



Brain Balance®  
ACHIEVEMENT CENTERS

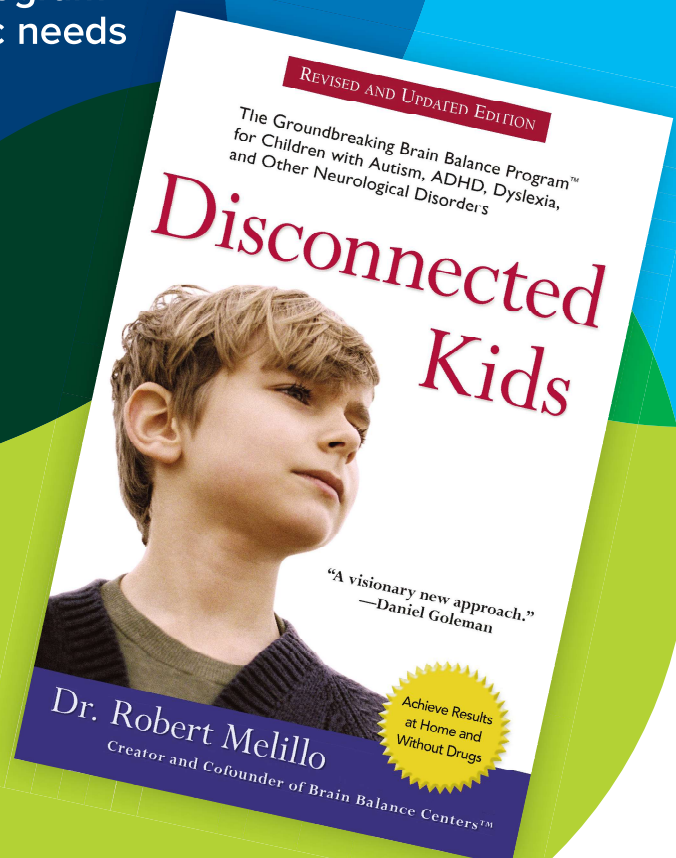
# How Brain Balance Can Help Your Child

Based on 20 years of clinical research, learn how this groundbreaking program has helped tens of thousands of children and their families lead a better life.

In this eBook, you will learn about:

- The methodology of the Brain Balance Program
- How a comprehensive assessment is used to create a unique program based on your child's specific needs
- How you can achieve results without drugs

Dr. Robert Melillo  
Creator and Founder of  
Brain Balance Centers™





## Dr. Robert Melillo

World-renowned Researcher in Child Neurological Disorders, Professor and Chiropractic Neurologist

Based on years of scientific research, Dr. Melillo's revolutionary Brain Balance Program™ has achieved real, fully documented results that have dramatically improved the quality of life for children and their families.

### This drug-free, integrated approach includes:

- Customizable exercise regimens that target physical, sensory, and academic performance
- A behavior modification plan
- A clean eating program that identifies food sensitivities that can hinder brain development
- A follow-up program that reinforces lasting results

Dr. Robert Melillo is a world-renowned researcher in child neurological disorders, professor and chiropractic neurologist, and creator of the Brain Balance Program. Since 1994, his program has helped thousands of children with autism spectrum disorder, ADHD, dyslexia, Tourette syndrome, and other disorders. Brain Balance Achievement Centers are located throughout the United States. Dr. Melillo lives in Rockville Centre, New York, with his wife and three children.

For additional information, visit [brainbalance.com](https://brainbalance.com).

## Letter from Dr. Robert Melillo

As the world around us continues to evolve at an incredible rate, we are seeing advances in technology that places information literally at our fingertips. Today, we can live our daily lives by getting most of what we want with the push of a few buttons.

At the same time, we are seeing an alarming escalation in the number of children who cannot navigate around this world because their brains have yet to fully develop. The number of children diagnosed with ADHD, autism spectrum disorder, dyslexia, Tourette syndrome, obsessive-compulsive disorders, bipolar disorders and other conditions have reached frightening proportions. A recent government study shows as many as 1 in 45 children are diagnosed with autism spectrum disorder. The numbers are staggering.

