

A Well-Being Model of Learning

BrainLab's learning practitioners offer a non-pharmaceutical, whole systems approach to learning and learning issues. We promote a well-being model of learning as an alternative to the prevalent diagnosis and disorder model. We believe: happiness, play and freedom of choice are central to learning. Loving, egalitarian relationships between young people and adults nurture the expansion of creative intelligence. Music, dance, storytelling and the visual arts are humanity's "core curriculum." The mind soars in a joyful body.

*Beyond the sky we fly,
perchance to see some greatness there:
eternal wonder! that which is born of courage here.*

– Wayne Shorter, composer, jazz musician extraordinaire

We are concerned that the prevalent medical model of "learning disorders" has led to widespread prescription of stimulant, anti-anxiety, and antidepressant medication. This model frames the source of learning problems within the child—and diagnoses "attention problems," "processing problems," etc.

In contrast, the team at BrainLab chooses a **whole systems lens** to view learning issues and create solutions. We view the child **in relationship**—to parents, teachers, curriculum, school system, community. We look for **long term solutions** that place learning issues in a larger context and empower people from within.

Comprehensive services for families:

- Learning Conversations
- Expressive Arts – classes and one-on-one mentoring
- Biofeedback
- Workshops, classes, salons for parents and educators
- Educational assessment
- Child and family advocacy with schools
- Attention, depression and anxiety medication education
- Support for planning transition off pharmaceuticals
- Nutritional supplementation
- Clinical psychology
- Referrals to holistic practitioners

BrainLab Whole Systems Learning

Young people and parents find support for all styles of learning at the **BrainLab. Learning Conversations, Expressive Arts and Biofeedback** give children and their families a wide range of **tools for learning-how-to-learn**. We offer one-on-one coaching and mentoring for children and teens, and group experiences—monthly workshops and ongoing classes. For parents, we offer coaching, classes, salons and family retreats. Check our website for the current schedule or give us a call.

The BrainLab Co-founders

Claudia L'Amoreaux founded and directs the **Haven Learning Center**. Claudia brings thirty years experience in parenting education, and public, private and alternative education. Her work as an international "edge-ucator" has been featured on New Dimensions World Broadcasting Network, BBC World Radio's *Essential Guide to the New Millennium*, and in the film *On the Wild Side—Meetings with Remarkable Women*. Locally, she has been interviewed on *Childhood Matters*, and Mike Riera's *Family Talk*. She co-authored *Creating Learning Communities* (Solomon Press, 2000). Claudia creates learning communities that support young people in self-directed learning.



Dr. Greg Alter, Ph.D., directs the **Berkeley Biofeedback and Psychology Center**. He brings over thirty years of experience in the use of biofeedback to enhance attention, performance and well-being. In addition, Greg offers educational assessment and psychotherapy. He is a licensed Psychologist (PSY7422) and Marriage and Family Therapist. He is a member of the American Psychological Association, the American Academy of Experts in Traumatic Stress, and the National Register of Healthcare Providers in Psychology. Greg is a pioneer in the biofeedback field, integrating diverse approaches from both biofeedback and the psychology of health and well-being.



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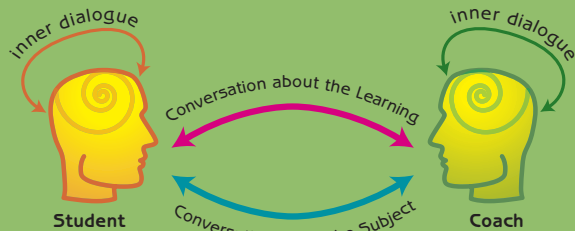


AT HAVEN LEARNING CENTER

Providing Tools for
Learning-How-to-Learn

Learning Conversations

Most academic tutoring focuses on helping students master particular subjects. Learning Conversations focus attention not only on mastering particular topics, behaviors and skills, but on the *process* of learning itself and *learning-how-to-learn*.



