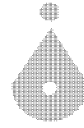


Written Report
on Personal Coaching Program on
Enhancing Learning Efficiency

14 February – 30 May 2001

XXX Primary School



Introduction

This is a pilot program as agreed between Whole Performance Institute Ltd. (hereinafter referred as “Whole”) as the service provider and XXX Primary School (hereinafter referred to as “XXX”) as the service recipient. Mr. Conrad Ho, a certified Brain Gym[®] Consultant, was to go to XXX once a week on Wednesday for 12 weeks in the period from 14 February to 30 May 2001. The purpose was to do one-on-one personal coaching sessions on 6 pupils to enhance their learning efficiency. Appendix I is a copy of the accepted formal proposal.

One pupil in primary 4 class was among the best in terms of examination results in his class. The two who were in the middle range were a P.4 and a P.6 pupil. The remaining three were in the lower range, one of which was a P.6 pupil and two of which were P.5 pupils.

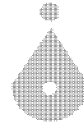
The venue was a room with a dimension of 18 ft. (L) by 11 ft. (W). It was equipped with various kinds of games and teaching aids which proved to be very useful in the coaching sessions. It had an open view overlooking a green garden and a green hill which was another bonus. Other necessary items included a thick mattress, white paper, different kinds of color pens and pencils, white board and markers of different colors, stationery items like scissors, cutters, tapes, etc. Conrad Ho had sometimes brought along special items like glue, play doh, balls, etc.

Should XXX and Whole be satisfied with the results, they may agree to expand the program further to let more pupils enjoy the benefits of such personal coaching services.

Methodology

Conrad Ho had used Kinesiology balances to enhance the pupils’ learning efficiency. Kinesiology is the scientific discipline of fostering energy balance within the body using body movements and the feedback mechanism of muscle checking. The balance is a five-step procedure to locate and defuse stress built into the body. The specific techniques used include Educational Kinesiology, Touch for Health Kinesiology, Play Kinesiology and other improvised freeform movements.

As the biologists have put it, the human body functions as a complicated energy system which includes electricity, biochemical energy, heat, electro-magnetic energy, etc. Energy is vibration. When the different energy sub-systems in the body vibrate, physics laws say they



would be able to function in optimal efficiency ONLY when their vibrations synchronize. In the body, the heart is the strongest energy system while the brain is the second strongest. The former becomes the lead vibration for other energy sub-systems to synchronize into, including the brain. The technical term for this phenomenon is “entrainment”. The resulting synchronized state is called “coherence”.

In this program, Conrad Ho used the machine tool “Freeze Framer” to detect whether the entrainment levels in the participating students had improved after the program. This serves as an **objective parameter** to estimate whether the brains of the students have become more efficient. However, it needs to be emphasized that

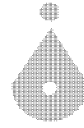
- 1) this is an indirect proxy. It measures directly the heart entrainment level. If it becomes higher, the brain will become more efficient. It does not measure directly the brain’s functioning.
- 2) After a balance, the body needs time to adjust. Depending on how deep the balance is, the adjustment time required varies, from 7 weeks upto several months, though the bulk of the adjustment usually happens in the first week. During the adjustment period, the heart entrainment level will drop. Thus, the measurements of the participating pupils on 30 May 2001 are worst-case scenarios. They may exhibit even more improvement after all adjustments of all the balances have been completed.
- 3) Conrad Ho had told the pupils to blank their minds as much as possible during the 3-minute measurement period. The purpose is to measure the base entrainment level not influenced by any specific thought. The concept is the same as the physiologist measuring the base metabolism rate not affected by any particular physical activity. Should the pupils think of something, the thought(s) may disturb the system so that the entrainment level may drop, rendering the result inaccurate.

A staff member of the school not having joined the program has been checked on his entrainment levels before and after the period. Per his request, his name has not been disclosed. This serves as a control.

Attached as Appendix II are the measured entrainment levels of the participating pupils and the control before and after the personal coaching program. Appendix III are some more explanations around the measurements.

Conrad Ho has also devised a simple questionnaire for the participating pupils to fill in at the end of the program. This is a **subjective parameter** to gauge the results of the program. The duly-filled questionnaires are attached as Appendix IV.

In the following “Findings” section, verbal and written comments from the pupils will also be given as further information for describing their progresses.



The Structure of the Program

Conrad Ho has decided to follow the developmental stages of learning hierarchy to structure this personal coaching program. From fetus to adulthood, the person will go through different stages in their physical as well as intellectual developments. The first three stages, namely primitive reflexes, postural reflexes and motor patterns, concern predominantly with the acquisition of physical skills which will form the physiological basis for further acquisition of intellectual skills. The following three stages, namely perception, language and conception, are on the taking in of information, formulation of ideas into words and making sense of the world. These will form the intellectual basis for further acquisition of intellectual skills. The last stage is higher level functioning, which is what is learning in the laymen's eyes, e.g. reading, writing, speech, social relationships, etc.

Conrad Ho had basically worked with the pupils on their primitive reflexes, though some individuals in some sessions had ventured off into their emotional issues and/or postural reflexes and motor patterns.

No further explanation of the specific contents will be given here. Those are pieces of information private to the pupils.

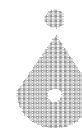
Findings

The Objective Parameter

The objective parameter, as explained earlier on, is the entrainment level. The more time the subject's system functions in the range of high entrainment, the better. The perfect score will be that the system spends 0% of the time during the measurement period in the low range, 0% time in the medium range and 100% time in the high range. For average heart beat per minute, the normal range is 60-70. The more it is above said range, the worse.

In case of the control, there is a minor rise in the entrainment level and also a minor rise in the average heart beat per minute. Overall, it is not clear if the general state has become better or worse. This is expected as the subject has not joined the program.

Of the 6 participating pupils, 4 had clearly made progresses as their average rates of heart beat had slowed down towards or gone within the target range while the entrainment levels had risen. Read the table below for further details.



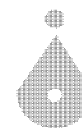
Names	Timing	Entrainment Ratio* (in % of time)			Average Heart Beat per minute
		Low	Medium	High	
Pupil A	Before	92	8	0	81
	After	78	22	0	81
Pupil B	Before	67	28	6	76
	After	39	56	6	70
Pupil C	Before	100	0	0	78
	After	72	28	0	82
Pupil D	Before	100	0	0	100
	After	81	19	0	84
Pupil E	Before	76	24	0	99
	After	100	0	0	81
Pupil F	Before	81	19	0	91
	After	78	22	0	64
Control	Before	68	32	0	72
	After	64	31	5	75

* The entrainment level is expressed as percentages of time during the 3-minute measurement period in which the level is in the low, medium and high ranges. The three figures in total will be equal to 100%.

For the remaining two, Pupil C had a markedly higher entrainment level while the average rate of heart beat had marginally climbed. If we also look at the variability of the rate of heart beat (the top graph on the reports in Appendix II) and the power spectrum graphs, we can see that the rate of heart beat has visibly become more stable (which means progress) while we cannot tell clearly whether the “noises” in Pupil C ‘s energy system have been “silenced” or not. Therefore, overall, it is safe to say that Pupil C has made some progress.

For Pupil E, the measured entrainment level has markedly become worse but the average rate of heart beat has markedly become better. If we also look at the variability of the rate of heart beat and the power spectrum graphs, the situation is similar to that of Pupil C. Therefore, overall, it is also safe to say that Pupil E has made some progress.

Conrad Ho believed that these 2 cases were due to adjustment processes not completed yet at the time of the second observation on 30 May 2001.



The Subjective Parameter

Names	Reading Speed	Compre-hension	Dictation	Arts and Crafts	School Test	Average
Pupil A	+3.00*	+2.00	+1.00	-5.00	+8.00	+1.40
Pupil B	0.00	+2.00	+1.00	0.00	-2.00	+0.20
Pupil C	+5.00	+3.00	+7.00	+6.00	+1.00	+4.40
Pupil D	+7.00	+9.00	+8.00	+6.00	+10.00	+8.00
Pupil E	0.00	+7.00	+8.00	-2.00	+3.00	+3.20
Pupil F	+4.00	+3.00	+6.00	+2.00	+5.00	+4.00
Average	+3.67	+4.17	+5.17	+1.17	+4.17	N.A.

* 0.00 means that nothing has changed. +10.00 means major progress. -10.00 means major regress.

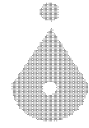
Reading speed and comprehension are related to the pupils' handling of visual data. Dictation is around auditory data processing. Arts and crafts are around kinesthetic data processing. School test is on their emotional well-being in face of challenge.

