

Papers on Charles T. Krebs System

Energetic Structure of Man and the Universe by Dr. Charles T. Krebs (2006) and
LEAP for the Assessment and Correction of Specific Learning Difficulties by
Susan J McCrossin (2000 March)

Energetic Structure of Man and the Universe (2006)

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The basis of all energy medicine is that we live in a vibrational universe largely constructed by interacting waveforms, and out of the interaction of these waveforms emerges our physical world. Physical reality therefore is an emergent property of interaction of waveforms at all levels. How this happens scientists are still trying to understand, but there are some well developed models in both physics and metaphysics that may be combined to gain a basic understanding of the true nature of our reality.

Energetic Structures begins with the current physics model of the universe, the particles that comprise it and how they interact to form physical reality. It then delves deeply into a metaphysical model that extends beyond ('meta' merely means beyond in Latin) this physical model to incorporate the more 'energetic' components of our world into a coherent model providing a role for consciousness and intention and how these waveforms can affect our physical world.

Life is a paradox to current physics. It is an apparent violation of the Second Law of Thermodynamics or entropy. Stated in a basic, simplistic, form --- energy always runs downhill, from order to disorder, and all physical things should degrade, decompose or degenerate over time. That is, all physical structures should become more disorganized over time, yet living organisms become more ordered and then maintain that order against the ravages of entropy. Normally physics addresses this paradox by saying, "Yes, life is negative entropy, but it is only a temporary perturbation, as when any living organism dies, it immediately follows the law of entropy and decays and rots away to its initial constituents that indeed do become randomly dispersed over time. Secondly, this ordered state is only maintained by the constant input of energy to work against entropy-- -therefore no paradox! However, this begs the question. How does merely putting energy in create order? Where does the information to provide this order come from?

The model of physics developed by Dr. William Tiller incorporates both the current physics and metaphysics and provides mechanisms by which these two domains interact. His model also addresses the phenomenon of how consciousness can interact with our physical world, and how amazing processes such as healing can occur, and indeed, should occur according to this model. Tiller's model lays the basis for energy medicine in all its various forms.

Energy medicine is based upon enhancing, manipulating or stimulating energy flows within the energetic body of humans to re-establish harmonious interactions, both energetically and physiologically. To understand how this might happen one needs a basic understanding of the structure and function of the primary energetic systems of the human body: the Chakra-Nadi system, the Acupuncture Meridian system and the Tibetan Figure Eight system. Because these energy systems constantly interact to influence each other, the various types of energy medicine, although employing apparently different techniques, may all be effective.

A tenet of all energy medicine from homeopathy to ayurvedic medicine to crystal healing is that changes in these energy flows become manifest in more normalized physiological function. Whether it be the ‘pranic’ flows of the Chakra system, the ‘Chi’ flows of the Acupuncture system, or the ‘vibrational patterns’ of homeopathic nosodes, all energy medicines provide a mechanism of bringing informational energy into the physical body, and it is this informational energy that then sustains and maintains the physical body and its diverse physiological functions. From the perspective of energy medicine, it is the transduction of these subtle flows of informational energy into physiology that permits life to exist and healing to occur. Models are presented to provide a framework for understanding of these transductional processes.

While Ilio Prigione won the Nobel Prize in 1977 for his description of Chaos Theory and this theory of self-organization provides powerful descriptions of many physiological systems, Chaos Theory has proved of less interest to physicists primarily because it is descriptive, but not very predictive. The basis of Chaos Theory is that in very complex interacting systems, random input will overtime lead to a critical point or Phase Transition that spontaneously creates a self-organized system. Once self-organized, this system robustly resists further perturbation, thus maintaining its ordered state against further disruptive input, unless or until the input is strong enough to drive the system into a chaotic state once more, creating another Phase Transition leading to a different self-organized system that again resists perturbation. However, which of many different self-organized systems might result from each Phase Transition is not predictable because small inputs at critical times may totally change the predicted outcome.

