



# The 5 Critical Strategies You Need

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To get your child through their reading struggle

*"No matter if it is dyslexia, another specific learning disability, or they are just plain not getting it"*



## Why More Practice is a Recipe for Disaster and What to Do About It

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When a child is struggling in reading, more reading practice might just be the worst thing for that child. Yet that is usually the prescription. This also applies to any other learning struggle.

Yet nothing seems to work.

You may get feedback from teachers such as **"not working at potential"** or in private **"lazy"**. Yet these behaviors are symptoms, not causes.

What is really scary is that if these labels persist they may become ingrained and truly a part of your child's personality.

There's a big danger in allowing this struggle to go on. Every day it persists it will get worse and your child more convinced of their own self-evaluation (I'm Stupid!). A self-evaluation that they are working hard to hide from the world. Because it hurts.

Sure, you know that self-evaluation is not true. You see the brilliance in your child. Yet it is what your child believes that is most important. That is actually the biggest factor in winning this. And I will show you how to help them see their own brilliance. And put it to good use.





## What to Do?

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Guiding a child through a reading difficulty, or any learning struggle takes a multi-pronged approach.

This is because there is much more going on besides the apparent problem. There are underlying causes that are not at all likely to be obvious (until you finish reading this report). And there is a constant loss of self-confidence, self-esteem, and the will to keep trying (grit). All of this must be handled.



## The Approach That Works

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What is needed is an approach that reverses the confidence issues, handles the emotional issues, removes the learning roadblocks, increases learning ability and memory, and not only brings back the natural desire to learn but also enhances it.

So let's get to it.



## The 5 Strategies

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The approach that works consists of five strategies. Within each of these are a multitude of tactics. We'll cover the strategies so that you understand the what, the why, the how, and even a few who's. In the process, we'll even cover a few tactics as well.

The Strategies Revealed:

- 1. Build up the learning micro-skills**
- 2. Use a multi-sensory approach**
- 3. Use confidence building tactics**
- 4. Use Kaizen**
- 5. Develop proprioception**

Let's cover the what first.



## What are micro-skills

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Most of us don't pay any attention to the inner workings of our own minds. In my profession I do. And it's really quite amazing what goes on in there.

Think about this. Any complex skill is actually a lot of small skills that work together. Let's take driving as an example.

When I learned to drive it was in a pinto (yes I just dated myself). Now if you know anything about a pinto you know that they were not the most powerful of cars. And they were all stick shifts.

So if you've ever learned to drive a stick this may be familiar.

There are three pedals and I only had two feet. What to do? To move forward you somehow have to get your foot off the brake and simultaneously get one foot gently pressing the gas while the other slowly releases the clutch.

Impossible right?

Of course this immediately results in a lurching of the car. The lurch affects your feet and sets up a lurch-halt-lurch-halt pattern.



Your head is jerked forward and back making you look like a heavy metal headbanger rocking out.

Your latte spills (not really, there were no Starbucks then).

After a few whiplash causing screech-jerk cycles you finally get the thing stopped. You've gone a whole 10 feet.

Wash rinse repeat. Oh this is fun right?

Forget the fact that you're also supposed to be paying attention to where you are going and avoiding hitting other cars, pedestrians, or ending up in the ditch.

And don't even get me started on the first time you end up stopping on a hill with a car right behind you. Ugh.

Driving that Pinto required learning a whole lot of little skills. But it wasn't long before I was cruising the streets of San Francisco, some of the windiest steepest streets in the world.

Zoom. Zoom. Zoom. (Don't tell my Mom, she still thinks I was at the library).





Anyway, reading, or any other academic skill is the same. It's made up of a whole lot of different micro-skills. And, just like I could smoothly shift gears while seat dancing and singing to the Go-Gos AND navigate traffic, your child can learn to read efficiently. It just takes building up the micro-skills.

Back to our Pinto example. Can you imagine trying to learn to zip around in that little tin can if you were missing just one of the required skills? How about two? What would happen if every time you shifted you couldn't get into the right gear. And the clutch popped.

