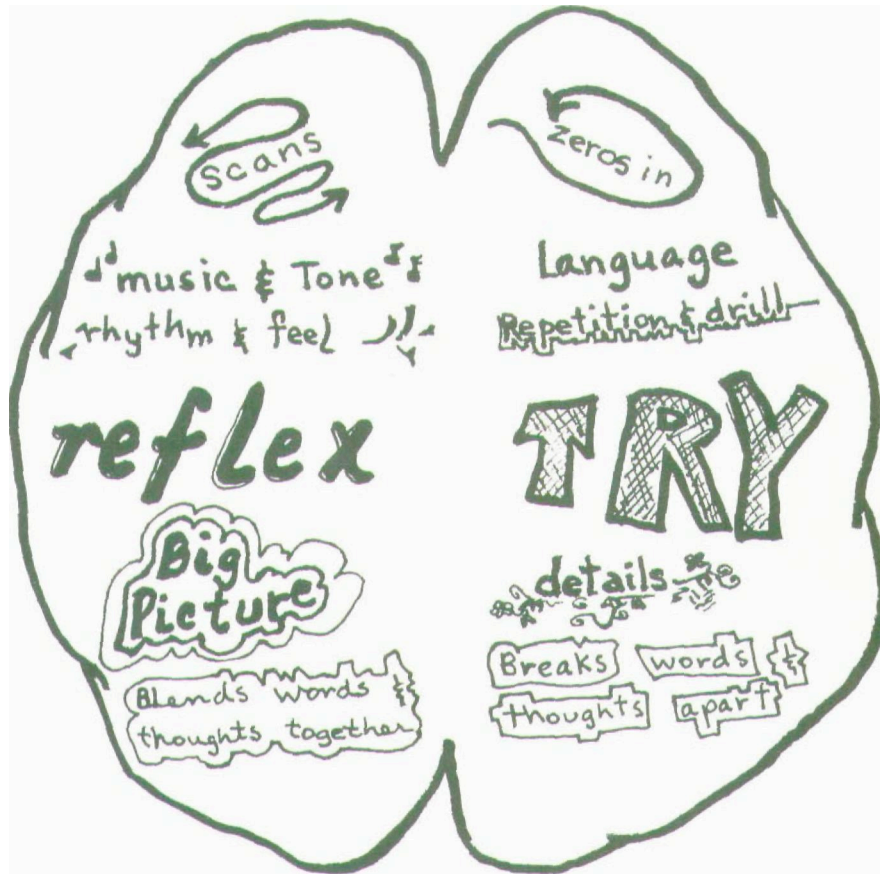
We used to hate reading, writing and learning. We watched TV all day long.

Now we love to learn and have energy for all our activities. Best of all when we get stuck, we know what to do to get moving again!



Hi! I'm Jodie. I love to go to the BRAIN GYM. School used to be hard work for me. I got good grades, but I had no time for myself. BRAIN GYM is like turning on my motor. I can feel my whole brain buzzing. Everything comes easy to me now!

Midline Movements



This is a picture of my brain as I face you. The left hemisphere is active when I use the right side of my body. The right hemisphere is active for the left side of my body. Thinking of an X tells my brain I want to use both sides at the same time. The MIDLINE MOVEMENTS are BRAIN GYM activities that help me practice using both hemispheres together, in harmony, making the X work better and better!



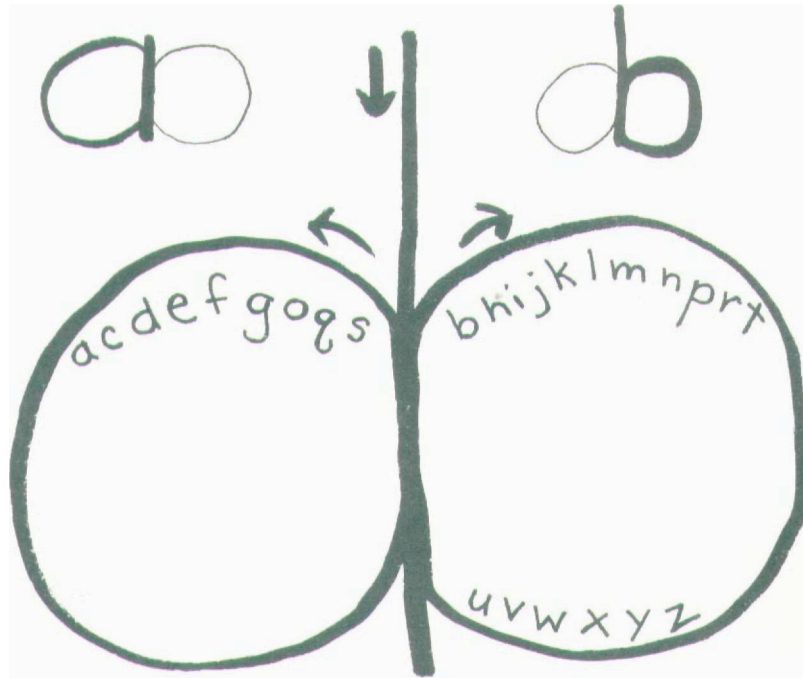
We CROSS CRAWL and SKIP-A-CROSS every morning to music. I coordinate the movement so that when one arm moves, the leg on the opposite side of my body move at the same time. I move to the front, sides, and back and move my eyes in all directions. It helps to touch my hand to the opposite knee occasionally to "cross the midline". When my brain hemispheres work together like this, I really feel open to learning new things.



