

Case Study Report on the Use of Brain Gym® in Counseling for Students in a Secondary School

By Ms. Yang Jingping, School Counsellor, No. 5 Middle School, Nanjing, China

121 Tianfei Alley, Baixia District, Nanjing, Jiangsu, China. Postal Code: 210005

Original Chinese article written on March 8th, 2008

【Background】 I have been doing counseling in secondary schools for 14 years, and have been trained in counseling and psychology consultation. I have also learned Neuro-linguistic Programming, Family Reconstruction Therapy, Satir Model of Counseling, Brief Therapy, Touch for Health and Brain Gym®. Since I learned Brain Gym® in 2006, I have been putting it into practice in my work and daily life. I have achieved positive effects and have benefited from it. Therefore, I would like to report on my positive results.

To sum up the practice of Brain Gym® for the past year, I have discovered six ways to enhance the effects and to make it more effective for me.

I. Be a balanced, healthy and coherent facilitator from inside out.

The more balanced the facilitator is, the more motivated and effective the balance would be, and the more motivated the client would feel. Besides the balances I did in the Brain Gym® Basic workshop in 2006 with the help of my Instructors and classmates, I did another five balances by myself in the summer in 2007 to consolidate what I have learned, and also to help balance myself for my past traumas. By the end of these balances, I felt like I was a new person. I had learnt to let go of many rules and regulations that I had been imposing on myself and others. This conscious self-balancing helped me grow rapidly, and my world has turned more relaxed, wonderful and beautiful. I became so attractive, coordinated, lively and charming in my appearance that all my colleagues were really surprised to my changes. At the same time, my confidence, wisdom and kindness attracted more people who would be willing to work with me in their balances. Accordingly, if facilitators would like to use Brain Gym® to balance others, it is important that they experience the benefits of Brain Gym® first. Then, they will be able to introduce Brain Gym® naturally in their words and actions, and others will become more attracted to use it.

II. Construct a model of life energy equilibrium, and form your own ideas of a consultation.

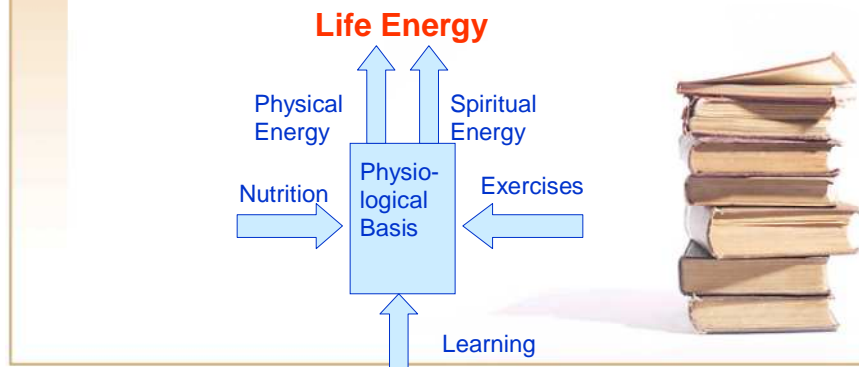
In my point of view, if children get enough nutrition, exercises and learning, their physiology will form a basis to manifest both physical and mental/spiritual energy.

Nutrition includes two parts: one is biochemical food that the body needs; the other is all the positive effects from the physical environment. Exercises also include two parts: one is exercises for the body, while the other is exercises for the mind and spirit, such as, having the courage to speak boldly and bravely in class. Learning activities mean the generalized concept of learning, which means not only learning in class but in daily life. Physical energy refers to the level of physical vibrancy of the individual, while mental/spiritual energy refers to spiritual and mental health of the individual. Through the above three activities, physical energy and mental/spiritual energy will be absorbed from the environment. The combination of these two energies forms great life energy, which helps people go through the whole life, from childhood to teenage, to youth and to old age.

