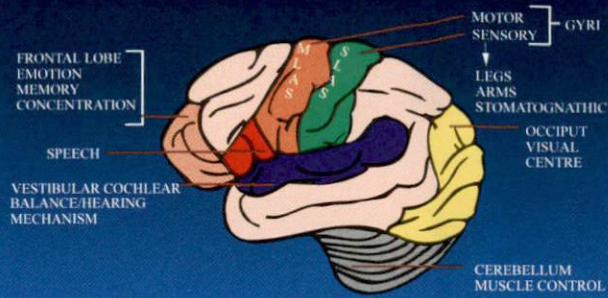


CORTICAL AREA OF BRAIN - MOTOR AND SENSORY FUNCTION



DYSFUNCTIONAL CHARACTERISTICS

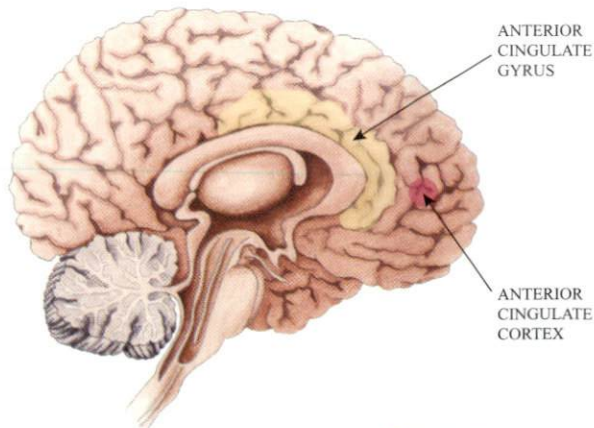
The following conditions are characterised by dysfunction or impairment in;

Dyslexia	reading ability.	ADD	attention deficit.
Dyspraxia	organ function.	ADHD	hyperactivity.
Ataxia	co-ordinate muscle activity.	OCD	obsessive compulsive.
Agraphia	writing.	Tourette's Syndrome.	
Aphasia	speech.	Autism.	

CHIROPRACTIC CRANIOPATHY

Chiropractic craniopathy is a gentle procedure used in Chiropractic care to reinstate normal cranial function, normal cerebro spinal fluid flow and balance nerve function. All these aspects of body physiology are changed by any of the abnormal birth processes discussed above.

ANTERIOR CINGULATE CORTEX



BEHAVIOURAL CHANGES-SPINDLE CELL MIGRATION

A paper published in the Neuroscientist in 2002 discusses the Spindle Cell, which migrates from the what was the neural tube and becomes the spinal cord - several weeks after normal birth and lodges in the Anterior Cingulate Gyrus - part of the frontal lobe of the brain. Spindle cell survival enhances emotional stability, self- control and cognitive functioning later in life, while its demise or failure to migrate leads to increased vulnerability to psychiatric or learning disorders.

TO ORDER PLEASE CALL:

Chiropractic First, LLC
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 10301 Glacier Hwy Suite 120
 Juneau, AK 99801
 (907)463-3051

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www.sorsi.com

LEARNING DISABILITIES AND BEHAVIOURAL ISSUES



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LEARNING DISABILITIES

One of the biggest blights of our day and age is the inability of children to assimilate the information they are given and convert this into meaningful knowledge. The term learning disabilities is controversial and is largely ignored due to the stigma of the unknown that surrounds it.

The breadth of learning disabilities has meant that often educators are limited in both their understanding and knowledge of how best to support children and parents in this situation. For any child, promoting an environment to learn, communicate and be understood is vital for their growth and development, socially, emotionally and physically.

However, an inability to cultivate this environment be it due to misidentification, misunderstanding or lack of resources, may impinge on a child's natural development.

Children and their parents, who face this may feel isolated, marginalized, hopeless, lacking in self-esteem and confidence and often vulnerable to bullying and abuse. In some cases, a child may display behavioural problems, classroom disruption and in extreme, social mis-demeanours.

Causes of learning disabilities are many, including body chemistry, hormonal and dental imbalance, cranial fascial torsion, induced/premature births and birth trauma. Other factors that contribute to this condition include nurture, environment and health.

ENDOCRINE SYSTEM (Hormonal)

The pituitary gland, situated in the brain is the master control endocrine gland. It controls the thyroid gland (metabolism), the testes and ovaries (reproduction), the adrenal gland (auto-immune system, or fight and flight), and other specific glandular function.

The pancreas produces enzymes used in digestion and insulin that controls blood sugar levels. Lack of insulin production gives rises to diabetes- which means the body can not control blood sugar levels. This damages the acid/ alkaline balance the body requires, making it more acidic and overloading the liver, kidneys, and the heart.