Dad does the LAZY 8's with me. He says he used to forget words and lose his place whenever he read. Now we take turns reading to each other. We go to the library together and have so much fun with books! Do the 8 three times with each hand, then three times with both hands together.



I never thought I had art talent before I did the BRAIN GYM. Now I do the DOUBLE DOODLE, drawing with both hands at the same time, "in," "out," "up," and "down!" I'm always surprised by the interesting shapes I create and at how relaxed my arms and eyes feel. Writing is much easier for me now, too.



These letters start
on the curve and
move up to the left

These letters start
on the midline and
move to the right

Whenever my writing feels messy, I practice my ALPHABET 8's fitting each letter into its place in the Lazy 8. I can think creatively and write at the same time!



Mom and I do the ELEPHANT together. She says it relaxes her neck and eyes. I like to write my spelling words (and times tables) in the air with my "trunk". This way I never forget them! The ELEPHANT helps me be a better listener, too. *Bend your knees, "glue" your head to your shoulder and point across the room. Use your ribs to move your whole upper body as you trace a Lazy 8. Look past your fingers (if you see two hands, that's okay!) Repeat with the other arm.*



I do NECK ROLLS to relax my neck and shoulders. *Breathe deeply, relax your shoulders, and drop your head forward. Allow your head to roll slowly from side to side as you breathe out any tightness. Your chin draws a smooth curve across your chest as your neck relaxes.* Afterwards my voice sounds much stronger when I read or speak!



Make smaller curves to release any tense spots.



I like to do the **ROCKER** at home after school. It relaxes my hips after sitting and taking notes. *I lean back onto my hands and massage my hips and the back of my legs, rocking myself in circles, back and forth, until the tension melts. Always do the **ROCKER** on a comfortable surface, like a padded mat.*



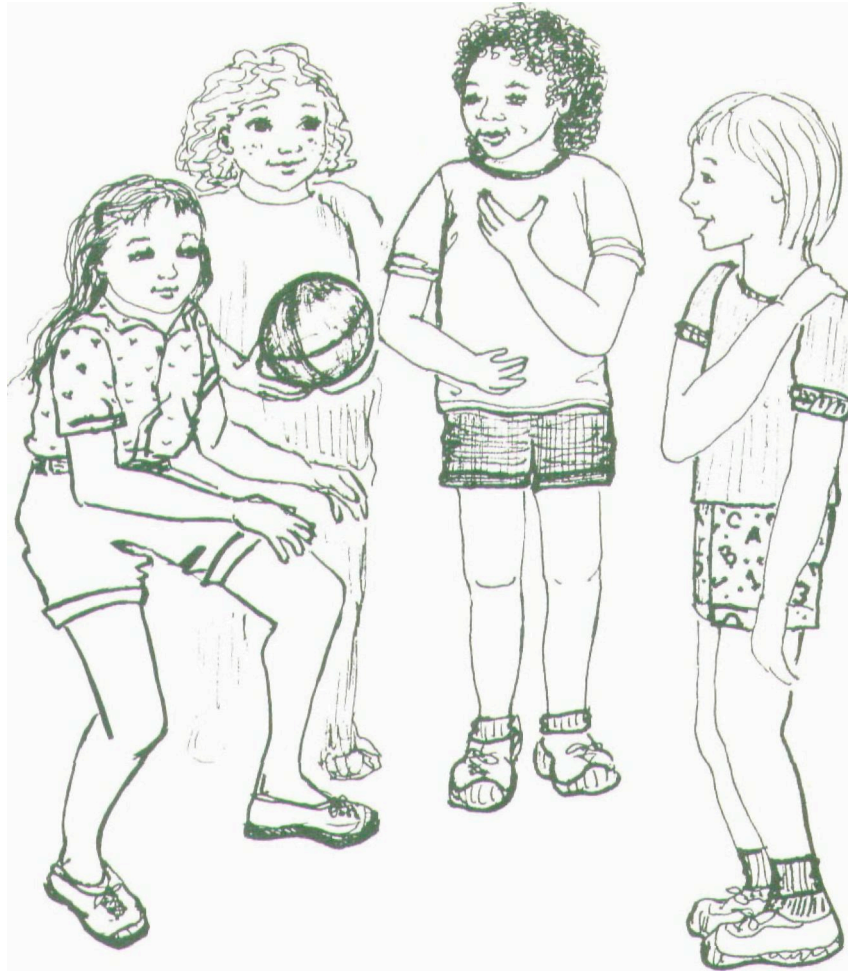
Dad does BELLY BREATHING before dinner to relax so his food will digest better. I do it whenever I feel a little tense or nervous. Now I can get right to the restful place very fast! *Rest your hand on your abdomen. Blow out all the old air in short, soft little puffs (like keeping a feather airborne). Take a slow, deep breath, filling up gently, like a balloon. Your hand softly rises as you inhale and falls as you exhale. If you arch your back after inhaling, the air goes even deeper.*



