

Neural Organisation Technique 1)

Now there's help for children and adults with dyslexia and learning difficulties.

Neural Organization Technique, or N.O.T, is one of the most comprehensive and powerful treatment programs in Holistic Medicine in the world today. **NOT is a combination of three therapies Acupressure, Kinesiology and Craniosacral Therapy.** It is a new chiropractic technique which improves neurological perceptions by correcting misalignments in the skull and spine.

When the bones in the skull are misaligned they can interfere with the nerves which connect to the brain through small holes found naturally in the skull. An example of this is the optic and auditory nerves for vision and hearing respectively; interference with which will alter what is perceived. This leads to frustrating and debilitating conditions such as Dyslexia and various other learning difficulties.

How Does it Work?

Dyslexia is an inability to properly process language. Misalignments in the skull can also interfere with the blood supply to the brain which decreases its ability to function and these misaligned bones in the skull can also put direct pressure on the brain affecting many functions such as short term memory or balance and coordination. Correcting the specific cranial faults found in dyslexics and the learning disabled has led to astounding reversal of symptoms.

The Treatment

Your practitioner will ask you about your history particularly, birth trauma, genetic factors or chemical irritation. Depending on the diagnosis, your practitioner will use acupressure by applying pressure to specific points on the body, kinesiology (muscle testing), and the third and most important technique involving a process of cranial moulding, known as

Craniosacral Therapy. Craniosacral Therapy is a light, hands on, non invasive method of enhancing the development and function of the brain and spinal cord by removing restrictions in the body, particularly in the cranium and spinal cord.

Do you Suffer From?

Difficulty with reading, writing, and mathematics
 Difficulty understanding words
 Inability to relate to people in groups
 Poor or non-existent sense of direction
 Little or no concept of time
 Inability to concentrate
 Dysequilibrium
 Poor motor coordination
 Constantly bumping into things or dropping things
 Stuttering or hesitant speech
 Inability to remember numbers
 Sharp emotional mood swings
 Difficulty in following sequential instructions
 Difficulty in following motion or moving things
 (ball, people, traffic)
 Various phobias
 Getting lost easily
 Unable to make decisions
 Feeling inferior or stupid
 Inability to get organized
 Scoliosis
 Multiple Sclerosis
 Traumatic Brain Injury
 Down's syndrome
 Cerebral Palsy
 Allergies
 Learning Disabilities, A.D.D., P.D.D.
 Musculoskeletal Disorders



Neural Organisation Technique 2)

Now there's help for children and adults with dyslexia and learning difficulties.

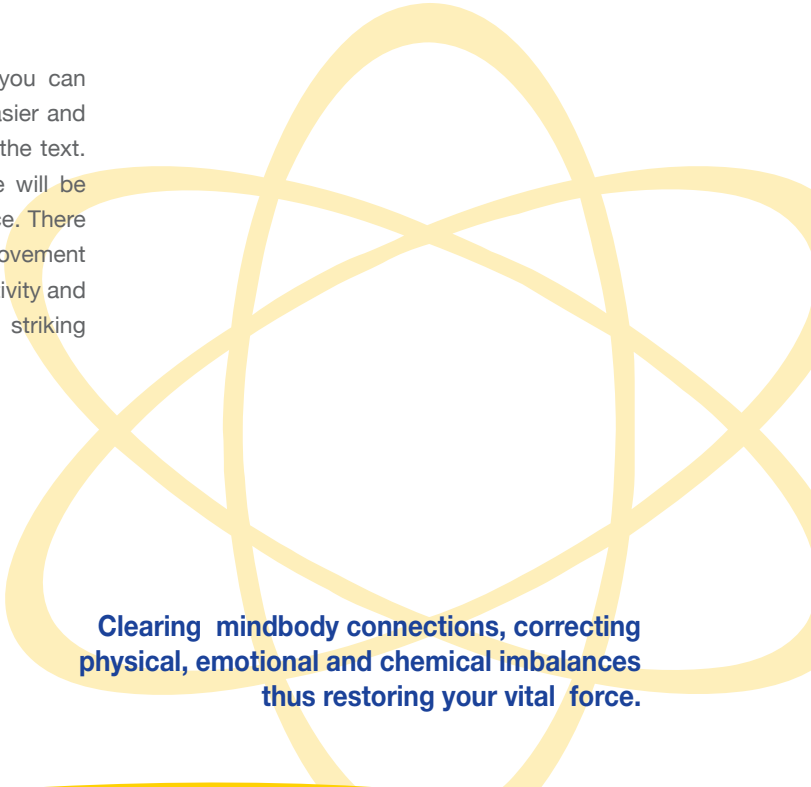
The Benefits

In most cases, after the corrections are made and stabilised, further treatment is rarely necessary. Once the proper neurological and structural corrections have been made, the patients learning ability is restored.

