

Did you know?

- Though all the nerve cells are in place at birth, very few are joined up. The nerves join to form pathways as a result of stimulation. In the infant the most important stimulation is physical exercise. 90% of all sensory nerve endings are in the muscles and ligaments, registering movement. That's why exercise programmes work.
- The brain is 60% fat; some individuals lack an enzyme to convert the fat we eat into the fat of the brain. Breast milk is loaded with this special brain fat. Cow's milk formula has none. Cow's milk is designed to make big bodies with small brains.
- Monosodium Glutamate and Aspartame can cause so much nerve excitement that the eyes have a slight but perpetual tremor. Imagine trying to read when the eyes cannot stay still.
- If a child does not say the sound 'S' it probably doesn't hear it. In children allergy is a major cause of hearing loss.

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Institute for Neuro-Physiological Psychology: established 1975, researches the effects Central Nervous System dysfunction has upon children with learning difficulties. Develops appropriate remedial exercise programmes. Trained therapists in most countries world wide.
www.inpp.org.uk

The Listening Programme: Developed by Medical Dr, Neuro-Developmental, Speech and Language therapists, and musicians. Based primarily on Tomatis' theories, using modern technologies, it is a home based programme.
www.nacd.org

Ear Voice Connection: Paul Madaule, The Listening Centre Toronto. Trained with Tomatis, developed ideas.
www.listening.net

Nutrition and allergy correction: Chris Astill-Smith. Osteopath D.I.B.A.K Researches nutritional treatment for enzyme deficiencies. Trains people world wide.



Does your child have a difficulty with any of the following?

- **Reading, Writing**
- **Spelling, Maths, Sequence**
- **Organisation, Time**
- **Co-ordination, Balance**
- **Hearing, Speech**
- **Behaviour, Impulse control**

Research in Britain, Sweden, and America has shown that when a collection of these problems exist together there is often an underlying physical cause, which can be detected and corrected.

“Granny couldn't believe the change in Dan. He's just not the same child; so much better behaved.”

“It's fantastic, he's now literate; imagine the difference to his life.”

“If you didn't know William before you'd never believe he had problems. He's so normal.”

Patrick was 7 when his parents first brought him to see me. He'd not begun to read, didn't know all his letters or numbers. His teachers found him disorganised, with no concept of time and he was always getting lost around school. His mother found him impossible to control; he was hyperactive and did not respond to reason or command.

I found, he:

- did not hear properly;
- had difficulty merging the two images from both eyes;
- had a very poor working memory;
- was very poorly co-ordinated, tripped over his own feet, moved his mouth when asked to move eyes;
- had very poor balance.

The cause of his difficulties was poor development between the inner ear and the bottom of the brain.

I treated him with a specially designed exercise programme, sound therapy, and nutritional supplements.

After 4 months he no longer saw two images, beginning to learn to read; and his behaviour improved. As his mother said to me at the end of the long summer holiday; "Thank you so much, we have had the best holiday ever; Patrick and I are getting on so much better. I don't have him hanging round my feet all the time. **And**, he plays with his sister,"

William was 8. He could read and was particularly good at maths, but:

- had no friends, could not maintain eye contact;
- spent a lot of time **under** the desk;
- very immature and dependant, could not dress or wash himself and, he messed his pants;
- could not express himself verbally or get his thoughts down on paper;
- in my consulting room he ignored the toys; kept going off into his own distracted, fidgety, world; opening drawers, picking up things.

Due to an imbalance of the chemicals in the brain he was being over stimulated. With nutritional supplements we balanced his brain chemistry; his concentration improved; and because he could now cope with the amount of stimulation he didn't hide under the desk. We stopped all cow's milk products and he stopped messing his pants.

He was more independent and able to go on his first school trip. After a 6 week programme of sound therapy he sat in my room and for the first time joined in with the conversation. His teachers also noticed the enormous change. **Now:** he has friends, keeps up with his class in most subjects, and no longer needs special help. His parents can see that there is a useful future for William.

Bernice was 12, she had no learning difficulties, well not academic ones, she just could not socialise:

- had no friends;
- argued with parents and teachers;
- got into lots of physical fights;
- hated fair ground rides.

Bernice had retained an automatic baby reaction called the Moro Reflex. The reflex caused sudden secretions of adrenaline and cortisol, "nature's own mind altering chemicals". We should secrete these chemicals at times of danger; the trouble was that the baby reflex interpreted head movement, loud noise, as danger. Bernice automatically protected herself from this perceived danger, with a punch or an argument. An inappropriate and immature fight/flight reaction

Bernice felt the change with the very first exercise and very happily reported that she had been invited to a party. As she walked into my room, for the first review, I saw that change. Her whole body posture and facial expression was different. In only 8 months Bernice became a warm, lovely girl, with friends. Her mother said, "I don't just love her, now I like her too".

I tailor all treatments, which are carried out at home, to suit the needs of each child