

Neurodevelopment Through Movement

we give the brain
“a second chance”

30 min. Presentation
of the 9 steps brain model,
data from research,
testimonies from parents

6 min. Demonstration
of the 12 movements
in sequence

30 min. Explanation on how to
do each movement

Cost: \$120.00 + TAXES + SHIPPING

[http://neuroclinicbarrie.com/
store/](http://neuroclinicbarrie.com/store/)

Suzanne Day, the author of the DVD, is a Canadian Neuropsychologist registered in Québec. She also works as a Neuropsychoeucational Consultant in the other provinces. She is certified with the in Neurofeedback/EEG by the Biofeedback Institute of America (BCIA). Suzanne has spoken at provincial, national and international conferences on the subjects of learning, attention span, and the benefit of the neurodevelopmental approach. Previously, Suzanne has worked as a school psychologist, principal and teacher.



One Day Practical Practice Workshop Training Parents and Professionals to Confidently Use the Program of Neurodevelopmental Movements with their Child

Schedule:

1. Introduction of the
Neurodevelopmental approach.
2. Explanation of the 9 Step Brain
Model. (2 hours)
3. Practice of the movements.
(5 hours on the floor)

Cost: \$150.00 Workshop + HST

Location and Date:
Will be provided upon registration

Time: 9AM til 5PM

Call To Reserve:
705-726-5971

Neuroclinic Barrie

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EXAMPLE OF IMPROVEMENT After 1 year on a Neurodevelopmental program



1st drawing
at 7 ½ yrs - < .1 percentile rank

The test *Draw A Person* is a quantitative scoring system for human figure drawing, intended for use as a nonverbal measure of maturity. It yields information on how a child perceives himself in space and with appropriate norms how it compares with drawings of children of the same age. These 2 drawings provide an example of the amazing progress of a child being on a home-based neurodevelopmental program of activities for one year. Note, in the second drawing, the perception of the arms, legs, eyes, ears, and the grounding of the feet on the floor. This child did not practice drawing himself but grew in his awareness of himself in space which greatly helped his learning efficiency in general.



2nd drawing
at 8 ¾ yrs - 98 percentile rank

Neurodevelopment Through Movement

Improving Learning
&
Attention Span

May, 2014

Checklist Problems Related to Neurodevelopment

Check those that apply:

- Difficulties or trauma during pregnancy (medical: bleeding, medication,) (drug or alcohol intake)
- Problems at birth (difficult delivery, born too early or too late, weight less than 5 pounds)
- Learning difficulties (see our website for more details).
Ex: difficulty with concepts of time, reading/writing, copying difficulties, attention difficulties (see longer checklist).
Ex: day dreams, taking 2 hours to do math homework which could have been done in 10 minutes
- Family history of learning difficulties
- Suffers from allergies
- Adverse reaction to vaccinations
- Thumb sucking beyond 5 years of age
- Frequent ear, nose, throat or chest infections
- High fever before 3 years old
- Startled by unexpected sounds
- Talks too loudly
- Shouts or screams for no apparent reason
- Hates hair cuts, hair washing or brushing
- Brings eyes too close to a book or paper while reading or writing
- Loses his/her place while reading
- Skips from one line to the other while reading
- Oversensitive to light
- Makes poor eye contact
- Bedwetting after 5 years of age
- High or low tolerance to pain
- Very ticklish (especially under the feet)
- Heavy walker
- Dislikes tags on clothes
- Dislikes having his/her toenails cut

Neurodevelopmental Approach

An interruption of the natural development of the Central Nervous System (CNS) causes incomplete brain organization, which prohibits a child from achieving his/her maximum potential. Dr. Norman Doidge in his book *The Brain that Changes Itself* explains: "Scientists show that children are not always stuck with mental abilities they are born with... if brain cells die, they can at times be replaced... many "circuits" and even basic reflexes that we think are hardwired are not".

Our approach is based on the work of Dr Temple Fay, a brain surgeon, the first scientist who, more than fifty years ago, spoke of "**neuroplasticity**". Brain plasticity refers **to its capacity at developing new pathways** to improve its efficiency in processing information.

Dr. Temple Fay with his team of experts talked about **neuro-functional reorganization**. They were the first to develop a series of sequential movements, based on primitive reflexes, giving the brain a "**second chance**". The results have shown significant improvement in the lives of thousands of children and adults over the past fifty years. We have witnessed similar results using this approach for fifteen years. Reduction of the amplitude of slow brain waves are observed when we compare the patterns before/after the program using the qEEG (quantitative electroencephalogram).

The functions of the CNS related to learning and attention span are analyzed from a profile of development including Visual, Auditory, Tactility, Mobility (gross motor), Manual (fine motor) and Language modalities. We look at the quality of the functions which should be in place from birth to seven years old, in order for the person to be an efficient learner, to pay attention and to attain socially age appropriate behaviors.

Following an assessment, an individualized program is designed to address the specific needs of the child. Regular re-evaluations are needed to assess the progress and discuss new goals.

Home Program

The DVD is to be used
for home training.
It is a self contained
teaching tool for parents.

Barrie Clinic Program

1 hr. individualized sessions
2 to 5 times / week
personalized programs
Parents are welcome to stay
during sessions
to observe and learn in order
to pursue the program at home.

Improvements reported by parents of children attending our clinic

- finishes school work on time
- takes less time to do homework
- spelling has improved drastically
- math comes easier with consistent progress
- my child is calmer
- my child is able to keep up with the class level (doesn't need a modified program anymore)
- has more friends (better social interactions)
- is not as afraid to talk to adults
- a nice boy to be with now (emotionally more stable)

Parents Comments

Doing the program at home

We began working with Peter immediately with the movements. The change wasn't immediate but it was definite. He seems to have a greater capacity to focus and give his attention to a task. His moodiness and tendency to break down emotionally seems to have stabilized somewhat also. It has usually been very difficult to get Peter to do physical work. It was a task in itself just to get him started and he would tend to tire very quickly. Lately, he has done chores without even being asked and he finishes the job completely. As I write this, I hear him outside on the quad, hauling away grass and branches. Last night his dad asked him to do it when he got up today. Without me having to remind him, he just went and did it on his own! What hope you have passed on to us for this young man.

Thank you, thank you, thank you!

My child's eyes are always bright and she is excited when I do the program with her.

A thankful mother

The research on the brain's neuroplasticity helps us to "...understand that if we make children go through the same movements which the early reflexes would have dictated their little bodies to make, these movements will create chemicals at the junction of the muscle and axons and the chemical markers will make sure that the messages go to the exact part of the brain that nature intended them to go."

Svea Gold,

If Kids Just Came with Instruction Sheets, p 143