

# PRINTABLES

# BRAIN INTEGRATION TECHNIQUE ASSESSMENT FORM

Date: \_\_\_/\_\_\_/\_\_\_

Name: \_\_\_\_\_ Date of Birth: \_\_\_/\_\_\_/\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Main concern: \_\_\_\_\_

Parent Name(s): \_\_\_\_\_

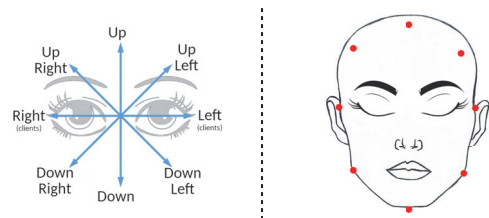
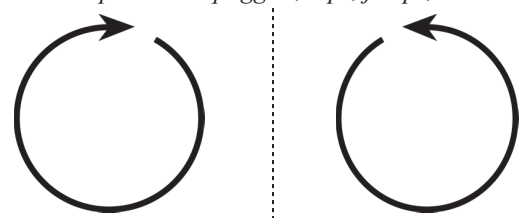
Reading Perception Tests			
<b>Aloud:</b>	<b>Book Used:</b> _____	<b>Story:</b> _____	<input type="checkbox"/> OK
<input type="checkbox"/> Hauling	<input type="checkbox"/> Sounding out	<input type="checkbox"/> Skipping words	<input type="checkbox"/> Adding punctuation
<input type="checkbox"/> Rushing though	<input type="checkbox"/> Stumbling	<input type="checkbox"/> Adding words	<input type="checkbox"/> No inflection
<input type="checkbox"/> Misreading	<input type="checkbox"/> Distracted	<input type="checkbox"/> Skipping punctuation	<input type="checkbox"/> Over inflection
Comments: _____			
<b>To Self:</b> Subvocalizes <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____			

Aloud, Comprehension: ___ ÷ ___ = ___ %	To Self, Comprehension: ___ ÷ ___ = ___ %
Comments: _____	Comments: _____

Vestibular System and Balance	Static Balance: One foot at a time
<i>Co-ordination of Body Movement - Natural body movement while marching in place:</i>	<i>Eyes Open: R</i> ___ secs. <i>L</i> ___ secs.
Comments: _____	<i>Eyes Closed: R</i> ___ secs. <i>L</i> ___ secs.
	Comments: _____

Deep Level Switching	Corpus Callosum - Org & Anat + CV24, CCNM or CCB. If I/C ask "is it > 50%?"
<input type="checkbox"/> Right/Left	Neuromuscular Level: _____ % Access to Pathways
<input type="checkbox"/> Top/Bottom	Cortical Level: _____ % Access to Pathways
<input type="checkbox"/> Front/Back	

Dominant Mode of Processing:	Gestalt		Logic	
	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>
<b>Global Hemispheric Functions:</b> (Number of Doors Open/Functions Accessible)	____ %	____ %	____ %	____ %
<b>Visual Construction:</b> (Constructing pictures in head/Spelling/Times Tables)			____ %	____ %
<b>Visual Recall:</b> (Recalling images stored/Spelling/Times Tables)	____ %	____ %		
<b>Auditory Construction:</b> (making auditory patterns in head/spelling/reading)			____ %	____ %
<b>Auditory Recall:</b> (Recalling auditory information/spelling)	____ %	____ %		
<b>Symbol Decoding:</b> (Recognizing alphabet & words/Reading & Writing)	____ %	____ %		
<b>Assigning Meaning to Words:</b> (Meaning of words read/Comprehension)			____ %	____ %
<b>Arithmetic Functions: Concrete Reasoning</b> (Adding/Subtracting/Mult./Division)			____ %	____ %

Visual Inhibition: <i>Eyes Open / Eyes Closed</i>	Visual Inhibition w/Eyes in Rotation:
<p><i>Circle areas that show an I/C</i></p> 	<p><i>Map out the squiggles, dips, jumps, etc.</i></p> 
Comments: _____	Comments: _____
_____	_____
_____	_____

Smooth Pursuit: <i>Eyes Tracking 20-40 times</i>	Digit Span: <i>Auditory Short-Term Memory</i>
Comments: _____	_____ <i>Forward</i> _____ <i>Backward</i>
_____	# of Digits Correct: _____
_____	Actual: _____
_____ <input type="checkbox"/> OK	Mistake: _____

SUBJECT:	ISSUE	Hrs +	ISSUE	Hrs +
READING	Lots of misreading / slow / stilted	2 - 3	Great difficulty sounding out words	5
MATH	State they "cannot do math," or have difficulties	1 - 2		
EYES	Don't track well / excessive blinking, etc.	1 -	Cannot track at all / stop / continually jump, etc.	3 -
DIGIT SPAN	Digit span is lacking	1 - 2	Severely lacking	3
BALANCE	Can only balance with eyes open	1	Can't balance with eyes open or closed	2
COORDINATION	Awkward or uncoordinated	1	Very awkward / only legs or arms / can't sync	5

Baseline \_\_\_\_ + Reading \_\_\_\_ + Math \_\_\_\_ + Eyes \_\_\_\_ + Digit Span \_\_\_\_ + Balance \_\_\_\_ + Coordination \_\_\_\_ =

**Recommended** \_\_\_\_\_ hrs

**Actual** \_\_\_\_\_ hrs

## ASSESSMENT AND TEST DRIVE HELP

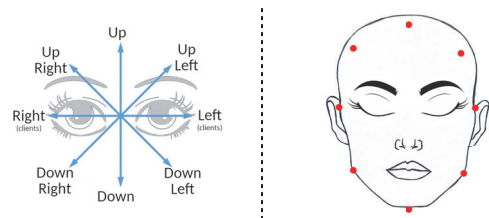
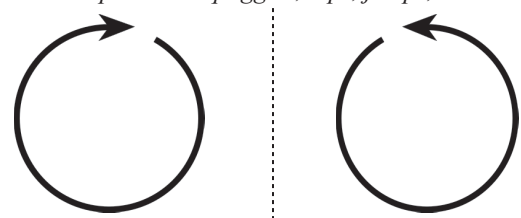
### Marching - Common Issues