As can be seen from the above chart, all participating pupils decided that the personal coaching program had, in general, produced some positive value to them. In certain aspects, some individuals felt that they had become worse off, due to unknown reason(s).

Right at the middle of the program, between the 6th and the 7th sessions, there was a school term test. All participating pupils reported that their respective school term test results were better than before. Four of the pupils believed that the personal coaching program had helped while two said they did not know the exact reason(s). There was no test report so Conrad Ho could not verify their verbal reports.

Spillover Effects

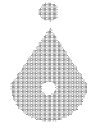
Though the balances were done in the express purpose of enhancing learning efficiency, there are usually some pleasant spillover effects. For example, Pupil A has higher congruence in his emotional set-up. Pupil D has learnt to face and express her emotions more. Pupil C felt neglected by his parents and had set action plans to attract attention. Pupil F felt more confident in himself and talked at a louder voice. Please refer to the relevant drawings in Appendix V for concrete information. Pupil B reported that he could run faster. His teacher reported that he could eventually stand still and straight during face-to-face interactions. Pupil E could better enjoy staying home alone and not feeling afraid.



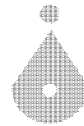
Conclusion

We are glad to learn that the personal coaching program has, in fact, helped the participating pupils of your school to learn more efficiently. It is our sincere wish that other pupils in your school as well as other schools will be benefited from similar programs, too. Should your school be interested in expanding this pilot program into a regular program, please do not hesitate to contact our Mr. Conrad Ho or Ms. Amy Choi.

- END -

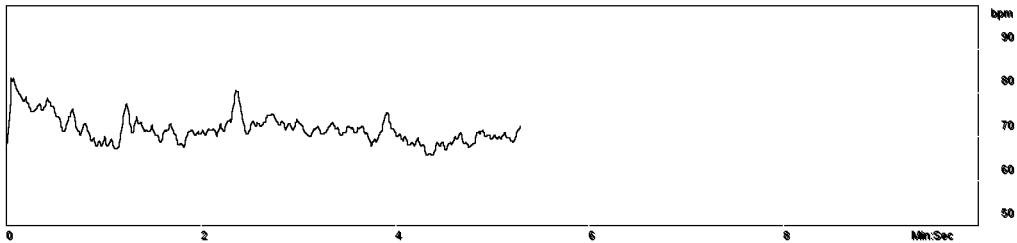


Appendix I

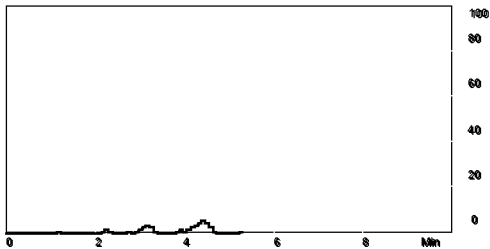


Appendix II

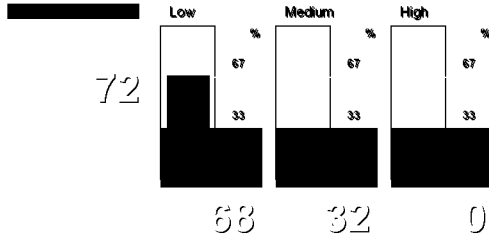
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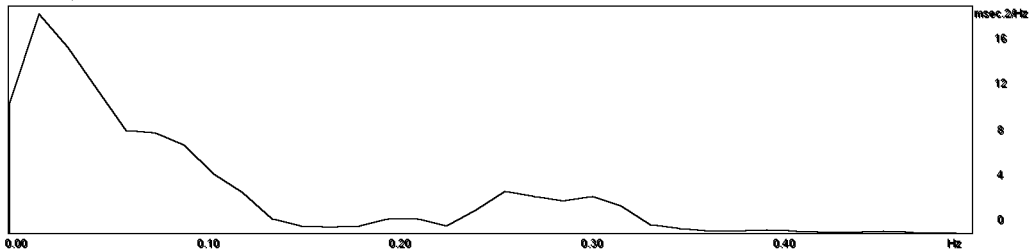
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Entrainment Ratio



Power Spectrum

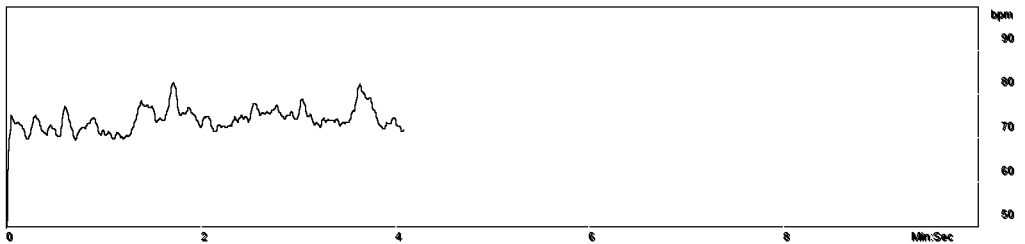


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Session Date : 05/30/01

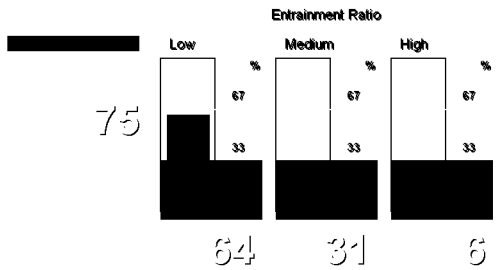
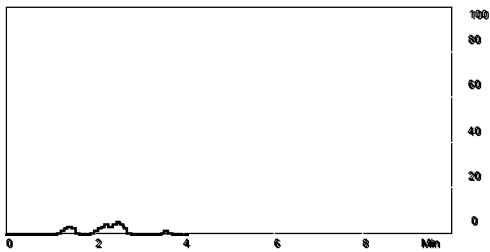
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Gender: Male
Time : 10:30 AM