Only a balanced combination of these two energies, reinforced continuously, can form the blooming life energy of children. Then their life energy will be vibrant and continuous. On the contrary, a child who is trapped in certain situations must be lack of one kind of energy, maybe it was physical or spiritual energy, or maybe it was an unbalanced distribution of these energies. This will inhibit the healthy growth of children. The task of the facilitator is to help smoothen, clear and balance such blockages of energies. In my balances with children, I will take the harmony of various aspects of their lives into consideration. This helps me be quick and sensitive to the children when I talked about their balance goals. At the same time, their goals will have a better focus and pertinence, so it is easier to see the effects of the consultation.

The basis of psychological consultation

❖ The balance and maintenance of a child's energy system



III. Changing goals to beliefs will have satisfying effects.

In the Brain Gym® Basic workshop, I began to realize the great value of the goals in a balance. Thereby, learning to set goals has become my major focus. In Brain Gym®, “Positive, Active, Clear, and Energetic” are the four guiding principles of goal-setting. The failure in any counseling session is often linked to the fact that we have set a goal that is in the low gear state of negative, passive, unclear and un-energizing. It’s necessary to adjust the goals to the high gear, which will make them more motivated to solve the issues.

In practice, I will categorize the students’ goals into two types – hard goals and soft goals. Examples of hard goals are: to be the top student in class, to enter into the universities. Examples of soft goals are: to be stable and calm, to behave myself freely and to be attractive naturally. Only the soft goals accord with the principals of energy balance. The hard ones only ask us to achieve the final results irrespective of the prices we need to pay for it. This goal may be conflicting with the subconscious of the person being balanced, and therefore may not be accepted by the whole person. If we balance with hard goals set by children, the effects will be very limited. Instead, we need to go beyond the limitation, to accept ourselves on a higher level in life. We may even need to accept our own failures, or temporarily drop behind others, and in fact to accept all possibilities. When one feels relaxed, the results and outcomes of the balance will be better. This is because soft goals take care of the benefits of the whole person. The conscious and unconscious mind will work together towards the effects of such goals.

In a recent practice, I found that the simpler and more abstract the expression of soft goals, the more motivating they will be. For example, a Senior Three student felt stressed when facing entry exams to universities. This had a negative impact on his exam performances. I asked him: “Under what situation would you do your best?” He told me that when he felt calm, he could. Then he set his goal as “I am calm.” This short phrase was just like a direction or affirmation for him that appeared in the mind repetitively and finally became a belief. Whenever he felt tense, this phrase appeared like an amulet to calm him down.

Nowadays, most of the goals that my students use are: **I am stable; I am calm; I am relaxed; I perform; I am free; I am comfortable; etc.** They are abstract goals. Because they are abstract, they can communicate with the subconscious of the participants, and their subconscious is clear about what they want. Because they are abstract, they are more embracing, and in a way more accurate.

To set a good goal would imply that you have finished half a Brain Gym® balance. In some cases, participants would have noticed the changes even without doing the learning menu (the movements). On the contrary, if you do not have a good goal, even you do lots of movements, probably there won’t be much noticeable effects. People are always motivated by themselves, especially by their own beliefs.

IV. Teach Brain Gym® according to the openness of participants.

If the participants are open and willing to accept new things, I will show them how to do the Brain Gym® movements; but if they are conservative, I will remind them to drink more water and do more exercise in their daily life, such as, walking while swaying their arms, playing badminton, practicing Taekwondo or martial arts, even having body massages and foot massages. Using movements that are commonly practiced by people will be easier for them to accept. Actually, I am using the principal of “movement is the door to learning” in Brain Gym®, but it requires skilled facilitators to communicate to people who do not understand it. Using what they can understand to communicate with them will have the greatest effects.

V. Using successful cases to attract students to use it

Brain Gym® is new for my students. They may feel attracted, and also puzzled. I will share my successful cases with the new participants, so they are glad to use it, and of course they will see and notice the benefits. That is why it usually takes one to three sessions for each case to see observable effects.

