



# Breakthrough For Dyslexia And Learning Disabilities

by  
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Now, there's help for children and adults with dyslexia and learning disabilities.

Dyslexia is the best-known terminology for a group of conditions dealing with the inability to properly process language. The language can be written, spoken or symbolic (for example numbers). It is one of the most frustrating and, in many cases, debilitating conditions (both emotionally and socially) that has plagued mankind. It does not manifest itself solely in the academic world of school, as some think, but involves every part of our existence. Just consider the following possibilities:

- Difficulty with reading, writing and mathematics.
- Difficulty in understanding words in normal conversation
- Inability to relate to people in-groups or to understand the conversation.
- Poor or non-existent sense of direction.
- Little or no concept of time.
- Inability to concentrate, even when involved in a particular activity, such as a game.
- Disequilibrium (balance dysfunction).
- Poor motor coordination.
- Constantly bumping into things or dropping things.
- Stuttering, hesitant speech, poor word recall.
- Inability to remember names.
- Sharp emotional or mood swings.
- Need to re-read the same word or phase to get any meaning out of it.
- Difficulty in following sequential instructions or events.
- Difficulty in following motion or moving things (balls, people, traffic).
- Various phobias including height, motion-related (escalators, elevators, bridges, etc.).
- Get lost easily.

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- Unable, or unsure, in making decisions.
- Feelings of inferiority, stupidity, clumsiness.
- Inability to organise daily activities, particularly in allotting proper time.
- Doing the opposite of what was told.
- Get drowsy, or tend to fall asleep, while driving on a highway or open road.

This is a multi-faceted condition that escapes detection many times because of its diverse symptomatology. Until recently Dyslexia was not recognized as a specific problem. It was labelled Minimal Brain Damage, Psychosis of one sort or another; Inferior Mentality, Dumb, Lazy, Inattentive, etc. Some ideas die slowly. Many educational, law enforcement and other circles have ignored the concept that the various problems found in our school systems and society in general are Dyslexia in origin. Parents are told by paediatricians and educators alike that nothing is wrong; "He'll grow out of it," "He's just immature," "He's not trying hard enough," "He's not paying attention," etc. Parents are confused, teachers are frustrated and the child is tormented by failure, isolation and the knowledge of being different. Nowhere is any help available.

Eye-tracking problems are recognized, and eye exercises and/or special lenses tried. Equilibrium faults recognized and various drugs are used to suppress these symptoms of hyperactivity and attention deficits. Coordination faults are noticed and special exercises devised. Allergies were finally recognized as contributing factors and modified diets have been prescribed. Special educational protocols have been instituted with very limited success, in most cases. Any gain is considered a major breakthrough, and is hailed as a "cure". For some it seemed to be but nothing to date has been of any meaningful or lasting benefit. As soon as the special activity or drug was stopped, the symptoms returned with a vengeance. The child or adult always had to modify or over compensate his or her life style to accommodate the limits imposed by this disability.

The majority of the investigators have determined that this complex disability is a bewildering combination of disorganisation within the central nervous system.

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## **Neurological Kinesiology — A Neural Organisation Technique**

Applied Kinesiology, a specialty within Chiropractics, was researched and developed since 1964 by Dr. George Goodheart, D.C. It deals specifically with the integration of the nervous system and the body functions. It is ideally suited to give the best answer to this perplexing problem. Our researchers have taken a giant step beyond the medical and other professionals involved in this and other conditions such as Scoliosis, T.M.J. etc.

In 1982 Dr. Carl A. Ferreri, D.C., in researching the Applied Kinesiology concepts in relation to the survival mechanisms of the human body, recognized the relationship between his Neural Organisation Techniques and the symptomatology of Dyslexia and all Learning Disabilities. Combining the organisational effects of the centring and righting reflex systems of the Cloacal, Labyrinthine and Ocular reflex mechanisms; the specific cranial faults found in all Dyslexics and Learning Disabled; and a unique eye muscle fault found only in Dyslexics and the Learning Disabled, has led to an astounding reversal of all the problems found in the Dyslexic and Learning Disability Condition. (To further confound the experts, as early as the first or second treatment, patients often report selective results!).

Of course, in most cases, a series of treatments are necessary to refine and stabilize the initial corrections. However, no one has to wait a long time to notice that changes have been made and normal function is being, or has been, established. The number of treatments varies with the individual patient. It is important to note this procedure is done by hand and no drugs, or other foreign substances, are ever used.

### **Outlook And Follow Up - What To Expect**

Once the corrections are made and stabilised further treatment is rarely necessary. There are things that may cause loss of stabilization and the return of some symptoms. Any condition, which is accompanied by high fever, may cause destabilisation. Allergies, which were not initially stabilised, may also disrupt the corrections. Emotional and physical trauma, particularly head injuries, should always be a reason for a complete re-evaluation. It is also recommended that after completion of the initial treatment the patient visit his Kinesiologist every month or two for the first year. This is to ensure that the condition has remained stable and that all the procedures were completed. Another consideration is that research is on-going. Refinements are continually being made in an effort to make this procedure as complete as possible in order to cater for changing environmental conditions and the

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uniqueness of individuals.

### **Catch-up - How You Can Help**

Once the proper neurological and structural corrections are made, the patient is able to learn what he was not able to learn before. Therefore, catch up is the name of the game. It seems that approximately 10 hours of activity (reading, writing, speaking, etc.) are necessary to programme the computer for each function.

Because dis-organisation and easy distraction have been part of their problem, the patient does not know how to study and learn. Structured time for studying and learning must be provided by the parents, or set aside by the adult in charge. There is no radio, TV, eating, going to the bathroom, etc. Just Learning Time. The family must cooperate. Cross pattern exercises, either in place or as a march-type activity (right arm-left leg, left arm-right leg) is extremely beneficial. In the beginning 10-20 minutes per day. Because diaphragm control is usually weak, blowing balloons is a good exercise. Buy 100 balloons; blow one up and then again until it breaks. Do this one-a-day for 100 days.

With effort and proper treatment, Dyslexia and Learning Disabilities are correctable!!!!

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