

**Moving Learning Along:
A Study of Educational Kinesiology
(Brain Gym®)**

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**This dissertation is submitted in part fulfillment of the requirement
for the degree of M.Ed. of the University of Wales**

Declarations and Statements

This dissertation is submitted in part fulfillment of the requirement for the degree of M.Ed

Signed.....Date.....

This work has not previously been accepted in substance in candidature for any degree other than the one for which it is now submitted namely Master of Education of the University of Wales.

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This dissertation is the result of my own independent work and investigation, except to the extent stated in the Acknowledgements, and except for what is explicitly attributed in the text to the other sources.

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I hereby give consent for my dissertation, if accepted, to be available for photocopying (subject to copyright regulations) and for inter-library loan, and for the title and summary to be made available to outside organizations.

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Abstract

The aim of this dissertation is to demonstrate that the use of established Educational Kinesiology (Brain Gym®) strategies has a beneficial effect on pupils. Therefore, educators who use these techniques will be more effective in helping to teach pupils. The research considers the nature of specific learning difficulties in literacy and mathematics. It considers how Educational Kinesiology (Brain Gym), combined with effective teaching strategies, can have a wide ranging, positive effect on the pupils and their success, achievements and relationship with peers.

The methodology used is 'action research'. It focuses individually on four pupils with widely different specific learning difficulties and one combined group of teachers and other professionals who have completed the four day basic Educational Kinesiology (Brain Gym) course.

Chapter 1 reviews the published literature. The review considers the background to the development of Educational Kinesiology and other movement programs as well as a discussion of specific learning difficulties related to literacy and mathematics.

Chapter 2 describes the methodology of the action research process. The movement approach is used to encourage 'rewiring' of the brain and encourage effective neurological integration.

Chapter 3 describes and evaluates the group of professionals who completed the Four Day Accredited Brain Gym course. The chapter also assesses the confidence gained by the professionals in dealing with stress and learning difficulties.

In Chapters 4 to 7 the individual pupil case studies of the research are described and evaluated. Noticeable changes occurred in the three pupils who had unlimited access to Educational Kinesiology (Brain Gym).

Chapter 8 evaluates the results and their effect on the pupils, teachers and education as a whole. It defines the achievements of the action research and issues for future action required to establish a truly fair education system for all pupils. Brain Gym is only one aspect of the Educational Kinesiology program. There is ample scope for much needed research to demonstrate the effectiveness of Educational Kinesiology as a broad and in-depth procedure to aid neurological integration and natural learning.