

TESTIMONIALS

What others have said after completing this workshop:

"Claire Hocking's Reflex course has added an important dimension to my knowledge, teaching and clinical work. It provides an intrinsic base of understanding about the early stages of our development and how crucial the Brain Gym movements - not just the balances are. My clients, especially the children, are benefiting from this course - it gives a platform for them to feel even more part of the process, without blame, and they eagerly look forward to the next stage of their evolution! I have also never been more busy! Personally, and probably why I have embraced this, I have seen an important stability develop within myself, both in my balance, my vision and my whole self. I commend Claire on this work and urge others to experience it."

GAY LANDETA, QUEENSLAND, AUSTRALIA
BRAIN GYM INSTRUCTOR

"The reflex balances developed by Claire Hocking remain an integral tool in our practise here at Kinesiology Dubai. The balances are simple, quick and amazingly effective and are beautifully combined with Brain Gym(r) and Touch For Health Kinesiology. The material is presented in such a clear way that it is easily understood by both parents and teachers. This material has helped us to help hundreds of people in the Middle East."

ANNA MITCHELL, KINESIOLOGY DUBAI,
BG AND TFH INSTRUCTOR.



Claire Hocking is one of Australia's leading Educational Kinesiology Practitioners and the Director of the Whole Brain Kinesiology Centres, where she consults privately with all age groups. With over twenty years experience as a primary and secondary teacher, Claire has successfully used Brain Gym in schools both as a grade, music and integration teacher. Claire also regularly uses Educational Kinesiology in schools, aged care facilities and health centres.

Claire specialises in researching the link between retained early uterine and primitive reflexes and learning, behaviour, and wellbeing concerns and difficulties, and has taught her retained reflexes kinesiology workshops for over 20 years.

Claire regularly presents Brain Gym and Kinesiology programs and workshops both nationally and internationally.

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RETAINED PRIMITIVE REFLEXES AND THEIR EFFECT ON LEARNING, BEHAVIOUR AND WELLBEING

Kinesiology Workshop

Basic Level
24 Hour Workshop



Presented by
CLAIRE HOCKING
Educational Kinesiologist
& Brain Gym Consultant
Australia

RETAINED PRIMITIVE REFLEXES AND THEIR EFFECT ON LEARNING, BEHAVIOUR AND WELLBEING

The retention of early uterine and primitive baby reflexes are **the** underlying cause of many learning, behavioural and wellbeing difficulties and concerns in childhood and adulthood.

Babies should be born with active primitive reflexes. They are a normal part of prenatal and infant development and have definite purposes and should appear and disappear (integrate) in an expected order during normal infant development.

The early uterine reflexes precede development of the primitive reflexes. They start becoming active as early as 5 weeks after conception. They should have fully completed their role in development by about seven to nine weeks after conception, to allow the primitive reflexes to correctly emerge in utero and begin doing their job.

These early uterine and primitive reflexes form the foundation of the basic neural pathways in the brain that establish and develop the next stage of development and learning.

When these developmental baby reflexes do not integrate and inhibit as expected, and remain active in a person's system, they are the underlying causes of many learning, behavioural and wellbeing problems such as hyperactivity, dyslexia, Autism Spectrum Disorders and Asperger's syndrome, global developmental delay, sensory dysfunctions, ADD/ADHD, mental health concerns, disruptive behaviour, speech difficulties, bedwetting, and poor memory, concentration, coordination and posture.

THE FOLLOWING REFLEXES ARE ADDRESSED:

Fear Paralysis Reflex - will cause the child to feel overwhelmed and / or fearful and may result in depression, excessive shyness or Elective Mutism. This reflex is implicated in mental health imbalances and disorders, Alzheimer's and dementia and Autism Spectrum Disorders

Moro Reflex - can have a major effect on wellbeing, behaviour, emotions and stress levels.

Tonic Labyrinthine Reflex - has a major effect on learning and coordination.

Palmar Reflex - affects children's handwriting abilities and pencil grip

Infant Plantar Reflex - can affect smooth running and walking

Asymmetrical Tonic Neck Reflex - affects handwriting and language abilities as well as dominance issues

Spinal Galant Reflex - affects concentration span and can contribute to hyperactivity and bed wetting

Rooting and Suck Reflex - can cause speech and articulation problems

Babinski Reflex - can contribute to poor coordination and learning skills

Symmetrical Tonic Neck Reflex - will cause a person to 'slump' when sitting, especially at a table or desk

THIS WORKSHOP INCLUDES:

Information on early uterine and primitive reflexes and their vital link to learning, behaviour and wellbeing.

The latest research linked to retained reflexes

General observations of unintegrated reflexes in babies, children and adults

Description, function, purpose and physical involvement of each reflex

Chronological order and normal expected time of emergence and integration of each reflex.

The vital link to the vestibular system and the ocular motor system

The effects on learning, behaviour, physical activity, emotions, vision, sensory system and wellness if each reflex is not fully integrated

Reflex Testing Methods including

- Testing positions and procedures
- Observations
- Brain function and integration

Reflex correction balances that are designed to incorporate any kinesiology modality methods

Effective corrective techniques and procedures including Brain Gym™ and developmental movements

Practical management strategies for short and long term improvement for home, the classroom and private practice.



Learn how to correct this developmental delay and improve the processing of sensory information to provide the person with more mature patterns of response.