Brain Balance®
ACHIEVEMENT CENTERS

YOUR CHILD HAS THE POTENTIAL.

WE CAN HELP.

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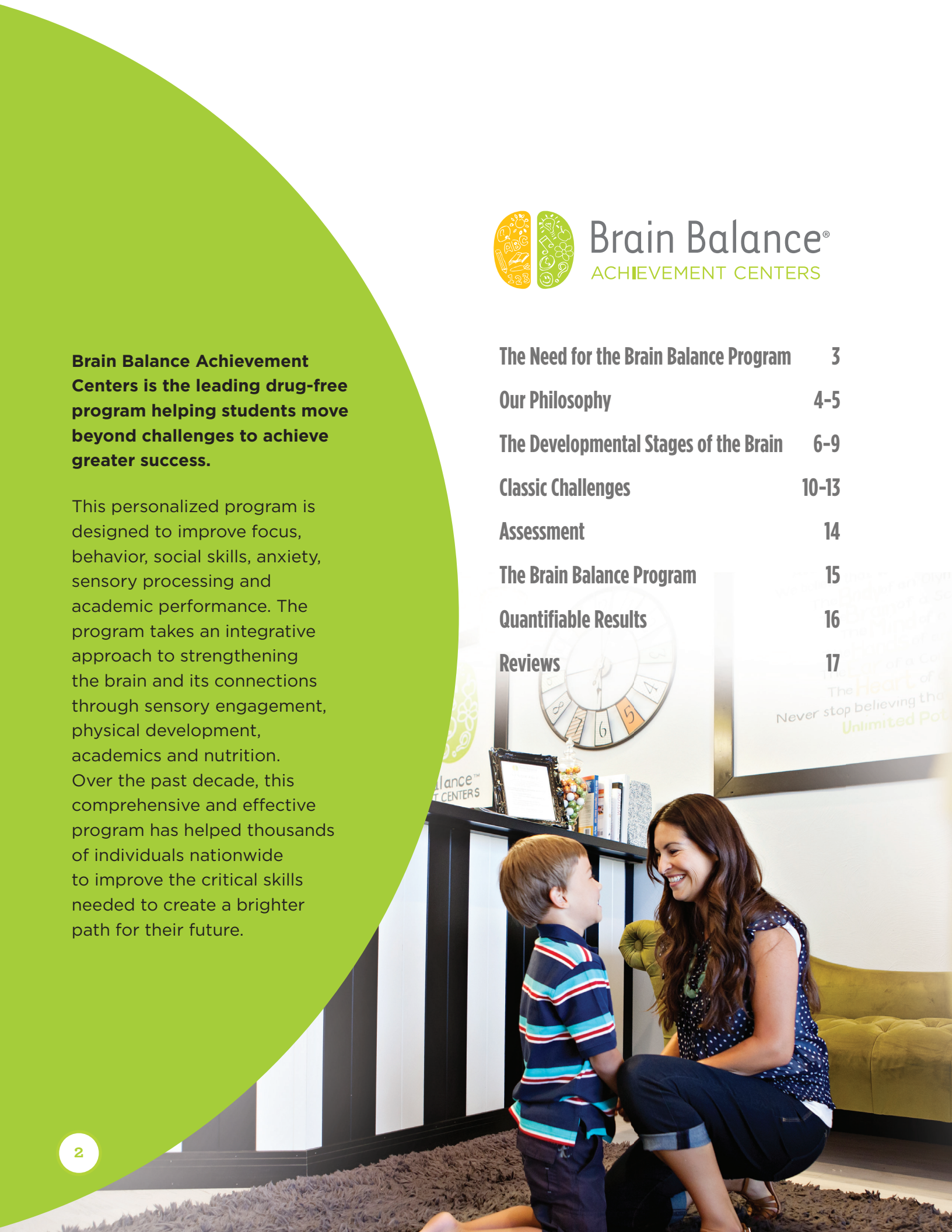
ACHIEVEMENT CENTERS

Brain Balance Achievement Centers is the leading drug-free program helping students move beyond challenges to achieve greater success.