The car would sputter and die and lurch and bog down.

And what if the passenger just kept looking at you and yelling **"You're not trying hard enough!"**

You might just reach over and punch them in the face.

You get the picture. You could keep trying to drive as much as you wanted, but if you didn't get the clutch and the shift down you'd just fail over and over. And you'd feel worse and worse. (and your passengers face would look worse and worse).

Eventually, you'd probably give up and just take the bus. What a loss of freedom that would be.

Just like the loss of freedom of not developing reading skills.

So enough about clutches and gears. You probably want to know what the underlying skills are for reading (and all other learning).

## Here they are:

- **Visual memory**

Seeing things in our mind. If we can't see it we can't imagine it. We can't follow the logic. It's all just words that don't mean much. There will be no comprehension and no joy.

- **Visual memory manipulation** (also called visual form constancy)

Can you visualize something in your mind and then turn it around and see it from another angle? This is visual memory manipulation. It is needed for any creative endeavor or for understanding anything logical.

- **Visual tracking**

This is the ability of the eyes to stabilize and track a line. Without it, letters and words jump or move. Or it can be difficult to keep your place while reading. Reading will be sort of like that lurching pinto. You'd be amazed at how often this skill is weak. And when it is it wreaks havoc on learning.



- **Visual Discrimination**

Our brains develop the ability to very quickly recognize shapes and symbols. We don't have to think about what these things are, we just know. This is an efficiency skill. It makes thinking faster. It makes reading faster. If it is weak then things are just more difficult because "recognizing" shapes and symbols takes up more brain power, leaving less for other tasks.

- **Visual Closure**

This is another visual efficiency skill. It's our minds ability to fill things in when there is incomplete information. Just like visual discrimination, if this is weak it is sapping brain power. Your child may fatigue easily if this is weak.

*Hint: These visual skills are mostly happen in the mind, not the eyes. Don't run off to the optometrist.*

- **Auditory Memory**

Our ability to remember sounds. Critical because we then need to relate these combinations of sounds to meaning.

- **Auditory Discrimination**

Our ability to tell the difference between sounds. This happens in the brain, not the ears. Think of someone who has grown up only speaking Chinese and never hearing English. There are no R's in Chinese. So without the brain developing the skill to recognize R's all R's become L's. That can be pretty confusing and you might end up with a plate of flid lice. That is an auditory discrimination problem. The brain has not developed the ability to recognize R's. This can happen with any sound and with a few off you can imagine how confusing things can be. The majority of dyslexics have this problem.

- **Auditory Closure**

Much like auditory discrimination this causes a difficulty in interpreting sounds. Difficulty with rhymes is a sign of an auditory closure problem.







- **Motor Skills**

We learn from the outside in. All of our learning micro-skills are developed through movement. "We learn to move so we can move to learn". From the moment we are born we use movement to develop our brain. If we want to continually build our brain we will use movement to build learning skills for our entire life. That is how the brain is developed. Movement is tied to learning. Therefore coordination is tied to learning. When we learn to coordinate our bodies in complex ways we are simultaneously building our brains. We are creating new neurons and new neural connections. Making new places to store our memory and learning.

- **Proprioception**

Our awareness of our bodies in space. Deeply tied to coordination and motor skills. Proprioception has ties to just about every learning skill. Our proprioceptive function resides in the hippocampus. The same place logic and spatial memory exist. It's all tied together. Developing the hippocampus through proprioception also has the added benefit of shrinking the amygdala. The amygdala is where temper tantrums and foul moods reside. So we can control emotions through movement.

- **Cross Lateral Skills**

The right side of our brain generally controls the left side of our body, and vice versa. Guess what happens when we cross a limb to the other side of the body? We switch which part of the brain is in control of that limb. This strengthens the corpus callosum. That's the connector between the hemispheres. We need that to be strong so that the brain is balanced and we have strong communication between the hemispheres.