- |  |   |
|--|---|
| <input type="checkbox"/> Arms have a rythm, but legs don't | <input type="checkbox"/> Lifting knee then kicking feet out             |
| <input type="checkbox"/> Arms moving only from elbows      | <input type="checkbox"/> No coordination                                |
| <input type="checkbox"/> Barely lifting feet               | <input type="checkbox"/> Shoulders rolled in                            |
| <input type="checkbox"/> Barely moving arms                | <input type="checkbox"/> "Spaghetti arms"                               |
| <input type="checkbox"/> Can't march without watching it   | <input type="checkbox"/> "Spaghetti legs"                               |
| <input type="checkbox"/> Entire arm circling outward       | <input type="checkbox"/> "Spaghetti neck"                               |
| <input type="checkbox"/> Falling off balance               | <input type="checkbox"/> Stiff arm(s)                                   |
| <input type="checkbox"/> Head and neck forward             | <input type="checkbox"/> Stiff leg(s)                                   |
| <input type="checkbox"/> High-stepping                     | <input type="checkbox"/> Stooping posture (head and neck toward ground) |
| <input type="checkbox"/> kicking feet up behind them       | <input type="checkbox"/> Swaying front to back                          |
| <input type="checkbox"/> Knees hitting opposite thighs     | <input type="checkbox"/> Swaying side to side                           |
| <input type="checkbox"/> Legs have a rythm, but arms don't | <input type="checkbox"/> Very little movement                           |
| <input type="checkbox"/> Lifting hip to move leg           | <input type="checkbox"/> Very slow movement                             |

### Digit Span - Common Errors

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Number reversal  | <input type="checkbox"/> Forgetting part of the sequence | <input type="checkbox"/> Replacing digit w/another that was not said |
| <input type="checkbox"/> Deleting a digit | <input type="checkbox"/> Forgetting all of the sequence  | <input type="checkbox"/> Drawing an absolute blank                   |
| <input type="checkbox"/> Adding a digit   | <input type="checkbox"/> Totally confusing sequence      |  |

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Baseline \_\_\_\_ + Reading \_\_\_\_ + Math \_\_\_\_ + Eyes \_\_\_\_ + Digit Span \_\_\_\_ + Balance \_\_\_\_ + Coordination \_\_\_\_ =

**Recommended** \_\_\_\_\_ hrs

**Actual** \_\_\_\_\_ hrs

## Digit Span

### Short-Term Auditory to Long Term Visual

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#### GOAL

AGE	Forward	Backward
3 to 4	3	0
4 to 5	3	2 to 3
5 to 7	4 to 5	3 to 4
8 to 9	5	4
10 to 12	6	5
13 to adult	6 to 7	6

#### Digits Forward

825	218	214	328
3526	6513	8056	8715
58614	42761	48357	28514
983275	714692	398605	916807
8650169	8751046	5049187	5813069
25937164	76249025	96712905	76382146

#### Digits Backward

92	57	27	51
549	851	510	685
2408	7295	6735	5146
20396	98240	28517	83925
580472	907163	158627	752481
7038564	2316749	5938142	2539741

# Brain Integration Progressive Checklist

## 1. Deep Level Switching:

R/L  
 T/B  
 F/B

## 2. Corpus Callosum:

CCNM  CCT  
 CCB  CCTS

## 3. Preparation for Brain Integration: (Clear all to 99-100%)

Candida  Hydration  EMG  Fluorescent lights  Cell phone  LED Lights  Other  
 Allergies  Meridians  
 LIP/RIP/CCB★  
 AIP/WA/BA/LIP/RIP/CCB★- R\_1\_2\_3\_4 L\_1\_2\_3\_4 B\_1\_2\_3\_4★  
 CV1 + CV24 Clear

## 4. Limbic system: (Format: Anatomy/Gland/ TL CV23/CV24)

- a.  CV14 + Phys + CV5 + black (Amygdala pupillary dilation/constriction)★  
b.  CV1 + Phys + K27s + black (Hypothalamic pupillary dilation)★  
c.  CV2 + Phys + K7s;Liv8s (Medial/lateral peripheral vision)  
d.  CV15 + Phys + CV8 (Basal Ganglia - receive from somatosens areas of cortex)  
e.  CV17 + Phys + ST1 + GV26;CV24 (Pleasure + ST/ LT)  
f.  CV17 + Phys + ST2 + GV26;CV24 (Punishment + ST/ LT)  
g.  CV17 + Senses + -K1;P1;CV8;CV14;CV22;CV24;GV26 (Hippocampus + Senses)  All  Taste  Smell  Sight  Sound  Touch  
h.  CV17 + Phys + (GV20 & "motivation")/GV17 (Hippocampus & drive/memory)  
i.  CV17 + LIP/RIP + CCB★; + "Fear of failure;success;mistakes;wrong" (Hippocampal commissure..)  
j.  CV20 + Phys + St12;K27;Liv14;GV24;CV24;CV22;CV8 (Parahippocampal functions)  
k.  CV20 + Phys + CV8 + St12;K27;Liv14;GV24;CV24;CV22 (Recall of Parahippo functions)  
l.  CV20 + Phys + St12 + Liv14 + CV24 (Parahippocampal functions/ emotionally reactive types)  
m.  Other Limbic:  CV14  CV15  CV16

## 5. Extrinsic & Intrinsic Eye Muscle Balance:

3-D Visual Integration★  Eye Rotations: Clockwise  Convergence Clear  
 Visual Inhibition: Eyes Open  Eye Rotations: Counterclockwise  Tracking Clear  
 Visual Inhibition: Eyes Closed  Accommodation Clear

