

Learning Profiles

A learning profile helps us understand challenges encountered when one is un-integrated and in stress. Learning profiles change depending on the situation. Women tend to switch profiles more than men. The goal is to get integrated enough so that even under stress one is not locked into a certain profile.

Noticing “in the moment” learning profiles is useful in any group setting, e.g. classrooms. In the classroom, profiles let the teacher see who switches on or off for which subjects. Give everyone their own brain bug to fill out and lead them through the following activities. Have students do their profiles for various subjects (reading profiles, math profiles, art profiles). The information gleaned from these profiles could then be used to arrange the classroom, such as:

- ❖ Visual learners in front
- ❖ Auditory learners placed on side of room with the lead ear accessible (left ear lead on right side of room)
- ❖ Tactile learners in back with playdough/clay to manipulate
- ❖ Kinesthetic learners given flat beach balls on chairs and allowed to move as much as possible to anchor learning.

How to determine a learning profile with noticing

- Use the “bug” as a record keeping device and shade in the lead sensory intake systems.
- Eyes: Place hands out in front of you with hole in middle. Look through the hole at something across the room. Close one eye and look. Then, close other eye and look. Whichever eye you can see the object with is your lead far-sighted eye.
 - Optional: Repeat process looking at something up close (e.g. book).
 - Variation: Use a camera, kaleidoscope or monocular. Whichever eye client puts object up to is lead eye.
- Ears: Walk up to a wall and listen to what is happening on the other side. The ear put to the wall is the lead ear. (Optional: stand behind someone and whisper; see which ear gets turned towards the voice.)
- Hand: Generally the hand used for writing is the dominant hand.
- Foot: Step up on a chair as if to change a lightbulb. The foot stepping up first is the lead foot.
 - Variation: Nudge from behind, whichever foot comes forward to “catch” the body is the lead foot.
- Brain: Think and share something about an event or story. E.g. Tell “something” about the Goldilocks story. Determine if a summary/overview was shared or details. Big picture summary is a right brain characteristic while detail is a left brain characteristic.
 - Variation: Review the expressive/reflective list and determine which category best represents the thought process in this situation.

A fun activity: Role play an activity you love and notice your profile. Role play an activity you dislike and notice the profile. See how much the profiles change depending on the situation.

Interpreting the Learning Profile

After completing a learning profile, it is often enlightening to interpret the findings. The left hemisphere is connected to the right side of the body. The right hemisphere is connected to the left side of the body.

Any lead functions (eye, ear, hand, or foot) on the same side as the lead hemisphere are considered “blocked”. Blockages need more time to think things through because the information is going to a hemisphere that is not fully engaged.

Any lead functions (eye, ear, hand, or foot) on the opposite side as the lead hemisphere are considered “accessed”. Any function that is not blocked is a direct memory connection because information is traveling to the switched on hemisphere.

There are a limited number of learning profile possibilities—the profile is all accessed, all blocked or mixed. No profile is better than another. Working in an integrated way, with everything “on” and accessed is our goal. Integration is when both hemispheres and all functions are activated “on”. In this integrated state the entire system is cooperating as a unit, communicating and networking across the corpus collosum. When one is integrated, the actual profile is not really an issue anymore. Many individuals labeled learning disabled are simply un-integrated individuals. Brain Gym® can help one achieve integration! See Dr. Carla Hannaford’s The Dominance Factor for more on interpreting dominance profiles.

A very brief summary and starting point for learning profiles:

- ❖ Eye: A blocked eye may indicate challenges with reading and/or distance activities (driving, sports coordination).
- ❖ Ear: A blocked ear may indicate difficulty processing auditory information. This person may have a hard time discriminating important sounds such as a teacher’s voice versus background noise. A blocked internal ear can impact reading to oneself and thinking.
- ❖ Hand dominance is associated with coordination and also all communication: speaking and writing. A blocked hand could indicate challenges with communication. This person may shut down (become silent) when under stress or say things later regretted.
- ❖ Foot dominance is associated with large muscle coordination and also with decision making. A blocked foot may result in one who has difficulty making decisions, not a risk taker. E.g. This person thinks and thinks and never acts. An accessed foot on an unintegrated person may show up as impulsivity or making many decisions without accomplishing anything (“chicken with its head cut off”).
- ❖ Brain: In stress, a left hemisphere lead person is likely to be over-focused and stuck in the details. In stress, the right hemisphere lead person is more likely to be under-focused, that is so far out in the big picture, can’t get into the details at all.