This personalized program is designed to improve focus, behavior, social skills, anxiety, sensory processing and academic performance. The program takes an integrative approach to strengthening the brain and its connections through sensory engagement, physical development, academics and nutrition. Over the past decade, this comprehensive and effective program has helped thousands of individuals nationwide to improve the critical skills needed to create a brighter path for their future.



The Need for the Brain Balance Program

To be successful in nearly every environment requires many areas of the brain working together and communicating. Picture a student sitting in the classroom; they need to pay attention, take in visual and auditory information, remember what is being said, and take notes, all at the same time! This requires excellent brain connectivity and timing. Challenges in any of these areas will impact that student's experience in the classroom, or in managing stress and behaviors, and even social interactions. Our fast-paced world requires high-level abilities in attention and focus and multitasking abilities to keep up and thrive.

Each child's challenge, whether it be focus, sensory processing, behavior or academics is complex and often involves every system of the body. Science traditionally does not take a whole-body approach when seeking a solution by focusing on one major issue. At Brain Balance, we focus on the whole child.

Parents are looking for comprehensive ways to help. This is how Brain Balance was born. The program is all about making sure that all areas of the brain are connecting and communicating optimally. When brain connections and timing are in sync, areas of challenge can improve!

Brain Balance does not diagnose medical conditions. We are a nonmedical, drug-free program for kids who want to improve:

- **Attention and focus**
- **Impulsivity**
- **Behaviors and upsets**
- **Stress management**
- **Organization**
- **Academic performance**
- **ADHD**
- **Processing Disorders**

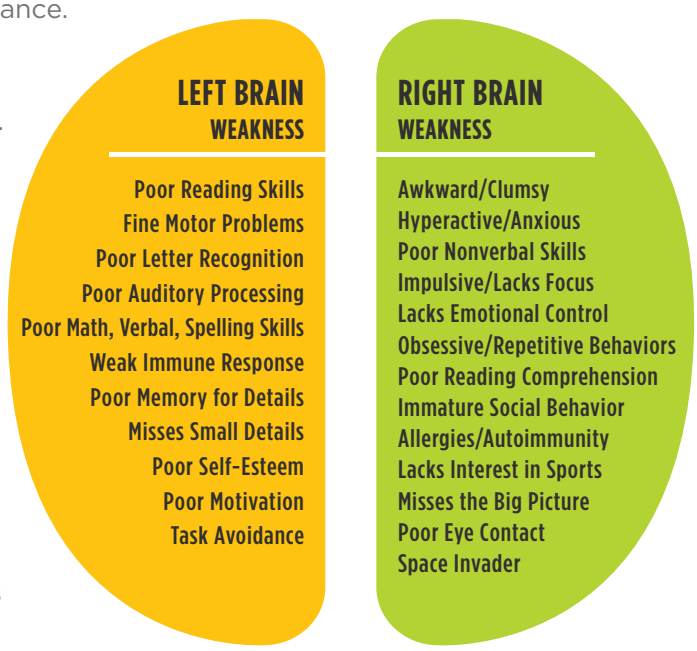
Our Philosophy

Success in all we do is dependent on the proper connections, communication and timing in the brain. If there are any disconnects or areas of immaturity in the communication and timing of our brain, it interferes with our abilities. The more we develop, the more we strengthen and improve those connections. At Brain Balance, we talk about these areas of immaturity as an imbalance in communication and connections.

When students have areas of immature connections, you can see inconsistencies or struggles present. They may be amazing in some areas, then struggle in others. The student may have inconsistency from day to day in mood, behavior and performance. By strengthening and maturing these connections, you can see great improvements in the areas of struggle.

Your child's behavior and performance may be dominated by activity in one side of the brain. Students often have a combination of areas they would like to improve, or areas in which they struggle, including focus, emotional and mood management, academics, organization, sensory processing, social interactions and physical coordination.