CROSS CRAWL SIT-UPS are my favorite warm-up for sports and games! / *pretend that I am riding a bicycle as I touch my elbow to the opposite knee.* My mind and body feel so alert! *Always do the CROSS CRAWL SIT-UPS on a comfortable surface, like a padded mat or bed.*

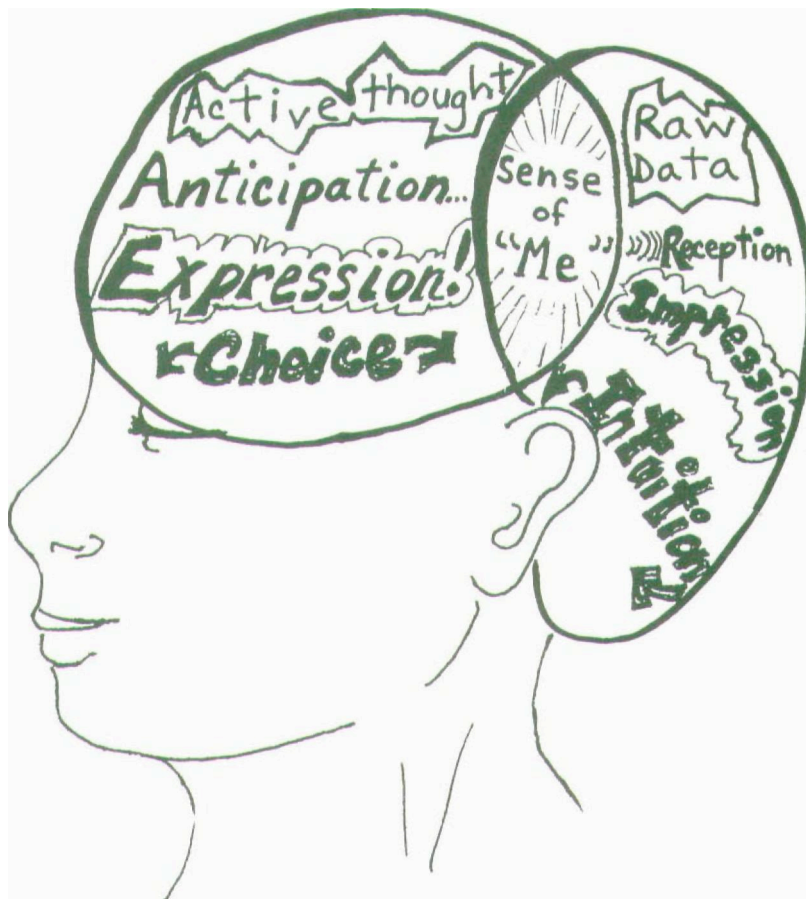


Mom does the ENERGIZER to relax after a hard day. She says it refreshes her for evening activities. Sometimes we do it together. *Rest your forehead between your hands. Breathe out all your tension. Then quietly breathe in as the air fills up your midline. Your head easily lifts up, forehead first, followed by your neck and upper body. Your lower body and shoulders stay relaxed. Exhale as you tuck your chin down into your chest. Pull your head forward, lengthening the back of your neck. Relax and breathe deeply.*



Our volleyball team is really X (excellent)! My friends and I all do BRAIN GYM before we start our game. Then we can move and think more easily, and the other team doesn't look so scary! During the game, I think of an X so that I perform at my best at all times.

