

Utilizing Options Helps Combat Labeling

Classes - Thinking Skills

"Mommy, I don't think I can ever be good again."

Christine was shocked and angry when her son, Zak Edmonds, laid his head in his hands and made the declaration that he was forever doomed to be a "bad boy."

Christine had already surmised the harmful effects labeling had had on her son, but his words of desperation told her how deep the pain went for Zak, then 5 and in kindergarten.



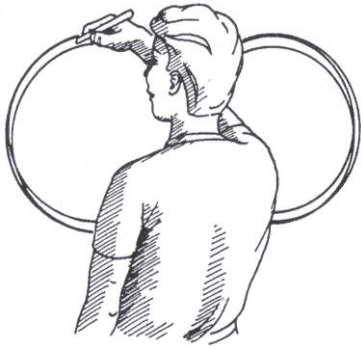
Christine said the child she knew at home was confident and self-assured as he left for kindergarten at the beginning of the school year. But soon, the notes began accompanying Zak home on the bus. The notes said Zak had a behavior problem at school. Those notes were pinned to the back of his clothes and all the children knew Zak was in trouble again.

Christine said she tried to determine what the problem was, why the teacher thought Zak was a trouble-maker. But the answers offered were vague, said Christine. She pointed out to the teacher Zak was bored with the class, having grasped new concepts more easily than most of his classmates, but the teacher said too many children in the classroom and not enough time in the day prevented her from giving Zak or any of the kids individualized attention.

In the meantime, the notes continued. Children teased Zak, and set him up for trouble, says Christine. So Christine looked elsewhere for answers to why this child, so bright and energetic at home, was making himself sick in order to avoid school. She had him tested at Options Center.

Christine had learned of Options through a story in Peoria Woman and followed up with a news story of her own on the programs there. After taping, she approached Helen about Zak's difficulties at school and they set an appointment for testing.

Zak is a bright child, says his mom. Helen Cox, director of Options saw this as soon as he came in for testing. She discovered Zak was very right-brained, meaning he is very creative, and imaginative. But Zak wasn't utilizing his left brain, which governs logic and linear thinking. He wasn't following directions, for example. He needed to integrate the right and left brains in order to be a more whole child.



Christine enrolled Zak in programs in creative self-awareness where, she said, he "jumped full body into the program" and enjoyed using his creative skills.

P.A.C.E.

He was also enrolled in Brain Gym® where he learned exercises designed to allow use of his whole brain -- to tap the unexplored territory of his left brain. Zak does P.A.C.E. everyday before school and when doing homework. stands for Positive, Active, Clear, and Energetic. The exercises involved are drinking water, Brain Buttons, Balance Buttons, Cross Crawls, & Hook-ups.

These exercises increase the blood and oxygen flow to the brain and get the student "ready" to learn by centering and energizing them at the same time. Drawing Lazy 8's before homework helps to cross the mid-line of the body which helps to then integrate the brain for better memory and easier learning.

Zak took a more active interest in reading, said Christine, something he hadn't wanted to try before. Daily Brain Gym® exercise routines for Zak helps him maintain the balance, said Christine. That balance is what helped him finally master his two-wheeler this summer, Christine said.

Zak also began monitoring his own food intake, with help from Helen. The family eats fairly healthily according to Christine, but Zak, like most kids, occasionally indulges in junk food. Now, said Christine, Zak can even determine when he's had too much sugar and realizes how it affects him.



Christine also changed his educational environment by enrolling Zak in a different school. Slowly, Zak's confidence has come back, says Christine, thanks to the types of intervention they have employed.

"I think we've got a whole child again," said Christine. "We got him back and we haven't had any problems since."

Source: Alternative Health Care – Space Age Interpretations of Age-Old Truths by Helen Cox and Blaine Patino, page 143.

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