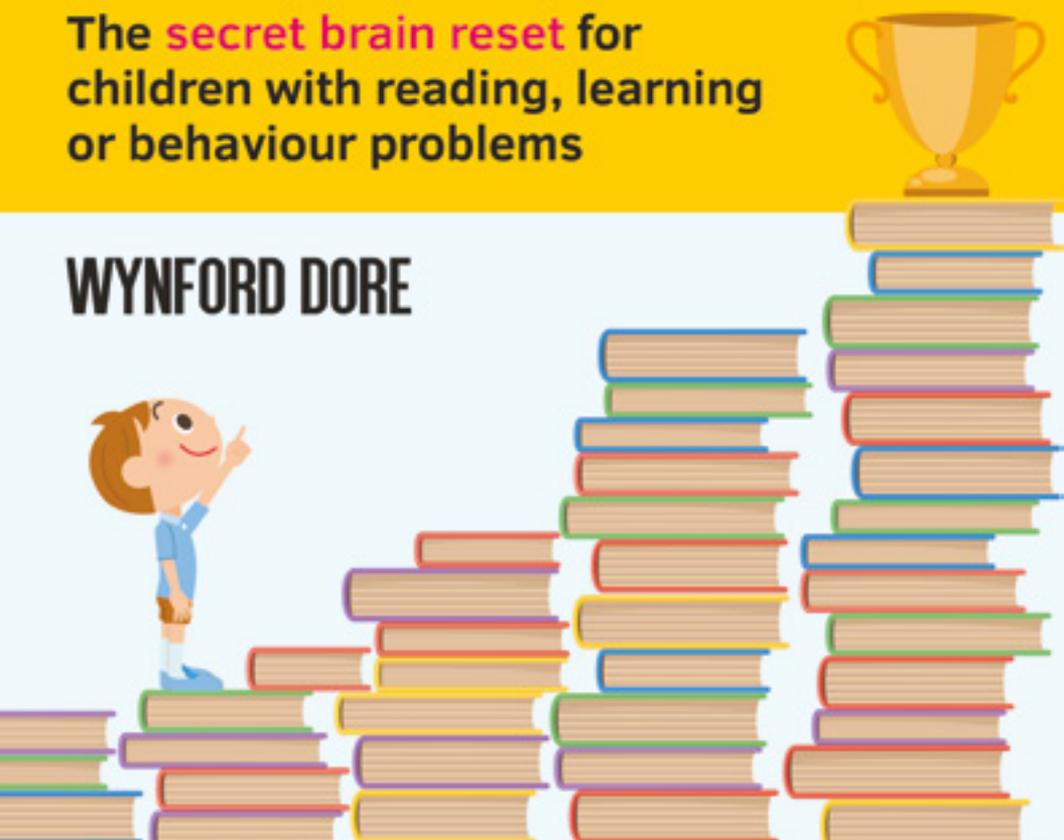


STOP STRUGGLING IN SCHOOL



The **secret brain reset** for children with reading, learning or behaviour problems

WYNFORD DORE



“Stop Struggling In School”

The secret brain reset for children with reading, learning or behaviour problems

I believe that most children who struggle in school do so needlessly. If you've a child that is struggling what I am about to share with you will make you annoyed at first - but then will give you hope. The reason is this. Did you know that more than enough research has been done showing exactly how schools could help reduce the struggles that children have. Problems like lack of focus, doing homework, self-esteem, depression, reading comprehension, math, fidgeting and behaviour. All very familiar issues in schools everywhere. So why hasn't it been implemented? Does it cost too much? No! Is it difficult to do? No! So why isn't every school doing it? The answer is I don't know. It beats me. And some of this research has been around for over a generation - and it's still being ignored.

Want to know what this amazing thing is? Its exercise - that's it, they must do more exercise. Some years ago the US Department of Health and Human Science made this information available to education authorities - but hardly any of the methods described have been implemented in schools to this day. Why? How much longer must children suffer when it is so easy to do something about it?