The Brain Balance program addresses all of these challenges in a drug-free, integrative way. By engaging the underdeveloped side of the brain through a series of sensory-motor and sensory-academic exercises, along with a nutritional regimen, the brain begins to connect and communicate more effectively.



SIGNS OF L/R IMBALANCE

Brain balance is a integrative program that embraces the whole child approach. As part of our program, we set long term goals, plan coordinated activities and monitor progress - all under one roof. The Brain Balance program is about taking care of your child's issues globally, not singularly. This is a non-medical program with an approach that effectively improves connections and communication within the brain to optimize performance and outcomes.

Brain Balance provides a comprehensive assessment that identifies your son's or daughter's specific challenges, then puts a plan in place to improve abilities and outcomes. Brain Balance provides a solution that elevates the quality of life for children and their families.

There is help, and there is hope.

The Developmental Stages of the Brain

Brain development happens in a very specific sequence. Out-of-sequence or incomplete brain development is a root cause of behavioral or academic problems in children. You may have a 10-year-old child with a portion of their brain connecting and communicating like a 10 year old, while another area of the brain is significantly behind. When you ask this child to clean their room, this seemingly simple task cannot be achieved. Not being able to fulfill a straightforward request can cause frustration for the parent and stress for the child. When parents understand their child's developmental status, then parental expectations can be adjusted appropriately.

Brain Balance is designed to help improve developmental deficits resulting in areas of immature connections and communication in the brain. Each student's program is carefully constructed with clear instructions. We combine healthful eating recommendations with physical and cognitive exercises. Brain Balance uses what we learn about your son or daughter to optimize the program and address specific needs.

Once brain development is recalibrated, you will notice significant improvements in your child. The students themselves are often able to notice and verbalize the changes they feel in themselves, from their mood and behaviors to their performance in the classroom. If you read some of the family success stories from Brain Balance parents, you will fully appreciate the significance of these changes.

Brain Balance places your child in a position to succeed.

Stages of Development

0 to 4 Years

0-12 MONTHS

BEHAVORIAL/EMOTIONAL
Asocial
Soothed by rocking
Develops approach (positive) and avoidance (negative) behaviors
Interprets emotional expressions of familiar adults
Mimics simple actions of others
Actively seeks to maintain interactions with adults
Displays separation anxiety when apart from mother

COGNITIVE/ACADEMIC
Vocalizes with intonation
Practices inflection
Responds to friendly and angry tones
Uses one or more words with meaning (may be word fragment)
Begins to fear strangers
Controls own response to sounds
Understands simple instructions, especially if vocal or physical cues are given

1-2 YEARS

BEHAVORIAL/EMOTIONAL
Starts to show independence
May become angry if activities are interrupted
Shows anger through aggressive behavior; may hit, bite or fight over a toy
Engages in social laughter
Has awkward social relationships with other children
Seeks comfort from parent: safe-base exploration
Demonstrates imitation, parallel and symbolic play

COGNITIVE/ACADEMIC
Tries to imitate words
Vocabulary is chiefly made up of nouns (5–20 words)
Responds to "no" and simple verbal requests
Repeats a word or phrase over and over
Learns through imitating complex behaviors
Listens to a story or looks at pictures
Combines words into a short sentence

2-3 YEARS

BEHAVORIAL/EMOTIONAL
Is emotionally attached to toys or objects for security
Screams, throws temper tantrums for little cause
Asks for wants
Participates in simple group activity: singing, dancing
Has little interaction with other children
Expresses affection warmly
Develops rituals, routine

COGNITIVE/ACADEMIC
Vocabulary includes 150–300 words
Understands two-step command ("give me the ball and then get your shoes")
Has increased attention span
Communicates needs such as thirst, hunger and bathroom
Outgrows separation anxiety
Understands sequence of putting toys, puzzles together
Can put on simple clothing

3-4 YEARS

BEHAVORIAL/EMOTIONAL
Develops simplistic idea of good and bad
Demonstrates inconsistent behavior
Shares toys, takes turns with assistance
Interprets emotions from facial expressions and intonation
Plays cooperatively
Has no sense of privacy
Is beginning to learn to take responsibility