The results of these treatments can border on the miraculous. The more severe the neurologic impairment, the more spectacular the results can be. Unlike many other methods of treatment, i.e. drug therapy (Ritalin) and behavior modification, that compensate for the disease, NOT Therapy treats the cause and individuals may possibly overcome their Dyslexia or Learning Disability.

Results You can Expect?

As early as the first or second treatment you can expect improvements. Reading becomes easier and more fluid due to a better understanding of the text. Spelling mistakes gradually disappear, there will be gains in the fields of mathematics and science. There will also be a restoration of balance, an improvement in motor coordination, a reduction in hyperactivity and an increase in memory. Lastly, the most striking improvement is the rise in self confidence.



Clearing mindbody connections, correcting physical, emotional and chemical imbalances thus restoring your vital force.

Learning Disabilities, Development Delay, ADD & ADHD QUESTIONNAIRE

Frequency of occurrence as observed by parents or teachers

0 = They have no problem with it
 1 = They have minimal problem with it 2 = They have occasional or frequent problem
 3 = They have problem with it most of the time 4 = They have problems all the time.

Date Date Date

SECTION A

- | | | | | |
|-----|--|-------|-------|-------|
| 1. | Poor balance | ..... | ..... | ..... |
| 2. | Motion sickness | ..... | ..... | ..... |
| 3. | Dislike of heights, swings, carousels | ..... | ..... | ..... |
| 4. | Child is easily disoriented | ..... | ..... | ..... |
| 5. | Difficulty remaining still | ..... | ..... | ..... |
| 6. | Eye tracking | ..... | ..... | ..... |
| 7. | Visual perceptual difficulties | ..... | ..... | ..... |
| 8. | Poor directional awareness | ..... | ..... | ..... |
| 9. | Difficulties in space perception | ..... | ..... | ..... |
| 10. | Poor organizational skills, "dizzy" behaviour,
literally meaning "Scatterbrained" | | | |
| 11. | Phobias (Fear of Height, Dark, Light Crowd, being left alone ) | ..... | ..... | ..... |

SECTION B

- | | | | | |
|-----|---|-------|-------|-------|
| 12. | Short attention span | ..... | ..... | ..... |
| 13. | Distractibility | ..... | ..... | ..... |
| 14. | Hypersensitivity to sounds | ..... | ..... | ..... |
| 15. | Misinterpretation of questions | ..... | ..... | ..... |
| 16. | Confusion of similar sounding words, | ..... | ..... | ..... |
| 17. | frequent need to have a word repeated | ..... | ..... | ..... |
| 18. | Inability to follow sequential instructions | ..... | ..... | ..... |
| 19. | Flat and monotonous voice | ..... | ..... | ..... |
| 20. | Hesitant speech | ..... | ..... | ..... |
| 21. | Weak vocabulary | ..... | ..... | ..... |
| 22. | Poor sentence structure | ..... | ..... | ..... |
| 23. | Inability to sing in tune | ..... | ..... | ..... |
| 24. | Confusion or reversal of letters | ..... | ..... | ..... |
| 25. | Poor reading comprehension | ..... | ..... | ..... |
| 26. | Poor reading aloud | ..... | ..... | ..... |
| 27. | Poor spelling | ..... | ..... | ..... |
| 28. | Auditory delay | ..... | ..... | ..... |

SECTION C

- | | | | | |
|-----|---|-------|-------|-------|
| 29. | Misreading words | ..... | ..... | ..... |
| 30. | Missing or repeating words or lines | ..... | ..... | ..... |
| 31. | Difficulty with mathematics | ..... | ..... | ..... |
| 32. | Slow reading | ..... | ..... | ..... |
| 33. | Need to use finger or marker as a pointer | ..... | ..... | ..... |
| 34. | Inability to remember what has been read | ..... | ..... | ..... |
| 35. | Fatigue after reading or writing | ..... | ..... | ..... |

SECTION C

- 36. Poor concentration
- 37. Child describes letters which "move", "jump" or are poorly focused
- 38. Reading at a very close distance
- 39. Reading with one eye covered or sideway posture
- 40. Distractibility (stimulus bound effect)
- 41. Poor posture when reading or writing
- 42. Poorly spaced work
- 43. Handwriting crooked, or slopes in different reactions, letters poorly balanced
- 44. Clumsiness
- 45. Difficulty with ball games