When I started researching neurobehavioral disorders in the 90s as a parent of a child with ADHD, and as a neurology expert, I was frustrated by the lack of accurate information that could explain what was happening in a child's brain. Answers from professionals were vague. Reading books did not help. The books cited different cases and talked about basic treatment with medication, but the conditions were attributed to genetics and considered incurable. Much of the information was even unclear as to what the actual symptoms of the disorder are.

I could see clearly that the problem was increasing dramatically, and whatever we were doing was not working. I was seeking an answer to a problem that did not have one single answer.

Childhood neurological dysfunctions share many common characteristics with learning disabilities or behavioral disorders. The implied assumption was that issues such as these manifest themselves by affecting only individual behaviors, and that the rest of brain development proceeds smoothly and without incident. This is not the case.

Each disorder, each issue is complex and often involves every system of the body. Science, however, traditionally does not take a whole body approach to seeking a solution. “Solutions” tend to focus on one major issue. With ADHD, they say it’s an attention problem or impulsiveness, while dyslexia is a reading problem and autism is a socialization and communication problem.

I looked at the over-arching issues in a more holistic manner and found that the issues these children have involve every system in the body. Not just the brain. This is how the Brain Balance Program was born. One of the most important facts surrounding the program’s success is that Brain Balance’s focus is not about treating the symptoms, but focusing on the root cause of the problem to resolve the issue.

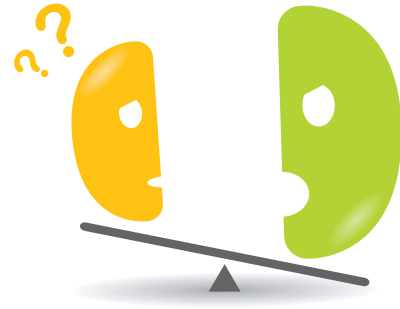
The Brain Balance Program is all about making sure that the left and right sides of the brain are equally developed and in total harmony. I have found that once the left and right sides are in equal balance with one another, the symptoms go away.

It is my true hope that you take to heart what I have learned over the years, and give Brain Balance a chance to help your child.

# The Philosophy Behind the Brain Balance Methodology

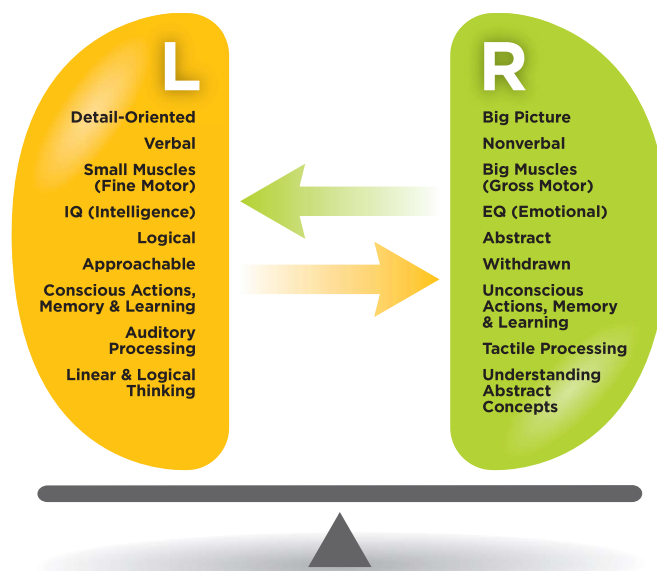
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Based on years of clinical research, I believe there is really one uniform problem that is at the root of all these different conditions like ADHD, autism, dyslexia and all other spectrum related disorders.



## One side of the brain dominates the other side of the brain.

When the two hemispheres of the brain are not balanced or synchronized, the imbalance interferes with the ability of the brain to share and integrate information. This means the brain cannot function as a whole. The result is that a child with a brain imbalance has normal or even unusually strong skills associated with the higher-functioning area or side of the brain, and unusually weak skills associated with the underactive area or side of the brain.