Lengthening Activities



LENGTHENING ACTIVITIES from BRAIN GYM help me assumes forward moving posture that gets me where I am going. Whenever I feel like I'm holding back or can't express what I know, I do my LENGTHENING ACTIVITIES. Then I feel more animated and can enjoy participating again.



The OWL releases those little tensions that develop from sitting and reading. Josh takes a short break to do the OWL so he will be refreshed for the next lesson. *Grasp the shoulder and squeeze the muscles firmly. Turn your head to look back over your shoulder. Breathe deeply and pull your shoulders back. Now look over the other shoulder, opening the shoulders again. Drop your chin to your chest and breathe deeply, letting the muscles relax. Repeat with hand squeezing the opposite shoulder.*



The ARM ACTIVATION helps handwriting, spelling and creative writing, too! *Hold one arm next to your ear. Exhale gently through pursed lips while activating the muscles by pushing the arm against the other hand in four directions (front, back, in and away).* Nikko says her shoulders feel released and she is ready to work.

Sometimes Nikko cannot find the words, even when she knows the answers. When this happens, she does the FOOTFLEX. [It works fast to "switch on" her language brain.] Grasp the tender spots on the ankle, calf and behind the knee, one at a time, while slowly pointing and flexing the foot.





The CALF PUMP helps you to be more motivated and ready to move. We do it whenever we feel "stuck." *As you lean forward and exhale, press the back heel gently to the ground. As you release, lift your heel up and take a deep breath. Repeat three times on each side. The more you bend the forward knee, the more lengthening you feel in the back of the calf.*

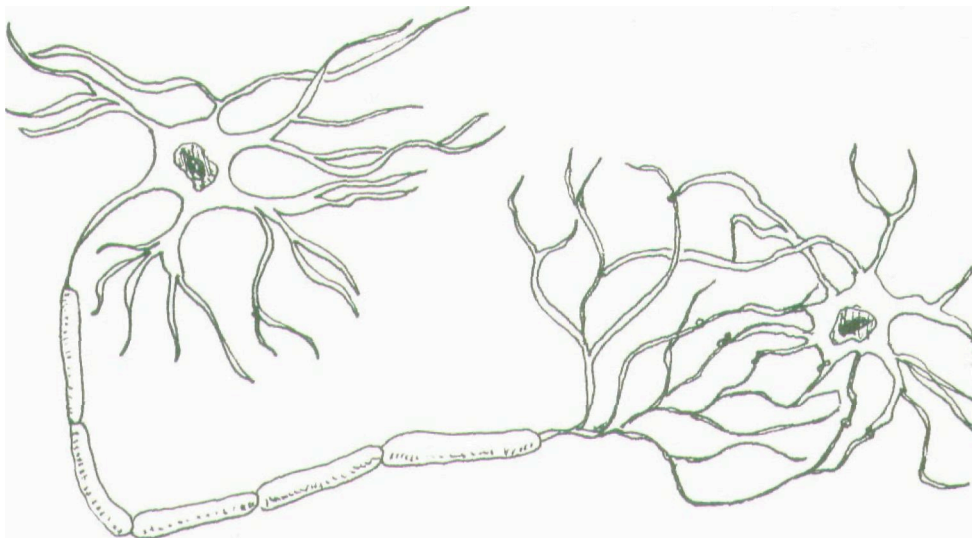
Dad likes to do the GRAVITY GLIDER at work during a long day of sitting at his desk or after driving the car. I do it before my soccer or other sports games. *Sit comfortably. Cross your ankles. Keep your knees relaxed. Bend forward and reach out in front of you. letting your arms glide down as you exhale and up as you inhale. Repeat to the left, right, and center. Change legs and repeat.* My body feels lighter and more relaxed whenever I do this movement.