VI. Procedure of using Brain Gym® in my consultation

Now, my procedure includes four steps:

First step: collecting information

Collecting information of the participants by listening, small objects, watching the slides “Not Difficult”, drawing and so on to get an idea of the case history, including their growth history, social relationship, and significant events in life.

Second step: setting goals

Under the principles of energy equilibrium, analyze the above information, clarify the direction, and encourage participants to express their own goals using positive language. The facilitator will respect the wordings of the participants, and suggest changes to the original wordings until it is clear and to the point, while respecting the intentions of the participants. Finally, set the goals.

Third step: find the measures

After setting the goals, the facilitator and the participant will solve the challenge together, by cognitive understanding or by behavior suggestions. For deeper issues, suggest the participants to do the movements of Brain Gym® and change their goals into beliefs. Brain Gym® is a precise tool in my tool box, and I only use it when dealing with more complicated cases.

Fourth step: homework (or homeplay)

If I use Brain Gym®, my homework includes: PACE, saying the goal, learning menu, and regular revisit.

The concept of goal setting and homeplay in Brain Gym® forms my consultation structure. The former one helps me set useful goals quickly and find the key to solving the problem; the latter helps to change the results of the verbal discussion into beliefs, and to finding the carrier for implementing and realizing the goals. In my practice, I am becoming more and more conscious that through the cooperation of the body, participants will achieve their goals with the conscious and subconscious minds communicating with each other, instead of conflicting with each other. This will guarantee that the effects of consultation to be more long lasting.

VII. The bright future of Brain Gym® in secondary schools

The effects of using the concepts and skills of Brain Gym® to solve most problems of students are instant. It can even improve exam scores, which parents, teachers and headmasters care most. Last year, I did a research on “How Brain Gym® Improves the Lives of Six Senior one Students”. After half a year’s practice, four of them have greatly improved their scores (one jumped from the 400th to the 200th in the whole form; one from the 300th to the 200th; one, not very good at math, to the 6th in his class in math; one, who is an average student, to the 6th in his class; and all have achieved better mental-emotional state. The results of the research can be found in the passage: The research of “How Brain Gym® Improves the Lives of Six Senior one Students”) Last year, just one month before the entry exams to the universities, I did consultation for 12 students, and all the students got better marks in their final exams. Among them, two were distinctly successful (See the ones in bold below).

(Time : May 3rd 2007 — June 7th 2007)

No.	Scores of three model exams	Final scores	Reason for consultation
1	452, 476, 463	487	Unstable attitude
2	445, 480, 517	503	Relationship with girls/boys
3	465, 467, 508	523	Stressful before the exams
4	502, 525, 512	526	Stressful before the exams; how to get on with boyfriends
5	459, 486, 502	526	Conflict between classmates; lack of confidence in exams
6	461, 491, 511	530	Relationship with families; want to quit the exams
7	454, 535, 490	540	Stressful
8	486, 514, 462	545	Emotion is very unstable; relationship with the girl in front of her getting worse
9	564, 547, 531	557	Stressful before the exams
10	521, 535, 529	566	Feel confused when getting close to the exams.
11	520, 508, 583;	570	Cannot concentrate in class; feel sleepy at 11pm
12	590, 626, 618	636	Other students' performance affects his attention in class

Therefore, Brain Gym® is a good tool for student counselors or class teachers, and it should be spread in China. Our actions will benefit thousands of students who are suffering in their learning. I am willing to be one of the pioneers in promoting this subject.

** End **

- Chinese original article can be downloaded at:
http://www.brainbodycentre.com/member/14763/diy/article0804_chiT.pdf (traditional Chinese character), or http://www.brainbodycentre.com/member/14763/diy/article0804_chiS.pdf (simplified Chinese character)
- English article can be downloaded at:
http://www.brainbodycentre.com/member/14763/diy/article0804_eng.pdf