## 6. Auditory Integration: (fixed focus) Format

Eyes Open  Eyes Closed  Aud. Integrative Pathways★

## 7. Auditory/Visual Integration: (clicks)

IS  SL

## 8. Balance:

Static, open  Static, closed  Dynamic, open  Dynamic, closed

## 9. Repatterning:★ Logic Left Logic Right Uncertain

HC  XC

## 10. Eye-Hand Co-ordination:

Catching ball  Bounce catch

## 11. Visual Integration:

||  X  |•|  •X•

# Test Drive

## 12. Alphabet & Writing:

- Alphabet  Vowels  Numbers  Blends Clear
- Written Expression Clear
- Writing (essays, original text)

## 13. Auditory & Visual Short-term Memory:

- Digit Span  Coding

## 14. Spelling:

- Attitude toward Spelling (Think of, doing & sabotage programs - "I can not and will not spell." "I can and I will spell")
- Procedures & Strategies
- Homework

## 15. Arithmetic & Mathematics:

- Attitude toward Math (Think of, doing & sabotage programs - "I can not and will not do math." "I can and I will do math")
- Times Tables & Fractions (... "I can not and will not do times tables/fractions" "I can and I will do...")
- Procedures & Strategies
- Homework

## 18. Assessment Form:

- Percentages rechecked

## 16. Reading:

- Attitude toward Reading (Think of, doing & sabotage programs - "I can not and will not read" "I can and I will read")
- Process of Reading
- Reading Comprehension (95% - 100%)
- Reading Contract with student & Homework

### Listening:

- Listen then say  Listen then write  Listen while writing

## 17. Visuo-spatial Function/Concept Formation:

- Picture Completion/Assembly (Food/animals)  Block Design (red and white)
- Object Assembly (mime)  Similarities
- Picture Arrangement (Sequencing)

## 19. Defusing Negative Attitudes to: (Think of, doing & sabotage programs - "I can not and will not (won't)..." "I can and I will...")

- All Other School Subjects
- Teachers/Subjects
- Homework
- Exams, Tests etc
- School & School Uniform (color)
- School yard & school friends
- Study and Place they Study
- Self (Love, Esteem, Confidence, Assurance, Worth, Respect; Image) "I love myself; I have esteem, etc." "I love my image; the image of my body/mind/soul."
- Mother (Voice; Telling you to do something you dislike (eg "Clean up your room!"))
- Father (Voice; Telling you to do something you dislike (eg "Take out the trash!"))
- Siblings (Family) (Tell me about the most annoying thing your sibling does to you)

## 20. Follow-up Session(s):

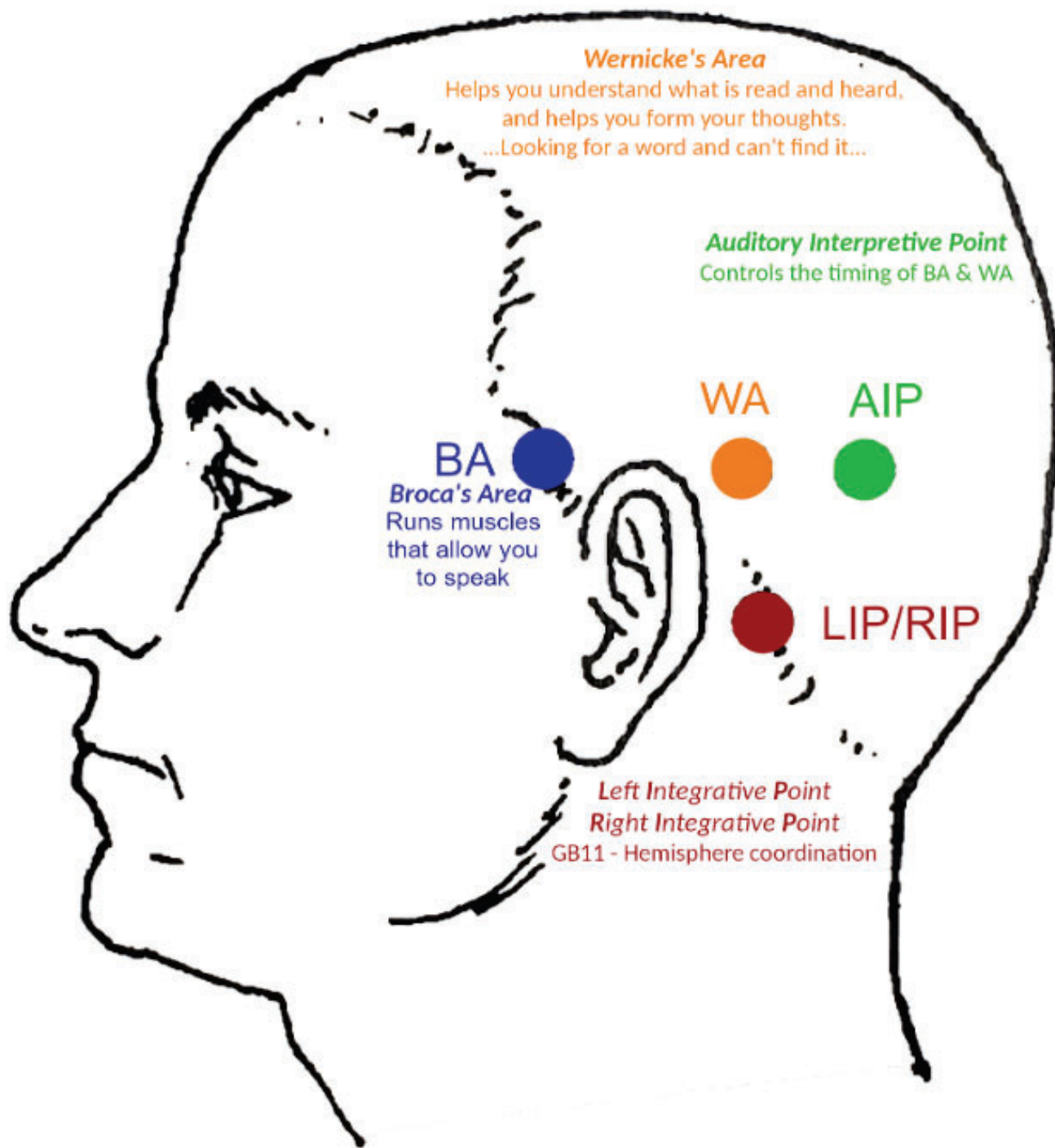
- 6- 8 week check-up session scheduled  School Special Ed. Teacher: contact to be arranged.
- Private Tutor

