



# Center For Neuro Development

PO Box 99369  
Lakewood, Washington 98496-0369  
Phone (253) 581-1588

PO Box 9346  
Pueblo, Colorado 81008-9346  
Phone (719) 423-6463



Keys for unlocking ADHD, LD, Dyslexia, Autism and More!

E-Mail: [maggie@centerforneurodevelopment.com](mailto:maggie@centerforneurodevelopment.com)  
[maggie@specialhelps.com](mailto:maggie@specialhelps.com)  
[maggie@homeschoolhelps.com](mailto:maggie@homeschoolhelps.com)  
[mdail@academynorthwest.net](mailto:mdail@academynorthwest.net)

Web Site: [www.centerforneurodevelopment.com](http://www.centerforneurodevelopment.com)  
[www.specialhelps.com](http://www.specialhelps.com)  
[www.homeschoolhelps.com](http://www.homeschoolhelps.com)  
[www.academynorthwest.org](http://www.academynorthwest.org)

## Unlocking Learning Potential

June 2010

### *Summer – What's Happening at the Center?*

Our *free introductory seminar* will occur on the second Monday of the month –in June (14<sup>th</sup>), however, our July session will be on July 26<sup>th</sup> (4<sup>th</sup> Monday) and our August session will be on August 16<sup>th</sup> (3<sup>rd</sup> Monday) at 6:00 p.m. These informational meetings free and 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 2<sup>nd</sup> 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.

Summer Brain Training – Do you want your child to avoid the frustration of forgetting much of what he has learned over the summer? Do you want your child to concentrate on mastering specific skills that make learning a challenge? Then consider Summer Brain Training:

1. Assessment – we offer a wide range of assessment possibilities.

2. Plan of Action – depending on the assessment you choose we offer a list of activities that we teach you how to do and / or we do with your child at the Center.
3. Brain Training – at home or in the center. During the summer we will be available for regular brain training sessions (for those who can work independently part of the time or who have a parent who will help do those “independent” activities) from 9:00-2:00 Tuesday, Wednesday and Thursday or more individualized by appointment on those same afternoons. We will work with the parents to customize a program that works for the child and her whole family.

### **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.

#### **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](http://www.centerforneurodevelopment.com).
  - b. Monthly e-newsletter, *Unlocking Learning Potential*.
  - c. Monthly informational seminar – 2<sup>nd</sup> 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](http://www.specialhelps.com)
7. Provide other services for independent homeschoolers and Academy Northwest students: [www.homeschoolhelps.com](http://www.homeschoolhelps.com); [www.academynorthwest.net](http://www.academynorthwest.net).

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

Attached find a preview of classes / services we provide beginning in the fall. We also have up to a 3-day a

week program during the summer with breaks. Contact us for more information.

# Unlocking Learning Potential: The Process of Learning – By Maggie Dail, M.A., CND

## Part 1 – Sensory Input

As early as 1854 (D.E. Broadbent) the learning processing theory has been used to help us understand how a person learns. The computer makes a good example of how we learn. (Gale Research, 1998)

Step 1: Sensory Input (or “sensory register” Ganly, 2010) Computer hardware is essentially useless without input or software. Babies receive input from the moment of conception – some of that input is genetic and much is environmental.

While the two main learning senses are visual and auditory, the other senses can affect how one learns. “If there are any problems with the information coming into our brain, it will stop or decrease our ability to learn.”(Ringoen, 1999) To determine what the cause of a learning problem is we must look at each sense to see if there is a problem with how the brain receives information.

### Eyes

- Acuity (seeing well enough)
- Convergence (the eyes working together)
- Enhanced peripheral vision (seeing too much from the sides of the visual field)
- Underdeveloped central / detail vision (not seeing enough of what is right in front of you)
- Horizontal and vertical tracking
- Various other eye sensitivities. (Ringoen, 1999)

### Ears

- Hypersensitivity to sound (causing a defensiveness to sound, hearing and listening) [i.e. inability to concentrate with the slightest noise, Ness, 1999]
- Tinnitus (ringing or sounds in the ear) and
- Ear fluid (major developmental caused by inconsistent quality input) (Ringoen, 1999)

- History of ear infections, tubes and sinus congestion (Ness, 1999)

### Touch

- Hyposensitivity to input – limits quality input
- Hypersensitivity to input – distorts quality input
- Atypical reaction to pain, light touch, temperature

### Taste and Smell

- Hyposensitivity to input – limits quality input
- Hypersensitivity to input – distorts quality input
- Poor appetite
- Picky Eater
- Sensitive to smells that other don't smell
- Atypical response to smells

Vision and hearing are gateways to learning. Touch, taste and smell can so dominate a person that one cannot attend to learning content. One of the first tasks of a neurodevelopmentalist is to determine if learning is impeded in this first step of learning - sensory input. Is the brain receiving quality input?

Next month we will explore Step 2 – processing.

Sources:

“Hearing, Learning and Listening” Kay Ness, MS and CND, 1999

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

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

[http://findarticles.com/p/articles/mi\\_g2602/is\\_0003/ai\\_2602000322/](http://findarticles.com/p/articles/mi_g2602/is_0003/ai_2602000322/)

“Learning Disabilities” Cyndi Ringoen, BA, BS and CND, 1999

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

“The Information Processing Theory and Its Effect on Children and Learning Sarah Ganly, 2010

[http://www.associatedcontent.com/article/432876/the\\_information\\_processing\\_theory\\_and.html](http://www.associatedcontent.com/article/432876/the_information_processing_theory_and.html)