Learning Conversations coach Claudia L'Amoreaux creates a supportive dynamic that encourages reflection, higher-order thinking, intrinsic motivation and a deeper sense of confidence and well-being. Young people learn how to talk themselves skillfully through their own learning events. They make the successful transition from other-directed to self-directed learners.

“One of the most valuable skills Claudia offers is the ability to help a learner reflect on his/her own learning process... Learning-how-to-learn is the life skill I consider most valuable in a fast-changing world...”

– Jan Hailey, parent

Learning Conversations for young people focus on:

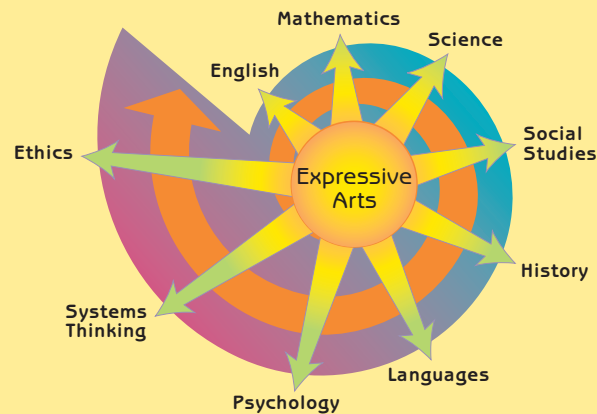
- Organization and time design
- Reading fluency and comprehension support
- Research and writing strategies
- Communication—positive self-talk and social interaction
- Goal setting and non-judgmental self-assessment
- Emotional Intelligence
- Self-advocacy skills
- Independent study plans
- Apprenticeship, travel learning and early college options
- Rites of passage for teens

Learning conversations for parents include coaching in:

- Compassionate communication and the biology of love
- Parenting with skillfulness and joy
- Modeling learning-how-to-learn
- Designing a family learning plan

Expressive Arts

Expressive Arts give young people a way to bring their hearts, bodies *and* minds to learning. Many schools today emphasize highly compartmentalized academic learning and test scores. We believe that music, dance, theater, creative writing and the visual arts support young people in developing a broader range of self-expression necessary for creative intelligence.



Through active participation and performance in the Expressive Arts—humanity’s “core curriculum”—children and teens can experience ever-widening opportunities for joyful, embodied learning.

BrainLab mentors offer group explorations and one-on-one coaching in:

- Music
- Movement & dance
- Physical theater
- Creative writing
- Visual & media communications
- Design



For current schedule of events, see:

www.thebrainlab.net

Biofeedback

Biofeedback helps young people explore and understand the *body/mind connection*. Biofeedback sensors help them measure the body’s many signals—brainwaves, blood flow, muscle tension, temperature, sweating, breath, and heartbeat. Software “feeds back” these measurements in formats that include music, animations, and fractal imagery. Participants discover that they can influence feeling and thinking states—they can create relaxation over anxiety, focus over distraction.

Biofeedback sessions explore:

- Understanding your brainwaves – from alpha to gamma
- Brain, heart & breath biofeedback
- Biofeedback & learning: math, reading, writing, speaking, class participation, & test-taking
- Biofeedback-facilitated peak performance
- Biofeedback-assisted mindfulness & meditation practice
- Biofeedback *without* technology

We observe that when young people practice biofeedback, they experience improved functioning across multiple domains: feeling, attending, concentrating, planning, verbalizing, reasoning, and creating. Self-esteem and self-confidence increase and motivation returns.

“Biofeedback has enabled me to focus better, not just in school, but on my life, overall. It has been a catalyst for feeling better—more fulfilled as a person. The fact is, Biofeedback is fun!”

– Alison, age 18

Biofeedback enhances *learning-how-to-learn*. Benefits received from biofeedback can be noticed immediately,



and biofeedback-enhanced performance improvements *last*—as long as several years based on brain biofeedback outcome studies. In contrast, pharmaceutically-facilitated performance improvements drop off when medication is stopped, and side effects are cause for concern. Most important, young people are *empowered* by their interactions with biofeedback.