What's more the research makes clear that there is no downside to doing more exercise - nobody suffered in their learning because they spent more time doing exercise and a bit less doing the learning. And do you think children love the idea - you bet they do.

I'm a dad of a daughter that struggled badly, I'll tell you more about this later, but can you imagine how angry it makes me feel when I hear of children struggling when something so easy could be done to help them - and it is being denied them? So in this eBook I will share what I have learnt from the last 20 years studying this subject - and it's in a form that you can easily give to your childsomething that might make all the difference.

If schools aren't allowed to give your child what they need then it will be open minded warrior mums and dads that will provide it instead. Parents who care, who believe in their children's future and that are determined to find all the potential they have. I want to make that process easy for you.

The research that the US government has shared gives great hope, and you'll find a link so you can read it all at the end of this eBook. But can we do even better? Schools at best could only give your child's class a "one size fits all" program of exercise - but isn't your child's needs and your child's brain unique - a "one-off"? So what if we could have a program of exercises completely customised to your child's specific needs? And what if your child needs extra help - perhaps exercises for eye tracking if they struggle with reading? What if they could be included too? And what if the program came with assessments so you can see straight away if your child has potential

for further development? Let's just say, I'm giving you some clues about what my team has been working on. So - if you are an open-minded parent passionate about your child's future, read on.

I want to start with two true stories giving a mother's viewpoint on how their children's lives have changed. The stories illustrate why I wrote this guide for you:

Story #1:

A few months ago, Violah's teenage son Andre told his mom that he did not want to live anymore because his ritualistic behaviour and constant fear was destroying his life. Realising the urgency of the situation her autistic son was in she used my program to reactivate the skill development parts of his brain. Recently she gave me this amazing news: "He doesn't need therapy anymore. He can go to bed without banging his head against the wall if his 13th attempt to do a perfect bedtime ritual had failed. He can now go to the bathroom alone and last but not least - his school results improved so much that his teachers and therapists are impressed. He is now happy and it has changed our lives."

Story #2:

Having learnt nothing in school Niobe's 2 sons were kicked out of 4 different schools because teachers were unable to teach them anything. As a last resort she arranged for them to go through my program and as a consequence they are now both thriving, learning and even passing their exams. In her words: "What is happening to them should not be humanly possible as, in the past, every teacher that called me into parent meetings to talk about my unfocused children had told me that they lacked even basic foundational knowledge in maths and English. Since they started your brain development program I haven't had ONE single negative email."
....So what happened? How did they do it? And why might it be relevant to you? That is what I am about to tell you...

Big brain - big problems - big potential?

Have you ever received negative emails from school about your "problem" child? Have you been called into school for a meeting because your child is struggling with their schoolwork, forgets to do homework, disturbs other pupils, loses emotional control, or simply can't focus? Have you ever boiled over because of your child's poor reading skills and hassle around homework? How about the inability to clean up after themselves.... the lost gym clothesand the lost bags which cost a fortune. Sound familiar? I'm almost tempted to say "congratulations" because these could be signs of huge potential (the kind of potential that many well-behaved children with good grades may well have less of).

Here's what I cover in this E-book

(it is a brief summary of my book "Stop Struggling in School" available on Amazon [click here](#))

#1: The five common misunderstandings about children who struggle in school:

- They are probably not lazy
- They are almost certainly not unintelligent
- It is very doubtful that they are crazy
- It is NOT bad genes or bad parenting
- Why I never regard these limitations as conditions they will suffer from, for life

#2: The real root cause (that nobody is telling you about) and neurological approach to:

- Poor reading (nobody explains that it is usually about eye tracking issues - a skill you can develop)
- Poor concentration / hyperactivity (nobody tells you the link to reduced hearing skills, eye movement and other skills)
- Clumsiness (nobody clarifies the link to balance and coordination and how to develop this)
- Forgetfulness (nobody tells you about the link to brain overload and how this may be helped by stimulating the inner ear)

#3: How you can become a warrior parent and help your child. How to test and reset the brain so that their mind will be more ready for learning.

