

**** **NEW DVD**
AVAILABLE ****

Neurodevelopment Through Movements

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

Phone to order **705-726-5971**

Suzanne Day, the author of the DVD, is a Canadian Neuropsychologist registered in Québec and Alberta. She also works as a Psychological Associate in Ontario and Neuropsychological Consultant in the other provinces. She is Certified with the BCIA in Neurofeedback and quantitative EEG. 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, a principal at the secondary level, a teacher at the elementary, intermediate, secondary and college level.

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: \$200.00 Workshop + GST

Location and Date:

Will be provided upon registration
Visit our website for updates

Time: 9AM til 5PM

Call To Reserve:

705-726-5971

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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 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 ¼ yrs - 98 percentile rank

Neurodevelopment
Through
Movements

Improving Learning
&
Attention Span

Checklist Problems Related to Neurodevelopment

Check those that apply:

- Problems during pregnancy (bleeding, medication, drug or alcohol intake)
- Problems at birth (difficult delivery, born earlier or 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
- History of learning difficulties in the immediate family
- Suffers from allergies
- Adverse reaction to vaccinations
- Thump sucking beyond 5 years of age
- Frequent ear, nose, throat or chest infections
- High fever before 3 years old
- Is startled when someone unexpectedly makes a sound
- Talks too loudly
- Shouts or screams for no apparent reason
- Hates hair cuts, hair washing or hair being brushed
- Brings eyes close to a book or paper while reading or writing
- Loses his/her place while reading
- Skips from one line to the other
- Oversensitive to light
- Makes poor eye contact
- Bed-wetting past 5 years of age
- High or low tolerance to pain
- Very ticklish
- Heavy walker
- Removes tags on clothes

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.

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. Changes in brain wave patterns, comparing before/after the program using the qEEG (quantitative electroencephalogram), are observed in reduction of slow brain wave amplitudes.

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.

Regular re-evaluations are needed to assess progress and discuss new goals. A longer program can be provided at our clinic and/or a shorter program at home.

- **First time home-based program: approx. \$360.00**
- **Subsequent visits: approximately \$240.00**

Program done at our Clinic in Barrie

1 hr. sessions
2x / week up to 5x / week
individualized program
Parents are welcome to stay
during sessions
to observe and learn in order
to pursue the program at home
\$50.00 / session

Children attending our clinic Improvements reported by parents

- 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