COGNITIVE/ACADEMIC
Asks a lot of questions
Uses the words "he" and "she"
Knows at least three prepositions: usually in, on, under
Vocabulary is around 900-1,000 words
Easily can handle three- to four-word sentences
Dresses self and only needs help with shoelaces, buttons and other fasteners
Feeds self without difficulty

The Brain Can Change

Over the last several decades, neuroscientists have found that the brain has the ability to change physically and through connections and timing, if given the proper stimulation. We have seen through brain imaging scans that, when given the proper stimulation, the weak side of the brain will actually get larger and process faster.

Stages of Development

4 to 9 Years

4-5 YEARS

BEHAVORIAL/EMOTIONAL
- Understands concepts of right and wrong
- Often indulges in make-believe
- Is improving in taking turns and cooperating
- Exhibits increased frustration tolerance
- Self-esteem reflects opinions of significant others
- Bosses and criticizes
- Displays concern and sympathy
- May show increased aggressive behavior

COGNITIVE/ACADEMIC
- Can repeat four digits when they are given slowly and repeat four-syllable words
- Repeats words, phrases, syllables and even sounds
- Easily composes sentences of five to six words
- Uses the past tense correctly
- Has well-established understanding of most vowels, diphthongs and the consonants p, b, m, w
- Names common objects in picture books or magazines
- Knows names of familiar animals

5-6 YEARS

BEHAVORIAL/EMOTIONAL
- Friendships change rapidly
- Leads as well as follows
- Chooses own friends
- Engages other children in play or role assignments
- Apologizes for mistakes
- Is aware of difference in gender roles

COGNITIVE/ACADEMIC
- On the whole, speech should be grammatically correct
- Understands opposites: big/little, hard/soft, heavy/light, etc.
- Understands three commands given without interruptions
- Understands concept of time: morning, noon, night, day, later, yesterday, etc.
- Properly names primary colors and possibly many more
- Questions more deeply, addressing meaning and purpose
- On the whole, speech should be grammatically correct

6-7 YEARS

BEHAVORIAL/EMOTIONAL
- Wants to be the first and best at everything
- Focuses less on oneself and shows more concern for others
- Develops positive, realistic self-concept
- Gains awareness of own feelings
- Begins to learn from mistakes
- May become infatuated with teacher or playmate of the opposite sex

COGNITIVE/ACADEMIC
- Has ability to describe experiences
- Talks about thoughts and feelings
- Masters consonants f, v
- Properly pronounces sh, ch, th
- Can tell a complicated story
- Understands relationships between objects and happenings

7-8 YEARS

BEHAVORIAL/EMOTIONAL
- Cares for self, room and belongings
- Has a sense of humor and tells jokes
- Draws moral distinctions based on internal judgment
- Is self-critical; may express lack of confidence
- Dislikes being singled out, even for praise
- Develops a sense of responsibility

COGNITIVE/ACADEMIC
- Tells time by quarter hour using an analog clock
- Begins to reason and concentrate
- Can write or print many words correctly
- Has a solid sense of time: seconds, minutes, hours, days, weeks, months, seasons, years
- Solves simple math problems using objects (such as counting beads)
- Performs at grade level in all subjects

8-9 YEARS

BEHAVORIAL/EMOTIONAL
- Becomes impatient; finds waiting for special events torturous
- Is influenced by peer pressure
- Seeks immediate gratification
- Actively seeks praise
- Fears speaking in front of class
- Is self-critical
- Is highly social

COGNITIVE/ACADEMIC
- Can converse at an almost-adult level
- Reading may be a major interest
- Thinking is organized and logical
- Recognizes concept of reversibility: (4 + 2 = 6 and 6 - 2 = 4)
- Is able to write simple compositions
- Knows what day of the week it is
- Has a black-and-white perspective much of the time