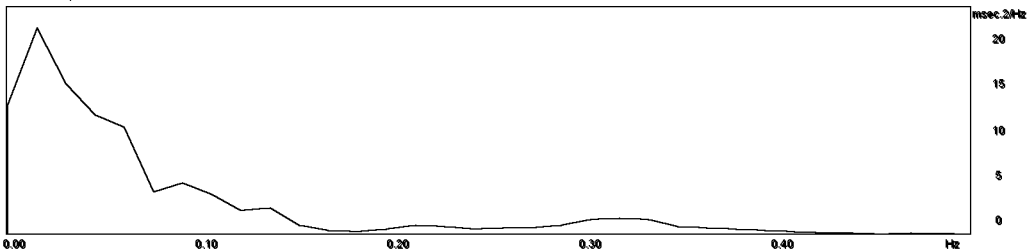
Heart Rate



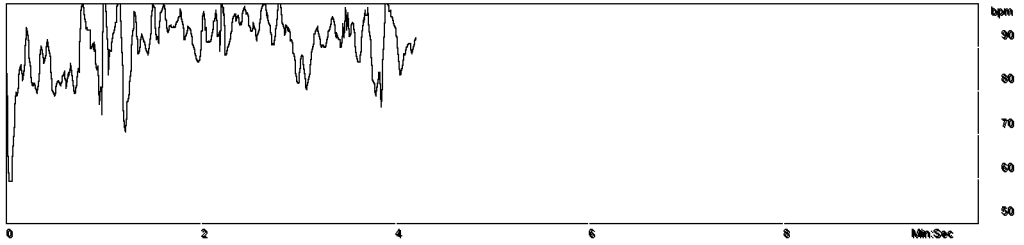
Accumulated Entrainment Score



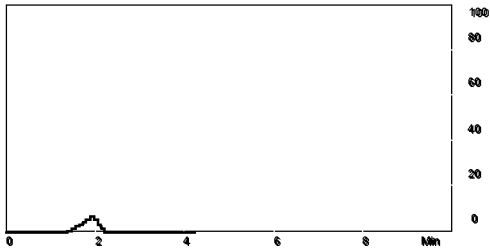
Power Spectrum



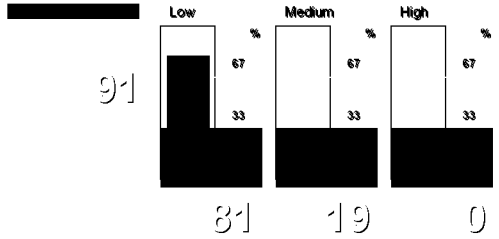
Heart Rate



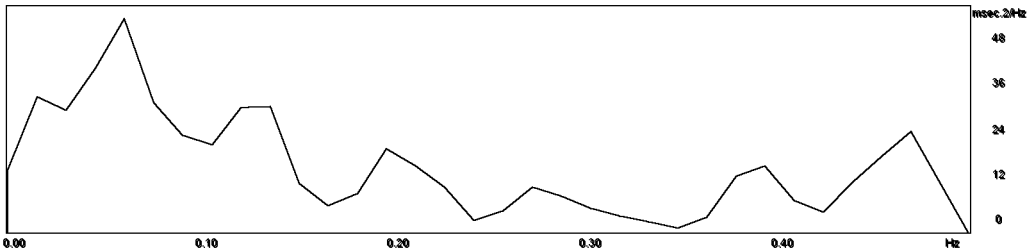
Accumulated Entrainment Score



Entrainment Ratio



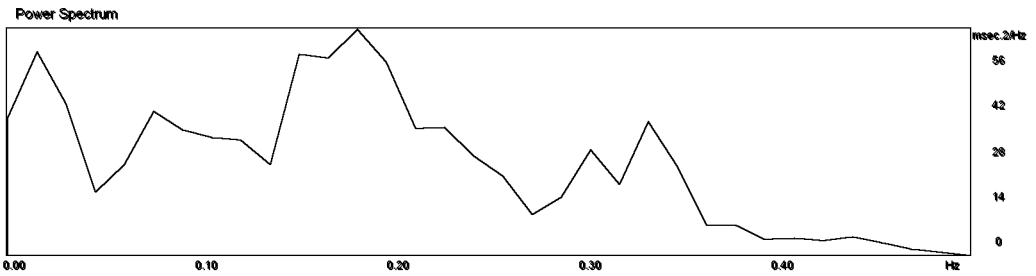
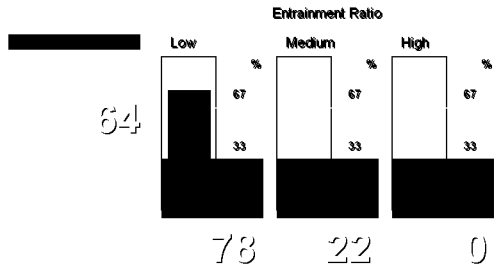
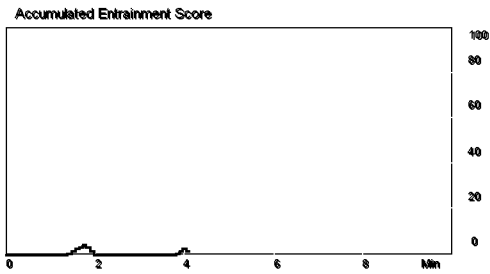
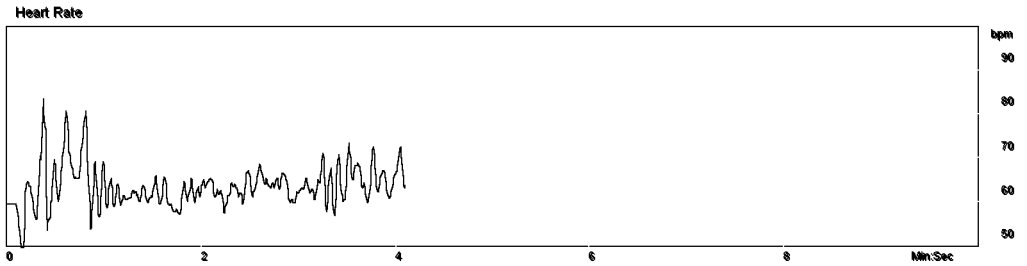
Power Spectrum



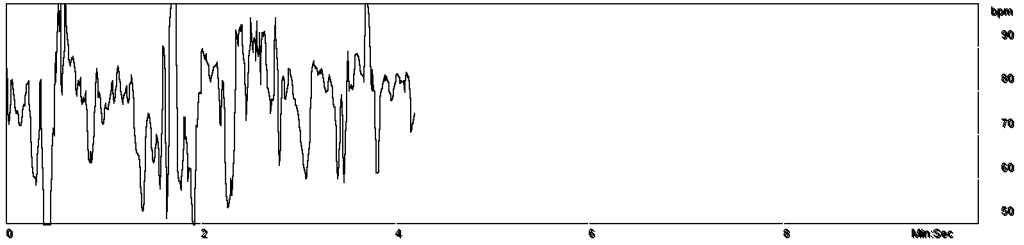
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Session Date : 05/30/01

Age: 12

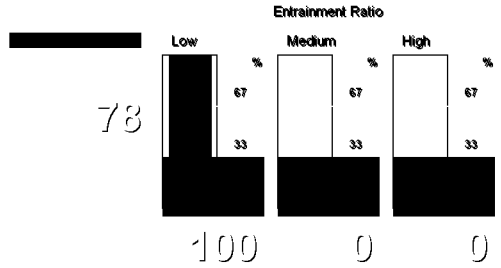
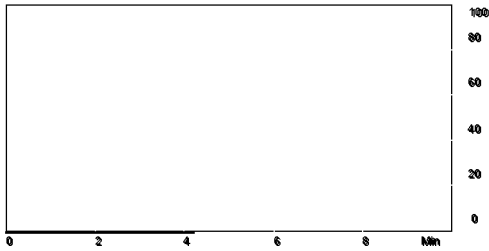
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Time : 05:35 PM



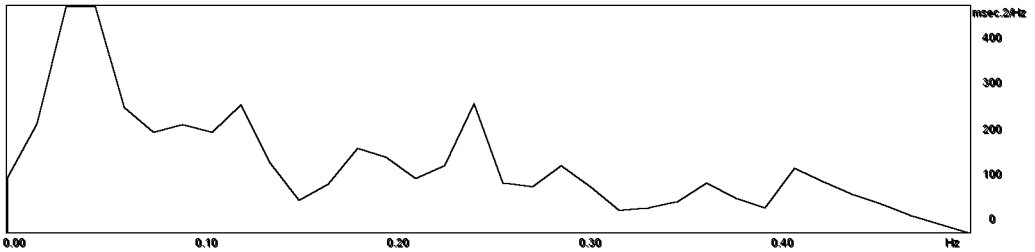
Heart Rate



Accumulated Entrainment Score



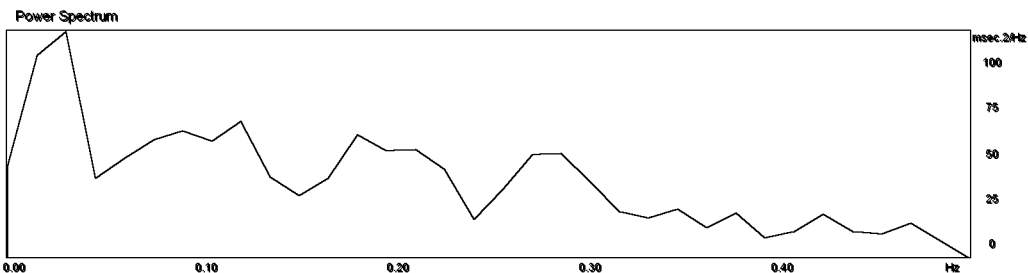
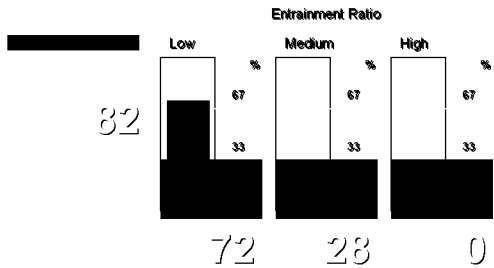
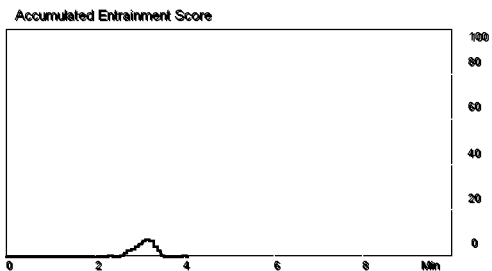
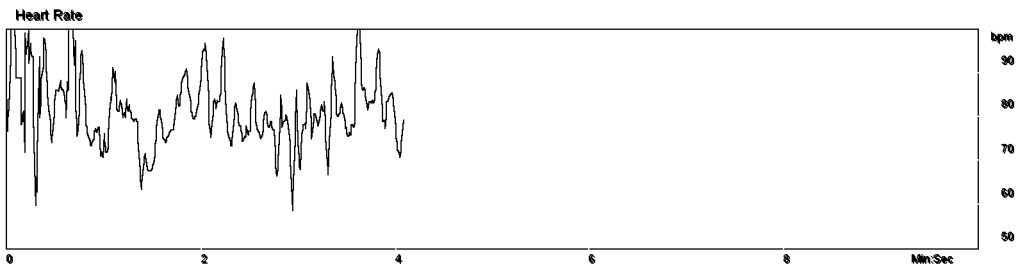
Power Spectrum