The GROUNDER helps Josh focus his energy on what he is doing. *Start with your legs comfortably apart. Point your right foot towards the right. Keep the left foot pointed straight ahead. Now bend the right knee as you exhale and, then, inhale as you straighten the right leg. Keep your hips tucked under. This strengthens the hip muscles (you feel it in the straight-leg side) and helps stabilize the back. Repeat three times, then repeat on the left side.*

Energy Exercises



In science class we learned that the brain has billions of tiny nerve cells called neurons. Like telephones, they hook up different circuits in the body. When I do ENERGY EXERCISES, I feel like I am hooking up these connections so my inner system of communication will work even better!



Nikko and I help Mom with shopping. We feel best when we eat foods that contain natural WATER, like fruits and vegetables, and drink plenty of good, clear WATER. In science we read that the body is made up of % WATER — a necessary conductor for all electrical and chemical reactions. More important I know how clean and clear I feel inside, thanks to WATER!

Gramps does BRAIN BUTTONS before he reads or uses his eyes. Reading is never a strain for him anymore. While holding his navel, he rubs deeply just below the collarbone, to the right and left of his sternum.

Sometimes, while doing my BRAIN BUTTONS, I pretend there's a paintbrush on my nose and paint a "BUTTERFLY 8" on the ceiling, or TRACK my eyes across the line where the wall meets the ceiling. Afterwards my eyes just glide over the words when I read.





Grandmother likes the ENERGY EXERCISES best. She does EARTH BUTTONS when she balances the checkbook. "I can calculate quicker than when I was a girl back in college" she tells me, "and more precisely!" Hold two fingers under the lower lip and rest the other hand on the upper edge of the pubic bone. Breathe the energy up the center of the body



Dad is teaching me to use the computer. We use the **BALANCE BUTTONS** to keep our bodies relaxed and our minds alert! *Touch two fingers to the indentation at base of skull rest the other hand on the navel. Breathe the energy up. After a minute, hold behind the other ear.*



Mom says that SPACE BUTTONS clear her head for the type of quick decision making she needs at work. She puts two fingers above the upper lip and rests the other hand on her tailbone. Hold for a minute, breathing the energy up the spine. Sometimes I do EARTH and SPACE BUTTONS together. I firmly massage above my upper lip and below my lower lip while I focus down and then up, several times.



Josh and I have our own band - "The Bluejays". We do the ENERGY YAWN together to relax our voices. It helps us create music, too! *Pretend to yawn. Put your fingertips against any tight spots you feel on your jaws. Make a deep, relaxed, yawning sound, gently stroking away the tension.*



"Let's put on our THINKING CAPS, Josh!" I remind him. (Sometimes he gets distracted and doesn't listen to what I'm saying). I put mine on too, because it helps me hear the resonant sound of my own voice when I talk or sing. *Gently unroll your ears, three times from top to bottom.*

Deepening Attitudes



We do COOK's HOOK-UPS whenever we feel sad, confused, or angry. This cheers us up in no time. The activity is done in two parts. Grandpa is doing part 1. Grandma is doing part 2. *First, put your left ankle over your right knee. Next, hook your right hand around your left ankle. Then put your left hand over the ball of the left foot. (Some people will feel better sitting with the right ankle over the left). Sit this way for one minute, breathing deeply, with your eyes closed and your tongue on the roof of your mouth. During the second part, uncross your legs and put your finger tips together, continuing to breathe deeply for another minute.*




I am holding my Dad's POSITIVE POINTS. We hold these points for ourselves or for each other whenever we feel nervous or afraid. We know we can achieve our goals when we stop worrying about things and start working on them. In less than a minute, we begin to feel peaceful about planning for the future. *The positive points are held lightly with just enough pressure to pull the forehead skin taut. The points are just above the eyeballs, halfway between the hairline and the eyebrow*

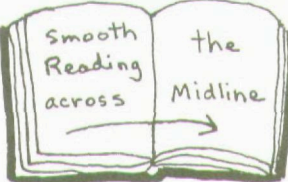
Brain Gym at Work


Reading Skills:

Brain Buttons
Cross Crawl
Lazy 8's
Butterfly
Tracking



Neck Rolls
Energy Yawn
Cross Crawl
Rocker
Belly Breathing





Calf Pump
Footflex
Grounder

Thinking skills :

Counting
eyes 5
in 45
columns
(like
spelling 23
or math) 6 ÷ 2 =

Earth Buttons -
Space Buttons -
Balance Buttons -

Better Spelling

1. Elephant -
2. Thinking Cap -
3. Owl -

MATH SKILLS

3	7	9
42	-4	x3
6116	-13	
$\frac{1}{2} + \frac{2}{3}$	$\frac{2}{2}$	

Elephant -
The Owl -
Calf Pump -
Neck Rolls -
Gravity Glider -

... and Play!