# Speech Points

(Begin with: Organ + Anatomy + CV24)

	RIGHT	LEFT	BILATERAL
1's	<input type="checkbox"/> RIP <input type="checkbox"/> AIP <input type="checkbox"/> WA <input type="checkbox"/> BA	<input type="checkbox"/> LIP <input type="checkbox"/> AIP <input type="checkbox"/> WA <input type="checkbox"/> BA	<input type="checkbox"/> LIP/RIP <input type="checkbox"/> AIP <input type="checkbox"/> WA <input type="checkbox"/> BA
2's	<input type="checkbox"/> RIP AIP <input type="checkbox"/> RIP WA <input type="checkbox"/> RIP BA <input type="checkbox"/> BA AIP <input type="checkbox"/> BA WA <input type="checkbox"/> AIP WA	<input type="checkbox"/> LIP AIP <input type="checkbox"/> LIP WA <input type="checkbox"/> LIP BA <input type="checkbox"/> BA AIP <input type="checkbox"/> BA WA <input type="checkbox"/> AIP WA	<input type="checkbox"/> LIP/RIP AIP <input type="checkbox"/> LIP/RIP WA <input type="checkbox"/> LIP/RIP BA <input type="checkbox"/> BA AIP <input type="checkbox"/> BA WA <input type="checkbox"/> AIP WA
3's	<input type="checkbox"/> RIP AIP WA <input type="checkbox"/> RIP AIP BA <input type="checkbox"/> RIP WA BA <input type="checkbox"/> AIP WA BA	<input type="checkbox"/> LIP AIP WA <input type="checkbox"/> LIP AIP BA <input type="checkbox"/> LIP WA BA <input type="checkbox"/> AIP WA BA	<input type="checkbox"/> LIP/RIP AIP WA <input type="checkbox"/> LIP/RIP AIP BA <input type="checkbox"/> LIP/RIP WA BA <input type="checkbox"/> AIP WA BA
4's	<input type="checkbox"/> RIP AIP WA BA	<input type="checkbox"/> LIP AIP WA BA	<input type="checkbox"/> L/RIP+AIP+WA+BA