## Why Build Up The Micro-Skills

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So, to summarize, all mental functions, including learning, memory, and perception, are actually composed of smaller functions. If any of these smaller functions (micro-skills) are weak it will cause a learning block. To remove the block you strengthen the micro-skills.

If any of these skills are weak it's going to show up as a problem in academics. Since the brain is so complex it can show up in a variety of ways. But it will show up in some way. Learning will be like my lurching pinto.

To get a complete list and explanations of micro-skills go here

<https://learningsuccess.ai/foundations-of-the-brain-bloom-system/>



## How Can I Build the Micro-Skills?

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There is a very common reason for failure in building up micro-skills. This reason is at the root of why many systems fail. Even some of the largest online brain training systems neglect this reason to the detriment of their users. What is it?



## Variety

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One of the most important parts of building micro-skills is using variety. If you neglect variety then the brain simply compartmentalizes the skill. This means that you get good at that particular exercise but the skills you develop do not translate to real world learning.

For example, if you do a lot of crossword puzzles you get good at crossword puzzles but you can't really use those mental skills elsewhere.

The fix to this is variety.

So, an example of how to do this correctly is:

If you are using a card memory game (the Learning Success System has a large variety of these) then you must do variations on the game by using different types of cards. So you might do a matching game with letter cards, then the next time with number cards, then the next time with symbol cards, then the next time with word cards, then the next time with clock cards (the Learning Success System has all these).

You get the picture. If you do this same game but with lots of different types of cards then you are generalizing the skill. The brain can now use this visual memory micro-skill in learning other things.

Here's an exercise you can try out.

This is the Wholey Shapes exercise from Learning Success. It is a visual closure exercise. In the program we also have this exercise done with letters, numbers, and quantities to generalize the skill.

Try it out:

<https://learningsuccess.ai/wholey-shapes/>



## What is Multi-Sensory?

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**Multi-sensory** simply means that when working and developing the micro-skills you should use strategies that use as many senses as possible (auditory, visual, kinesthetic).





## Why use multi-sensory?

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When we learn we store memory in different ways.

- **We can store it auditorily** (we remember a sound).
- **We can store it visually** (we remember how a letter looks).
- **We can store it kinesthetically** (we remember an emotion or how our body felt).

Everyone is a little different in this. Some people are stronger visual learners, others are stronger auditory learners, and others are stronger in kinesthetic.

***Note:** We often discount the kinesthetic as unimportant but this is a big mistake. The kinesthetic might be the most important. We just don't notice ourselves using it.*

**Example 1:** I have a student who can solve a Rubik's cube in under a minute by only glancing at it occasionally. He glances at it, sets what he wants to do in his mind and then will carry out the next 5-10 moves by feeling alone.

**Example 2:** All good Kung Fu black belts learn almost entirely kinesthetically. They see a move and then immediately translate it into a mentally constructed feeling in the body. It takes years to develop this skill but once they do they can learn a move almost instantly.



The kinesthetic is so important, yet so often overlooked.

The need for the kinesthetic is why **it is impossible to develop the brain with a computer only system**. Sure, it would be nice if we could do this just by playing with an app but it won't work because you need to integrate the body. You need to use the tactile. You need to use feeling.

The Learning Success System is delivered through the computer and uses computer animations and exercises where possible but it also is full of kinesthetic exercises. Because educational therapy must be tactile. No Brain Game software will work.

In the Learning Success System the computer videos show you how to do the exercise. It is not a brain game app that is lacking the kinesthetic like so many popular apps on the market.





## How Do I Use Multi-Sensory?

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**Multi-sensory Example:** You might do an auditory exercise by calling off a sound (auditory) and having the child look for a card that represents that sound (visual). Or you may call off a sound and have the student write out the letter that represents that sound in sand (visual and kinesthetic), or even make it in clay (visual and kinesthetic).

Here's a video for you:



<https://learningsuccess.ai/sea-and-sand/>



## What is Self-Confidence and Self-Esteem?

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**Self-confidence** is our own evaluation of our abilities. Self-esteem is our own evaluation of our worth.