Stages of Development

9 to 17 Years

9-10 YEARS

BEHAVORIAL/EMOTIONAL
- Is both industrious and impatient
- Wants to put some distance between self and adults
- Can express a wide range of emotions
- Understands social roles and appropriate behavior; considers them inflexible
- Can be aloof
- Has more stable emotions than in previous years
- Controls anger

COGNITIVE/ACADEMIC
- Complains about fairness
- Follows fairly complex directions with little repetition
- Has well-developed concepts of time and numbers
- Worries about things
- Shows anxiety in connection with physical aches and pains
- Can think independently and clearly (but thinking is tied to peer standards)
- Is beginning to make decisions

10-11 YEARS

BEHAVORIAL/EMOTIONAL
- Shows interest in teen culture: music, videos, makeup
- Tries to avoid looking childish
- Understands how behavior affects others
- Is truthful
- Proud of doing things well
- Succumbs to peer pressure more readily
- Increasingly self-conscious

COGNITIVE/ACADEMIC
- Solves abstract problems using logic
- Displays concrete, rational and logical skills
- Has an accurate perception of events
- Possesses a surprising scope of interests
- More effective at coping skills
- Reflects upon self and attributes
- Eager to master new skills

11-12 YEARS

BEHAVORIAL/EMOTIONAL
- May be a repeat of the "terrible twos"
- Tries to establish independence and autonomy
- Tends to gossip and talk
- Can adapt behavior to fit situation
- Exhibits "off-color" humor and silliness
- Has little impulse control
- Enjoys recreational activities
- Is energetic and enthusiastic
- Easily frustrated
- May feel out of control

COGNITIVE/ACADEMIC
- Performs at or near ability in school
- Uses deductive reasoning and makes educated guesses
- Recognizes current actions have future effect
- Starts to set personal goals
- Develops a conscience
- Academic challenges are threatening
- May challenge the assumptions and solutions presented by adults
- Difficulty concentrating
- Arguing skills improve and are demonstrated often and with great passion

13-14 YEARS

BEHAVORIAL/EMOTIONAL
- Takes on more responsibilities at home
- Takes responsibility for homework with little prodding
- Is socially expansive and aware
- Can be inconsistent and unpredictable
- Is competitive and wants to excel
- Can show extremes of emotions
- Enjoys close interactions with peers, especially same gender
- Has inadequate coping skills
- Wants immediate gratification

COGNITIVE/ACADEMIC
- Can apply concepts to specific examples
- Develops a focus on the future
- Can construct hypothetical solutions to a problem and evaluate which is best
- Engages in some fantasy
- Distinguishes facts from opinion
- Anticipates the consequences of different options
- May reject goals set by others
- Develops personal interests and abilities
- Reasons through problems even in the absence of concrete events or examples

15-17 YEARS

BEHAVORIAL/EMOTIONAL
- Has more interest in the opposite sex
- Goes through less conflict with parents
- Shows more independence from parents
- Has a deeper capacity for caring and sharing and for developing more intimate relationships
- Spends less time with parents and more time with friends
- Feels a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex and other problems

COGNITIVE/ACADEMIC
- Learns more defined work habits
- Shows more concern about future school and work plans
- Is better able to give reasons for their own choices
- Has a better understanding of what is right and wrong

Classic Challenges

Until now, many of the challenges faced by our students were considered to be lifelong challenges. The focus was often on how to use compensatory strategies to work around the area of struggle. Research has shown that many of these challenges can be reduced and improved!

Below are some classic areas in which students struggle that have an impact on how the brain develops in many areas including concentration and focus, social interactions, academics and more! Parents rarely realize how important these areas are in developing key functions needed for school, relationships and work.

1. **Poor Body Awareness**
   A child can have an inability to accurately perceive body movements or positions. This is known as proprioception, and can interfere with understanding personal space and boundaries, reading social cues, and even feeling relaxed and grounded.
2. **Poor Gross and Fine Motor Skills**
   Coordination and timing of body movements can be a challenge. A child may appear uncoordinated or clumsy and may need to work harder at learning physical activities and skills like handwriting and taking notes.
3. **Persistence of Primitive Reflexes**
   Primitive reflex movements are automatic movements that require no thought, such as movements of the trunk, head, mouth and eyes. Before birth and in the weeks after birth, these are critical for future development. These movements give a baby the instinct to breathe, to feed when hungry, to squirm or to cry when uncomfortable and to coo when cuddled. As you develop, the brain learns how to override the reflex so that you develop control and coordination.