Integration is our ultimate goal!

How We Learn

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what is discussed with others

80% of what is experienced personally

95% of what we teach to someone else

William Glasser

Homunculus



Check out: neuroscience for kids

“Movement is the door to learning” Paul E. Dennison

Participants in this workshop will physically discover how all learning begins in the body. Some creative ways to enhance the brain-body connection will be shared.

Brain Gym is a program of easy physical movements that synchronize body and mind to optimize how we learn. The movements bring about rapid and lasting changes in fundamental abilities including: focus, organization, comprehension, physical coordination, social and communication skills, memory, attentiveness, and more. It was developed in the 1970's as what would become the cornerstone of the field of Educational Kinesiology “enhanced learning through movement”.



LEARNING OBJECTIVES

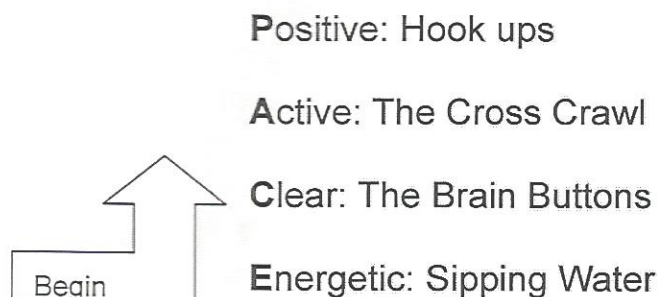
1. To experience a four step warm-up process called PACE for optimal learning.
2. To identify how the brain and body cooperate together in an integration loop and what can happen to the cooperative process in stress.
3. To explore different physical movements and interpret their effects.
4. To state a brief overview of the Brain Gym program including theory and practical application.

RESOURCES

Cindy Goldade, Licensed Brain Gym Instructor
Cindy@In-MotionIntelligence.com or 763-218-6301
www.In-MotionIntelligence.com with same Facebook Page

Educational Kinesiology Foundation, www.braingym.org

PACE is a warm-up activity to get one **Positive, Active, Clear and Energetic** for living and learning.



The activities are like building a tower with blocks—each activity prepares one to move onto the next activity. The **PACE** acronym is a reminder to honor the individuality of each person.

Paul and Gail Dennison offer the following theory in the newly revised *Brain Gym® 101 Handbook* (Edu-Kinesthetics, Inc, 2007):