The brilliant French mathematician Henri Poincaré, in 1899, developed the mathematical equations underlying Chaos Theory, but because of the complexity of his equations he could not prove them at the time. It was only with the advent of computers, with the capacity to run these equations over and over again, something that it would have taken Poincaré years to do by hand calculation, that Chaos Theory was fully developed. One of the major mathematical tools of Chaos Theory, fractal geometry, has provided powerful descriptions of physiological processes when applied to the branching of the blood vessels of the circulatory system or the branching of the bronchioles of the lungs as well as other systems in the human body.

However, Chaos Theory can also provide a powerful description of how the body maintains homeostasis and what happens when stress disrupts normal homeostatic states. At first, because these systems are self-organized, when a stressor exerts pressure to

perturb the system, the system responds by ‘resisting’ this perturbation and maintaining the system within normal homeostatic limits. Since the new homeostasis established is now in a compensated state further from optimum homeostasis, energy is required to maintain this compensated homeostasis. If the stressor is strong enough or goes on long enough, then the system is pushed beyond the homeostatic limits---goes ‘critical’ or into a Phase Transition and becomes chaotic. This chaotic disorganized state is called ‘distress’ in physiology, and if on-going is termed illness or disease.

Physiologist Dr. Hans Selye won the Nobel Prize in 1954 for his description of how animals respond to stress---the General Adaptation Syndrome. He described three stages of stress and the physiology associated with each state. While it was still more than two decades before Chaos Theory would be founded, each of Selye’s Stages of Stress matches with the dynamics of Chaos Theory as applied to physiological reactions to stress.

Below is a description of Selye’s Stages of Stress and the Chaos Theory state associated with each stage as discussed in detail in the Energetic Structures of Man.

Dr. Selye called Stage 1 Stress the Stage of Alarm. In this stage a function has been pushed beyond its normal self-correcting limit and has become chaotic. The result of Stage 1 Stress he termed ‘distress’ as the uncompensated disorder now overtly creates physiological dysfunction. Stage 2 Stress results from the body re-establishing physiological function within normal limits by going through a Phase Transition to a new, but compensated, homeostasis. Movement away from optimum homeostasis results from the compensatory energetic input required to resist the on-going stressor. This is why he termed Stage 2 Stress the Stage of Resistance. Stage 3 Stress results when the organism can no longer maintain the energetic compensations created during Stage 2 Stress and once again the function becomes chaotic. Since the animal exhausts its energy reserves to maintain compensation, Selye termed Stage 3 Stress the Stage of Exhaustion and the end of this Stage was death. With death, the energy systems maintaining the coherent informational flow to maintain the body as an ordered and functional being cease, and at this point the physical body does indeed follow the Second Law of Thermodynamics and decays into a disordered state once again.

By combining an understanding of the energy systems that carry organizational information into the physical body with an understanding of Chaos Theory, a model of healing is developed that explains what healing is and why, like life itself, healing reverses entropy. For kinesiologists there is a discussion of how the Stages of Stress are displayed in muscle response and what these muscle responses mean physiologically and energetically. When our physical bodies and our energetic bodies become misaligned, this misalignment disturbs the coherent and harmonious interactions between our information carrying energetic bodies and our physical bodies. This disruption of informational energy that maintains the structure and function of our physical bodies may then lead to altered psycho-emotional perceptions and physiological disturbances. Re-alignment of the energetic and physical bodies has a significant impact on both psycho-emotional and physical well-being.

There are currently two views of the nature and structure of man that may be considered either complementary depending upon your perspective: the western view and the eastern view. The western view must be divided into the 'early or ancient' view and the 'modern' view. While the 'modern' view appears at first glance to be antagonist or contradictory to the eastern view, the 'early or ancient' western view shares many core beliefs and 'understandings of man and the universe' with the eastern view. In the 'early or ancient' western view, man and his environment are viewed as being vested with energy and spirit, including the inanimate world. The philosophical basis of the ancient view rested upon principles first ascribed to Hippocrates in the west around 400 B.C. and by Huang-di Nei-jing in China between 300 and 100 B.C.. Both of these philosophical traditions assume that the natural state of things is order and harmony, and that there exists within nature a force that attempts to preserve a perfect equilibrium and re-establish order and harmony when this equilibrium has been perturbed.