Here is the OLD way of dealing with a child like yours:

- Focus hard on the PROBLEMS
- Treat the symptoms (and not the root cause)
- Isolate the child in extra lessons
- Label the child as soon as possible
- Criticise - and misunderstand
- Practise, practise, practise to the point of exhaustion
- Worry (parents mainly)
- Develop coping strategies (child and parents typically)

Here is the NEW way I propose for dealing with a child like yours:

- Let's focus on the underlying POTENTIAL....
-and address the root cause
- Let's include them and make them feel that they BELONG
- Let's make the most of their strengths
- Let's make sure that we understand them - and show it
- Also - let's exercise the cerebellum which in turn stimulates the brain to get it ready to learn more.
- Train their eye tracking and balance skills - and improve their mental and physical coordination

So how did this journey start for me?

My name is Wynford Dore, I am a successful entrepreneur who had no clue that neuroscience would become my life purpose and passion. A painful crisis in my family forced me to change direction. 20 years or so ago my daughter's learning difficulties and school struggles had made her anxious and depressed. One day, the Wynford Dore I used to be, was driving through the North of England unaware of the wakeup call ahead of me. My phone rang and demanded attention. It was my youngest daughter on the other end of the line shouting desperately. A horrible truth hit me in seconds and I accelerated to face my new reality: My oldest daughter had tried to commit suicide. It was a 2 hour very fast drive to the hospital and, by the time I reached the hospital, I had made a life changing decision. If she would survive this, I was going to change my life, sell my businesses and focus all my efforts on finding a solution that would transform her life.

The reason why you are reading this is that mercifully, she survived. She soon learned to read and now has her own little business. I spent the next 20 years travelling the world learning from and working with psychologists, sports-scientists and neuroscientists to find the missing vital link that had been missed. For a while I even had over 50 clinics around the world to research and help tens of thousands of children. It was very exciting. However, during that period critics starting attacking us fiercely. We weren't of course being criticised by the families we were helping but from the establishment who felt threatened by my innovative and clearly effective approach to learning issues. Their attacks showed they neither cared for the children suffering nor for the breakthrough in research that we had achieved. In the main they were academics that had spent their careers working on traditional methods of helping children with learning - and the results that we achieved seemed to embarrass them. This was a period that almost broke me mentally and physically - how could we be doing so much good for families only to be attacked a few academics that should really be working for the same goal? I was forced to take time off - but after a few months of restitution, I realised that I had to continue with my life purpose and reach even more children. This time there'd be a difference - I'd focus not on "solving issues" but instead focus on finding their huge underlying potential. So I put together a team to develop a completely new system building on the latest research that could be used at home taking less than 10 minutes twice a day. More on this later.

What if your child's life is in danger of being harmed by people who reject and judge them because they ASSUME that their issues are psychological when, in reality, their problems might be mainly neurological and potentially solvable? We can't risk that. Here is what I learned:

5 common myths & misunderstandings about your struggling child you need to fight:

Myth #1 - "Slow learners are unintelligent."

Teachers (and parents) tend to misunderstand children that can't retain information, can't read very much, can't write very much, and always score poorly in exams. In a teacher's world, this usually means low intelligence. But your child is probably struggling to take in information whilst reading because of eye movement issues and an inability to process words - this in turn can cause working memory overload. If a child can't concentrate it is likely to be because of

neurological problems (something that we believe can be addressed with brain-body exercises). This is why I think the majority of children that struggle at school are wrongly accused of being unintelligent - when the very opposite is often true.

Some of the brightest people in the world have dropped out from school and college and shown their genius later on in life. However, the irony is that the brighter you are, the more likely that it is that you will experience struggles in fundamental things like reading, concentration, and writing.

Myth #2 - “Children that struggle in school are lazy”

It always hurts me to hear children described as lazy. Children who struggle do so because they have not fully automated the most important processes in their brain, so, to cope with that, they have to use an extra mental process. This extra process is both slow and hard - the opposite of lazy. Being so completely misunderstood is very traumatic for a child.