Study skills:



Cross Crawl -
Balance Buttons -
Positive Points
Neck Rolls -

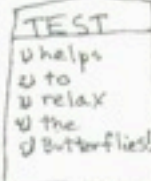


Lazy 8's -
Cross Crawl
Any Lengthening



Cross Crawl -
Any Lengthening -

Energizer
Rocker -



Water
Lazy 8's -
Earth Buttons -
Space Buttons -
Cook's Hook-ups
Cross Crawl -

Personal Ecology:

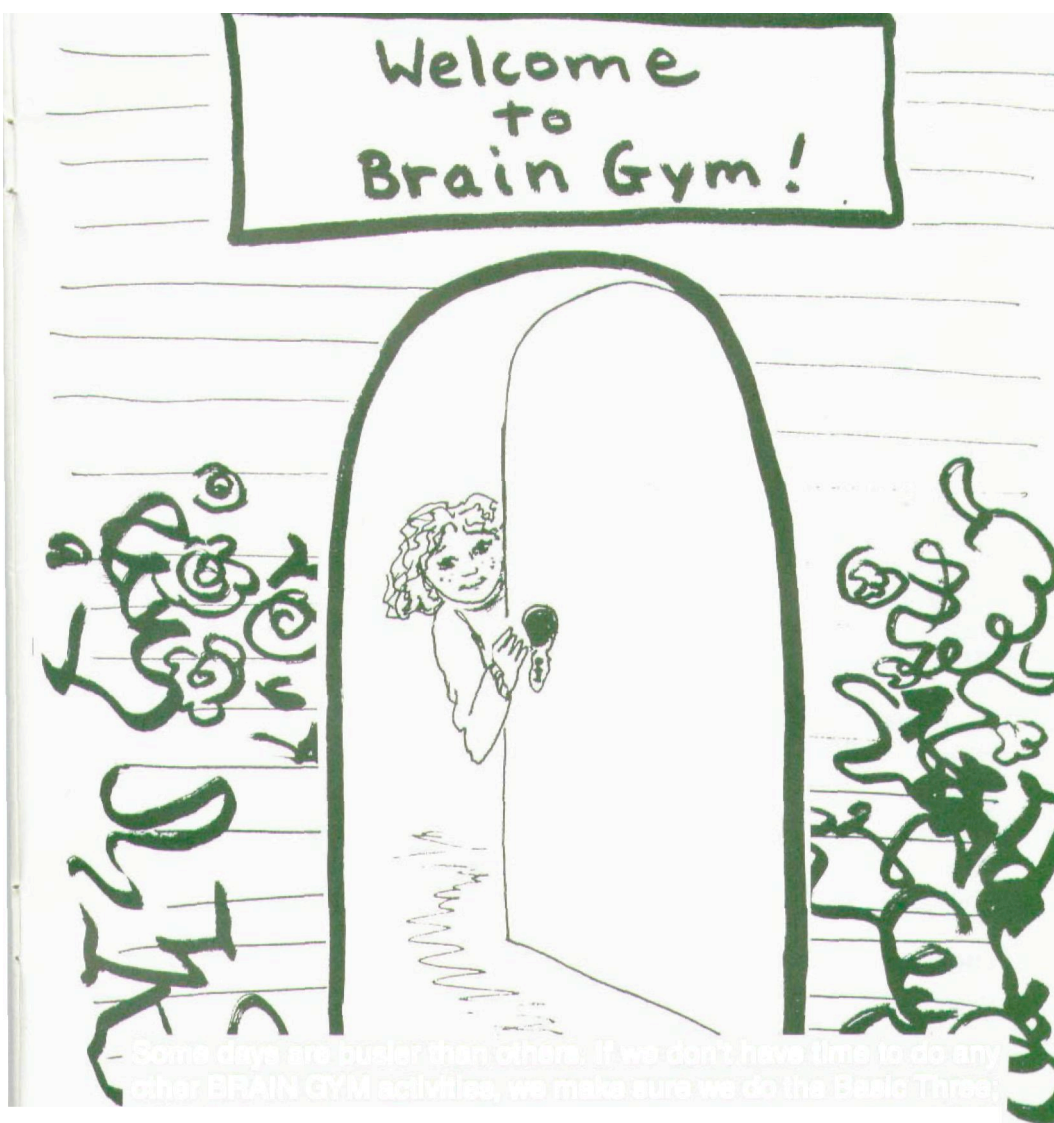


Water
Cook's Hook-ups
Neck Rolls



Bus, car, airplane

Lazy 8's -
Balance Buttons -
Positive Points -
Cook's Hook-ups -
Neck Rolls -



Some days are busier than others. If we don't have time to do any other BRAIN GYM activities, we make sure we do the Basic Three!

