

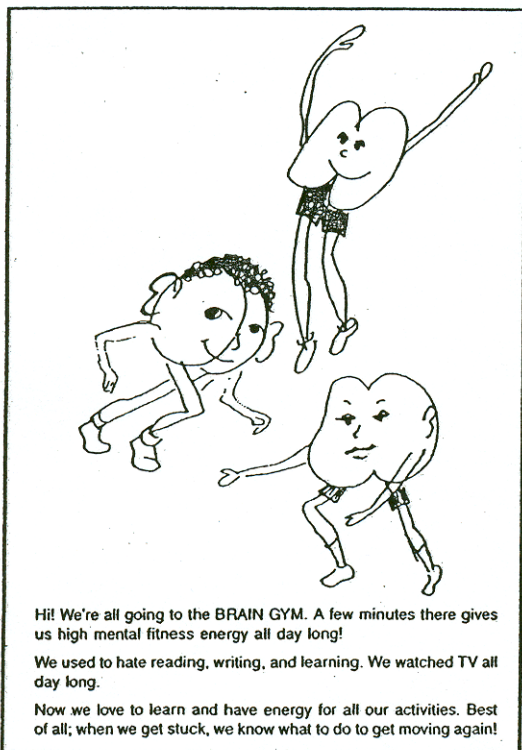
Introduction

The *Brain Gym Teacher's Edition* is a companion guide to the *Brain Gym* book, for the use of parents, educators, and others who are actively working with children or adults, individually or in groups, to help them draw out their full potential as learners. The reader will find this an easy-to-use, self-explanatory reference book whenever Brain Gym is being learned. By turning to any one page in the *Teacher's Edition*, the educator will find information and teaching strategies which will enable him or her to explain, refine, and vary the activity for a particular individual, situation, or need. Included on each page is information under the following headings:

TEACHING TIPS
VARIATIONS
ACTIVATE(S) THE BRAIN FOR

ACADEMIC SKILLS
BEHAVIORAL/POSTURAL CORRELATES
RELATED MOVEMENTS
HISTORY OF THE MOVEMENT

As explained in the histories of the movements, these Brain Gym activities were discovered to either stimulate (Laterality Dimension), release (Focusing Dimension), or relax (Centering Dimension) students involved in particular types of learning situations. Specific activities were observed to be more helpful than others for moving through individual learning blocks, and a pattern was recognized. This *Teacher's Edition* can guide the educator or parent to observe and recognize these patterns and thus make facilitation of the learning experience more precise and accurate.



The human brain, like a hologram, is three-dimensional, with parts interrelating as a whole. Thus, the infant or preschool child is capable of globally taking in the adult world and recreating it; the student easily integrates learning presented from a multisensory, rather than abstract, orientation. However, the human brain is also task-specific, and, for the purposes of applying Brain Gym movements, may be understood to comprise the left and right hemispheres (Laterality Dimension), the brainstem and frontal lobes (Focus Dimension), and the limbic system and cerebral cortex (Centering Dimension).

Within laterality, or sidedness, exists the potential for bilateral integration, the ability to cross the central midline of the body and to work in the midfield. When this skill is mastered, one can process a linear, symbolic, written code, left to right or right to left, an ability fundamental to academic success (see *Edu-K for Kids*). The inability to cross the midline results in such identifications as "learning disabled" or "dyslexic." Those movements which will help to stimulate bihemispheric and bilateral integration are so identified under the ACTIVATE(S) THE BRAIN FOR category.

Focusing is the ability to cross the participation midline, which separates the back and front of the body as well as the

back (occipital) and frontal lobes. Incompletion of developmental reflexes results in the inability to express oneself with ease and to participate actively in the learning process. Students who are underfocused are often labelled as "inattentive," "unable to comprehend," "language-delayed," or "hyperactive." Some children are overfocused and try too hard. Those movements which help to unblock focus are designated as back/front integration activities under the ACTIVATE(S) THE BRAIN FOR category.