The Hippocratic School called these natural adaptive powers the *physis*. In Hippocratic thought, the *physis* was perceived as a healing power or self-adjusting power within the body that "though untaught and uninstructed, it does what is proper to preserve a perfect equilibrium." *Physis* is also the root of the word "physician", and, in Hippocrates' view, as a guardian of the *physis*, the physician had a clearly supporting role: "Not a ruler or a violator of nature...he stands ready to aid the healing power that is inherent". In more recent, yet early schools of western thought, the *physis* has been called 'vital energy', 'life energy' and 'élan vital', all denoting an essential property of life.

In traditional Chinese medical thought, harmony or balance of the opposite states, Yin and Yang, control all aspects of life and environment. All exchanges and changes in Yin and Yang occur via the movement or flow of 'Qi' or 'Chi', which is usually translated as 'energy'. According to ancient Chinese texts: "there is nothing between heaven and earth except Chi and the laws that govern it". When Chi is obeying these natural laws, balance and harmony prevail and anything disrupting the essential flow of Chi leads to necessarily to disharmony. According to the Nei Jing, "The superior physician treats the patient before disease is manifest - the inferior physician treats the patient after the disease has appeared." Health in this system is perceived as a harmonious balance of Yin and Yang maintained by the natural flow of Chi. Healing is re-establishing this harmonious flow, to replace disharmony with balance.

Both philosophical traditions presume that there is a state of balance and equilibrium from which deviations can be determined by observation. Both systems rely heavily on clinical observation to recognize configurations or patterns of symptoms signs that distinguish health from sickness. This common natural healing principle had its western origins with Hippocrates: Hippocrates used the outward appearance of a man in a healthy condition as the standard for discerning the visible signs of illness. The physician, he says, "should observe...first the countenance of the patient, if it be like those of persons in health...this is the best of all; whereas the most opposite to it is the worst." Similarly, the Chinese physician directs his or her attention to the complete physiology and psychology of the individual. All relevant information, including the overt symptoms as well as the

patient's other general characteristics, is gathered and woven together until it forms what Chinese medicine calls a 'pattern of disharmony'.

In both traditions the subtle energies were perceived to maintain the energetic templates around which physical matter is organized. Disturbances in these energy flows created 'patterns of disharmony', which then led to physiological disturbances producing the observed signs and symptoms. Once the overall 'pattern of disharmony' had been perceived, the therapy applied then attempted to bring the configuration into balance to restore harmony to the individual by activating the flow of essential energy---in the early western tradition often through the use of medicinal herb, and in the Chinese tradition by the application of acupuncture or acupressure guided by the Law of the Five Elements as well as the use of herbs.

In the west the notion of subtle invisible forces running through the body that had been in constant use for several thousand years were totally eclipsed by the end of the medieval era. The modern view of man perceives a totally physical being in a totally physical world obeying the laws of modern physics or at least the classical physics of Newton. The concept of man as being affected by subtle energies that are poorly defined and not measurable by current scientific instruments sounded arcane and is certainly unscientific. The only energies recognized are those of standard physics such as the electromagnetic force carried by photons and electrons--- measurable as particles or waves by modern scientific instruments, unlike Chi of the Chinese Acupuncture system or Prana of the Chakra-Nadi system utilized by yogis.

This modern western model owes much to Rene Descartes, who conveniently separated the material body, a wholly physical entity following the laws of physics, from the immaterial mind. This immaterial mind is now often perceived as the 'ghost in the machine', nothing but an emergent property of a vastly complex nervous system. Since the mind is derived from physical neurons, it is material and therefore it too should follow the laws of physics, yet it does not do so in ways that are understood at this time. This modern western view is in direct contrast to the Chinese view. To quote Chinese chronicler Joseph Needham, "In accord with the character of all Chinese thought, the human is a n organism neither purely spiritual nor purely material in nature." Mind and emotions are no less influential in their view of health than the state of the physical body.

The anatomy and physiology taught in modern medical schools is strongly supported by scientific experimentation and is currently believed by most doctors to be a complete explanation of the structure and function of man. While current knowledge of our physical being does indeed explain much about why we become ill, and perhaps as rational basis for treatment of our disease and illness, there are still many observations that are not explained by these theories and models, as scientific as they many be.