4 Poor Eye Coordination

The success of our eye movements requires all of our attention systems working well. immaturity in these systems can impact the ability to control these precise movements, resulting in the eyes jumping and skipping while reading, or taking too long to shift while taking notes, or taking in and processing information.

5 Poor Social Skills

Children in this space are friendly and motivated to have social relationships but do not know how to make appropriate connections. If a child's brain is immature in developing nonverbal communication skills, the child may be unable to "read" people and relate to them socially.

6 Immature Emotional Reactions

Immaturity in brain connections and communication can result in behaviors that appear immature. Some students become upset too often and too easily, and may have a hard time transitioning past the upset. Others may experience heightened stress and anxiety.

7 Sensitive Sensory System

Sensory problems manifest themselves in one or more of these areas: taste, smell, sight, hearing and touch. A fussy eater has sensitivities with taste and smell. Some children cover their ears, as they cannot tolerate a noise that sounds normal to someone else. Others do not like to be hugged, even by their parents. Some may have issues with clothing and fabric that touch their skin.

8 Inflammation Caused by Food

What we eat can cause inflammation. Inflammation in our body can interfere with health function. Our brain and body utilize the nutrients and fuel we obtain from our foods to grow and function. Poor quality fuel can negatively impact our mood, behavior and functions. Working to eat more whole foods with fewer additives helps to support healthy brain and body development and function!

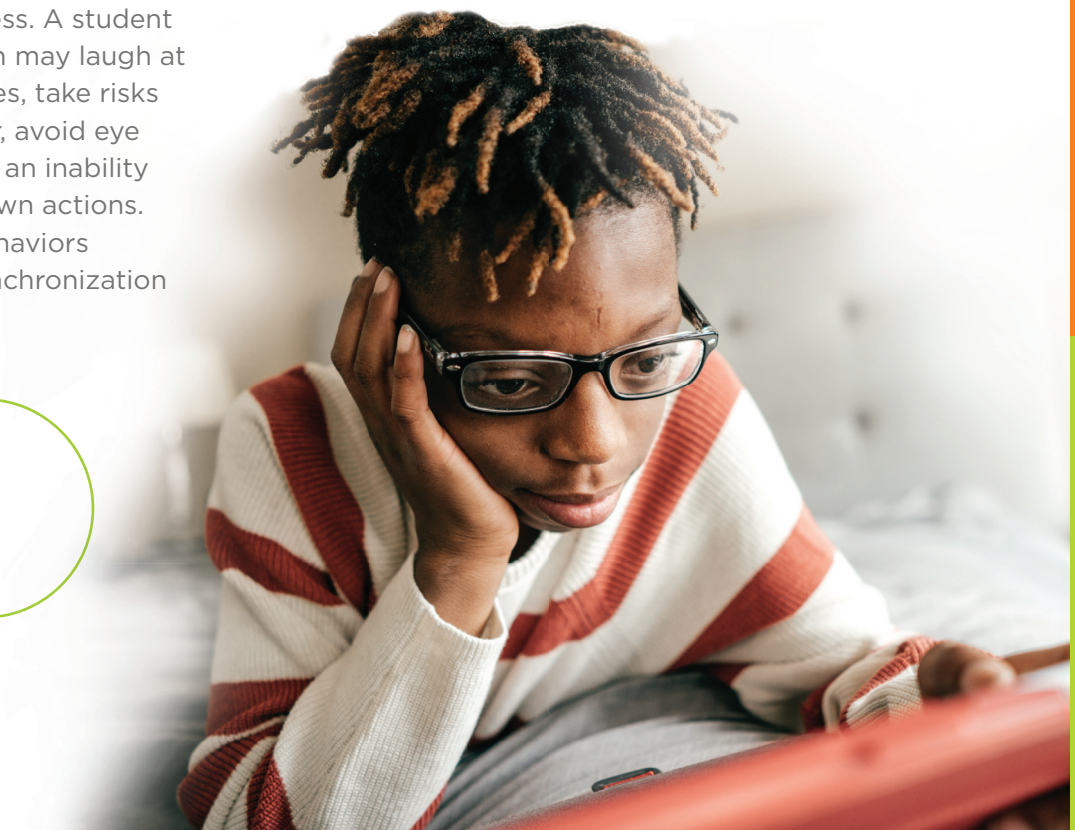
Common foods that are high on the sensitivity list include gluten, dairy, corn, egg and soy.