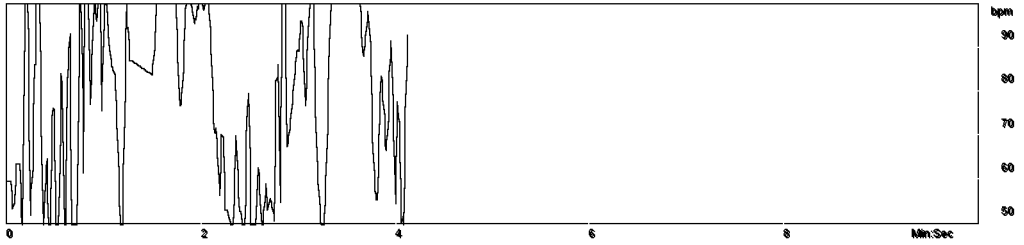
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Session Date : 05/30/01

Age: 12

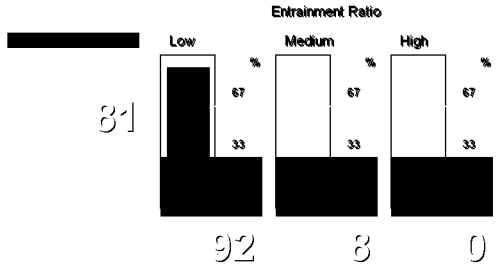
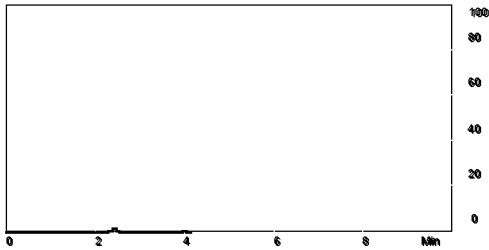
Gender: Male
Time : 12:13 PM



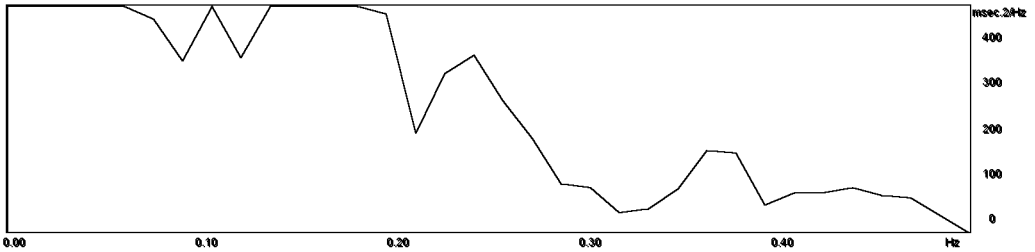
Heart Rate



Accumulated Entrainment Score



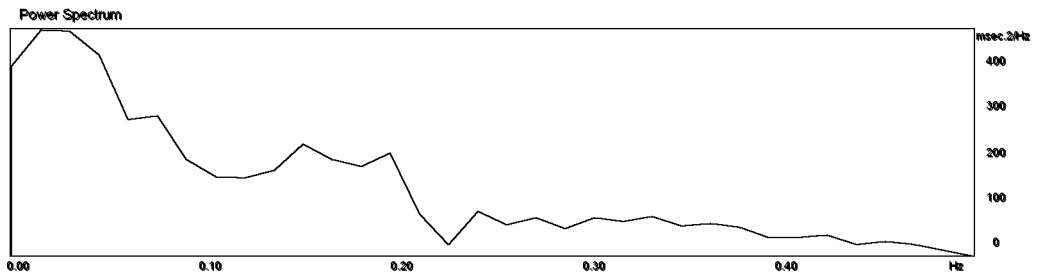
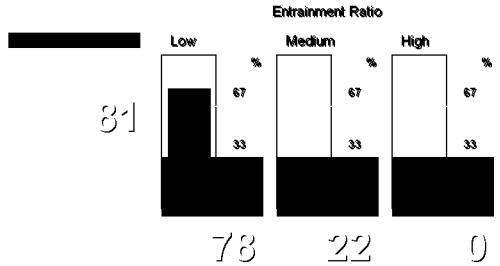
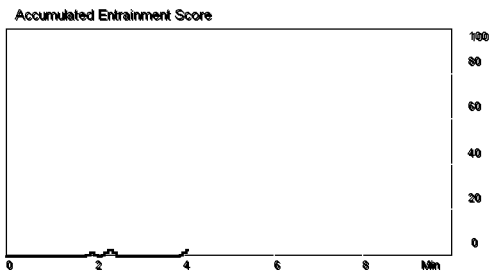
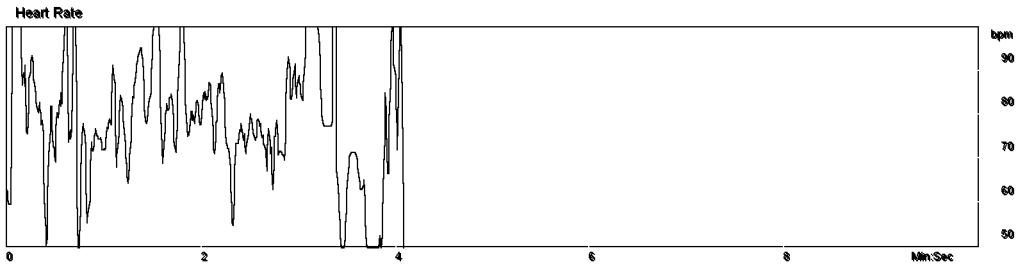
Power Spectrum



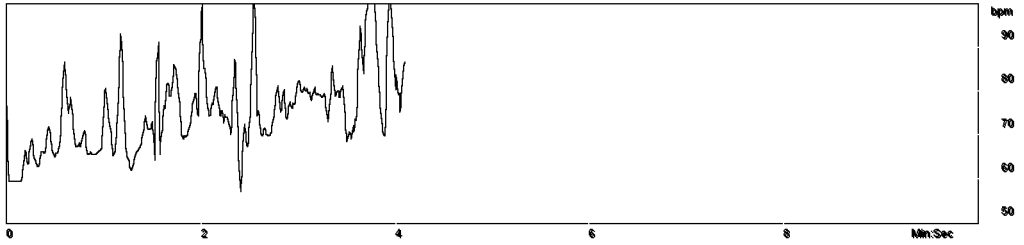
Name : Pupil A
Session Date : 05/30/01

Age: 9

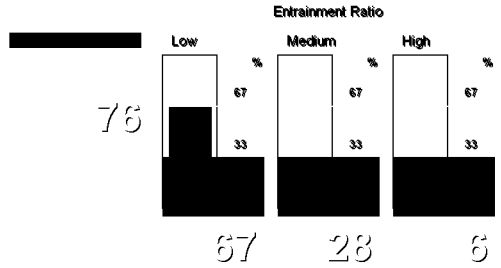
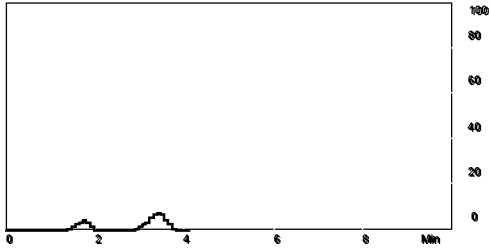
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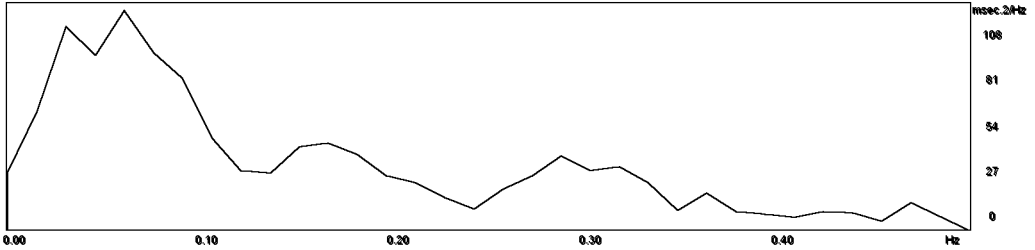
Heart Rate