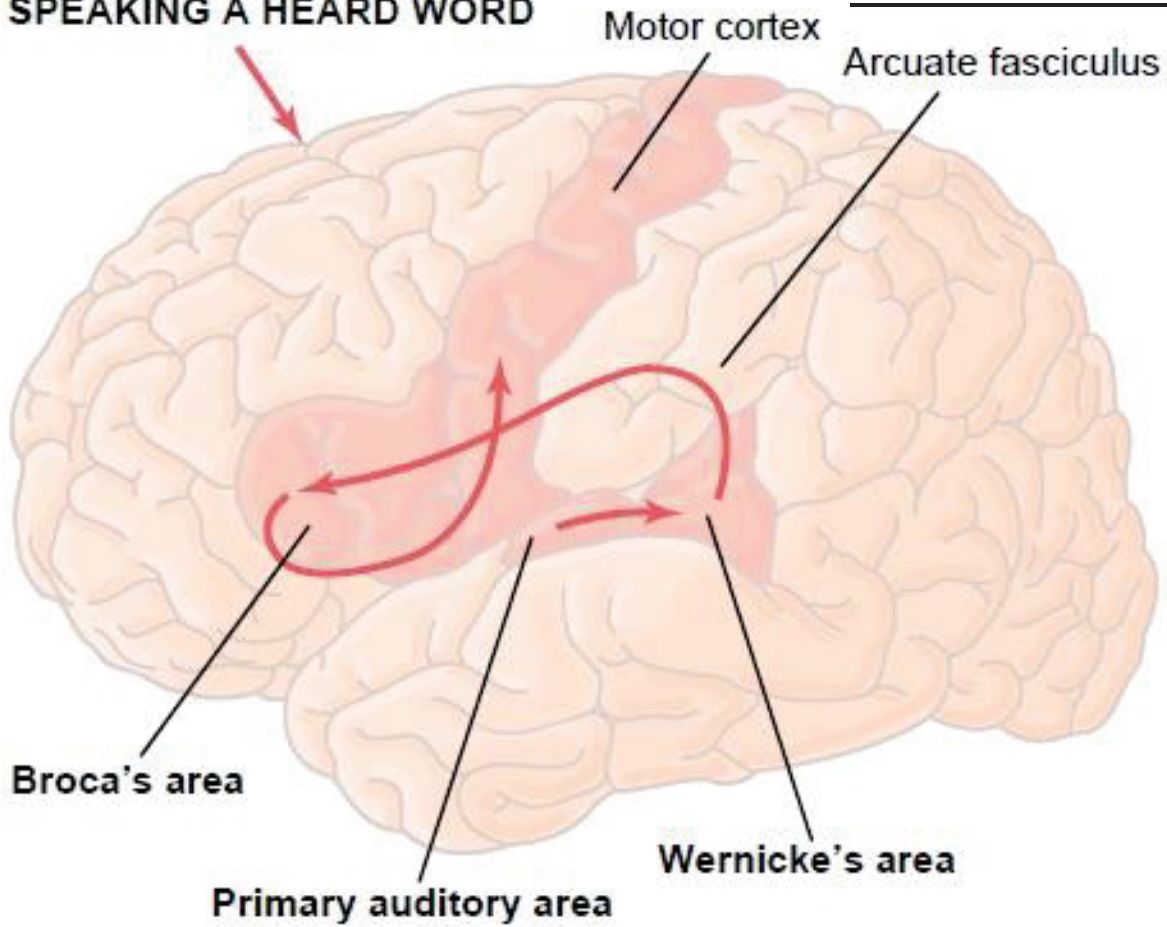
Add: CCB



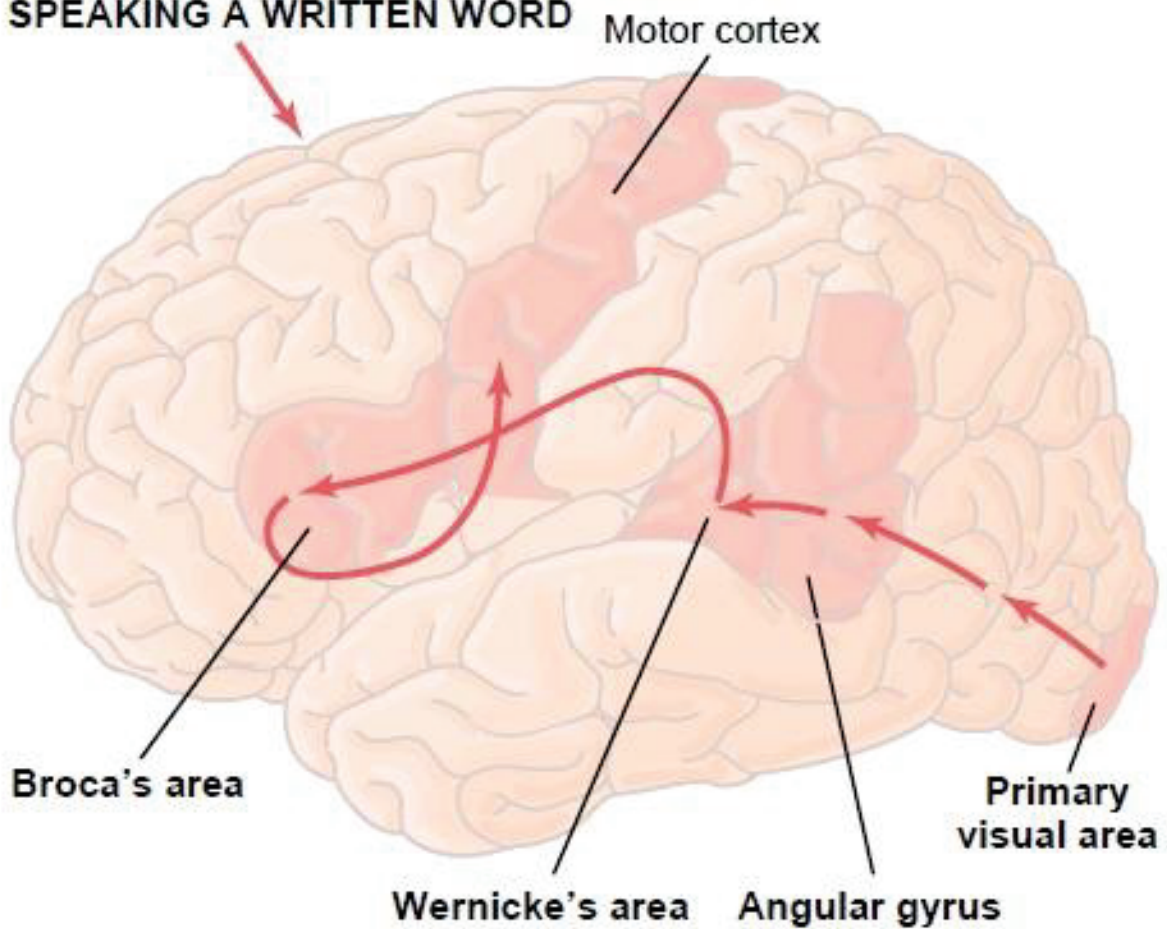


# Geschwind Paths

**SPEAKING A HEARD WORD**

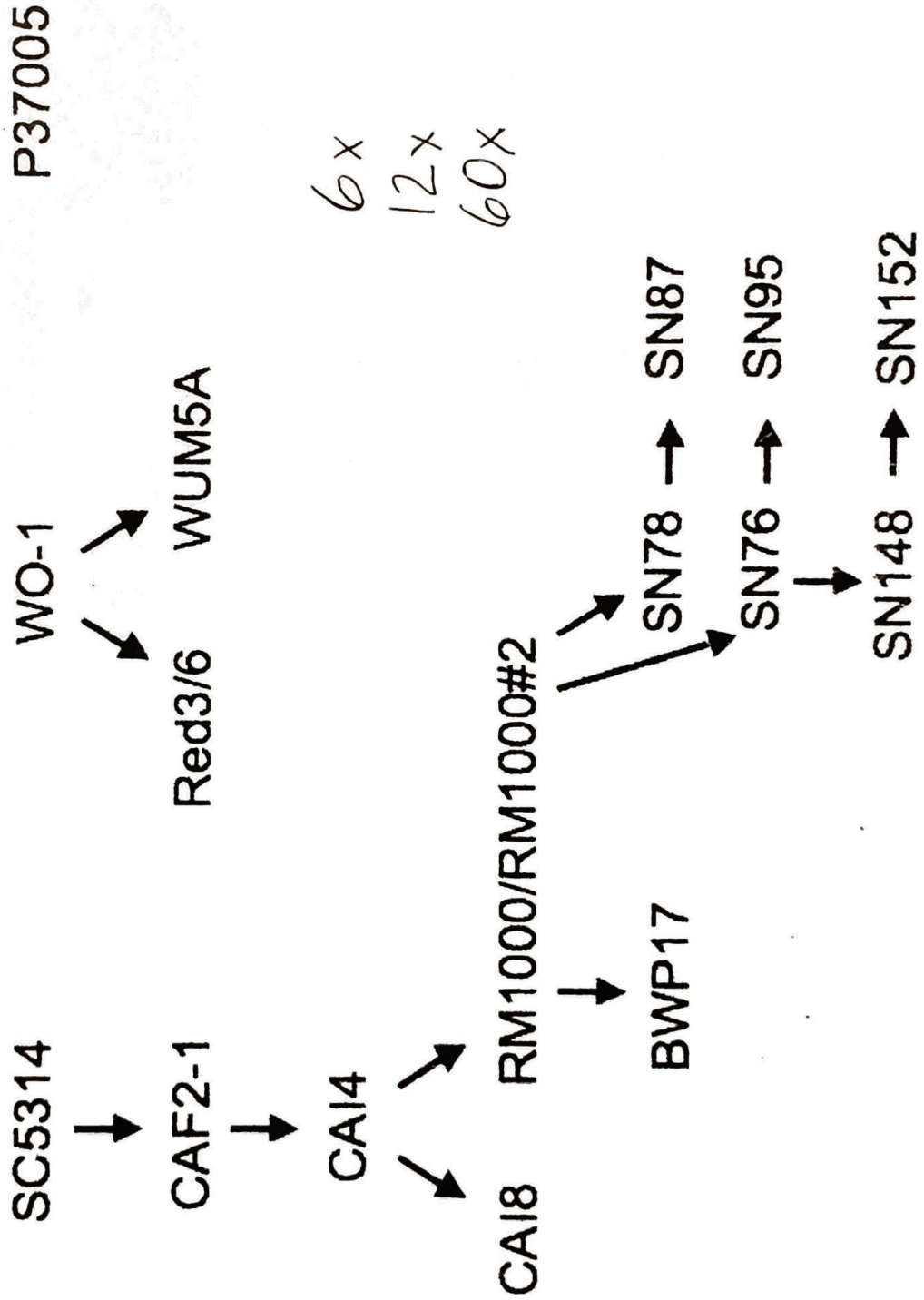


**SPEAKING A WRITTEN WORD**

