

## Watching Their Child Reach His Full Potential

### A.1 Auditory Processing-Memory

#### ***Russell's Experience***

Russell was shy and inhibited when he first came to Options with his mom, Joyce. According to Options Director Helen Cox, Russell wouldn't answer any questions even when he knew the answer and was asked directly.

His speech was low and quiet, he was hard to understand and appeared to enjoy being in his own world, says Helen. But, he also was a pleasant child and obviously wanted to be social, she noticed.

It was an internal struggle," says Helen. "We don't realize how much our self-esteem is connected with how we express ourselves. Many times students with oral language processing difficulties are frustrated and discouraged, which can make their nervousness at expressing themselves even worse."

Recognizing this, Joyce brought Russell to Options in order to "get an objective neutral opinion as to how to reach this terrific little boy's ability."

Russell's Options teacher used a series of mental images designed to achieve balance between the parts of the brain which control memory and learning. Making internal images while speaking helps the student "see" what s/he is talking about and trying to communicate. Being able to visualize in the mind's eye what they are talking about or trying to learn will increase comprehension as well as short and long term memory.



Joyce also observed, "The Brain Gym<sup>®</sup>, a series of physical movements which integrate parts of the brain, did settle Russell down."

Many of the Brain Gym<sup>®</sup> movements that Russell did in class and at home included the lengthening activities. The lengthening activities stretch and lengthen the long muscles of the body using the limbs. Stretching the arms and legs can help to release some of the reflexes that inhibit language and self-expression.



Russell also did the Elephant (a full body movement that also includes visual processing), the Thinking Cap (increases circulation in the ears and auditory processing centers of the brain), Positive Points and Balance Buttons (helps to reduce stress and when used in combination can help facilitate confidence when expressing thoughts and emotions), and Hook-Ups (crosses the auditory mid-line as well as releases stress and encourages positive thoughts).

Some of the classes included Russell working on goals for himself. Balances using the Brain Gym® exercises were done where positive goals for increased comprehension, self-expression and confidence were worked on. After four months in the program, Helen and Joyce saw remarkable progress in Russell.

For Joyce, her greatest joy was seeing progress in Russell's reading ability. She also felt the program was successful in helping Russell mature.



Helen likewise saw a maturity in Russell following the sessions. "His self-confidence improved, his speech was better and he sometimes readily acknowledged questions directed at him" says Helen.

Joyce found Helen and her staff to be "very committed to the needs of the students" and was impressed with the one-on-one attention he received.

"The classroom met his individual needs in his individual style," says Joyce. "The (Brain Gym®) Instruction has given Russ the confidence as it is non-threatening and non-demeaning," Joyce continues. "As parents, it gave us a new confidence based on his growth."

Joyce notes she and her husband, along with school teachers, felt frustrated at the situation before going to Options Center. "Now we all have more confidence in the potential we've seen in Russell."

***If you would like to communicate with Options,  
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