SECTION D

- 46. Hypersensitivity
- 47. Dislike of being touched, but may be a compulsive "Toucher"
- 48. Allergic skin reactions
- 49. Poor temperature control
- 50. Low external pain threshold
- 51. Anorexia
- 52. Dislike of sports
- 53. Tendency to rely on sensory instead of verbal language

SECTION E

- 54. Hypotactile
- 55. High threshold of pain
- 56. Craving for contact sports
- 57. Child may provoke rough housing or fighting
- 58. Compulsive touching

SECTION F

- 59. Does your child have poor posture
- 60. Is your child Constantly fidgeting or moving
- 61. Does your child have excessive desire to be held
- 62. Does your child provoke fights to get sensory input
- 63. Does your child have visual problems

SECTION G

- 64. Does your child avoid going to the bathroom because he/she can not stand the smell of the antiseptics used, and is at risk of wetting pants
- 65. Does your child avoid other children, especially those who come to school with dirty or smelly clothes
- 66. Does your child misbehave after floors have been polished
- 67. Does your child avoid eating in the cafeteria or smell
- 68. Dislike of close proximity to other people

SECTION H

- 69. Dislike change, poor adoptability
- 70. Poor stamina
- 71. Adverse reaction to drugs
- 72. Lowered Immunity
- 73. Allergies, asthma, Eczema
- 74. Frequent ear, throat infections
- 75. Reactive Hypoglycaemia
- 76. Motion sickness, car sickness
- 77. Night sweats
- 78. Sweaty hands
- 79. Sensitive to light
- 80. Tries easily under fluorescent lighting
- 81. Difficulty with black print over white paper
- 82. Mood swings
- 83. Insecure/ Dependency
- 84. Difficulty accepting criticism
- 85. Anxious
- 86. Anger towards self or others

SECTION I

- 87. Making movement with mouth when writing
- 88. Speech difficulty
- 89. Poor manual dexterity
- 90. Poor pen grip

SECTION J

- 91. Poor hand writing
- 92. Poor expression of ideas on paper
- 93. Visual perceptual difficulties
- 94. Head moves to wither side
- 95. Sitting with hand under chin

SECTION K

- 96. Hypersensitivity around lips and mouth
- 97. Dribbling
- 98. Thumb sucking

SECTION L

- 99. Fidgeting
- 100. Bed wetting
- 101. Poor concentration
- 102. Poor short term memory
- 103. Hip rotation to one side when walking

SECTION M

- 104. Poor posture (Stoop)
- 105. Hypotonous (weak muscle tone)
- 106. Poor sequencing skills
- 107. Poor sense of time
- 108. Poor sense of balance
- 109. Visual perceptual difficulties

SECTION N

- 110. Poor swimming skills
- 111. Difficulties changing focus from black board to desk
- 112. Messy eater
- 113. Clumsy child
- 114. W leg position when sitting on the floor
- 115. Ape like walk
- 116. Slump when sitting
- 117. Poor posture

SECTION O

- 118. Thumb sucking
- 119. Headache
- 120. Indigestion "sour stomach"
- 121. Excessive bleching, burping and/or bloating
- 122. Poor appetite, disinterest in food
- 123. Difficulty swallowing
- 124. Difficult bowel movements
- 125. Sores in corner of mouth
- 126. Excessive passage of gas
- 127. Abdominal cramps, aches
- 128. Nausea in mornings
- 129. Weakness and fatigue
- 130. Altering constipation and diarrhoea
- 131. Anal itching
- 132. Red ears cheeks, nose
- 133. Itchy nose
- 134. Eczema
- 135. Constipation, difficult bowel movements
- 136. Lower abdominal pain, cramping and/or spasms
- 137. Diarrhoea (loose watery stool)
- 138. Painful, difficult, straining during bowel movements
- 139. Hard, dry or small stool
- 140. Irritable, moody
- 141. Uncontrolled behaviour after eating food

SECTION P

- 142. Stuffiness or sniffing
- 143. Clucking throat sounds or throat clearing
- 144. Coughing or wheezing
- 145. Itchy or watery eyes
- 146. Swollen eyelids
- 147. Puffy bags below eyes
- 148. Swollen cracked lips
- 149. Itchy skin rashes
- 150. Frequent hearing loss or recurrent ear infections
- 151. Sudden ear pain or ringing in the ear
- 152. Recurrent headaches
- 153. Recurrent leg aches or muscle aches (growing Pains)
- 154. Wiggling legs, hands and arms
- 155. Recurrent intestinal symptoms characterised by nausea, bloating, pain
- 156. bleaching, wind, diarrhoea
- 157. Excessive thirst
- 158. Unexplained facial pallor
- 159. Extreme ticklishness