Myth #3 - “Children that struggle at school have inherited bad genes from their parents.”

A struggling child is usually misunderstood, and so are the parents. When a child refuses to sit still, runs away from school, doesn't do homework, forgets gym clothes or doesn't read as they are told to, it is easy to assume that it is because of their genes. I have not seen any evidence that this is true. The brighter the parents, the higher the chances of having a child that struggles, or so it seems. Those intelligent genes seem to increase the chances of high levels of development in some parts of the brain and slow development in other areas.

Myth #4 - “Parents are doing a bad job”

Again, with a child who seems lazy, slow or out of control, some teachers think that these children are spoilt and need discipline, they need “boundaries”.....and the parents are blamed for “creating a monster”. This behaviour is more to do with neurology, and less about psychology. Some children are born with powerful brains that develop well in some areas but less well in others. This delays the completion of some aspects of development and this is particularly noticeable when it involves essential skills which affect their mood, the ability to learn, focus and control emotions. Understanding this means that it is not bad parenting

Myth #5 - “It is for life - learn how to live with it.”

What if that child has been labelled for life, but, later the neurological underlying cause is dealt with and the symptoms disappear? Did that child even deserve a label in the first place? The truth is probably very different to what you have been told. Your child's symptoms are probably caused by a lack of vestibular stimulation in early childhood which has resulted in a lack of eye tracking and auditory processing skills. These issues can often be addressed and redeveloped using appropriate exercise programs.

My problem with LABELS

Albert Einstein, Walt Disney and John F. Kennedy had symptoms that probably would justify a label today. So does Richard Branson, Justin Timberlake, Jim Carrey and Michael Jordan in my opinion. Some of the most brilliant brains dropped out of school because they were misunderstood. The link between genius and learning challenges is not always evident. In reality do we assume that children who struggle with reading, writing, concentration and emotional should be considered as potential genius innovators? No - we don't. Instead we call parents into school meetings, send worrying emails or take them out of class.

WHY do we STILL focus on the symptoms instead of the root cause?

Do these children have a problem with fundamental intelligence? No, not according to the research I have seen. Their problem is under development in brain / body connections. From what we now know, the way that labels are used on children must be rethought and redefined.

The problem with the label “ADHD”

The classic symptoms of what is labelled ADHD are poor concentration, often poor behaviour, impulsivity and hyperactivity. All of these symptoms are determined by the effectiveness of the executive function, the “boss” of the brain. This is the area at the front of the brain where the working memory is located; it is an area that you can support and improve by doing specific physical exercises that stimulate your brain : body connection. Why isn't this mainstream knowledge? Maybe because neurology and brain development is not taught in teacher training. This is important cutting edge information and cutting edge information often takes decades to reach the people who need it the most - parents of struggling children.

Children labelled with dyslexia and with ADHD often show signs of an auditory processing issue, in other words poor listening skills. This is a skill that's developed (or not) by the cerebellum and can mean that when they are listening to something they need to learn they have to work extremely hard. Listening requires an extra mental process to convert what they hear into words they understand. This is not just difficult, it's exhausting for them.

A child with ADHD/ADD symptoms is frequently mentally overloaded and tired, not “crazy”. Their thinking brain is so full they don't have enough mental capacity to make good decisions, control their impulsivity or maintain focus. These children are dreadfully misunderstood and, the worse they behave, the more misunderstood they are.

The problem with the label “dyslexia”

I used to use the label to describe my daughter but, following 20 years of research I now call it “poor eye tracking skills” - and this I've found is the biggest cause of poor reading. It is wrong to assume that your child is unintelligent because they can't (yet) read well. The problem has to do with the way your child's eyes take in information. Virtually all of the 1000's of children I've met with this problem have difficulties with eye tracking - the ability to use their eyes to accurately take in the words they read. This skill is not fully developed so their eyes jump around instead of moving smoothly from letter to letter. The letters end up in a scrambled order and their challenged brain then has to unscramble the letters and put them in the correct order. After the

painful process of working out what the word might be, the brain then has to store the word so that the child can move on to the next word in the sentence. Words are stored in the thinking brain - the same place that is busy trying to control the eyes because there is no hardwired skill to do it properly. The thinking brain is a busy place where we rationalise things and think them through, where we make decisions and keep mental lists. The thinking brain in children that struggle with reading are often in complete overload which is why when they get to the end of the sentence they have forgotten the words they'd read and have to start again.