A Balanced Brain

Symptoms begin to appear because one side of the brain is maturing at a faster rate than the other. As the child develops, this imbalance becomes more pronounced and the two hemispheres of the brain never fully function as one.

If you look at the characteristics of a strong right side or strong left side of the brain, you can make a fairly quick judgment as to which side of the brain is dominating your child's behavior and performance. You can imagine the complexities and multiple layers of issues that a child may have. I have found that most of these children have a combination of many different symptoms that include sensory motor, cognitive, academic, emotional and immune challenges, as well as dietary and digestive problems. It's just not a singular problem to focus on. As I've said, these issues involve basically every system in the body.

The Brain Balance Program addresses all of these symptoms in a very holistic way. By stimulating the underdeveloped side of the brain without affecting the other side through a series of sensory-motor and sensory-academic exercises, in tandem with a nutritional regimen, the two sides of the brain integrate with one another and start working as a whole.

Brain Balance is a unique program in this regard. If you are a parent that has a struggling child, and have taken the journey from the frustrated Teacher to the Pediatrician, to the Reading Specialist or Child Psychologist, and on to the Occupational Therapist or Speech Therapist—you know what I'm referring to here. Each professional is well intended and very competent at what they do, but there is no central person, or program manager that sets longer term goals, puts all the coordinated activities in place, then monitors each activity and measures progress against goals set for your child.

Working independently with different professionals and therapists is a piecemeal approach and not one that a parent can or should be asked to do. It is truly an unfair request, akin to asking a mechanic to perform surgery because he already knows how to fix things. I do not

mean to sound flippant here, but if you have gone down this road, you have experienced the incredible frustration many parents have felt. The time and money spent chasing a true solution for your child in this scenario is disproportionate to the result, which historically is unsatisfactory at best. Add to that a high percentage of children who end up on years of medication (e.g., CDC estimates 70% of children with ADHD are on medication) that masks symptoms, but does not address resolving the problems. It is easy to surmise how the longer-term implications for a sound mind and body are dramatic—and not in a good way.

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 corrects the underlying problems common to the entire spectrum of seemingly disparate childhood neurological dysfunctions.

The Brain Balance Program conducts a comprehensive assessment that identifies your child's specific challenges, then puts a plan in place to resolve the problems. Brain Balance provides a solution that elevates the quality of life for children and their families.

**There is help and there is hope.**

## Brain Development Has to Evolve in Specific Stages

# 2

I cannot over emphasize the importance of brain development happening in a very specific sequence, or set of stages. One strong principle that the program is based upon is making sure each child's brain has developed in the sequence in which the body originally intended it to happen.

I know that sounds simple, but out of sequence or incomplete brain development is a significant root cause for problems with behavior and academics. It is one of the consistent threads among children with these kinds of issues. Their brain has not developed in the right sequence. The result is that you may have a 10-year old child with a portion of their brain development at the correct 10-year mark, while another area of the brain is significantly behind at 4 years old. When you ask a child in this condition to clean their room, which he or she should be able to do at age 10, it does not get done. That child does not have the tools that an age appropriate mature brain needs to have to complete that assignment. A child in this underdeveloped stage should not be expected to complete this task successfully.

As a parent that does not fully understand this, you are likely frustrated, as well as very stressed by the child's inability to do what you believe is a straightforward task. If you truly understood your child's developmental status—and embraced this reality—then your own expectations and parental behavior could be adjusted to an appropriate spot that would be beneficial for your child, and you as well.

Brain Balance is designed to rebuild your child's brain development from the ground up. A combination of physical and cognitive exercise, in tandem with a clean healthy eating program, is put in place for



each child. Your child's program is carefully constructed with clear instructions, right down to identifying the frequency and intensity with which every exercise should be completed. The instruction you receive on administering the components of the program will be specific to your child. We use what we learn about your child to optimize the program and address where your child needs help the most.