Speaking from personal experience, I had severe hypoxic damage to my spinal chord with one third of my spinal chord sclerosed between the inferior olive of the brainstem and C-4. From this injury, I was a paraplegic in a wheel chair, paralyzed from T-9 down. As would be expected, according to modern neuro-physiological theory, I was told by

several first class neurologists, “You will never walk again!” However, in 6 months, by activating neural pathways and moving Chi with my mind as I had done in years of martial arts training and combining it with knowledge of anatomy and physiology reinforced by 9 years of teaching in university, I was walking again. While I was not walking well, I was walking with two canes and eventually one cane. Then, several years later I received an energy medicine treatment based in acupressure that totally reorganized my neurology in an hour and a half, and since that day I walk with only a limp!

Now this change in my function was totally in contradiction to the neurological models of western medicine, which predicted that I should never walk at all, much less relatively normally. These models clearly state that no such profound change in neurological function is possible so long after the initial injury. How did western medicine get it so wrong?

The current western model may not be invalid, but it is incomplete. While we are definitely physical beings in a physical world, we are also energetic beings in an energetic world, a world not obvious to our everyday senses and not yet revealed by scientific instrumentation. With every passing year though, scientific instrumentation is providing more and more observations supporting the existence of these subtle energies proposed by the Chinese and yogis millennia ago. Chi in many ways is like the Higgs boson particle today and many elementary particles of physics in the past that were predicted to exist, but which had not yet been adequately observed.

But there is an instrument capable of perceiving these subtle energies of Chi and Prana, the highly evolved human mind. Though it is a subjective instrument rather than an objective scientific instrument, it is no less powerful or useful. The rules and principles, of both the Chinese Acupressure system and the Chakra-Nadi system of the yogis, were worked out by individuals who could see or feel these energy flows and observe how they worked. These systems are internally consistent and logical in their application.

LEAP (Learning Enhancement Advanced Program) for the Assessment and Correction of Specific Learning Difficulties(SLD)

by Susan J McCrossin from Positive Health, Issue 50, 2000 March available at <http://www.positivehealth.com/permit/Articles/Kinesiology/mccro50.htm>

The approach using LEAP can be very effectively applied to specific learning difficulties in children and adults with consistent success, where previously medication was the most common intervention with very limited success.

About the Author

Susan J McCrossin has been in practice since 1988. She graduated with honours in Neuroscience and Psychology from Swinburne University in Melbourne, Australia. She also received a Diploma in Applied Physiology from the International Institute in

Arizona. She co-developed the LEAP program with Dr Charles T Krebs and is a member of the International Association of Specialised Kinesiologists. She has a LEAP centre in Boulder, Colorado [Learning Enhancement Center LLC, 1705 14th St., #313, Boulder, CO 80302, Email: lecboulder@aol.com and is the only teacher of LEAP in the UK, USA and Scandinavia.

LEAP courses are conducted annually in the UK and more information can be obtained from Johnathan Stewart at the Centre of Balance, 196 West Wycombe Road, High Wycombe, Bucks. HP12 3AP. Tel: 01494 437409.



Figure 1 Susan McCrossin treating using LEAP techniques



Figure 2 Susan McCrossin muscle testing neurological functioning during LEAP assessment

1. Introduction

In the last few decades, scientific research has continued to develop insights into understanding the complex functions and capabilities of the human brain that amaze and astound us, while reminding us of just how little in fact we know. Concurrently, kinesiology, or muscle testing, has developed at a similar rate since it was first developed by a Boston orthopaedic surgeon, RW Lovett, in 1932.¹ Our own research and clinical experience since 1988 has evolved to an understanding of brain function that has just

recently been supported by scientific research.² The techniques we have developed are now available in a protocol we call LEAP, the Learning Enhancement Advanced Programme. This approach can be very effectively applied to specific learning difficulties in children and adults with consistent success, where previously medication was the most common intervention with very limited success.³

LEAP helps all kinds of learning difficulties for children as well as adults such as: attention deficit disorder (ADD) both with and without hyperactivity, sensory integration, dyslexia, poor co-ordination, closed head traumas, brain injuries, autism and nervous breakdowns. It enhances learning abilities and improves reading, reading comprehension, spelling and co-ordination.