By the time other children have read and finished the chapter, your child is probably still struggling to store the first few words.

Children like this are working ten times harder than everybody else and deserve a medal. Instead, they are likely to get a label and are misunderstood. I remember when my own daughter was trying to read, I assumed that she just wasn't trying hard enough. If only I had realised then just how impossible it was for her, I'd have been far, far more sympathetic.

The problem with the label “autism”

They say autism is genetic - I say “what if it is neurological?” There are endless arguments and disagreements between experts about what autism is and even more debates about an individual's diagnosis. Some have the absurd notion that children with autism are choosing to misbehave and must have had bad parenting. This could not be further from the truth.

In the case of my partner's eldest son, his diagnosis was infantile autism, he could barely function. His early years were traumatic as his family tried to teach him to behave in an appropriate fashion - it proved impossible. He would rather lie on the floor and scream. When he was at school, he could not learn anything and this became the sad pattern of events. During those early years, his parents gave him the best nutrition possible and also crude but effective sensory stimulation activities. These were really effective in increasing his brain's ability to acquire some fundamental skills and he lost many of the symptoms of autism. But still, at the age of 16, he'd made little progress in his academic learning and he'd missed out on crucial phases of development of social interaction.

This affected his chance of being educated and living a full and happy life. I met him first when he was 16 and tested his brain's strengths and weaknesses. I gave him an exercise and brain stimulation programme personalised for his needs.

To everyone's amazement, in less than one year, he was able to complete his school final exams. He has continued his progress and gone on to do college courses to develop the music skills he has. It would be wrong to promise that this level of change will happen in every similar case but his story is not unique and I hear them more and more.

Why?

Many researchers need to examine and understand “why” something is happening. I start at the other end. In my work with children with autistic symptoms, I have focused on helping them develop the skills that up to now have not developed. Some struggle with reading, whilst others are brilliant at it, and a few can't read at all. Most have issues with social skill development, they can't read facial expressions, body language or develop much sensitivity to other people's feelings. This hampers their ability to develop friendships and have a normal life. Some are physically clumsy, some aren't. Others have issues with emotional control, but a few don't experience this.

I've used my knowledge of how to exercise the brain-body connection to find natural ways of improving these skills, and the results have been remarkable. When you remove skill limitations, the child is transformed so they stand a chance of having a full and happy life, just what their parents crave for.

Increasingly, research is showing us the importance of the link between the gut and the brain. Many children that struggle at school also won't consider eating certain healthy foods, and insist on having food that is unhealthy. Research shows that this exacerbates their problems, and parents' exasperation is understandable. I've observed many children who after having used exercise stimulation programs start to eat healthier food. Parents look at them puzzled when they no longer have to force them to eat their veggies - they just seem to want to. How and why this happens we've not yet worked out, but the fact it happens in many cases is really encouraging.

So why haven't you been told about this before?

Some research only sees the light of day if some organisation has a vested interest to bring that research to you. In other words, if they are going to get benefit it! So this research I'm sharing with you is unlikely to make anybody rich, (I have personally spent nearly 20 years and many millions of pounds in research and testing it further.) As a disruptive entrepreneur, researcher, warrior and dad, I have seen it transform countless lives, and I hope your child will become another of them.

What am I sharing with you is hugely important and based on reports from major universities around the world. It is clear that it is possible to change the lives of children with learning and behavioural issues. We no longer need to regard them as lifetime sentences or unsolvable problems - we have the tools and knowledge to understand them.