Once the recalibration of brain development has run its specific course, you'll witness significant changes in your child. The changes will amaze you and your child too. Most of our kids become self-confident and aware of the changes. They feel great about themselves and begin initiating positive behaviors that can be stunning to a parent. If you read some of the parent testimonials from Brain Balance parents, you will fully appreciate the significance of these changes.

One very good example is a young boy I know named Brody. Before Brain Balance, Brody's parents shared with me that he could not ride a bike. After Brody went through the Brain Balance Program he was able to finally learn how to ride a bike. To be clear, Brain Balance did not teach Brody how to ride a bike. What Brain Balance did do, however, was give him the tools and confidence to be able to conquer learning how to ride that bike. Brody will now retain those skills and he will have the ability to conquer many other things for the rest of his life.

In this particular case, the point here is that Brody was able to advance his skills where he could not before Brain Balance. This is one of the lasting effects of Brain Balance and it applies across the board from social skills to academics to eye-hand coordination, and the ability to grow, learn and manage many things for a lifetime.

**Brain Balance places your child in a position to succeed.**

## STANDARD DEVELOPMENTAL STAGES BY AGE

It's difficult to watch a child struggle. Monitoring developmental progress is critical to improving every aspect of a child's life. Use this chart to understand, as well as follow your own child's developmental progress. Keep close track of your child's milestones and the time it takes to reach each stage of development.

## Stages of Development



**15-17 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Has more control of the ego
- Can think through, and reflect, with parents
- Shows more independence from parents
- Has a deeper capacity for understanding and for analyzing
- Form close relationships with peers, with more than with friends
- Shows signs of depression, which can lead to poor grades in school, alcohol or drug use, suicide risk, and other problems

**COGNITIVE/ACADEMIC**

- Can now more defined work habits
- Can now more complex, abstract, logical, and work class
- Can now more complex, abstract, logical, and work class
- Can do a longer, continuous, difficult task in a calm and strong

**REASON**

**13-14 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Can now more relationships in a group
- Shows responsibility for homework with little prodding
- Is a socially responsive and aware
- Can be independent and responsible
- Is competitive and wants to excel
- Can show evidence of academic
- Their own, responsible work habits with well-learned goals
- Has independent writing skills
- Is to be a more productive

**COGNITIVE/ACADEMIC**

- Can give meaningful proof of thought
- Shows a focus on the future
- Can construct hypothetical situations and understand them with it in a way
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**REASON**

**11-12 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Now to a degree, is the independent
- Can establish independence of behavior
- Tends to go to and take care of relationships
- Can be a "social" friend of others
- Has the ability to control
- Shows awareness of others
- Can be more aware
- Can be more aware
- Can be more aware

**COGNITIVE/ACADEMIC**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**REASON**

**10-11 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Shows interest in peer relations
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**COGNITIVE/ACADEMIC**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**REASON**

**9-10 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**COGNITIVE/ACADEMIC**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**REASON**

**8-9 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**COGNITIVE/ACADEMIC**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**REASON**

**7-8 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**COGNITIVE/ACADEMIC**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**REASON**

**6-7 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**COGNITIVE/ACADEMIC**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**REASON**

**5-6 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**COGNITIVE/ACADEMIC**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**REASON**

**4-5 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**COGNITIVE/ACADEMIC**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**REASON**

**3-4 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**COGNITIVE/ACADEMIC**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**REASON**

**2-3 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**COGNITIVE/ACADEMIC**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**REASON**

**1-2 years**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**COGNITIVE/ACADEMIC**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**REASON**

**0-12 months**

**NOTES**

**BEHAVIORAL/EMOTIONAL**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware

**COGNITIVE/ACADEMIC**

- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
- Can be more aware
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- Can be more aware
- Can be more aware

**REASON**

# The Components of Our Program Address a Child's Challenges from Head to Toe

## 3

### The Brain Can Change

A crucial fact to always remember is that change is achievable because we know that the brain is capable of change, not just in childhood, but also throughout life. At one time, scientists believed that the brain was hardwired at birth and could not grow, change or correct errant growth patterns. We know today this is simply not the case. Over the last several decades neuroscientists have found that the brain has the ability to change physically and chemically—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. Spaces between cells get smaller and the new connections in the weak side of the brain can reconnect with the more mature cells on the functioning side and get back in rhythm. The brain begins functioning again as a whole. Both sides of the brain become reconnected.

