



## Brain Integration Therapy: An Introduction

Through many years of research it has been documented that we develop compensatory learning styles, to make up for stages of development either missed or skipped for varying reasons. By going back through these stages (like crawling) we can experience crossing the midline of the body, which is needed for reading and writing, etc. It has come to the attention of many teachers, when they incorporate the use of visuals while imparting information, and then provide a hands on experience, learning can be greatly enhanced. If one modality is continually used, say listening only, the students who need the visual, or the kinetic, will be at a disadvantage. When learning is expected under these circumstances, only the child who is an auditory learner would excel.

During BIT, we use *movement* (balance beams and handing balls). *Auditory* (listening to instructions, or children giving feedback while moving). *Visual* (focusing on a particular target, while moving, listening, and talking). *Emotional* (paying attention to their emotions while moving, listening, talking, and seeing). Now add to all of this the importance of *recall* while you are teaching someone else. This is the experience of brain integration, we call this see, say, hear, do, remember and feel.

Being able to accomplish these procedures develops concentration abilities, body awareness, coordination, listening skills, and a newfound appreciation of your emotions in the moment of learning. Students are also provided with the time to teach others so as to solidify their learning process.

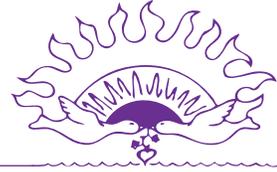
BIT attempts to enhance the natural process of learning. Thus, it becomes a foundation for learning readiness. Let me arrange conditions for you to have an experience in learning. As you read the following line, get in touch with your process for understanding.

The human being is a:

SEEINGHEARINGREMEMBERINGSPEAKINGMOVINGTHINKINGORGANISM.

# Seeing the Light

Brain  
Integration  
Therapy



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What modalities did you use to have comprehension of this sentence? Did you try to “see” it? Did you move your mouth while you read it? Did you find yourself even remembering you had read those words before or did you hear them from your own voice? Yet another way would be experiencing it in your body; like actually using your fingers to separate the words so as to understand them individually. Now lets say you had an emotional response, maybe you felt FRUSTRATED trying to figure it out and the harder you tried the more blocked you became by your emotions.

This is just a small example of what has to take place for learning to happen. How all inputs need to agree, as well as our emotional input, free of blockage. ***Now try to teach someone else the process you went through trying to understand the sentence.*** Can you explain it so they can grasp your experience even though their’s is entirely different? Through our awareness of, **the lack of integration**, we can begin to perceive what parts of the developmental process we have skipped.