Accumulated Entrainment Score



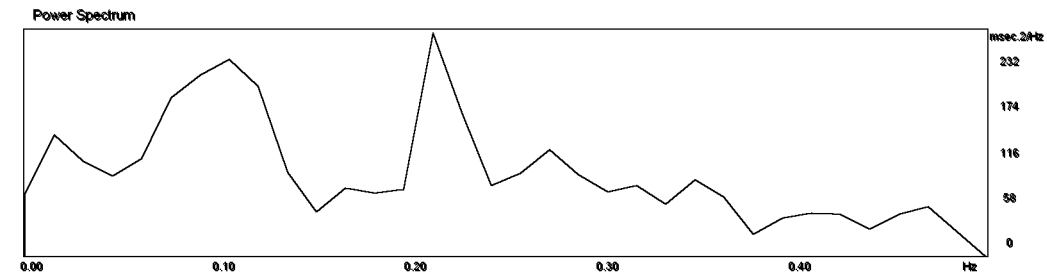
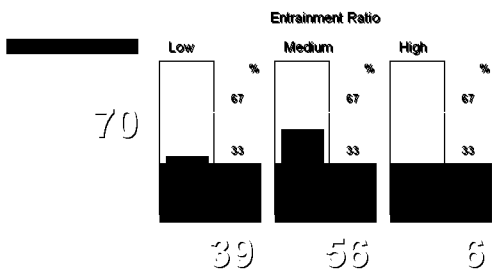
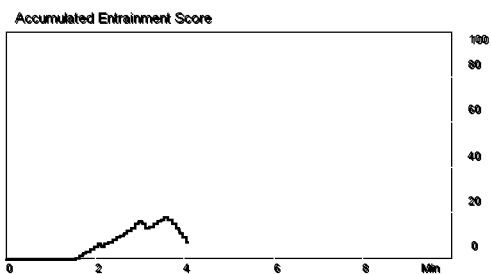
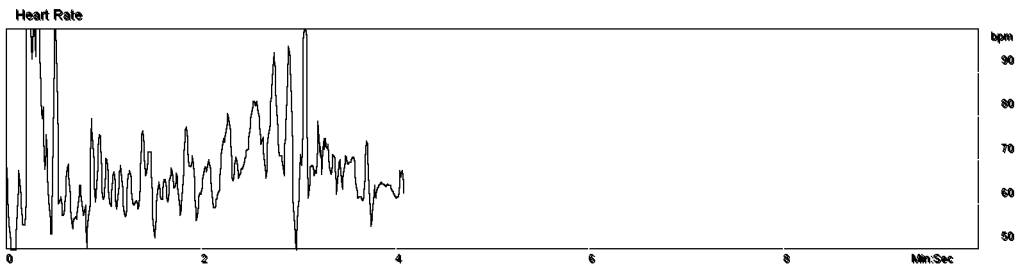
Power Spectrum



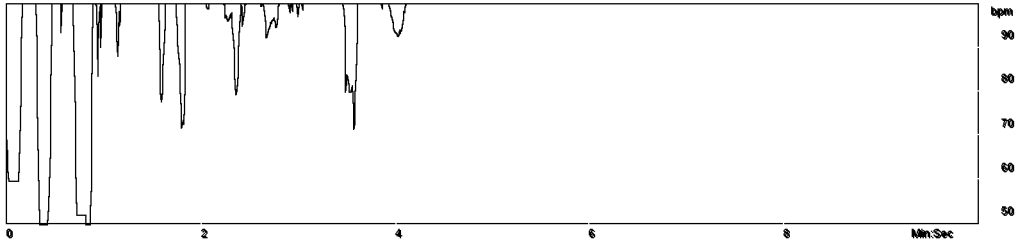
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Session Date : 05/30/01

Age: 11

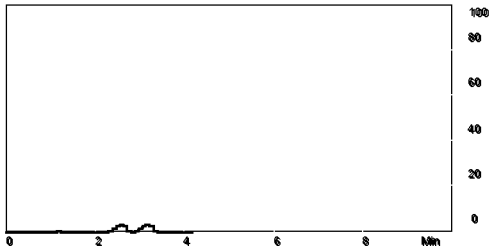
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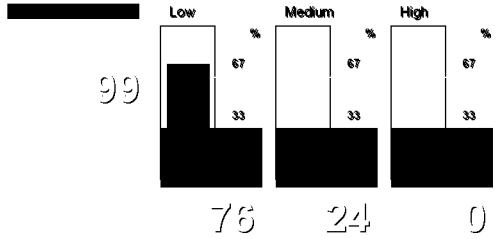
Heart Rate



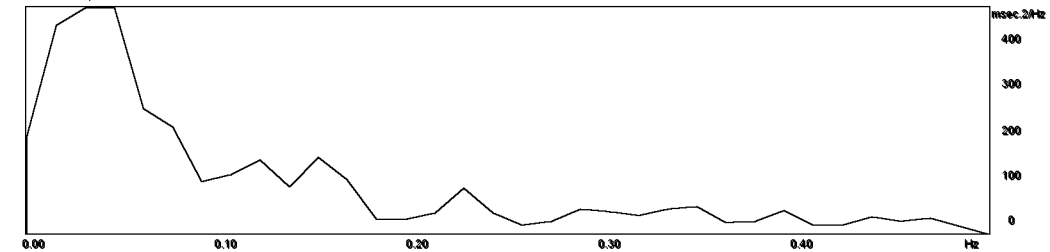
Accumulated Entrainment Score



Entrainment Ratio



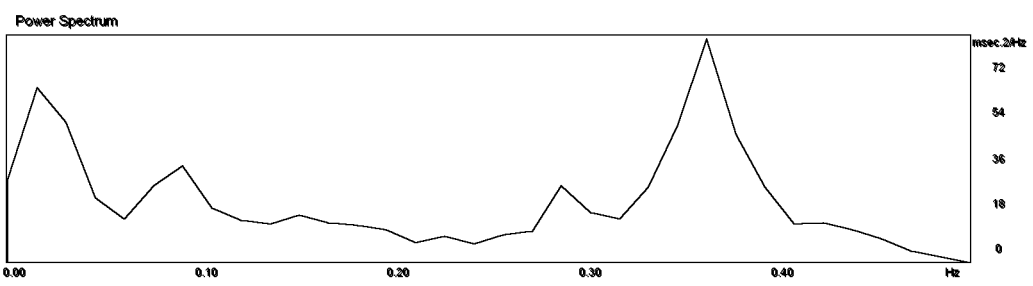
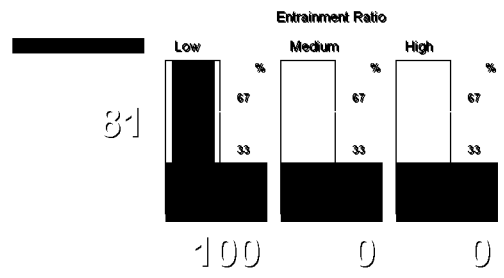
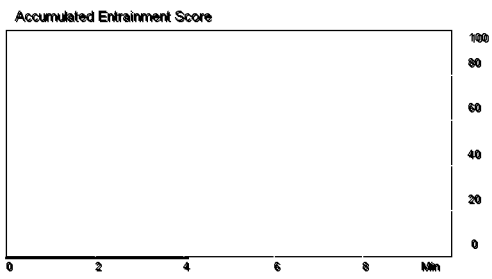
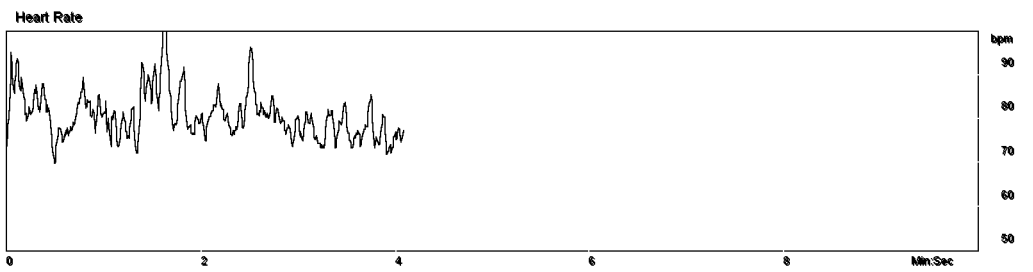
Power Spectrum