Until now, an array of spectrum disorders have been considered lifelong problems, without cure or correction. We know today that this is simply not the case. Today, we believe that these problems have a solution.

The classic symptoms that we see fall into the following areas:

**Symptom 1:** Poor Body Awareness – Poor spatial orientation, or proprioception. Children do not know where they are in space. They do not feel grounded.

**Symptom 2:** Poor Gross and Fine Motor Skills – Problems with motor skills. Muscles do not move fluidly.

**Symptom 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 and cry when uncomfortable, to coo when cuddled. What we have found common in difficult pregnancies, or breech births and Cesarean sections may cause disruptions to primitive development and results in these reflexes not being fully activated and symmetrical.

**Symptom 4:** Poor Eye Coordination – Imbalances in eye muscle tone, resulting in the decreased ability for both eyes to track a moving object. One or both may overshoot or undershoot a target when tracking quickly.

**Symptom 5:** Poor Social Skills – Poor social skills are a common and significant problem. Children in this space are friendly and motivated to have social relationships, but go about it all wrong. If a child’s brain is too slow in developing nonverbal communication skills, it may affect his or her ability to “read” people and relate to them socially.

**Symptom 6:** Abnormal Emotional Reactions – A child that cannot feel their body is not adept at nonverbal communication and lacks the skills that distinguish between a scream of joy and a scream of fright. This child will struggle making friends and interacting with others. The child simply has no ability to understand emotional expression. As a result, the child may act in socially unacceptable ways.

**Symptom 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 an under sensitive sense of taste and smell. Some children cover their ears, as they cannot

tolerate a noise that sounds normal to someone else. Some children do not like to be hugged, even by their parents. Some children may have issues with clothing and fabric that touches their skin.

**Symptom 8:** Compromised Immune System – The brain is the control center of the immune response. Children with a left-brain deficiency experience lower immune defenses. Bacteria and viruses latch onto the least resistant areas like sinuses, lungs, respiratory system, or wherever they can easily set up residence. Right brain deficiency puts the immune system into overdrive. The immune system will move to defend the body, even in the absence of an enemy. This results in autoimmune conditions like asthma and allergies. It can also create chronic problems like food sensitivities. Right side deficiency children also seem to be immune to common childhood illnesses and infections like colds and sore throats. Incidence of this type of sickness is rare in a child with a right brain deficiency.

**Symptom 9:** Rapid Heartbeat and Immature Digestion – A baby is born with a primitive nervous system that controls automatic life functions such as breathing, heartbeat and digestion. This is called the limbic system. With any delay in the development of this important part of the brain, a child will continue to have a rapid heartbeat from early in life, shallow breathing and immature digestion. These symptoms are often confusing to pediatricians because a child will otherwise appear healthy.

**Symptom 10:** Food Sensitivities – Not to be confused with food allergies, children with this condition produce an inflammatory reaction to different foods that result in subtle mental and behavioral symptoms that can take anywhere from six to seventy-two hours to appear. Research confirms there is a direct correlation between this type of food sensitivity and an imbalanced brain. Children may show signs of irritability, inability to focus, impulsive actions, aggressive behavior, fatigue, bed wetting, sleep difficulties and bad dreams, learning disabilities and hyperactivity. Common foods that are high on the sensitivity list include citrus fruits (oranges, grapefruit, lemons,

etc.), corn, eggs, legumes (peas, beans, peanuts, soy), tomatoes and yeast products.