Some days are busier than others. If we don't have time to do any other BRAIN GYM activities, we make sure we do the Basic Three; drink WATER, rub BRAIN BUTTONS, and do COOK's HOOK-UPS. This helps us achieve a minimal level of balance and, at least, minimizes any stresses until we have time to do more for ourselves.

READING SKILLS

CROSSING THE VISUAL MIDLINE

(Moving eyes horizontally without inhibiting the receptive brain)

Brain Buttons - p. 34

Cross Crawl - p. 13

Lazy 8's - p. 14

ORGANIZATION SKILLS

(Moving eyes vertically, as well as horizontally without confusion)

Earth Buttons - p. 35

Space Buttons - p. 37

Balance Buttons - p. 36

CROSSING THE AUDITORY MIDLINE

(Active listening involving both internal and external feedback and feedforward)

Thinking Cap - p. 39

Cross Crawl - p. 13

Elephant - p. 17

Cook's Hook-ups - p. 40

READING COMPREHENSION

(Focused reading involving anticipation and internalization of language)

Calf Pump - p. 29

Footflex - p. 28

Gravity Glider - p. 30

The Grounder - p. 31

ORAL READING

(Expressive reading with emotion and interpretation)

Neck Rolls - p. 18-19

Energy Yawn - p. 38

Cross Crawl - p. 13

Rocker - p. 20

Belly Breathing - p. 21

WRITING AND MATH SKILLS

HAND-EYE COORDINATION

(Penmanship, cursive writing and drawing in the left, right, up, and down visual fields)

Lazy 8's - p. 14

Alphabet 8's - p. 16

Arm Activation - p. 27

Double Doodle - p. 15

CREATIVE WRITING

(The ability to integrate back brain experiences into language)

Calf Pump - p. 29

Footflex - p. 28

All hand-eye coordination activities (see above)

Energy Yawn - p. 38

SPELLING

(The ability to access the visual memory store and to build auditory constructs at the same time)

Elephant - p. 17

Thinking Cap - p. 39

The Owl - p. 26

MATH

(The ability to work in a multi-dimensional, multi-directional medium)

Elephant - p. 17

The Owl - p. 26

Calf Pump - p. 29

Neck Rolls - p. 18-19

Gravity Glider - p. 30

Double Doodle - p. 15

INDEPENDENT LEARNING SKILLS

HOME STUDY SKILLS

(Integration for silent speech and inner vision, often referred to as thinking)

Cross Crawl - p. 13
Balance Buttons - p. 36
Positive Points - p. 41
Neck Rolls - p. 18-19
The Owl - p. 26
Elephant - p. 17

CREATIVE THINKING

(The ability to integrate the work of others into one's own life and thought)

Think of an "X" - p. 12 et 24
Cross Crawl - p. 13
All Lengthening Activities - p. 25-31
Energizer - p. 23
Rocker - p. 20
Double Doodle - p. 15

TEST TAKING

(Relaxing the butterflies)

Water - p. 33
Belly Breathing - p. 21
Cross Crawl - p. 13
Positive Points - p. 41
Cook's Hook-ups - p. 40
Balance Buttons - p. 36
Footflex - p. 28
Double Doodle - p.15

SPEED READING

(Skimming and scanning abilities made accessible)

All Lazy 8's - p. 14, 16
Cross Crawl - p. 13
Think of an "X" - p. 12 et 24
All Lengthening - p. 25-31

PERSONAL ECOLOGY SKILLS

PRODUCTIVITY AT THE TYPEWRITER OR COMPUTER TERMINAL

(Shielding from the possible negative influences of electronic devices)

Water - p. 33
Lazy 8's - p. 14
Cross Crawl - p. 13
Brain Buttons - p. 34
Cook's Hook-ups - p. 40
Neck Rolls - p. 18-19
Calf Pump - p. 29

BUS, PLANE, AUTOMOBILE RIDING

(Crossing the moving midline)

Lazy 8's - p. 14
Balance Buttons - p. 36
Positive Points - p. 41
Cook's Hook-ups - p. 40
Neck Rolls - p. 18-19