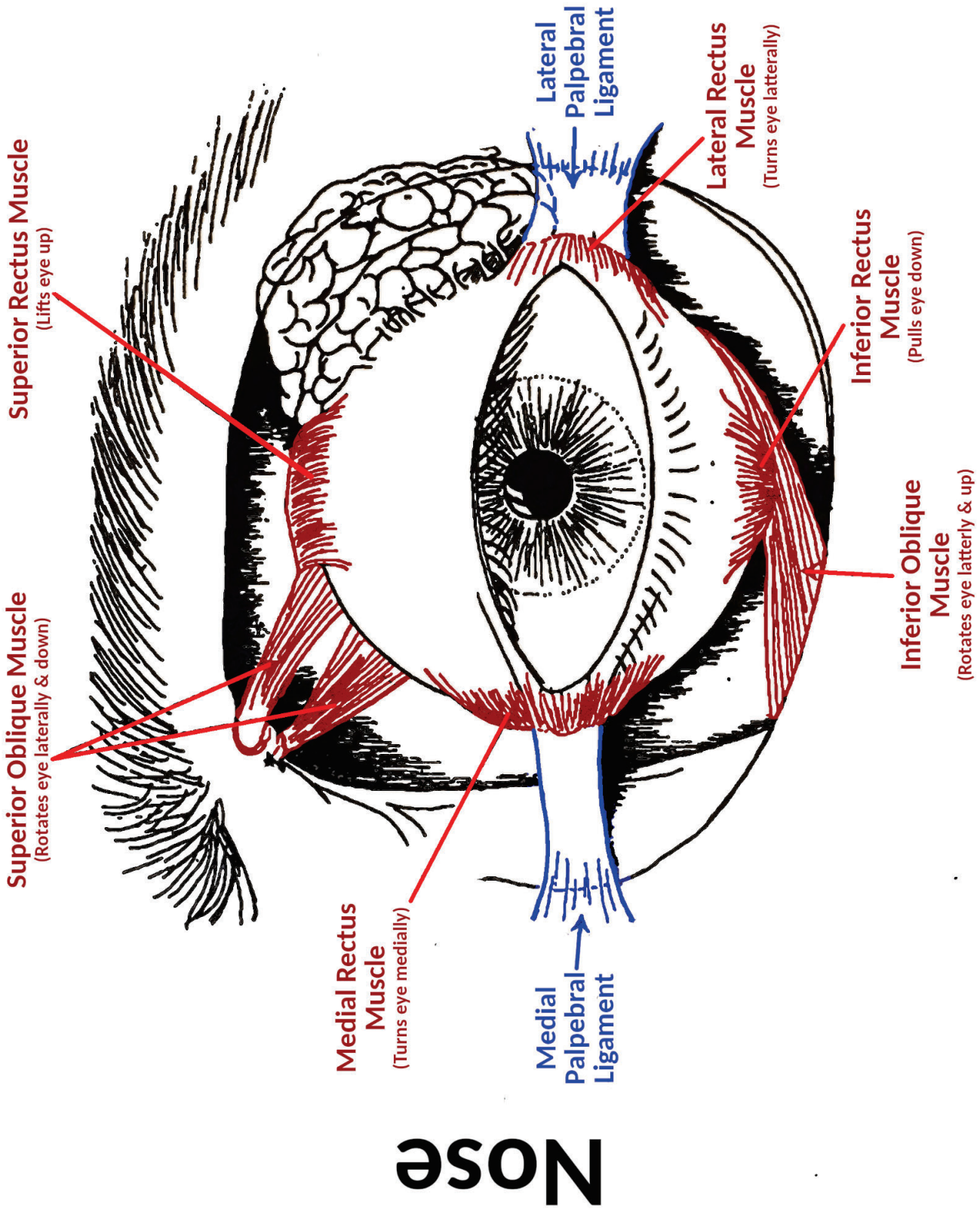


Candida

***C. albicans* laboratory strain lineages**



# Eye Muscles/Ligaments



## Four Quadrants & Transitions



Clockwise & Counterclockwise

Client's right  
(male side)