## Why build self-confidence and self-esteem?

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This is important to look at in two ways. The positive side and the negative side.

When a child loses self-confidence and self-esteem a few things happen.

- 1 They will use **avoidance strategies**. Because they don't feel like they can achieve anything they will avoid trying. Avoidance strategies can be many things. Seeming lazy. Temper tantrums. Using humor to distract. Being clumsy to distract. Physical feelings like stomach aches or headaches. Being moody. The list goes on and on because kids are smart and creative.
- 2 They will try to **hide their problem**. See #1
- 3 They will **develop negative emotions** and depression.

If they are developing strong negative emotions and depression they are activating a part of the brain called the amygdala. It is the fear center. If this area keeps getting activated then it grows and then is more easily activated. In other words, they become fearful faster and easier. They become moody faster and easier. They become depressed faster and easier. Eventually this develops into learned helplessness. When that happens things become very bad.

This is the reason why fixing this problem asap is critical. Every day that goes by the amygdala becomes more in charge.



#### **4 They will become fearful that you might not love them anymore**

A child might assume that you love them because of their worth. If their self-esteem is falling then they perceive their worth to be diminishing and therefore they feel they will not be loved. To not be loved by their parent is the equivalent (in their mind) to death.

At a deep psychological level, they think that if they are not loved they might die. So the internal emotions are saying something like "If I try to do this homework well I might fail. If I fail Mommy might not love me. If Mommy doesn't love me I might die. I better not try to do this homework or I might die". Of course, they are not thinking that consciously. What they are doing is emoting that. It is at a deep subconscious level.

**It is no wonder they avoid homework.**





## The Amygdala and the Hippocampus

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**The amygdala** is where the bad emotions reside. **The hippocampus** is where logic, proprioception, spatial awareness, and lots of other learning happen.

The amygdala and the hippocampus have an inverse relationship. I.E. If the amygdala is growing the hippocampus is shrinking. If the hippocampus is growing the amygdala is shrinking.

If a child is fearful they cannot learn. Or said in another way, when the amygdala is in charge they cannot learn. The amygdala actually shuts off the cognitive parts of the brain. Learning is nearly impossible when the amygdala is in charge.

So we don't want to activate the amygdala.

Instead we want to grow the hippocampus (which shrinks the amygdala).

What grows the hippocampus is proprioceptive exercises. See strategy #5.





## How to build self-confidence and self-esteem

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There are a number of tactics we use to build self-confidence. Self-esteem naturally grows as self-confidence grows.

**Self-confidence tactic #1.** Kaizen. See strategy #4.

**Self-confidence tactic #2.** Proper praise.

Praising skills or attributes can backfire. Praising effort causes more effort. So if a parent says things like, "**Johnny you're so smart**". Then Johnny might become afraid of not seeming smart and then may avoid things that he might think would show him to not be smart (like homework). This sort of praise was popularized in parenting books of the 70's and these bad ideas have stuck around. You may have been told to do this.

This isn't to say that it's all about the effort. The "**everyone wins sports games tactics**" are just as bad. There are winners and losers and this is part of life.

We must just learn not to associate our self-worth with winning and losing. Children need to learn that mistakes are simply a part of the learning process. They are an opportunity to assess what went wrong then try again.

The problem is that when improper praise is used, mistakes become associated with self worth instead of being associated as a part of learning.

On the other hand, if mistakes are associated as a part of learning, and just a challenge to get past, then they can actually inspire.

This is what we want. An attitude and understanding that mistakes are just a part of the learning process. Nothing more.



mistake

**Self-confidence tactic #3.** Transferring confidence.

If you think about self confidence as a brain chemical (a neurotransmitter), which partially it is, then you'll realize that you can build up that chemical in the brain just before attempting an activity in which you lack confidence.