2. History of LEAP: The Evolution of a New Kinesiological Paradigm

During the late 1980s, kinesiology, as it was then practised, allowed access to brain structures only in a very general way. We could detect that there were stresses related to specific learning processes, but did not understand how to go beyond this first step to tap into the hierarchical processing of the brain to determine which specific brain functions might have gone off-line. What had become clear to us was that the brain processed in a modular fashion, with single functions antecedent to many other functions. If one of these antecedent functions was compromised, all of the processes dependent on this function would also show deficits. We had to find a way to get into these processing modules.

Just as these problems were arising for us, synchronicity stepped in with a solution. In 1989 Richard Utt, at his International Institute of Applied Physiology, developed new techniques of brain physiology formatting that added to the existing model of kinesiology by focusing on the physiology of the brain itself. He did this by applying understandings from the 5000-year-old Chinese acupressure system to his working understanding of brain function.⁴

With Utt's brain physiology formatting we had the map of the primary neurological processing modules and a basic format with which to access them. Now we had a way in and from there on it was a matter of asking the right questions of the right structures. Then, for instance, we could ask the brain if there was any stress in the posterior hypothalamic nuclei. If stress was present as indicated by muscle response, we could then proceed to determine if there was stress in the part of the posterior hypothalamic function that controlled dilation of the pupils in relation to the fight or flight response.

Once the stress had been identified, the factors causing that stress could be pinpointed. Knowing what those stresses were, we could then apply kinesiological and acupressure techniques to resolve them. As soon as the stress, or stresses that have caused the block or shutdown of functions are resolved, these processes so vital to learning come back on-line.

We began to obtain much better results and 90 per cent of our clients started showing positive changes, yet perplexingly, there still remained a recalcitrant group that eluded

our methods. What was it that we did not yet understand? To find out, we sent these children for assessment by a neurologist who specialised in epilepsy and learning problems. Using magnetic resonance imaging (MRI) and other assessment techniques, it was revealed that in all but one of the cases, the underlying cause was organic brain damage.⁵ Their problem was more than a glitch in the software. The hardware itself had been damaged.

3. Frequency of Specific Learning Difficulties

Frequently, children who are diagnosed as learning disabled are also inattentive and deficient in linguistic skills, most often in reading.⁶ Estimates of the prevalence of learning disorders in broad age ranges^{7,8} is problematic because a learning disability is an emergent problem that is often not evident until later years in schooling. Using the criterion of defining learning disorders as being two years behind on standardised tests, less than 1% of 6-year-olds are disabled, 2% of 7-year-olds and so on until at age 19, 25% would be classified as learning disabled. These children fall progressively behind as they mature and the complexity of work increases.⁹ In an address given by the Australian Federal Schools Minister, Dr David Kemp, in October 1996, Kemp stated that a study of 28,000 students in four surveys in Australia found that 30% of year 9 students lacked basic literacy skills. This high incidence of learning disorders in school children indicates a need for effective treatment.

4. Causes of Specific Learning Difficulties

Currently, the possible causes of learning disorders are believed to be primarily the result of five major factors:

- 1) structural damage;
- 2) brain dysfunction;
- 3) abnormal cerebral lateralisation;
- 4) maturational lag; and
- 5) environment deprivation.

While none of these theories is unequivocally supported by current data, all of these factors may contribute to learning disabilities.¹⁰

Brain damage would appear to account for a small percentage of children with learning disabilities, as many of the neurological symptoms associated with brain damage in adults are not typically observed in these children.¹¹ Rather than direct brain damage, there is evidence that abnormal physiological or biochemical processes may be responsible for malfunction in some part of the cerebral cortex.^{12,13} The brain dysfunction hypothesis suggests that the dysfunction may be a consequence of defective arousal mechanisms resulting in some form of inadequate cerebral activation.¹⁴