What became clear to the researchers in my clinic was that we had to test each child's brain and then identify exercises that stimulated the brain to finish its job of developing crucial skills. It now seems possible to access and reset the way the brain works, not by doing brain training but by physical exercise that stimulates the cerebellum, the “skill coordination centre” at the back of your head. When you stimulate it in the right way, (and that varies from person to person), it can even go back in time to find incompletely developed skills, stored there just waiting to be finished off!

The amazing “brain within the brain”.

This skill development centre within the brain is really the brain/body connection. It is so amazing some neuro-scientists call it the “brain within the brain”. In your child’s case, it is the cerebellum that determines whether your child will be able to read easily or not, be able to write well or not, behave well or not, play a sport well or not, develop good social skills or not, and so on. It is the electrician in the brain wiring up the processes and skills we need so we can learn, laugh, make good decisions, be resourceful and achieve.

I watched a lamb being born this spring in the farm next door to my home. Within seconds it was standing, feeding - and the next day it was running around the field. The cerebellum of a sheep is highly developed at birth, it has skills and it can stand on its legs, walk and even run. The cerebellum in humans is not so developed - babies have few skills, and it takes 2 years or more to get to where most animals are when they’re born. This relatively slow development process in human brains doesn’t always go smoothly either and in our modern society fails to be completed. This shows up as the kind of limitations children have in learning.

The brain needs challenges to create more grey matter

The brain actually NEEDS challenges to develop. Physical exercise and particularly the activities we’ve created challenges the brain, making the cerebellum create more skills by wiring up the rest of the brain making crucial connections.

What I have worked on for the last 20 years is to understand how we can stimulate the vestibular system and thus drive and complete the development of the cerebellum - at any age. We quickly realised that every human brain develops differently and that variation in development explains why we have variations in our character and skill levels.

So no brain is quite like your child’s and so to mature the cerebellum effectively, your child needs an individualised program. A one-size-fits-all exercise program will provide some benefit of course, but is unlikely to find all of the hidden potential. We did countless experiments to find the right combination of stimulation and coordination exercises that drive the full development in the cerebellum. We learned how to test each child so that we could correctly select the appropriate stimulations they needed. To get the brain : body connection to the optimum state is not an instant process, it’s not like taking a pill, but it is replicating a completely natural process, one that has a lasting impact too.

My biggest breakthrough

We experienced a wonderful breakthrough on the journey to find a solution for my daughter. In the beginning, she was one of our first “guinea pigs”. We tested her performance every month, and every day she did balance and eye tracking exercises that we had put together for her. One day, something remarkable happened - she suddenly started to readat the age of 27. Up to this time, we believed that she had not learnt ANYTHING about reading, she had never read a sentence. Suddenly she was reading magazines and newspapers. I was in shock, and so were the doctors researching with us. This was a very emotional experience for me and tears were in my eyes as I watched her. She soon developed the ability to concentrate too. The ability to join social discussions soon followed - in a way she’d never have had the confidence to do before.

The changes were remarkable.

But - had we given her any of those skills? No, impossible, that's not what we were doing. The teaching and learning had gone on many years earlier - but the crucial wiring of those skills so that she could use them had not been finished off. The exercises that she'd done helped make the final connections, and revealed her true potential.

The media came

Trevor McDonald, a famous documentary maker in the UK, asked if his team could make a documentary. I said they could, so they brought along two children and an adult who had struggled with reading, to start the course. It wasn't long before they saw similar excellent results, as of course did the TV cameras and 7 million viewers. The documentary he put out was very powerful and had enormous impact - many 1000's successfully went through my brain development program as a result. I heard from 1 of the children recently, he said that he is now at a great university - something that would have been quite unthinkable before.

Our education system is geared up to look after the 80% of children in the middle of the stream, the ones that fit the normal expectations. Schools are not geared up to find hidden genius, hence the brightest are the ones that are misunderstood. They don't fit in or belong and understandably, many drop out.

I've made it my job to bring the research about how exercise can transform "learning" to both parents and teachers. Research that could have changed lives has remained buried for decades in some cases.

Test your child's symptoms - The more problems - the more potential:

Struggling kids are misunderstood and mistreated because of 'bad' signs that actually might be good signs. The old school way of looking at your child's symptoms says..... more problems, less hope.