Name : Pupil E
Session Date : 05/30/01

Age: 10

Gender: Male
Time : 03:41 PM

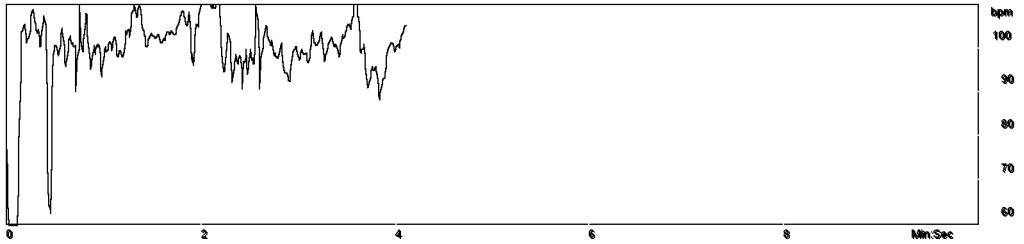


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Session Date: 03/14/01

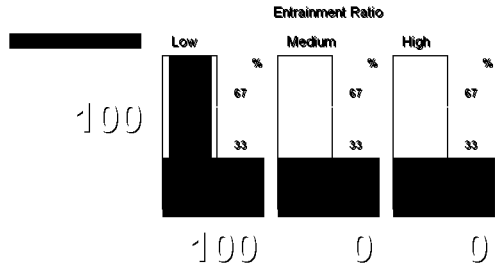
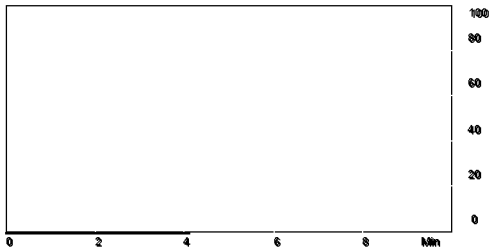
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Gender: Female
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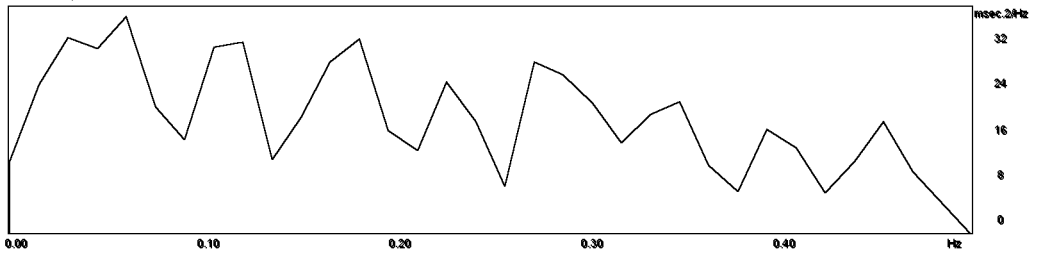
Heart Rate



Accumulated Entrainment Score



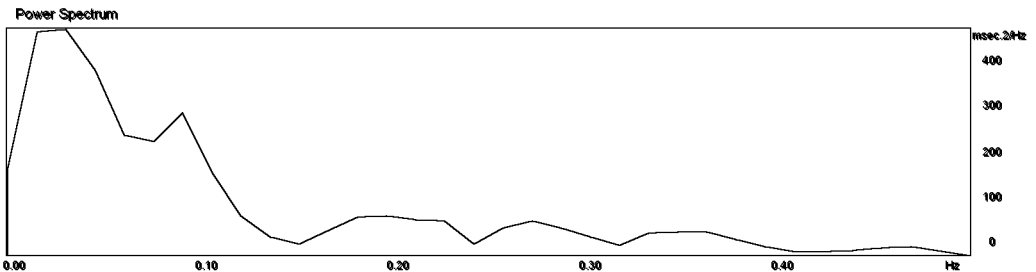
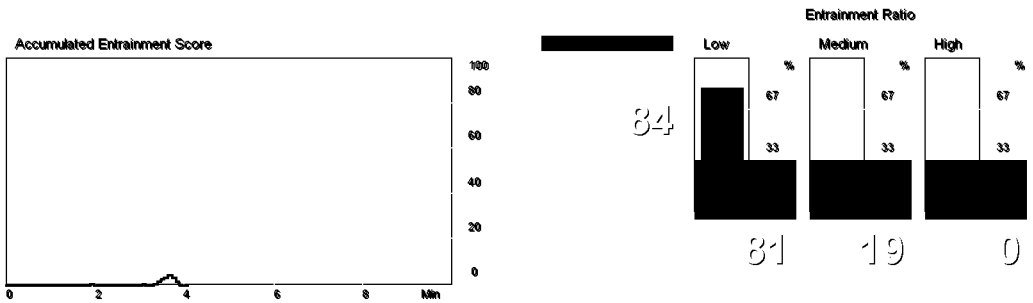
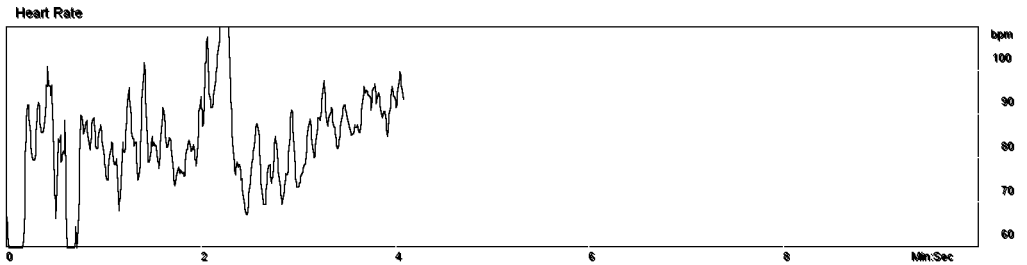
Power Spectrum

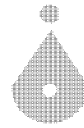


Name : Pupil C
Session Date : 05/30/01

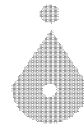
Age : 9

Gender : Female
Time : 02:23 PM





Appendix III



Appendix IV

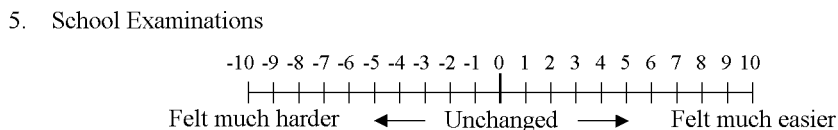
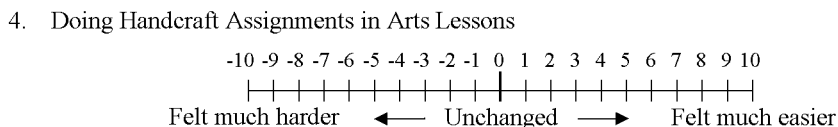
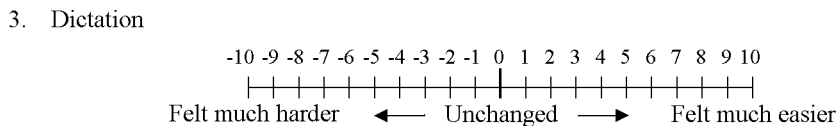
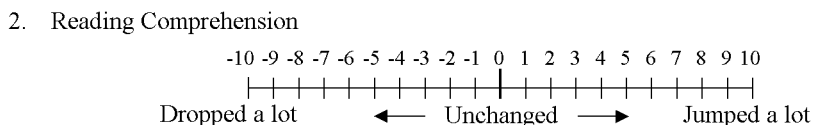
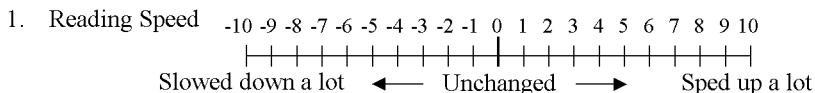


“Whole-Person Learning” – Personal Coaching Program

Subjective Evaluations by Participants

Name : _____

Before and after the coaching program, what are the changes that you have felt?
(Please circle the appropriate figure in the scales.)