This is supported by studies of children with learning disorders which show that they have difficulty on continuous performance tests requiring attention and low

distractibility; had slower reaction times to stimuli, and increased errors due to impulsivity on tests of visual searching.¹⁵ Douglas proposed that the deficits on these tasks resulted from inadequate cerebral activation. Learning disorders of some types at least, do improve with drugs like amphetamines that cause cerebral activation via increasing subcortical arousal. In fact, this is the basis of treating hyperactive children with Ritalin,¹⁶ although it is not an approach that treats the cause of the problem, nor is there evidence that it improves academic performance.¹⁷

An alternative model of learning disorders is based on recent neuro-physiological findings which suggest it is the timing and synchronisation of neural activity in separate brain areas that creates high order cognitive functions. Any loss or malfunction of the timing mechanism may cause the disintegration of neural activity and hence dysfunction in cognitive tasks.¹⁸ If the brain does integrate separate processes into meaningful combinations that we call ‘thought’ or cognitive ability, then the main risk is mis-timing or loss of synchronisation between these processes, which could result in learning difficulties. Antonio Damasio, a leading American neurologist states that “any malfunction of the timing mechanism would be likely to create spurious integration or disintegration”.¹⁹

This model supports the approach (LEAP) that Charles Krebs Ph.D. and I have been developing since 1988.²⁰ In our LEAP model, learning disorders are based on the disruption or loss of timing and synchronisation between the neural activity in the diverse brain regions, both cortical and subcortical, that must be synchronised in order for successful integration to produce normal cognitive activity. Our clinical experience with thousands of cases indicates that learning difficulties arise from a lack of integration of functions that should occur simultaneously in separate brain regions.

5. Models of Learning Based on Gestalt and Logic

For the past 20 years or so the Right Brain-Left Brain model of learning has popularised the notion of ‘right brain’ designating the right cerebral cortex having Gestalt functions and ‘left brain’ referring to the left cerebral cortex having Logic functions.²¹

While Gestalt functions do appear to predominate in the right hemisphere and Logic functions appear to dominate in the left hemisphere, we argue that this model oversimplifies to an enormous degree the complexity of the many cortical subsystems – many of which are located in both cerebral hemispheres. Recent scanning techniques support this and reveal that women are less lateralised in brain function than men in many areas. Further, the prevailing theory totally ignores the subcortical processes that are, in fact, major centres of our mental processing. It is the subconscious that does most of the actual processing, but it is the conscious areas of the cortex that direct what is processed.

It is a controversial view because we believe that a specific hemisphere does not entirely dominate either Gestalt or Logic processing. Rather, they provide the lead, or the conscious intent that activates a number of other cortical and subcortical areas to perform the essential processing.

The actual processing units of the cerebral cortex are called Cortical Columns. Newer research has shown that these vertical columns bisect all six layers, forming distinct processing units. Cortical Columns are not circular columns in the architectural sense; rather, they are long, three-dimensional slabs up to 0.5 mm wide and variable in length²² (see Fig. 3 below). Each cortical column is concerned with a specific type of function, and as functions vary in complexity so the columns vary in size. Sometimes, several columns may be involved in performing a single more complex function. Along the sensory cortex, each column is concerned with sensory input from a particular region of the body.²³