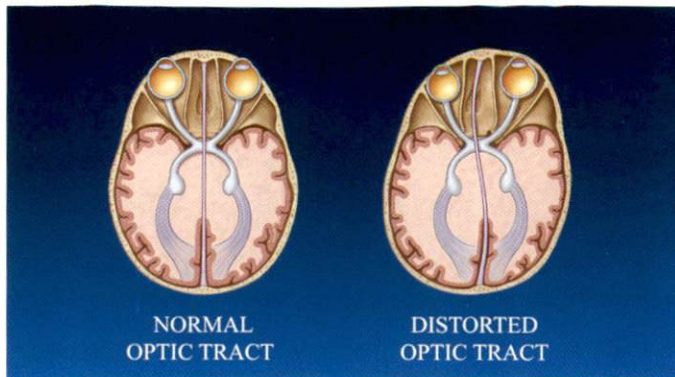
DIET

Sugar, processed food, re-fined carbohydrates (gluten), E additives, modified starches, preservatives, colourings, hydrogenated vegetable oil, and in most cases dairy products (lactose) are the prime stimulants that may change body chemistry or physiology adversely.

Most of these changes result in hyperglycaemia (increased blood sugar) and adrenal exhaustion. Children become hyperactive, unmanageable, loose concentration, cannot learn and because their immune system is challenged, they become sick. Frequent colds, stomach upsets, sore throats, varying temperatures and allergies can be the end result.

REMEDY FOR A BAD DIET

A balanced diet of protein, unrefined complex carbohydrates, vegetables, fruit (preferably organic) and the elimination of processed food and drink.



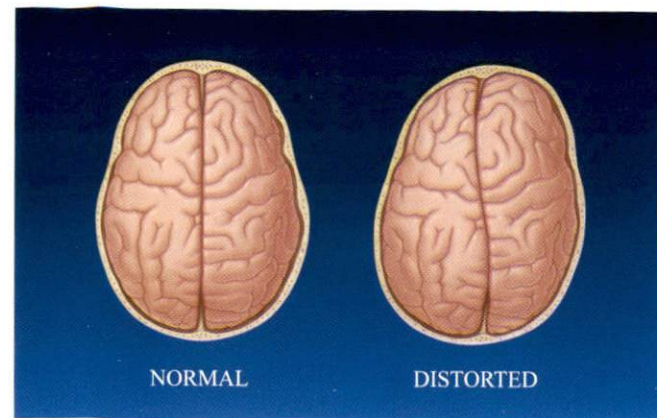
CRANIAL NERVES

There are 12 pairs of specific cranial nerves, which are generated in the 4th and 5th weeks of embryological development – just 10 days after the primitive streak (the brain and spinal cord) is formed. They are both motor (nerve messages from the brain) and sensory (nerve messages to the brain) nerves, and 4 of them are mixed nerves – meaning they have both motor and sensory components. They operate initially to help the baby survive, smell, see, hear and find mother, suckle milk, then ingest, digest and defecate.

- | | |
|----------------------|---|
| 1. Olfactory | smells mother. |
| 2. Optic | sight – sees mother. (see diagram above) |
| 3. Oculomotor | constricts pupils and accommodates the eye to see mother. |
| 4. Trochlear | moves the eyes in an oblique direction-find mother. |
| 5. Trigeminal | chews & moves jaw to accommodate nipple. |
| 6. Abducens | moves the eyes laterally to find mother. |
| 7. Facial | moves the facial muscles, tastes, salivates and cries. |
| 8. Acoustic | hears mother. |
| 9. Glossopharyngeal | tastes and swallows mother's milk. |
| 10. Vagus | tastes, swallows, breathes, stimulates heart rate, digests milk and defecates. |
| 11. Spinal accessory | turns the head to find mother. |
| 12. Hypoglossal | moves the tongue to produce the sucking reflex on the nipple to extract milk from the breast. |

All the cranial nerves come directly off various parts of the brain in pairs – both left and right - and then exit from the skull through apertures, lined with cranial fascia, attached to the organs they serve – eyes, ears , nose etc.

The cerebral hemispheres are also known as the left and right brain and are connected by a communicating neurological network called Corpus Callosum. Each side has certain attributes.



LEFT BRAIN

logical
language/ verbal expression
detail
psychological acceptance
elation
writing/ printing
sense of time
learning coordination

RIGHT BRAIN

artistic
language non verbal expression
creativity
psychological rejection
depression
flowing
no sense of time
auto-coordination

Individual characteristics are derived from these attributes, and in most cases a left or right brain dominance occurs. This results in a pre-disposition towards some of these characteristic attributes. For instance the left- brain dominant would be successful in logical subjects like maths, chemistry and physics. Where the right brain person would be successful in art, music and language.

People maybe either visual, auditory or kinetic learners and as such absorb information in a far more comprehensive manner when taught in those appropriate mediums.

Therefore the visual person taught by an auditory teacher, who does not use graphics, will only retain a small percentage of information given etc.

The cortical area of the cerebral hemispheres i.e. the outer margin, are separated into areas which have specific functions. Each lobe is protected by a corresponding cranial bone.

The Temporal lobes.....balance and learning.

The Occipital lobesvision reading and writing.

The Parietal lobes.....the motor and sensory areas that control the legs the arms and the face.

The Frontal lobesmemories, emotion & concentration.

The Cerebellar lobescontrols muscle coordination and gait.

The sphenoid bone houses the pituitary- the master endocrine control gland and the optic chiasma- where the optic nerves and the optic tracts cross over before terminating in the occipital lobe.