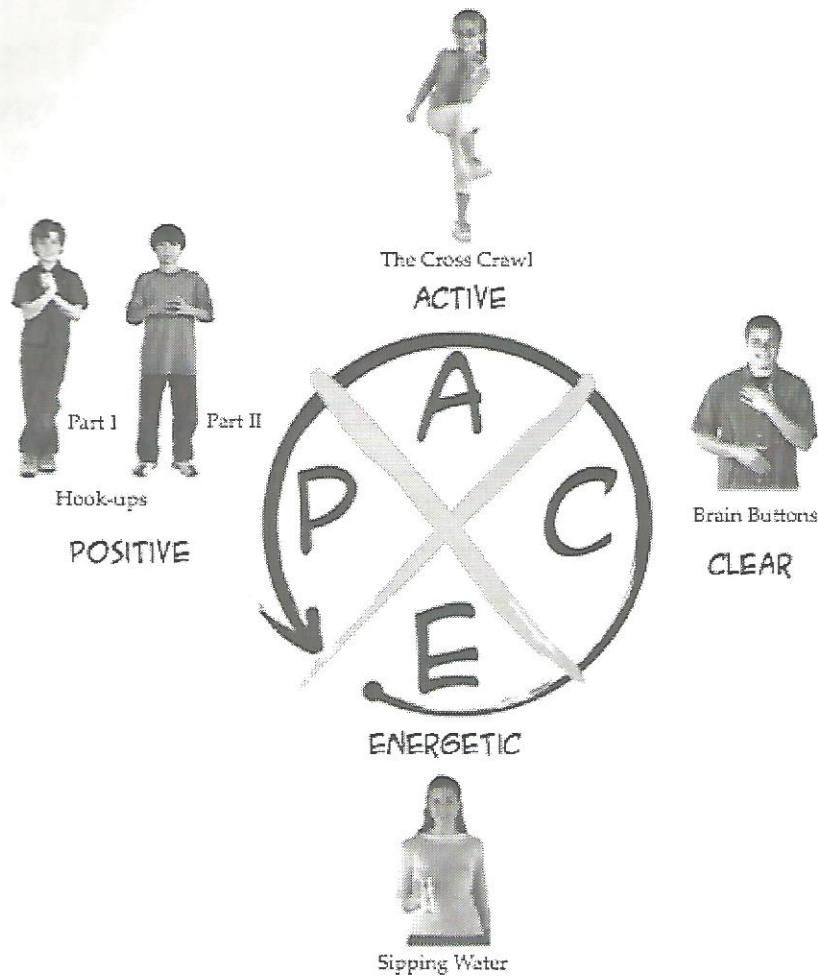
Energetic - Sipping Water helps to restore hydration, especially when we let the water be absorbed in our mouth, rather than gulping it. The body is made up of about 70 percent water, the conductive medium. Water supplies the electrolytes that carry electrical potential across cell membranes, and this electrical exchange is essential to the functioning of the new neural networks being created as we learn. Sipping Water prepares us to benefit from doing Brain Buttons, which activates our electrical system.

Clear - The Brain Buttons are electrical reflex points for the eyes. Stimulating these points is like a mini balance for crossing the midline. By moving our eyes right and left into the periphery while holding points in the kinesthetic midfield, we restore our centralized vision by satisfying the scanning-reflex impulse to look away from the midline. The Brain Buttons activity also offers a primary vertical and horizontal reference in terms of the breastbone and collarbone of the skeletal system, helping us to find our visual center (the foundation of binocularity). Doing Brain Buttons prepares us to benefit from doing the Cross Crawl, which requires our crossing the midline.

Active - Doing the Cross Crawl movement simultaneously activates both sides of the body, firing neural pathways in the left and right cerebral hemispheres. The motion also helps to stabilize the pelvis, while also mobilizing and stabilizing the shoulders, thus supporting the walking gait reflexes. This stable and coordinated gross-motor activity provides a comfortable movement pattern that we can maintain as we later sit and do tasks involving fine-motor control. Doing the Cross Crawl prepares us to benefit from doing Hook-ups, which requires our having moved and released tension so that we can slow down and relax. **PACE** moves us from the whole-body activity of the Cross Crawl to the whole-body relaxation of Hook-ups.

Positive – Doing Part I of Hook-ups activates the vestibular system and balance-related muscles, supporting us in restoring equilibrium after emotional or environmental stress. It draws blood and attention away from the body's periphery and fight-or-flight reflexes and back to the body's midfield, inhibiting reflexive behavior and supporting higher-order thinking and decision making. Part II of Hook-ups offers a metaphor for the connection of the cerebral hemispheres through the corpus callosum.

Find your PACE



Sipping Water

Brain Buttons

Make a "U" shape with one hand and place your thumb and index finger in the small depressions just below your collarbone and about one inch to each side of the breastbone. Place other hand over the navel. Move eyes slowly to the left and right along a horizontal line. Change hands.