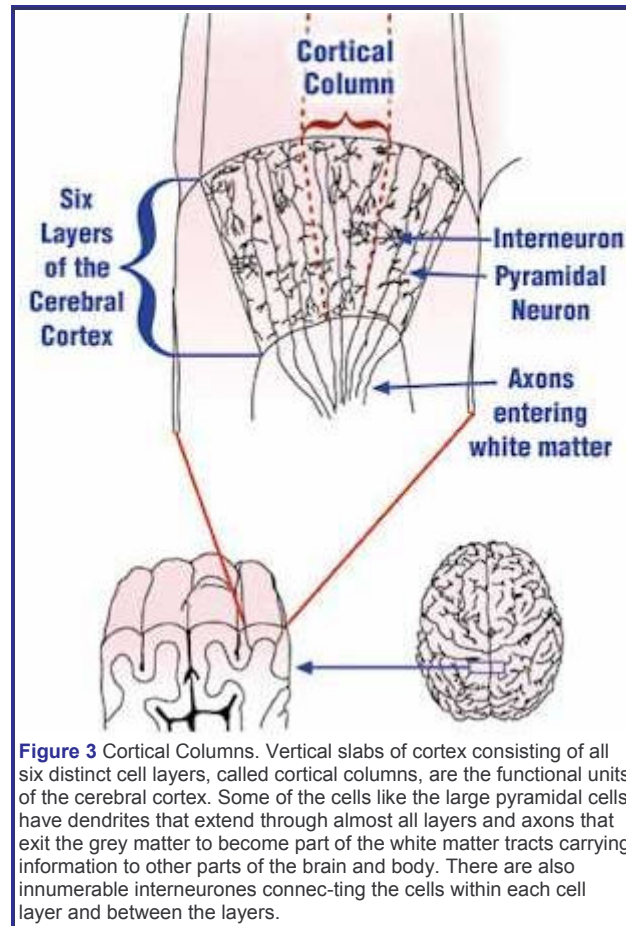


Figure 3 Cortical Columns. Vertical slabs of cortex consisting of all six distinct cell layers, called cortical columns, are the functional units of the cerebral cortex. Some of the cells like the large pyramidal cells have dendrites that extend through almost all layers and axons that exit the grey matter to become part of the white matter tracts carrying information to other parts of the brain and body. There are also innumerable interneurons connecting the cells within each cell layer and between the layers.

Since the cortical columns are the processing modules that relate to specific types of cortical function, they are the centres for the Gestalt and Logic lead functions. These lead functions provide a point of entry into an inter-linked set of cortical and subcortical modules, which includes the corpus callosum, and performs our mental functions.

When you read words on a page, cortical columns that perform various Gestalt lead functions involved with the decoding of symbols will be activated by the visual stimulus of those words. This will in turn activate other cortical columns, housing Logic lead functions involved in understanding the meaning of words and their grammatical relationships.

An analogy of this process is what happens when you decide to turn on a light. This is a conscious mental decision. As soon as you flick the switch, a whole cascade of other events occur. Electrons begin to flow invisibly through wires, junction boxes, the light fixture itself and into the bulb. All of this occurs outside of your conscious awareness. All you are aware of is that the light has come on. This is an electrical model, but it is very similar to what happens in the brain. In the brain, you make a conscious request to do something – whether mental or physical – and this conscious input from a particular cortical lead function creates a subconscious flow that results in the processing of that request. The end result is conscious awareness of the outcome.

The essential point of the theory is that the conscious cortical lead functions in each hemisphere merely provide the entry point. The cortex can only provide a lead if the point of entry is intact or accessible.

Brain integration is the dynamic synchronisation of the timing of neural and mental events. Any loss of synchronisation represents a loss of integration. Loss of integration in turn, results in loss of some specific mental capacity.^{24,25}

Ideally, the brain is set up so that all areas of Gestalt and Logic processing are accessible and all the integration routes that connect them are totally clear. With this perfect set-up, all types of learning will be easy. Any blocks will make the process less efficient and more stressful with long-term effects on self-esteem and confidence for future learning experiences.

6. LEAP: Its Role in Correcting Specific Learning Difficulties

From this model, our clinical experience shows that if any specific subconscious function is ‘blocked’ for any reason, then the mental processes dependent upon that function are compromised or often cannot be performed at all.

Learning problems then result, either from ‘blocked’ access to one or more subconscious functions, or from a ‘block’ preventing integration of the functions accessed. In more severe learning difficulties there may be both ‘blocks’ to specific functions and ‘blocked’ routes of integration, which makes it doubly difficult for people to overcome learning problems of this nature.

Kinesiology not only provides a means of identifying where these ‘blocks’ in function occur, as noted above, but more importantly, provides a means of identifying the nature of the disturbance causing the ‘block’ in function. Muscle monitoring provides an interface between neurological function and the more subtle energies of the energetic, emotional and mental bodies.^{26,27}

LEAP provides a coherent protocol for the correction of most specific learning difficulties (SLDs). This protocol was established over several years based on the hierarchical processing in the brain. Perhaps to conserve space and yet provide for a variety of functions, the brain functions are not organised in a hierarchical fashion with a

linear flow of neural impulses; rather the neural flow is parallel and multiplex, including transfer of information that does not even flow along nerves. In this multiplex, parallel processing many of the central basal subconscious brain functions are used in many different types of processing, as a central processing unit capable of multi-tasking. Thus, this central processing unit of subconscious brain functions when not being used in one type of function may be used in another, or may even carry out several types of function in parallel.