The new way to look at your child's symptoms from a brain perspective is.... The more symptoms there are the more undiscovered potential there might be, and, of course, more hope. Go through the following symptoms list and tick those that you recognise in your child. It's very unlikely that you will tick them all - but the more symptoms you see, the higher the likelihood that the root cause of all of them is in the cerebellum.

Slow reading, poor comprehension

The surprise for many parents of children who take F-O-R-E-V-E-R to read even a sentence in a book is that it is poor eye movement skills almost always cause poor reading, and NOT low intelligence. One in four children struggle with reading, they face the embarrassment of not being able to do what others find easy - AND they are misunderstood. If your child's visual tracking isn't perfect, reading is a nightmare, and for many it's almost impossible. The child needs effective eye tracking, and to achieve this may need a combination of vestibular and eye tracking exercises.

Sometimes (but not always), eye tracking is so poor you can see it with your own eyes. To test for this - get your child to hold their head very still. Hold your index finger about one foot (30 cm) in front of their eyes and move it slowly back and forth from side to side. Get them to track your index finger with their eyes without them moving their head. Keep checking their head, children often move their head rather than the eyes themselves. Sometimes children's eye tracking is so poor that when you do this you can see tiny jumps in their eyes instead of the movement being completely smooth. If you see this - it explains why their reading skills are poor - you've found the root cause. Combination of the right exercises can help this problem.

Poor handwriting

When words and letters look like fantasy creatures in an uneven wave of chaos on the paper - teachers and parents can get really worried. Don't. Don't call the child lazy, clumsy, sloppy, unfocused or unintelligent either. The reason is usually NOT lack of talent or brains. Writing skills are closely linked to eye-tracking skills. The same part of the brain that controls a pen also controls how you move your eyes. It is called a "fine motor skill" if there is a problem in reading there nearly always is in writing.

Holding the pen in a strange way

Does your child hold a pen in a funny way when writing? If so, watch them closely when they are writing and check if they move the whole of their fingers, or even the whole hand, to write? We are supposed to be able to write with (and only move) the tips of the fingers. If your child uses the whole of the fingers or hand, it is a sign of scope for further development in the cerebellum. It is usually a waste of time to force this child to practise writing when it is cerebellum-stimulation exercises that are needed first to address the root of the problem.

Poor spelling

For children that have poor eye tracking (see above), spelling is very hard. Their eyes jump around and so the letters that they see do too. Every time they look at a word their they “see” the letters in a different order, a complete nightmare when you are trying to learn to spell.

Poor concentration

When a child can't concentrate, it is a big challenge for the child, for parents and for teachers - and all too often tension sets in. Most wrongly assume that a child who can't focus is not making an effort. This is not the case at all. Typically this child is trying very hard to maintain some focus - they certainly don't “choose” to have poor concentration. It's almost impossible for them to focus on one thing for long as the area of the brain that controls attention is overloaded. Frequently this is made even worse by incomplete development of their listening (auditory processing) skills.

Not crawling much as a baby

Many of the children that struggle at school didn't crawl for the usual amount of time. Many parents become proud when their child starts walking around the furniture at nine months old. “Aren't they advanced?” they think, but that optimism may be misguided - the child may be bypassing some critical elements of development and be setting itself up for struggles a few years later. There is sometimes a clue that development isn't happening in quite the right way and that the cerebellum is itself not being developed in the way it should.

Ear problems - infections, grommets and perforated ear-drums

From early on in my research, I was amazed by the number of struggling children who had had ear infections or grommets fitted at some point, some even had suffered perforated eardrums. It's bad enough for them having to cope with the pain of that, but sadly the implications for the future could be significant too. Many of these “ear-problem children” show signs of learning or other issue as they progress through school. Why? The inner ear (the balance mechanism) and the auditory processing systems all are very involved in the development of learning, emotional control and other brain processes.