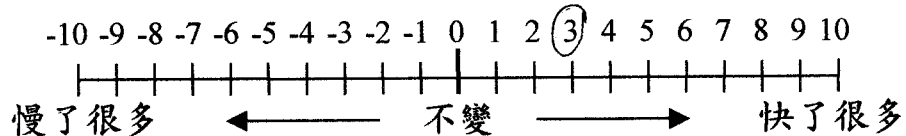
「全人學習」- 健腦操個人指導計畫

參加者的主觀評估

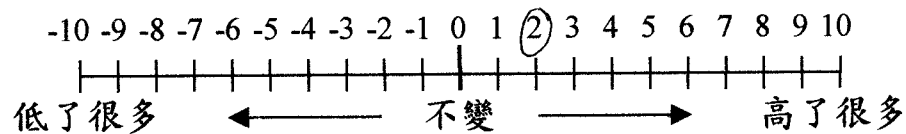
姓名：_____ A _____

請問你在計畫前後，在下列的方面自覺有否改變？(請圈在適當水平上。)

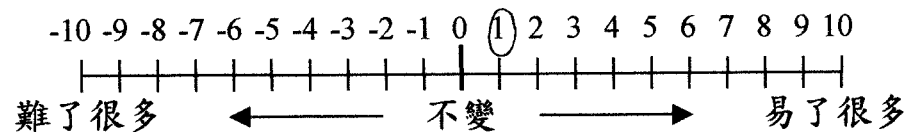
1. 閱讀速度



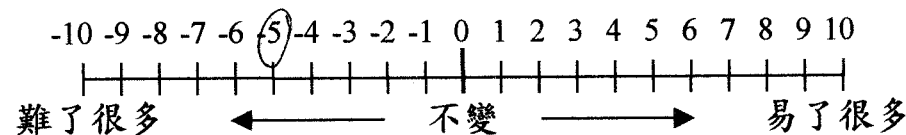
2. 閱讀後的理解程度



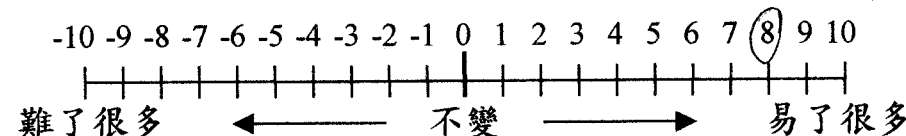
3. 默書



4. 勞作



5. 學校測驗

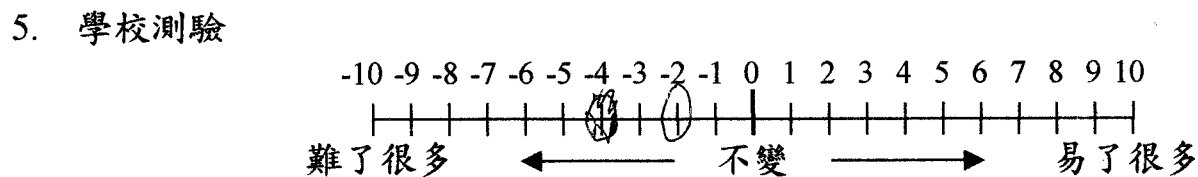
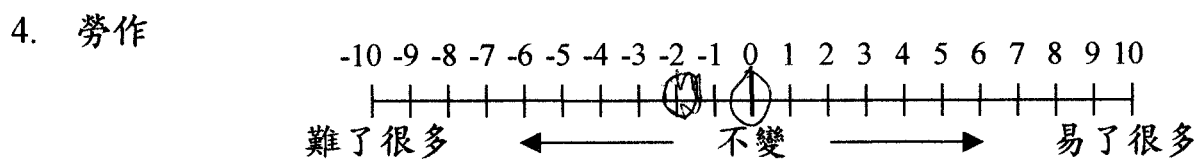
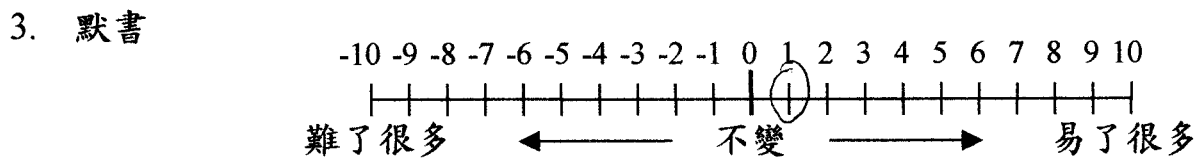
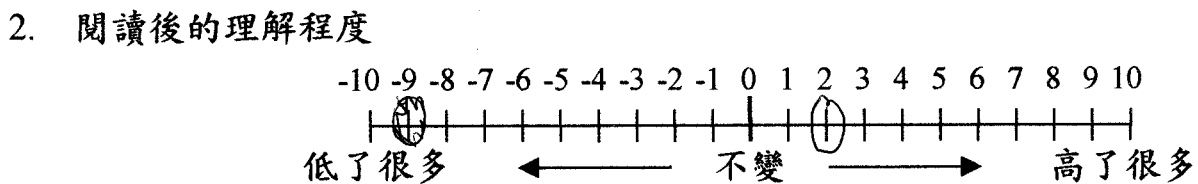
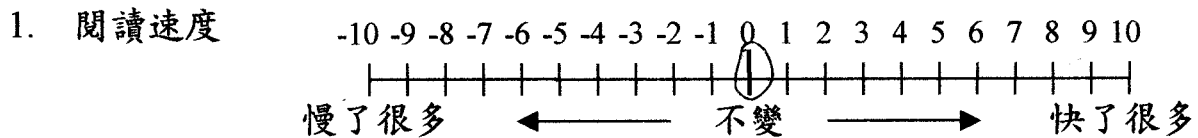


「全人學習」- 健腦操個人指導計畫

參加者的主觀評估

姓名： B

請問你在計畫前後，在下列的方面自覺有否改變？(請圈在適當水平上。)



「全人學習」- 健腦操個人指導計畫

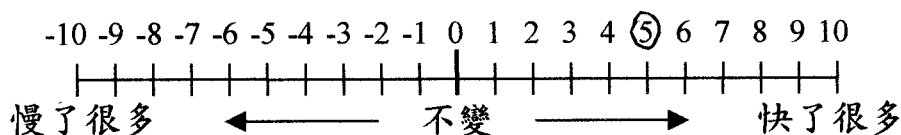
參加者的主觀評估

C

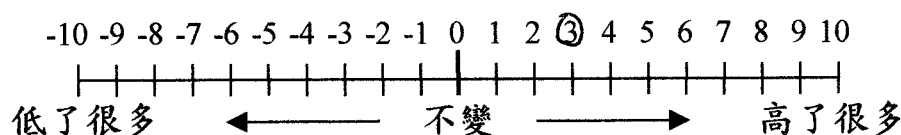
姓名：_____

請問你在計畫前後，在下列的方面自覺有否改變？(請圈在適當水平上。)

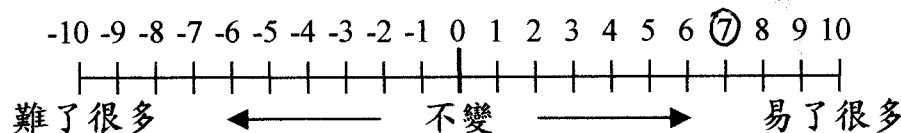
1. 閱讀速度



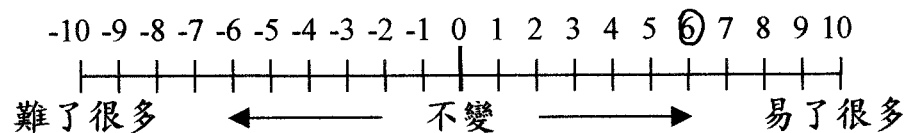
2. 閱讀後的理解程度



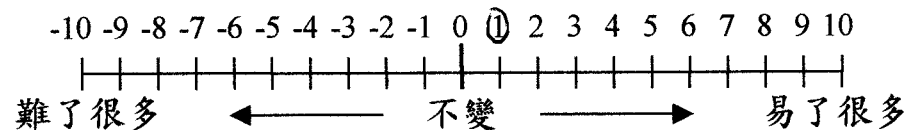
3. 默書



4. 勞作



5. 學校測驗



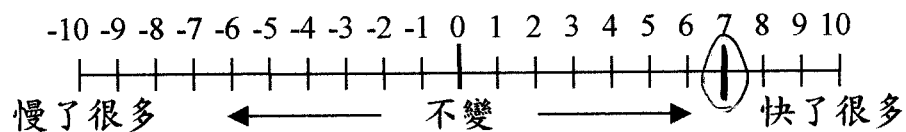
「全人學習」- 健腦操個人指導計畫

參加者的主觀評估

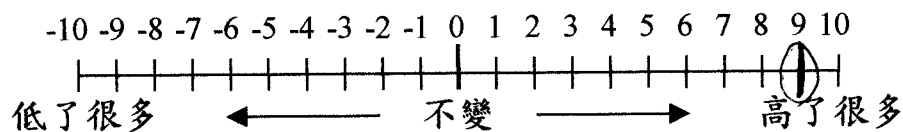
姓名：_____ D _____

請問你在計畫前後，在下列的方面自覺有否改變？(請圈在適當水平上。)