Cross Crawl

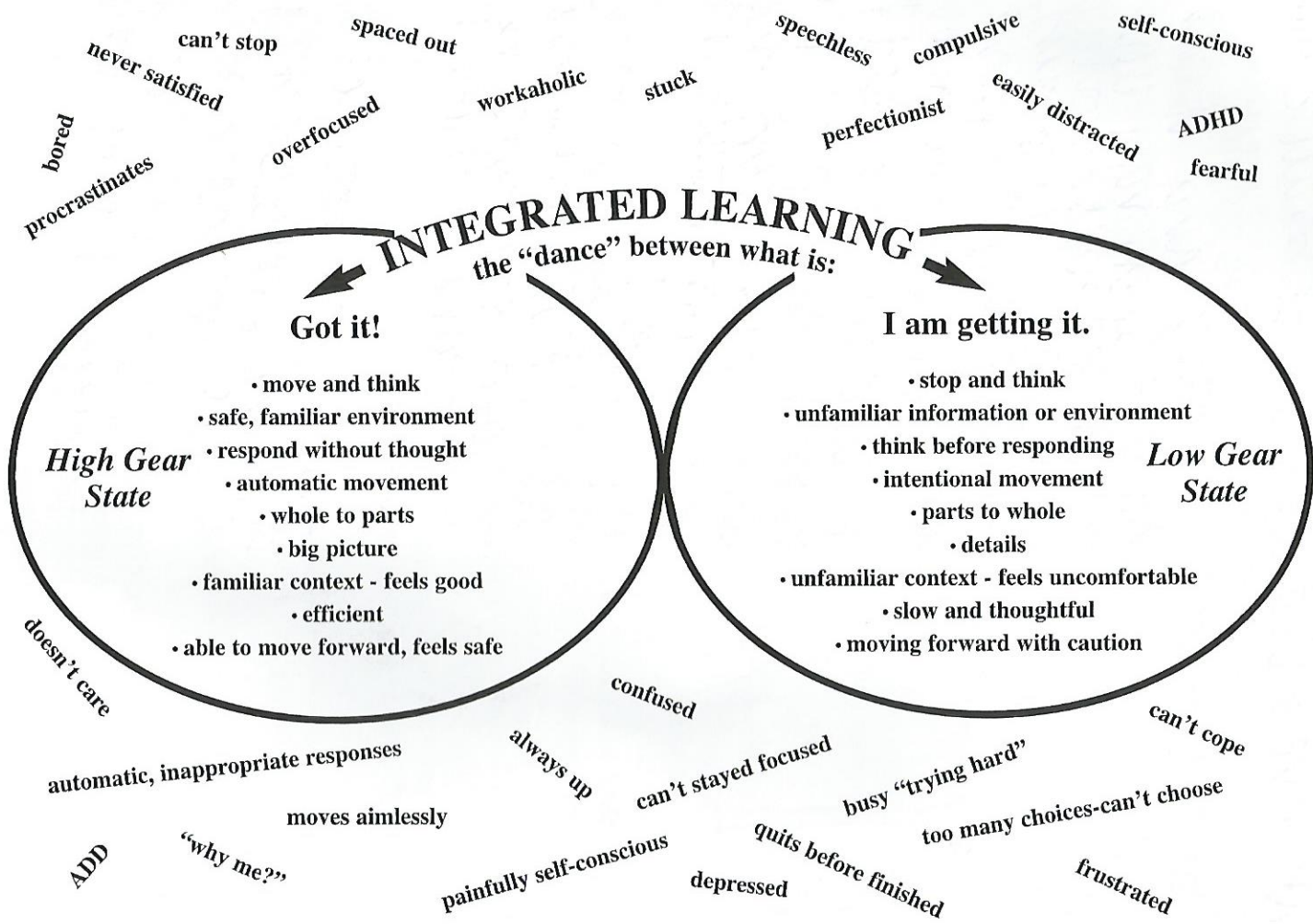
Hook-ups

Part 1: Cross your ankles. Thumbs down, cross hands, clasp, roll hands down and up. Breathe deeply allowing the tongue to raise and lower with your breath.

Part 2: Uncross ankles and arms. With feet flat on the floor allow the fingertips to touch while continuing to breathe deeply.