Travel sickness

It also shocked me to discover that up to one in three children that struggle in school also suffer from travel sickness in their early years. Some grow out of it but others don't. The reason lies in the coordination of sensation and balance in their body. For you to be free of stress, the brain needs to know what is going on at all times. The brain “knows” by examining all of the information coming from your senses. If it sees a combination of sensory information that it recognises then it knows what's happening and has a good idea about what is happening next. When the cerebellum isn't developed then the brain won't be processing properly all of the various senses so it won't know what is going on. It can become completely confused when you travel in a car, boat or plane if it can't process the sensory information from your balance organ. Travel sickness is the way it shows its confusion.

Low self-esteem

Based on my work with many thousands of children with various learning and developmental issues, I realised at least half of them have low self-esteem. It took a while to unscramble what was going on in their brain. When whatever tasks they are doing are automatised to the point they are effortless, they feel confident, the brain has plenty of happy chemicals flowing through it and self-esteem is high. When the cerebellum has not completed the circuitry to make everyday tasks effortless then life is mentally much harder. For some it is physical coordination, for others it is eye tracking, for yet more listening skills - these we need constantly, so under-development in any of these will impact self-esteem much of the time. My daughter's self-esteem increased when she did brain stimulating and eye tracking exercises - we didn't realise why at the time.

Emotional control, anger, depression, anxiety, panic

One of the most important discoveries in research in recent years is that the development of the balance organs and the cerebellum are critical to having good emotional control - the ability to stay cool, calm and in control at all times. Anxiety, panic attacks, depression, anger are all issues which are caused when there is insufficient development of the neurology that gives us mental toughness - and the balance organ and the cerebellum are highly involved in creating mental toughness. So we are now learning how targeted physical exercises can make all the difference to the ability to control emotions.

How to get started

Are you ready to change your child's future?

Personalised Program

To make it easy for parents (and their children) we have created a program that creates a customised course for each child. It uses the established principles of how balance and other exercises can enhance mental performance. It also uses the latest research on how specific stimulatory activities enhance how the brain learns. Where necessary it also has eye exercises to support eye tracking. It is an “intelligent” program that adjusts automatically to suit your changing need. And it is all available online via a computer or smart-phone.

It starts with a brain assessment that measures current brain performance and capacity. This will show you our estimate of the potential to develop brain related skills further and gives some suggested target scores for them. It specifies physical activities that take 10 minutes twice per day for six months to a year. Then every 30 days their brain will be assessed again, and their progress reported to you. During this program, you will be supported by a personal coach.

And - if you comply with the requirements of the program for 25 weeks and no demonstrable progress can be seen you can receive a full refund (www.zingperformance.com/terms-and-conditions/) - this is a no risk program.

Pulling it all together

Research has proven that exercise helps with many of the symptoms that children struggle with at school. Our commitment is to bring to families the best exercise programs available tuned to the need of each child. Every brain is different so we cannot guarantee the results - they vary.

The testimonials we use are all genuine, as is our desire to see every child improve.....and that's why we give the money back guarantee. At this point in time no one has complied fully with the program for 25 weeks and then asked for a refund - we must be doing something right. Going forward we are committed to an exhaustive research program to collect the scientific data so that eventually we can persuade education authorities the world over that such programs should be available in every school - and that no child suffers needlessly.

But, do families have time to wait and see what happens? No, they want a solution now and the wonderful thing about vestibular stimulation is that there is no downside to it, it's completely natural in that it uses the brain's own resources to create better skills, so it's well worth giving it a chance to show what it can achieve. To achieve this we are working closely with families, many of who join our Mum's Army (with some dads and grandparents as well) who want to spread the word. If this idea appeals to you do let me know - we have an exciting training program for this that join. [Email me at info@zingperformance.com](mailto:info@zingperformance.com)

Finally - I am often asked - “How is your daughter now?” Well, she's running a small business, and she's a positive, happy person that can read and write and do all those things that she could not do when she left school. So her progress has been enormous. But - I would still love the chance to go back to when she was young and at school so that she could do then the program that we now have. Had I solved her problems then, her life would have been even richer.

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