Here's a video on how to do that:



<https://learningsuccess.ai/the-confidence-account/>

*Hint: If you watch until the end there is a free download you can use.*

**Self-confidence tactic #4.** Anchoring.

This is a tactic which comes from neuro-linguistic programming. It is used by popular self-help gurus like Anthony Robbins. The idea is to connect positive feelings to a tactile feeling in the body. Such as a specific touch. This is another example of using the kinesthetic. You can get the exercise in this video.



<https://learningsuccess.ai/confidence-anchoring/>

### **Self-confidence tactic #5.** Power moves.

Many proprioceptive exercises (see strategy #5) are also power moves. Power moves are body motions which display a look of confidence and therefor create a feeling of confidence.

We say, **"Motion creates emotion"**

So when we are feeling down we can change our emotional state by the way we move our body.

There's a lot of research behind this but you can easily prove it to yourself with this easy exercise.

**Step #1.** Trudge around like a depressed and moody teenager for 60 seconds.  
Note how you feel.

**Step #2.** Pull your shoulders back and walk briskly like you have somewhere very important to go. Do this for 60 seconds. Note how you feel.

Did you notice a difference?

I'll take a guess that you didn't like the first feeling.

It's pretty evident that we can use our bodies to change our emotional state. Do you think this might be useful when your child is not feeling too confident?

Some power moves also activate and stretch the larger leg muscles. These muscles are connected to the fight or flight reaction because we need them for flight. So by stretching them we can help relieve that stress.

Here is an example power move you can try which also stretches these muscles.



<https://learningsuccess.ai/hard-bow/>



## What is Kaizen?

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**Kaizen** is the art of making large improvements through very small changes.

These changes may be so small as to seem insignificant but add up to great things over time.



## Why Should I Use Kaizen?

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We all resist change. It is human nature. Our brains are actually hard wired to resist change.

The bigger the change we try to make, the harder our brains will resist it. This is why crash diets or new years resolutions usually don't work.

It's like there's a little sleeping dragon that only wakes up when it senses a change trying to be made. When it wakes up it does everything in it's power to resist change. And it can be a powerful and persuasive little monster.

So the trick is not to wake it up.

We do that by making the changes very small so they don't get noticed. The little fire breather will barely stir in his sleep. Sleeping happily away as great changes are actually underway.

In essence, we are tricking our brains into not resisting change.

**I'll admit it. I'll use trickery to get your child through this struggle. Whatever works right?**

KAI      ZEN  
改      善  
Change for Good



## How Do I Use Kaizen?

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Basically, break everything down.

To tiny bites.

**Note:** *This is especially important if your child is giving you resistance. If that is going on then kaizen (and a few other tricks) is absolutely necessary. Otherwise your efforts will be like pounding on a brick wall. Use kaizen and make that resistance melt away.*

### **Kaizen means you break things down to the ridiculously small.**

If your goal is to run a marathon you start by simply setting your shoes out. That's all. If you go out and try to run a few miles, and that is new to you, then your brain will start telling you why you shouldn't do this.

Just setting the shoes out as a goal is no threat.

I'll admit it. If I have a goal I tend to want to attack it hard. To use sheer willpower. and sometimes that works for me. Because I'm pure stubborn. But it's usually not an effective tactic. Even though it's the one we all often want to use. It rarely works.

Why use up all that willpower. It is a resource you know. Use kaizen instead and eliminate the need for willpower.



## Kaizen always works.

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Another interesting thing about Kaizen is that it sets your child up for many little wins. When building up confidence, it is not the size of the win that counts, it's the quantity. Each little win releases endorphins in the brain. Endorphins are pleasure chemicals. So we are essentially training the brain to seek out the pleasure chemicals produced by little wins. Over time this leads to what we call grit. The ability to push through the hard things.





## What is Proprioception?

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**Proprioception** is our awareness of our body in space.

I also like to include our awareness of the space and things around us in the definition.

In the arts, proprioception is usually referred to as mind-body.



## Why is proprioception important?

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**All learning starts with proprioception.**

From the moment we are born we begin to build our neural networks through proprioception.

