



Center For Neuro Development

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Unlocking ADHD, Dyslexia, Autism and More!

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Unlocking Learning Potential

August 2010

Summer – What’s Happening at the Center?

Our *free introductory seminar* will not occur on the second Monday of the month – in August: Our August session will be on August 16th (3rd Monday) at 6:00 p.m. These free informational meetings are held at 8907 Gravelly Lake Drive SW. Those who attend may participate in the following screenings:

Neurodevelopmental Screenings – up to 30 minutes; \$40.00

- Neurodevelopmental Screening – (auditory and visual processing; dominance; gross motor)
- Attend the 2nd Monday of the month Free Introduction to the Neurodevelopmental approach
- Follow-up Seminar for all participating families – to explain results of screening and mini-plan of action.
- Mini-Plan of Action – about 30 minutes of daily activities; for those who follow through a minimum of 80%; reporting every month and upgrade to another of the non-test assessment plus or neurodevelopmental evaluation administered by our resident neurodevelopmentalist within 6 months, they will get a \$40.00 discount on the upgraded service.

Brain Development and Learning – Available in the Fall.

Learn how to apply what we know about brain development for learning reading, math and other subjects.

Brain Development and Reading / Language Arts – September 27 at 6:00pm

Brain Development and Math / Other Subjects – October 25 at 6:00pm

What do we do at the Center for Neuro Development?

1. FREE information regarding the neurodevelopmental approach to unlocking learning challenges in the following ways:
 - a. Website with links and articles www.centerforneurodevelopment.com.
 - b. Free monthly e-newsletter, *Unlocking Learning Potential*.
 - c. Free monthly informational seminar – 2nd Monday of the month. See above.

2. Occasional workshops on *Brain Development and Learning*. Next one in the Fall, 2010.
3. Conduct evaluations / assessments – finding missing pieces in development.
4. Design individual neurodevelopmental plans (with complete evaluation), mini-plans (with non-test assessments plus) and screenings plans (with screenings).
5. Teach parents how to implement these plans to do at home; implement the plans for the parents in the Center or a combination of the two.
6. Sell materials useful for students on plans, homeschool curriculum and Christian books. www.specialhelps.com
7. Provide other services for independent homeschoolers and Academy Northwest students: www.homeschoolhelps.com; www.academynorthwest.net.

We are now enrolling for fall classes and scheduling for homeschool testing, Braining Training / Individual ANW credits - and neurodevelopmental evaluations.

Attached find a preview of classes / services we provide beginning in the fall. Contact us for more information.

Unlocking Learning Potential: The Process of Learning – By Maggie Dail, M.A., CND Part III – Storing and Utilizing

Our brains process information (Step 2), in part, to determine if it is “worthy” of keeping in long term memory (Step 3). Sadly, some information that we want to remember does not make it to long term memory. Why is this? This constitutes one of the big issues that neurodevelopmentalists explore. We are designed to have a one-side dominance, which allows us to function most efficiently. Neurodevelopmentalists see the following where a mixed dominance exists:

- Remember one day, and not the other
 - Constantly losing things
 - Reversals (transpositions, omissions, inversions)
 - Right/left confusion
 - “Mirror writing”
 - Difficulty remembering letters, numbers or sight words
 - Stuttering or stammering
 - No sense of time
 - Overreact to situations
 - Emotional melt downs – especially related to learning
- (Coots, 2003)

“When a child is well-organized neurodevelopmentally, information and learned academics are retained and accessible for further learning. Emotionality is under control and is expressed in reasonableness and settling down quickly after emotional events, such as tests or social situations.” (Coots, 2003)

When neurological organization (a one-side dominance) exists all information enters the body on one side and is stored in a specific location of the brain. Then, when the information needs to be used (step 4) it is easily accessed. On the other hand, when a person is mixed dominant, sensory input (step 1) enters the body from different sides and is processed (step 2). Where the input enters, determines where it is stored (step 3). Since information is stored in different parts, a person needs to “look for” it. While looking, we get frustrated – maybe giving up before we find it or at least slowing down the process considerably.

If neurodevelopmentalists see these behaviors (inconsistent memory, disorganization, losing things, reversals, etc.), then we explore dominance. Observation is the key to this exploration. We look at which hand the individual uses for writing, eating, sports and personal hygiene. Further, we observe the eye, ear and foot the person uses. There are other factors that have been found to guide us to the proper side, but it can be a long process of discovery, even of trial and error.

In addition to observing the above mentioned activities during day-to-day living, you may need to set up situations where you can get your children to use one ear or eye. Examples of things you can do: for near point vision provide your child with toys or objects that require the use of only one eye such as kaleidoscope, telescopes, microscopes or simply a paper towel roll. For far point, have them point to your finger as you point to theirs. Have them make a window with their hands through which they can look as they stretch out their arms. For the ear, have them make real or pretend phone calls or listen to a watch to see if they can hear it tick. Further, have them hop on one foot or kick a ball (real or imaginary). Ideally you should observe in natural settings over a period of time, recording each time which side they used. This will give you a good picture of whether your child is mixed dominant.

When the neurodevelopmentalists observes (observation and behaviors reported by the parents) a mixed dominance in a child, we include appropriate activities in the Individualized Neurodevelopmental Plan that will move the child toward / to a one-side dominance and neurodevelopmental organization. Foundational to establish a dominance is to do a variety of cross patterning activities, including doing the army crawl (on tummy), creeping on hands and knees, fast walks and jogging. If, after several months, you do not observe an improvement in memory and emotional control, you may want to consult a neurodevelopmentalist for additional help.

“When a child has difficulties that relate to dominance issues they will not “grow out” of these difficulties. But, by treating the root causes, dominance can be corrected and the difficulties related to incorrect dominance will not longer hold a person back from his or her full potential.” (Coots, 2003)

Sources:

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<http://www.specialhelps.com/Articles/HschildMemory.htm>

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“Information Processing Theory – Encyclopedia of Childhood and Adolescence, April 06, 2001” Gale Research, 1998
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