**Symptom 11:** Leaky Gut Syndrome – If a child’s brain is immature, so is the child’s digestive system. Children in this category produce less stomach acid and digestive enzymes, which chemically help break down and digest foods. They have poor muscle tone and fewer muscle contradictions of their intestinal and stomach muscles that help mechanically break down food. They also have poor circulation in their intestinal and stomach lining. Not only does low blood flow make the stomach more vulnerable to foreign invaders, it allows larger molecules to escape into the bloodstream before they can be broken down to release vitamins and minerals. As a result, nutrients are lost. This cycle is known as leaky gut syndrome.

**Symptom 12:** Academic Struggles – Children 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. Many may start out with superior verbal skills and are early word readers. Others are exceptional in math and can easily calculate numbers in their head, but struggle with math reasoning skills. These children start out early, impressing Parents and Teachers, but soon fall on difficult times. Teachers will tell parents that the child does not comprehend what characters are doing in a story. These children have clear 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.

**Symptom 13:** Poor Cognitive Awareness – Diminished cognitive skills are routinely associated with learning and behavior disorders. These skills are what define a child as an individual with a unique personality. They drive how a child will think, learn, rationalize and make decisions. Acting inappropriately, inability to focus in school, trouble with relationships and making friends are just a few of the signs of poor cognitive awareness. A child with this condition may laugh at inappropriate times, take risks and have a lack of fear, avoid

eye contact and show an inability to monitor their own actions. There are a number of other symptoms, but these kinds of behaviors show a lack of synchronization in the brain. This does not mean that the brain is damaged. It is just too slow on one half and too fast on the other.

## All These Issues Can Be Fixed Without the Need for Medication

These are all symptoms that can be fixed and should be fixed without administering medications. Many of the children who enter the Brain Balance Program are already taking different medications and that is perfectly fine. We do not ask parents to stop administering any medications to their children as a condition of entering the program. I am not anti-medication, as I believe that medication can be helpful to children with severe symptoms.

What we and research have found is that medication is often not the permanent solution. The most extensive study ever done on Ritalin, as well as other smaller studies, found pharmaceuticals offer no long-term benefits and may even cause poor grades in boys and emotional problems in girls. The medications generally mask the symptoms, but do not address correcting the problems. The Brain Balance Program does correct these problems without the need for medicine. Many of the parents of children who have gone through the program report that their child no longer needs or takes medication after successfully completing the program.

## The Brain Balance Program is Designed to Address a Child's Full Body Condition

Brain Balance is a holistic, comprehensive approach to correcting imbalances in the brain. As the imbalance corrects itself, symptoms diminish and eventually go away. Unlike the approach that other professionals may take where the focus is on one problem seeking one solution, Brain Balance looks at the full body and mind condition and sets up a program that addresses all the issues. Most medical

practitioners and other health professionals, such as therapists and psychologists, are oriented towards a one problem, one solution at a time point of view. A speech therapist is only trained to deal with speech related issues, as an example. This is very typical, as well as understandable. The result of following the one problem, one solution approach unfortunately, is something that many parents endure. That experience is usually not a positive one. Parents run from doctor to therapist, to doctor and psychologist and back to another doctor for help with separate issues. It is expensive, devoid of coordination and monitoring over time, and in most cases delivers little or no positive progress in the child.

Brain Balance is the one program that looks at all aspects of the child, coordinates the total effort, monitors progress and reports tangible progress from head to toe on each child.

## The Importance of Completing All Activities that the Program Requires

If you have read all my thoughts from the beginning of this brief book, you can glean the importance of what I'm about to emphasize. I strongly encourage every parent to participate with your child, be a part of the process and make sure your child is doing all the exercises we ask, including attending sessions 3 times a week in one of our centers, completing the home exercises each day, and following the nutritional program outlined for your child. To improve your child's performance for the remainder of his or her life, it only makes sense that you work through every activity that we ask of you. Doing so ensures you are directly addressing your child's challenges in a comprehensive way. There is no need to run from practitioner to practitioner or therapist to therapist. The Brain Balance Program will address your child's issues in a comprehensive manner.