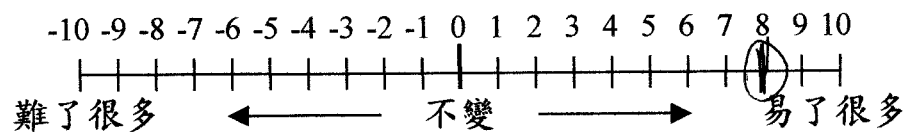
1. 閱讀速度



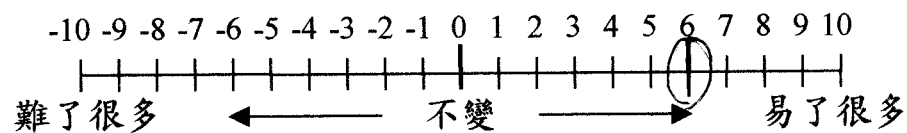
2. 閱讀後的理解程度



3. 默書



4. 勞作



5. 學校測驗



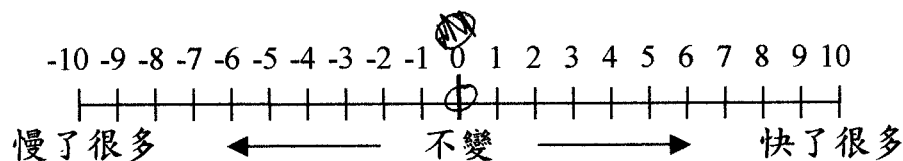
「全人學習」- 健腦操個人指導計畫

參加者的主觀評估

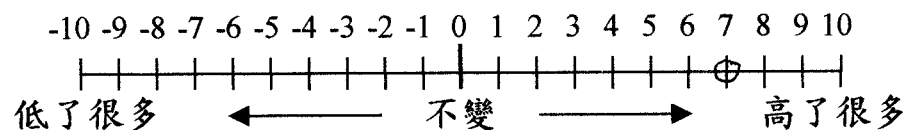
姓名：_____ E _____

請問你在計畫前後，在下列的方面自覺有否改變？(請圈在適當水平上。)

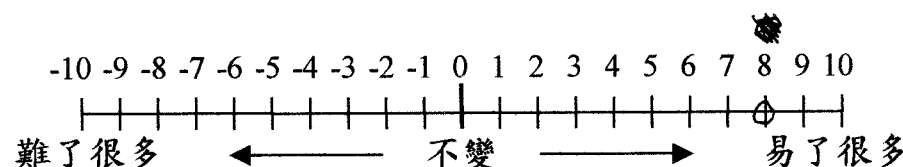
1. 閱讀速度



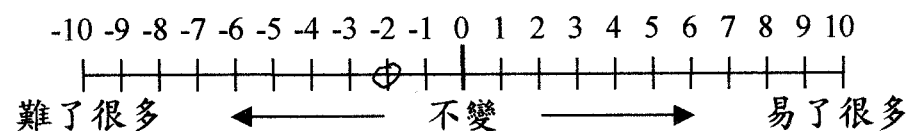
2. 閱讀後的理解程度



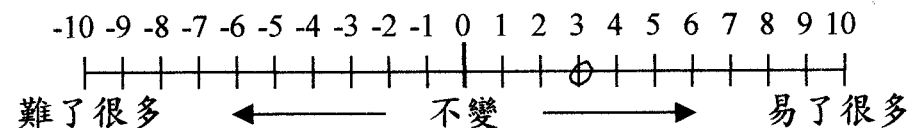
3. 默書



4. 勞作



5. 學校測驗



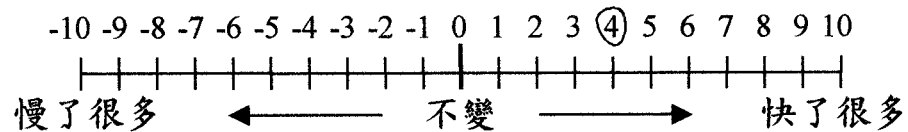
「全人學習」- 健腦操個人指導計畫

參加者的主觀評估

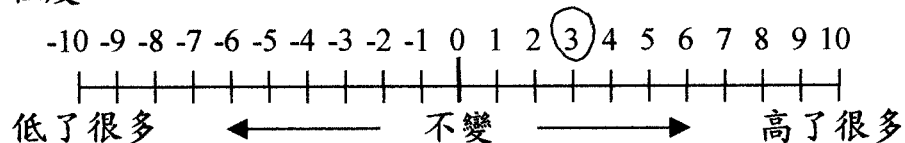
姓名：_____ F _____

請問你在計畫前後，在下列的方面自覺有否改變？(請圈在適當水平上。)

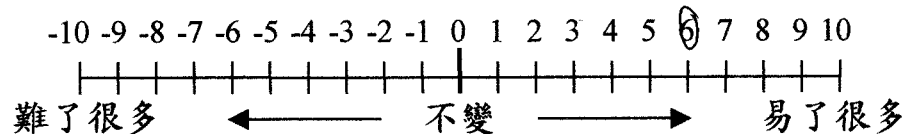
1. 閱讀速度



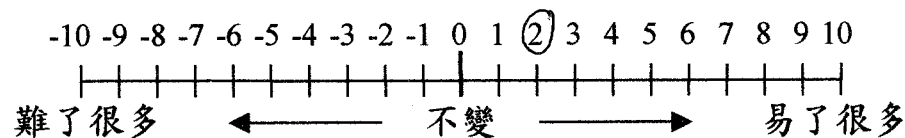
2. 閱讀後的理解程度



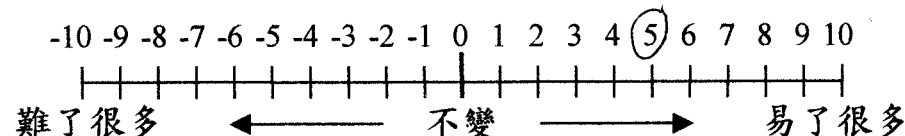
3. 默書

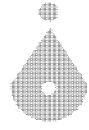


4. 勞作



5. 學校測驗





Appendix V

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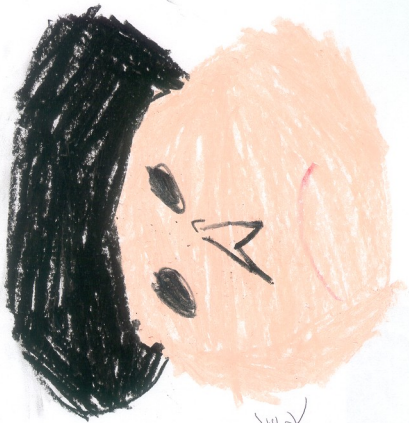
23/5/2001

成功时的笑脸

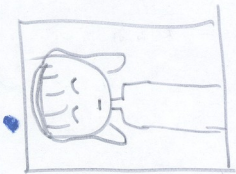


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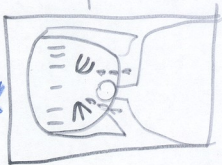
7/3/2001

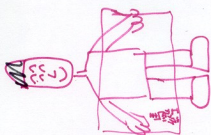
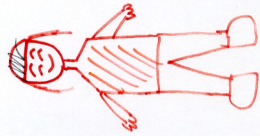
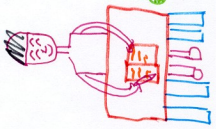
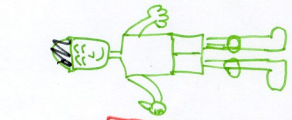


的大膽呀樣



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14/1/2001

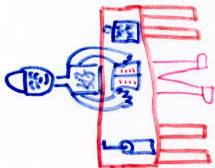
答嗎理就·我理爸媽

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1. can / 1. in

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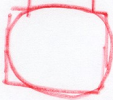
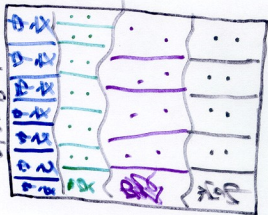
本練習



多讀書
少玩耍

好！

課外書

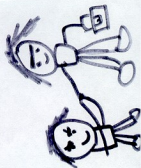
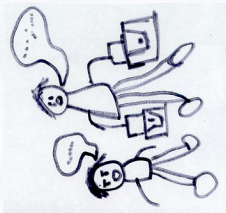


六一節



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30/5/20



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