



OPTIONS CENTER EDUCATION TOPIC



Positive Attitudes Action Balance

Do any of these situations sound familiar?

Janet was a bright student, but when she entered high school her grades began slipping. She had no trouble understanding the concepts, but as she said, "I had a problem with coming home and doing homework." Janet dreaded homework and would put it off until the last minute or not do it at all.

Ben, who is 10 years old, is in the fourth grade for the second time. His teacher has told his mother that Ben is constantly acting up in class and disturbing the other kids. The teacher also says that she thinks Ben has the potential to do the work, but he just doesn't try, he goofs around instead of paying attention. Ben's mother has heard it all before. She knows Ben can do the academics, but she sees his attitude getting in the way of his learning. Ben, when told that he had to take fourth grade over, said, "I don't care. It doesn't matter anyway." Ben has been diagnosed as hyperactive and his mother thinks the fact that his attention span is so short may have something to do with why he has trouble sitting still and learning the information.

Becky, an 8th grader, tells her mother every morning that she doesn't want to go to school. Becky's mother doesn't understand why because Becky has a few good friends and she does "okay" grade-wise. But, she's been noticing lately that Becky has been slacking off on her homework and extra-curricular



activities. Becky sometimes says, "I can't do it. I'm not good at it," when her mother asks her why she doesn't get better grades or why she doesn't join an after-school club.

She's worried that Becky has given up or has such low self-esteem that she just won't try anything new. She wants Becky to reach her full potential, but she doesn't know how to help her.

All of these situations are examples of students having negative attitudes and expressing behaviors of discouragement. They have low self-esteem and as a result have stopped trying to reach their full potential. Educational Kinesiology, or Brain Gym®, has a solution to helping students develop positive attitudes not only about school, but about themselves.

Positive attitudes about learning and self need to be created, nurtured, and become a permanent part of the students' mental attitude if they are to excel.

Good attitudes about learning need to be created, nurtured, and become a permanent part of our mental attitude. According to Shad Helmstetter in his book, *What to Say When You Talk to Yourself*, "What we have accepted from the outside world or fed to ourselves, has initiated a natural cause and effect chain reaction sequence which cannot fail to lead us to successful self-management, or to the unsuccessful mismanagement of ourselves, our resources, and our futures. It is our programming that sets up our beliefs, and the chain reaction begins:

- 1) Programming into our brain
- 2) Believing this programming determines our attitudes
- 3) Creating feeling from these attitudes
- 4) Acting based on these feelings
- 5) Realizing the end results

That's how the brain works. If you want to manage yourself in a better way and change your results, you can do so at any time you choose. Start with the first step

-- Change Your Programming."

To help the student become more positive, goals can be very helpful. It is our mental programming that sets up our beliefs, then our attitudes, then our feelings, then our actions.

To help students change their programming, at the beginning of each class at Options, a goal is decided and then a positive attitude balance is done. The negative thoughts that are in place have to be removed, and the void filled with new positive thoughts.

At Options, we have what is called a **Positive Attitudes Balance**. A Positive Attitudes Balance begins with the student stating a positive goal they want to work on, such as:

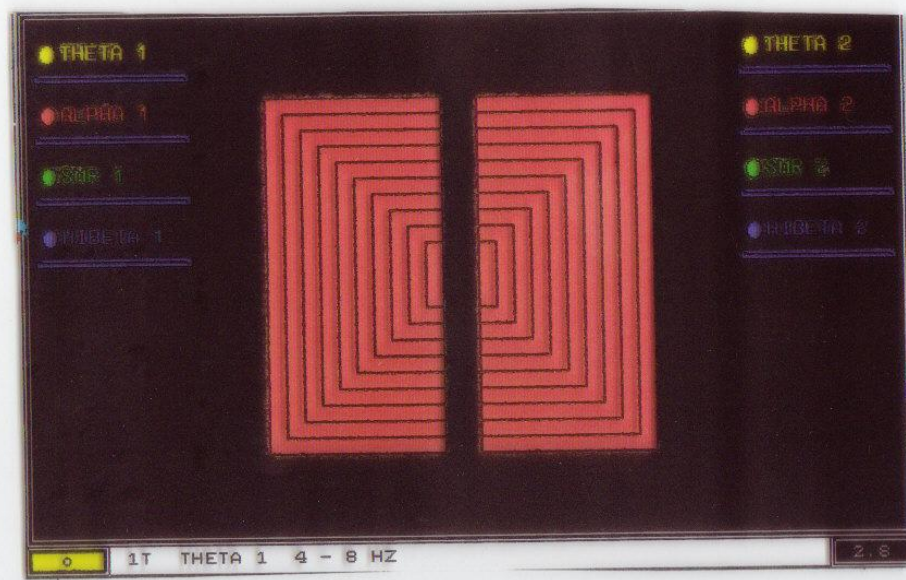
1. "I get better grades"
2. "I learn Math easily"
3. "I go to school feeling excited and happy"
4. "I feel good about myself"
5. "I am a capable learner and I do the best I can".