Client's left  
(female side)

Upper vertical transition =  
Spelling

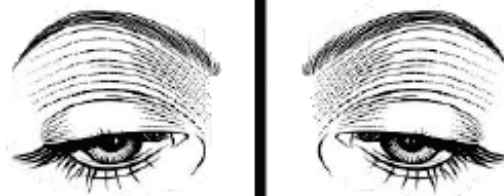
Visual



From  
visual to  
emotional  
& vise  
versa

From  
visual to  
emotional  
& vise  
versa

Emotional



Lower vertical transition =  
Specific to General  
General to Specific

# Candida Cleanse

<b>Weeks Recommended</b>	
--------------------------	--

<b>Start Date</b>	
-------------------	--

	<b>ALLOWED</b>
	All meats
	All vegetables, except mushrooms
	All fresh fruits, nothing dried
	All dairy products, <b>except for aged cheeses</b> (yogurt needs to be unsweetened)
	Any unleavened bread products (spelt, rice, rye and oat products are available)
	Water, unsweetened herbal tea
	Apple cider vinegar
	<b>Acidophilus OR recommended supplement:</b> <i>This may be found at Wholefoods or another natural food store</i>

	<b>AVOID</b>
	Anything containing refined sugars (soda, candy, jams/ jellies)
	Anything containing yeast
	Any wheat "products"
	Anything fermented (vinegar, soy, includes dressings and condiments)
	Anything packaged, read labels very carefully
	Anything with 'active cultures' might contain yeast
	All alcohol
	Mushrooms
	Peanuts

## Weed and Feed Diet

**This diet is on a weekly schedule and is in addition to your diet.**

Days 1 and 2: 1 raw clove of garlic/day between meals, **followed by an 8 oz glass of water.**

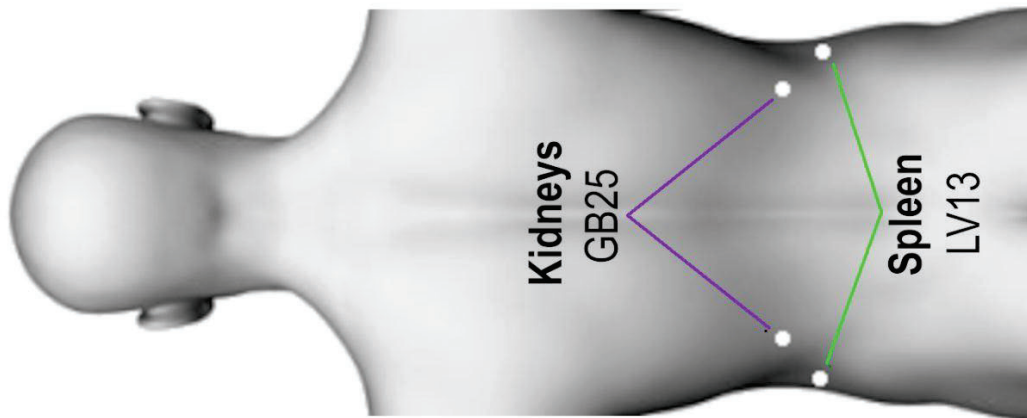
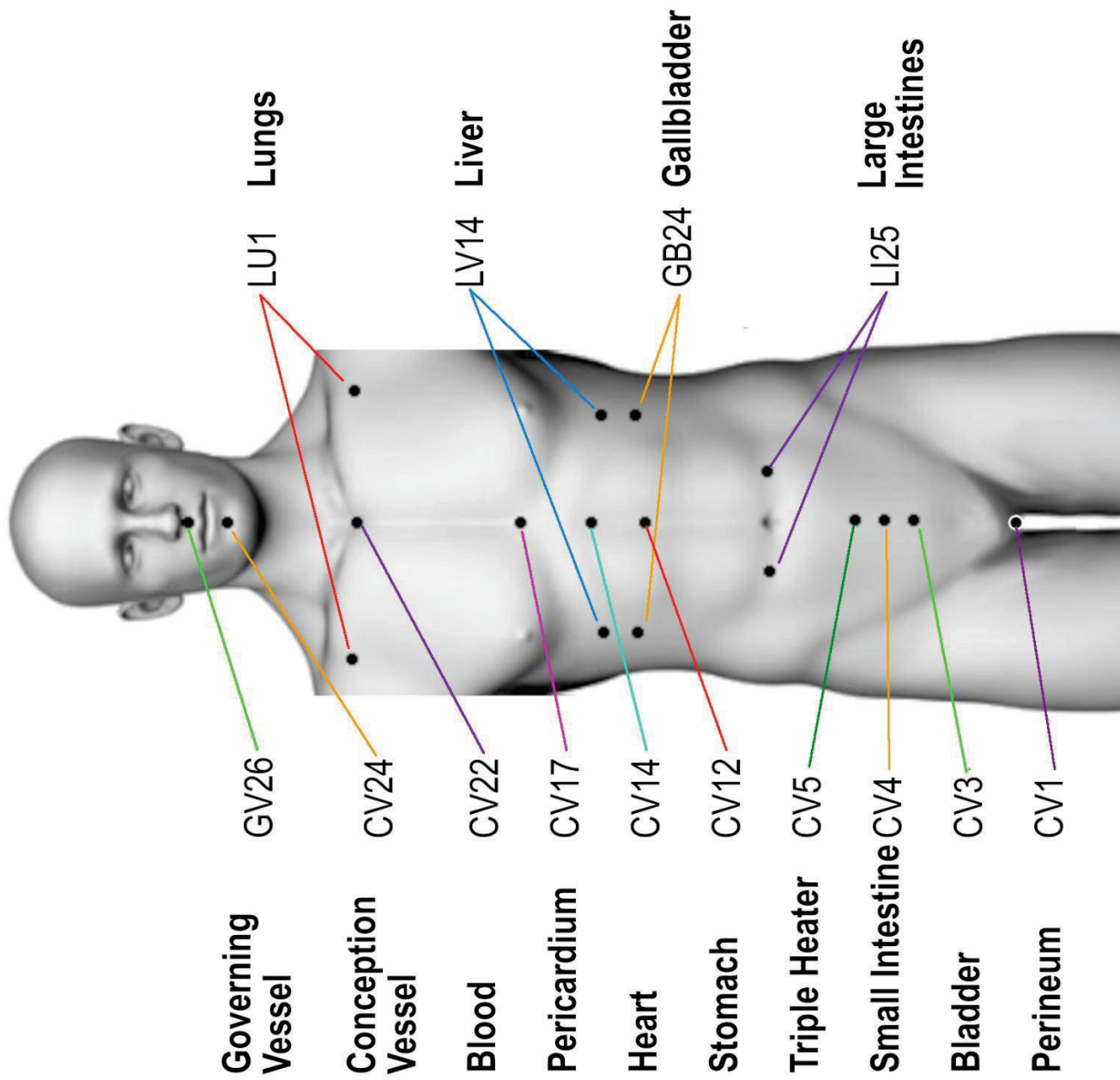
Days 3-7: High quality probiotic 1-3 times per day.