When the functions of reading or spelling, or any learning task, cannot be performed properly, it is usually not in the cortical lead functions that the problems lie. The person most likely understood the command to read or spell and via their cortical lead function asked the brain to perform this function. Rather, the problem is usually 'blocks' in or to their subconscious processing centres that are required to perform the requested task. Since most learning problems result from a lack of access to specific subconscious functions, clearing the blocks to these functions will rectify the learning problems. However, there is a specific order in which the basal subconscious functions must be 'cleared' to produce consistent results, and these are related to the hierarchy of sensory information processing in the brain. The LEAP protocol follows this hierarchy, locating and treating the exact subconscious function that is blocked and thus providing consistent, long-term results in the treatment of SLDs.

Brain integration can also be very fragile, in the sense that it is largely determined by one's stress levels. Even the most well-integrated person, given enough stress of a specific type, will lose integration and become temporarily dysfunctional. One of the major differences between people is the type of stress and the extent of stress required to cause loss of brain integration.

7. Leap in Application

In a given session the electro-magnetic activity in the brain is assessed using muscle testing and acupressure. The correction technique could involve any one of a number of kinesiological techniques to re-establish electro-magnetic integrity within the brain. Thus, brain functioning is improved.

A way of exemplifying the power and effectiveness of the LEAP programme is to look at some of the cases to which it has been applied. The following few cases illustrate the typical responses we see with people treated with the LEAP protocol.

7.1. Sharon's Story

When we first saw Sharon she was 15 and presented as being very Gestalt dominant, which is by far the most common outcome of corpus callosum shutdown. In our assessment protocols, Sharon demonstrated very poor access to Logic function. She was attractive, charming and very witty, which is the way many Gestalt dominant people compensate for their high level of Logic dysfunctions. Everyone likes a charmer and will

usually help them because they are so delightful to have around. Sharon was progressing through school with her classmates but was consistently failing in maths.

In year 10, she could not add up numbers greater than 10. She did not know how to carry a digit and couldn't add, subtract, or do fractions. At 15, she could not abstract arithmetical concepts that a primary school student could manage easily, yet was so personable and popular that she had been promoted through the grades with her peers.

After about 10 hours of treatment, to complete the whole LEAP protocol, we addressed her presenting problem, which was her difficulty with maths.

We showed her the process of adding and carrying numbers, a technique she had probably been shown hundreds of times before. She suddenly said: "Oh, that's how you do it!" With her new access to Logic available, she could instantly grasp the concepts. We gave her harder problems, and she easily generalised what we were teaching her, and could now deal with elementary arithmetic.

Our job is not to tutor students, so having opened up her functions, we sent her to a maths tutor for remedial work. In the five weeks of her summer holidays she was able to come up to the maths levels of her classmates. She went from basic numeracy all the way to algebra. Her tutor told us that in 25 years of tutoring students she had never before seen anyone make such rapid progress. Sharon's reading and comprehension also improved, as did her spelling. Her self-esteem rose alongside her performance. This is an example of how devastating SLDs can be on one's self-esteem.

7.2. Maxine's Story

Maxine is an adult who had been a gifted learner until a car accident a few years ago. She had a "low-impact, closed head injury" and consequently could not even put a shopping list together. She is now at college completing a degree.

7.3. Trevor's Story

Trevor came when he was 14 years old with strong Gestalt dominance. His inability to read had led him to decide to drop out of school. After the treatment, reading became easy and enjoyable, he completed high school and went on to study photography. His work was so outstanding that he has received the only Certificate of Merit awarded by his faculty for his innovative work in professional film developing. He has a job advising photographers on their equipment and designing new equipment for them and his employer has offered to pay for him to further his studies into electronics.

8. Further information

For a full discussion of kinesiology and muscle testing you are referred to Dr Krebs' book, *A Revolutionary Way of Thinking*. Hill of Content Publishing. Melbourne. Australia.

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