11/01 = morning
 bird on one foot = learning (= getting it)
 mere cat = looking at you ^{eyes} not quite getting it (= try hard)
 beaver = could be great but doesn't start (= give up)

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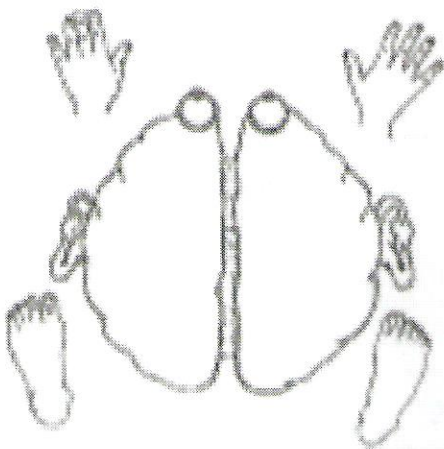
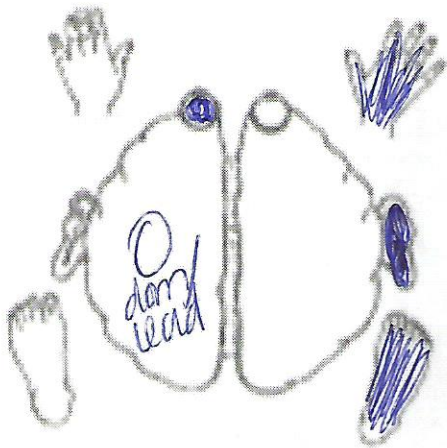


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- dominance profile is what we are born with & "wired"
- learning profile can adapt & continuously can expand
- I am left eye (put small circle with hands around visual object close each eye & whichever eye is able to view = dominant)
- some people may have a lead eye for close objects & another eye for far away.

Using the "Brain Bug" for far away.

- If a kid doesn't have a lead eye it can be because they are fighting w/ one another "whos in charge" and it can take all of the energy leaving exhausted eyes. you can get vision help & do brain buttons to teach eyes to move together. one will lead & the other support.



- * I lead in left & need to remember "big" picture laugh have fun the world because naturally I am in the details.
- your felt can be mixed as now we enter the world
- > I am strategic versus right brain is do 1st think later
- left side focuses on future & reflects on past & sees in black & white
- right side focuses on present & sees color

details
 language
 organize
 memory
 rule
 based
 structured

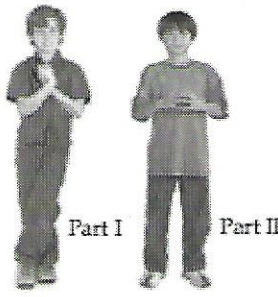
R side is working for experience
 creative, graphic images, flexible/spontaneous



- emotions
 - brain stem
 1st part of process

* 70% of information from one side of body ties to other side of brain.

ex: lead with L eye = using R side of brain (can be challenging because eye doesn't want to go left to right)



Hook-ups
 POSITIVE



The Cross Crawl
 ACTIVE



ENERGETIC



Brain Buttons
 CLEAR

* kids could lay head on table so L eye doesn't have to struggle, be involved.

10% what we read
 20% what we hear
 30% what we see
 50% see & hear
 70% discussed
 80% what is experienced
 95% what we teach



Sipping Water

Sipping Water - #1 stress releaser for energy

Brain Buttons - for clarity & helps with non-visual vertical association on body

Make a "U" shape with one hand and place your thumb and index finger in the small depressions just below your collarbone and about one inch to each side of the breastbone. Place other hand over the navel. Move eyes slowly to the left and right along a horizontal line. Change hands.

Cross Crawl - for activeness cross in front, out to the side, cross in back

Hook-ups - for positivity, tongue on roof helps w/ emotional grounding

Part 1: Cross your ankles. Thumbs down, cross hands, clasp, roll hands down and up. Breathe deeply allowing the tongue to raise and lower with your breath.

Part 2: Uncross ankles and arms. With feet flat on the floor allow the fingertips to touch while continuing to breathe deeply.

PART I is more internal & part II is group and looking out