No garlic on probiotic days and no probiotic on garlic days.

**Standard Process Gut Flora may be used instead of a probiotic.**

	Breakfast	Between	Lunch	Between	Dinner
Day 1	<del>          </del>	1 clove Garlic, 8 oz water	<del>          </del>	1 clove Garlic, 8 oz water	<del>          </del>
Day 2	<del>          </del>	1 clove Garlic, 8 oz water	<del>          </del>	1 clove Garlic, 8 oz water	<del>          </del>
Day 3	Probiotic	<del>          </del>	Probiotic	<del>          </del>	Probiotic
Day 4	Probiotic	<del>          </del>	Probiotic	<del>          </del>	Probiotic
Day 5	Probiotic	<del>          </del>	Probiotic	<del>          </del>	Probiotic
Day 6	Probiotic	<del>          </del>	Probiotic	<del>          </del>	Probiotic
Day 7	Probiotic	<del>          </del>	Probiotic	<del>          </del>	Probiotic

## Alarm Points



# Outcome Balance

In regards to a specific issue

*(3 individual balances, these clean the future)*



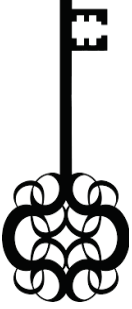
Worst case + Emo + AF/PCC + DLS + Chakra  
(Allergy/Toxicity/Organ/Gland/Brain Pack/EMG) Limbic  
CV17 + LIP/RIP + CCB/ST12  
LOA \_\_\_\_, FOH - Reload



Best case (and after that...?)  
"Is this possible"  
LOA \_\_\_\_, FOH - Reload



Middle of the road (something you can live with)  
Maybe + ST12 (for expression) if they can't think of something  
LOA \_\_\_\_, FOH - Reload



## AF/PCC

(Amygdala Format/Pulse Circuit Correction)



Limbic + CV14 + phy +



CV12 (Rage) = fight

CV13 (Escape) = flight

CV14 (Punishment) = overly punished by others/self

CV15 (Fear) = turns off CC. Prevents short-term auditory to long-term visual memory

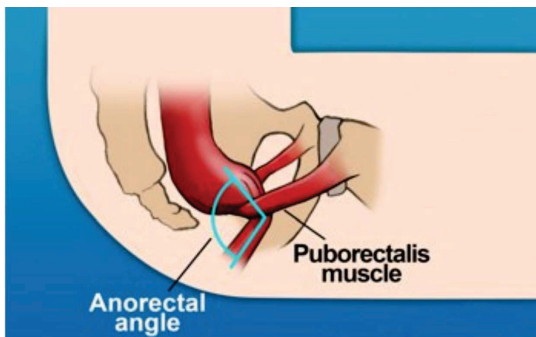
CV16 (Pleasure) = self-sabotage

- May balance individually (advantageous with PTSD - followed by DLS)
- May balance in pairs (CV14+CV16 = addiction)
- May add to every circuit
- "Pulse" them if you are not fixing separately

# BATHROOM POSTURE

## UNHEALTHY

Sitting on the toilet causes kinks and pressure, and only allows for partial relaxation of the puborectalis muscle around the colon. Therefore, sitting restricts and limits both a quick release and complete flow of waste.



- ✗ Incomplete Elimination
- ✗ Fecal Stagnation
- ✗ Constipation



Choked Colon

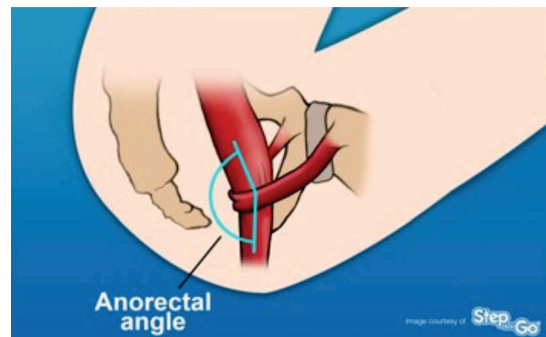
✗ 90°



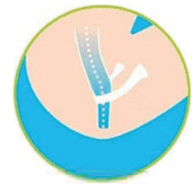
Sitting vs Squatting

## HEALTHY

A natural squatting position completely relaxes the puborectalis muscle, allowing the bowels to be drained more thoroughly and smoothly. It may also reduce defecation (poop) time by one third of the time!



- ✓ Healthier Elimination
- ✓ Supports Colon Health
- ✓ Relief from Constipation
- ✓ Hemorrhoids Relief



Relaxed Colon

✓ 35°



Sitting vs Squatting