In the beginning, an infant's first job is to figure out **"what is me and what is not me"**. They do this mostly through sticking things in their mouth. This is the most basic stage of proprioception.

Later they scoot or roll and then crawl. Initial crawling is same-sided then they learn to cross-crawl (where the foot moves with the opposite hand). These all represent not only physical milestones but neural milestones as well. When cross crawling begins this signifies that the two brain hemispheres are beginning to work together.

This process of movement and coordination discovery is the process of developing the brain.





## The Most Important Neuroscience Discovery Ever

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The most important discovery in neuroscience just happened in the last decade. **That was the discovery of neurogenesis and neuroplasticity.**

This discovery has profound implications. The most important of which is that we can choose to continue to develop our brains throughout our lifetimes.

Before this discovery, it was thought that intelligence was set. You got what you got and it couldn't be changed.

That old idea, that we were all taught in school, has been turned on it's head :-).

The fact is that we can mold our own brains. They change over time and the thing that makes them change is proprioceptive exercises. Which, of course, makes perfect sense.

It's now known that even the brain diseases of old age, such as Alzheimers, can be staved off by proprioceptive exercises.

**So, for a child that is struggling, proprioceptive exercises are the most important thing they can do. In some cases, this alone has been the solution.**





## What Proprioceptive Exercises Should My Child Do?

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All proprioceptive exercises are not equal. There are two important factors in proprioceptive exercises. They are:

1. **How much mind-body**
2. **How much cross-lateral**

When we say **mind-body exercises** we are talking about exercises in which we are continually aware of our body. These are exercises in which we have to concentrate to perform them.

Mindlessly running on a treadmill is not proprioceptive.

**Learning a new Kung Fu move is proprioceptive (Highly proprioceptive actually).**

It is this connection between the mind and body which both causes the new brain cells to develop and for them to stick around. Brain cells actually are created from doing non-proprioceptive exercises, they just die off immediately. Presumably, because they don't have to store a new movement and therefore have no use to the brain.

**Cross lateral exercises** (also called bilateral coordination exercises) are exercises in which a limb crosses the mid line of the body. This is important because when this happens (like in cross crawling) the brain hemispheres are working together. They are balancing the work. This strengthens the corpus callosum (the connector between the hemispheres) and having a strong corpus callosum helps the brain work well. This is especially important for tasks such as reading because reading requires tasks that happen in both brain hemispheres simultaneously. So having a strong corpus callosum allows the different brain centers to work together.

Studies have shown that **bilateral coordination exercises alone improve reading skill**. This was without any reading practice.





## Where Do I Find Proprioceptive Exercises That Are Right for My Child?

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The best proprioceptive exercises are found in **certain forms of Kung Fu** and Tai Chi.

This is because these are both proprioceptive and cross lateral to very high degrees. Often crossing two or three limbs across the mid line at a time.

This is why we have derived motions from these arts and **included them in the Learning Success System.**

As Kung Fu black belts we are experts in deriving the right motions as well as teaching them in a systematic way.

**You don't have to learn Kung Fu. You just need to do these simple exercises which we have derived for you.**

Other places to find proprioceptive exercises:

1. **The more disciplined forms of dance such as Ballet**
2. **Horseback riding**
3. **Many children's playground games**



## A COMPLETE SYSTEM

While many have seen success by doing only one or two of these strategies, the results of doing them together are profound. This is definitely a case of the whole being greater than the sum of the parts.

**No matter what program you decide to embark on make sure it addresses all five of these strategies well.**

If you should choose the Brain Bloom System you can be assured that we have woven these principles throughout the program in such a way as to get the maximum benefit. Thousands of parents have seen their children improve through this system. We know that it will help your child as well.

You can get the program here.

**Brain Bloom System**

Regardless of whether you choose to help your child by using the program that we have put thousands of hours of research into or if you choose to do the research on your own I truly hope this ebook has been helpful. It should give you the foundational knowledge to:

**"Embrace Your Child's Brilliance and Unleash Their True Potential"**