9 Academic Struggles

Students with an imbalanced brain are often intelligent, and some are exceptional. They may get normal or above average grades in some subjects but score well below average in others. Others are exceptional in math and can easily calculate numbers in their head but struggle with math reasoning skills. Many may start out with superior verbal skills and are early readers. Teachers often report to parents that the student does not comprehend what characters are doing in a story. These students have difficulty in the pragmatic aspects of language. They cannot make inferences. Because of this, they do not derive pleasure from reading and will generally avoid doing so. Others may require repetition for the concepts to stick, or appear to grasp the material, yet test poorly.

10 Poor Cognitive Awareness

Diminished cognitive skills are routinely associated with learning and behavior disorders. These skills are what define a student as an individual with a unique personality. They drive how a student will think, learn, rationalize and make decisions. Inappropriate behavior, an inability to focus in school and trouble with relationships and making friends are just a few of the signs of poor cognitive awareness. A student with this condition may laugh at inappropriate times, take risks due to lack of fear, avoid eye contact and show an inability to monitor their own actions. These kinds of behaviors show a lack of synchronization in the brain.



To Medicate or Not to Medicate?

Many children who come to Brain Balance are taking various medications, and that is perfectly fine. Medication is a decision between you and your physician.

An Integrative Approach

Our approach is unlike that of other professionals who focus on one problem and seek one solution. Brain Balance sets up a program that addresses your son's or daughter's unique goals or challenges, then monitors all of these activities as part of our integrative program.

The Brain Balance program includes sensory-motor exercises, confidence building, academic skills training and easy-to-follow dietary guidelines. The frequency and duration of different activities vary based upon your student's particular needs. Brain Balance is the one program that looks at all aspects of the student, coordinates the total effort, and monitors and reports progress to drive strengthened connections and communication in the brain - helping drive success in life!

The Assessment

It is important to get a full assessment of your student's skills, functions and abilities. Brain Balance can conduct such an assessment at one of our centers. The assessment tests hundreds of functions and provides specific feedback that will highlight your child's unique challenges.

The Brain Balance Personalized Assessment takes approximately two hours and returns critical information in many key areas that will indicate where your son or daughter's brain shows strengths and weaknesses. It provides us with the information we need to create just the right solution for your student's individualized program. The assessment also forms the baseline of data that we need to monitor improvement and report to you on progress.

The Brain Balance Program

At Brain Balance Achievement Centers, we evaluate an individual's function using standardized and widely accepted assessment tools and compare results to established norms by age, grade or typical functional level. We then use these quantifiable, baseline levels of function to create a customized plan for each participant to use as a springboard to move toward growth and development. Through the blueprint our program provides, we work to integrate functional systems and improve whole-brain timing and communication.