SELF AWARENESS SKILLS

SELF-CONCEPT

(The ability to be self-directed in all situations)

Positive Points - p. 41
Cook's Hook-ups - p. 40
Balance Buttons - p. 36

WHOLE BODY COORDINATION FOR SPORTS AND PLAY

(The brain/body connections required for decision making while in motion)

Think of an "X" - p. 12 et 24
Cross Crawl - p. 13
Balance Buttons - p. 36
Rocker - p. 20
Space Buttons - p. 37
Energizer - p. 23

*See E-K for Kids and Personalized Whole Brain Integration for more comprehensive information on crossing the midline and its relationship to academic skills.

ABOUT THE AUTHORS:

Paul Dennison, **Ph.D.** has been an educator all of his professional life. He is the creator of Edu-Kinesthetics and a pioneer in applied brain research. His discoveries are based upon an understanding of the interdependence of physical development, language acquisition and academic achievement. This belief system grew out of his background in curriculum development and experimental psychology at the University of Southern California where he was granted a Doctorate in Education for his research in beginning reading achievement and its relationship to covert speech skills. For 19 years, Dr. Dennison served as director of Valley Remedial Group Learning Centers helping children and adults turn their difficulties into successful growth. He is the author of seven books and manuals, including *Switching On, a Guide to Edu-Kinesthetics*.

Gail Dennison co-authored with Dr. Dennison the Edu-Kinesthetics Series, The simple illustrations in the Edu-K books suggest her love of children and movement. As a dancer, she has brought grace and focus to the Brain Gym[®] movements. Gail has a broad background teaching brain integration, including ten years experience as a Touch for Health instructor. Gail's interest in perception and developmental skills comes through in the vision courses. She is author of the *Visioncircles[™]* book and movements where a love of rhythm, color and form provide the basis for experiences that offer visual and perceptual growth. Gail is the creator of the *Brain Gym[®] Magazine* and heads the publication committee for the Foundation

SOME CLASSES OFFERED BY THE EDUCATIONAL KINESIOLOGY FOUNDATION: 161 Viewpoint Circle, Ventura, CA 93003 U.S.A. Phone: 1 (800) 356-2109.

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- Brain Gym[®] (24 hours)
(Part I-12 hrs. — The Lateral Brain)
This introductory course emphasizes Dennison Laterality Repatterning and Brain Gym[®] activities which improve whole brain/body coordination. Course Manual: *Brain Gym Handbook - Recommended Reading Edu-K for Kids and Brain Gym[®]* by Dennison and Dennison Prerequisite: None
(Part II — 12 hr«. — The Whole Brain)
Brain Gym[®] II offers an in-depth experience of hemispheric integration through twenty-three Brain Gym[®] activities and their relationship to whole brain functioning A system to achieve deeper structural integration through Homolateral Dimension Repatterning is included The effects of lateral, centering and back brain/front brain blockages on posture, reading, writing, spelling and memory are identified and balanced. Course Manual *Brain Gym Handbook ■ Recommended Reading Whole Brain Learning* by Dennison and Dennison. Prerequisite: Brain Gym[®], Part I
- VISIONCIRCLES[™] — 24 hrs
The Visioncircles[™] course provides a roadmap to completion of developmental skills through movement, play and art If offers vision enhancement through activities which nourish perceptual flexibility. Each of the eight structured sessions embodies a unique perceptual slant and emphasizes grating .Parts I & II

PROFESSIONAL LEVEL COURSES

- ADVANCED EDU-KINESTHETICS IN DEPTH: The 7 Dimensions of Intelligence - 32 hrs
Learn and practice the Edu-Kinesthetics principles in a one-to-one educational model. Receive hands-on experience with seven dimensions of body movement, focusing on how each can support or block the learning process. Other areas covered in the course include appropriate goal setting, learning theory and growth-oriented communication. Course Manual: *Edu-Kinesthetics: In Depth: The 7 Dimensions of Intelligence*. Prerequisites: Brain Gym, Parts I & II
- TEACHER PRACTICUM: A certification course qualifying the student to teach Brain Gym[®] Parts I & II. Completion of this California state approved course provides the graduate with specific skills for teaching the basic level courses in Educational Kinesiology. This workshop prepares the instructor to communicate and network with other professionals in the community. Course Manual: *Teacher Practicum Manual*. Prerequisites: Advanced Edu-Kinesthetics In Depth.