The components of the program fall into three major areas:


1. Sensory motor exercises



2. Cognitive skill training
3. Clean eating, healthy nutrition

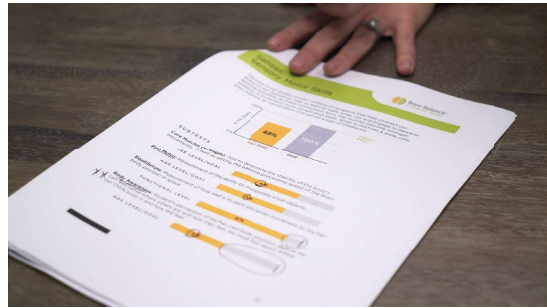
The exercising begins with a set of primitive exercises, all designed to start a child from ground zero, re-establishing the building blocks of development in the proper sequence from birth to present day. Primitive exercising stimulates reflex behavior. This is the start of the recalibration process that gets both sides of the brain working properly together. Cognitive skill training also happens at a center, as well as at home. This helps your child hone many skills that complement the work they are doing in tandem with other physical exercising. When you add eating healthy, unprocessed foods to the mix, the brain starts to communicate with greater efficiency. In short order, I can assure you that you will see changes in your child's behavior. Your child will feel different too, recognize the positive progress, and feed off that progress gaining unparalleled self-confidence along the way.

Brain Balance is arguably the best-kept secret in helping kids with behavior, social, and academic performance. We have now helped more than tens of thousands of children and the reported results have been substantial.\* Our parents tell us about life changing experiences that not only have benefited their child over the long term, but also benefit the entire family and the dynamics of the family unit. It is not easy for a parent to watch their child struggle. It is a painful existence and that frankly, is one of the reasons why I have dedicated my life to turning so many children's lives around.

 ***On average, customers surveyed rated their satisfaction at 8.5 on a 10-point scale. Over 80% of customers said that they were very likely or extremely likely to recommend Brain Balance Achievement Centers to a friend or family member. Brain Balance does not diagnose medical conditions. Brain Balance is a non-medical, drug-free program for kids who struggle.***

## Why a Comprehensive Assessment is “Must Have” Information

It is important to get a full assessment of your child’s issues and challenges. Brain Balance can conduct such an assessment at one of our centers and I strongly encourage parents to do this assessment, whether you end up joining our program or not.



The Brain Balance Assessment takes several hours and returns critical information in many key areas that can inform you on where your child’s brain shows strengths and weaknesses. It provides us with the information we need to create just the right solution for your child’s individualized Brain Balance Program. From this assessment you will know where your child stands, where he or she needs to focus their efforts, and it also forms the baseline of data that we need to monitor progress and report to you on the status of the progress. During the program process, your child will be assessed at multiple points in time so we can see where progress has been made.

That said, you and your child will notice these changes all on your own—and they will likely amaze you. There may be a handful of bumps in the road, but that’s to be expected as well. Sometimes, as your child progresses through the program, there will be points in time where behaviors appear to decline before they progress in a positive way. That does happen and is quite typical. Remember, we recalibrate your child’s brain development from ground zero on up. So it makes sense that some behaviors will also go in reverse before they spring forward again. This is something we welcome, as many behaviors that are negative as well as positive indicate the emergence of more sophisticated and complex brain processing.

Please be assured that your child will move forward—and in a very big way. By following program guidelines and supporting your child every step of the way, your child will end up the biggest winner in life.

If you have any questions as a result of this information, please contact one of our Center Directors in a location near you. Our mission is to help as many children in this country as we possibly can.

I truly hope we can help your child and your family as well.

A handwritten signature in black ink that reads "Robert Melillo". The signature is written in a cursive style and is followed by a long horizontal line that extends to the right.

*Dr. Robert Melillo*