Then the student states what blocks exist which keep them from their goals. Some blocks may be, "I don't want to try", "I don't think I can...", "I don't care". Then, the student gets into **Hook-ups**, a Brain Gym® exercise, [*Brain Gym® Teacher's Edition Revised*, p. 31] where the student sits or stands and crosses the left ankle over the right. He extends his arms before him, crossing the left wrist over the right. He then interlaces his fingers and draws his hands up toward his chest and closes his eyes. While breathing deeply, the student presses his tongue flat against the roof of his mouth while looking down; after a few minutes, he switches and presses his tongue against the bottom of his mouth while looking up. The teacher or parent performs **Positive Points** [*Brain Gym® Teacher's Edition Revised*, p. 32] on his forehead. These points are above each eye on the frontal eminences (halfway between the hairline and the eyebrows. While the parent is lightly touching these points, the student images his/her goal and tries to experience what it would feel like if the goal was achieved. When the student feels a change in attitude and the parent feels pulsing from the positive points, the parent can stop touching the points and the student uncrosses his arms and legs and touches his fingertips of both hands together. When

the student brings both hands together s/he can image himself in one hand and his goal in the other and see the two coming together.

There is a woman in Canada by the name of Sue Maes who has a machine that with EEG and a computer is able to monitor the changes in the brain wave as her students/clients do Brain Gym®. For more information on her machine, go to Education Topic, Pace Part 1: Water.

POSITIVE POINTS



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Beta	Conscious Mind	Action	Time/ Space
SMR	Between Outer/Inner	Sleep/Thought	Between Time/Space
Alpha	Inner Conscious Mind	Sleep/Thought	No Time/Space - ESP
Theta	Inner Conscious Mind	Sleep/Thought	
Delta		Sleep	Unconscious Sleep

According to Sue: "To help with visualization, Positive Points really work. Look what happened to this person. The person automatically [less than 2 seconds] and totally on both sides went into Alpha [red]and maintained it. Before the Positive Points she was in beta and theta - a mix. Positive points help you relax and get calm. The Alpha wave is in the visual center so you'll be able to make pictures."

"How do these exercises change attitudes?"

By crossing the upper and lower halves of the body while doing Hook-ups, the student is shifting energy from the survival centers in the hindbrain to the reasoning centers in the midbrain and neocortex of the brain. This activates brain integration, increasing fine-motor coordination and enhancing formal reasoning. This position also allows the student to release emotional stress and feel a sense of centeredness, increased attention, and clear listening and speaking. The tongue pressing on the top and bottom of the mouth stimulates the limbic system for emotional processing in concert with more refined reasoning in the frontal lobes. Excessive energy to the receptive (right or hind) brain can manifest as depression, pain, fatigue, or hyperactivity. This energy gets redirected when the student assumes the Hook-ups position.

Positive Points accesses the frontal lobe to balance stress around specific memories, situations, people, places, and skills. These points bring blood flow from the hypothalamus to the frontal lobes, where rational thought occurs. This prevents the fight-or-flight response so that a new response (or attitude) to the situation can be learned. Positive Points are good for organizational abilities, study skills, and releasing stress. After doing Hook-ups and Positive Points, the student can expect to feel more relaxed, a sense of improved self-control and sense of boundaries, improved balance and coordination, increased comfort in the environment, less hypersensitivity, and be able to focus easier.



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