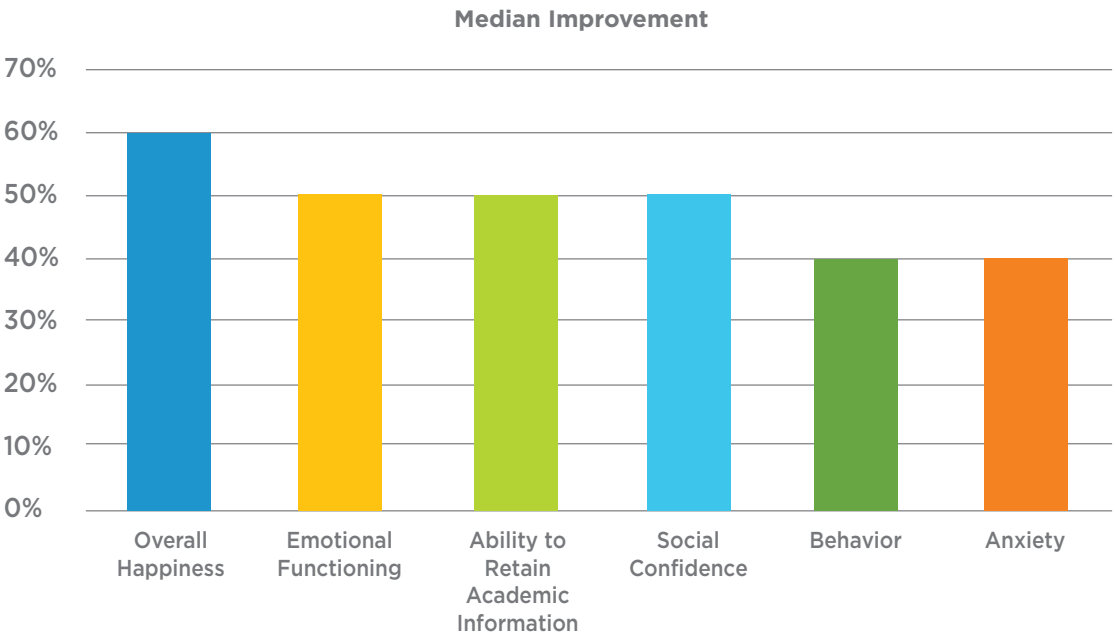
Some of the normed and researched components of our program include:

- **Primitive reflex training**
- **Balance exercises**
- **Gait training**
- **Vestibular activities**
- **Eye coordination and perception exercises**
- **Auditory system training**

These activities, coupled with academic engagement and nutritional guidance, performed frequently enough and for a long-enough duration, work to improve brain connectivity and development. This integrative approach helps your child achieve improved learning across the board—academically, physically, socially and emotionally.

Quantifiable Results

Effects of the Brain Balance Program on emotional, social and academic challenges in enrolled students.



Notes: Shown are the data on the percentage improvement in parental responses to this survey item from initial program enrollment to program completion at 5-6 months. Includes data from children (aged 4-17 years) participated in the Brain Balance Program for a duration of 5-6 months (1 hour/day, three days/week). This time frame is the most common program length with the most data points. Data collected 2014-2018.

	Data related to the parental survey item:	No. of parents that provided survey responses
OVERALL HAPPINESS	"Child seems depressed."	428
EMOTIONAL FUNCTIONING	"Child often appears to be unhappy."	630
ABILITY TO RETAIN ACADEMIC INFORMATION	"Child has difficulty remembering academic information from one day to the next."	980
SOCIAL CONFIDENCE	"Child withdraws socially."	689
BEHAVIOR	"Child is argumentative, oppositional, or uncooperative at home."	1,058
ANXIETY	"Child worries a lot."	1,110

To learn more, read our Research and Results e-book.

Reviews

WE RANK
4.9
OUT OF 5 STARS
ON FACEBOOK

WE RANK
4.6
OUT OF 5 STARS
ON GOOGLE

RECOMMENDATIONS
BY PARENTS
84%
SAID THEY WERE VERY LIKELY OR EXTREMELY LIKELY TO RECOMMEND BRAIN BALANCE TO A FRIEND OR FAMILY MEMBER

Review data collected January 2020.

"HE'S DONE SOMETHING EVERYBODY SAID HE COULDN'T DO."

DAN G.
BRAIN BALANCE PARENT

Schedule an assessment today.

We can help your child.

Brain Balance®
ACHIEVEMENT CENTERS

1-800-877-5500
BrainBalance.com