

Improving Academic and Behavioral Performance in Students

Super Brain Yoga

~ A Three Year Study ~

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“I have been a teacher for 15 years; no tool has had the same effects in my classroom as the Super Brain Yoga...before I helped students grow; now I can help students help themselves.” [Kim Siar, Middle School Teacher].

Typically it takes super strength to work with thirteen to fifteen-year old adolescents experiencing academic and behavioral problems. The level of teaching that is required to motivate, liberate, and educate these teenage students from the obstacles within is a taxing situation. That is until Master Choa Kok Sui's release of Superbrain Yoga. For the past three years, students attending an urban school district in Norristown, Pennsylvania, have proved that students practicing Superbrain Yoga, now have an opportunity to experience success on many levels.

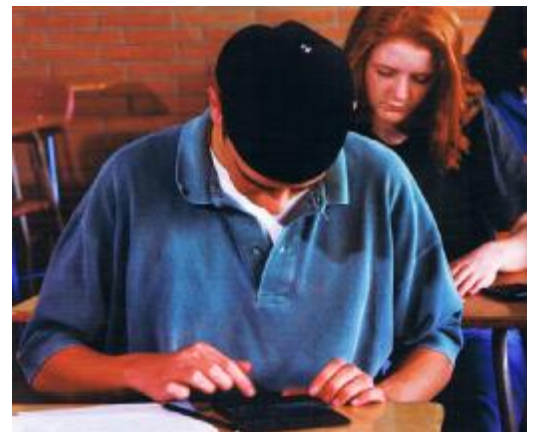
Presently, as in most urban school districts, the students in Norristown, Pennsylvania, are struggling with standardized test scores. These students are not only failing academically but quickly becoming disengaged with the learning system as a whole. Behavioral problems are more consistent than many students attendance. A teacher assigned to teach the struggling students knows it takes a miracle to move the mountain within these students or a mountain mover. Superbrain Yoga is just that.

Typically the teenage years between thirteen and fifteen-years old are a tumultuous time in itself. The brain at this stage is experiencing many changes. Master Choa Kok Sui explains this period as a time of great physical strength and even greater hormonal strength. In the chaos of learning to deal with these physical and hormonal changes, the mental body is often the last one to drive the decisions the student makes

throughout a day. Yet it is the faculty used as the main measurement of success, evaluating both the students and school district. In an attempt to increase test scores, students are often taken out of their interest-based classes for remediation. This often leaves the student angry, belittled, and with little understanding of the long term benefits for improving academically. Conversation and any other attempts to move the student to a level of success often falls on deaf ears. As a teacher working fifteen years with this type of student, the immense effort needed to move students marginally had me questioning my occupation, my beliefs, and often left me fighting a system with energy that served no purpose. As a result of the success of Superbrain Yoga now there is not only hope but a scope that provides a teacher and a student the opportunity to see who they can be when the brain is activated and energized. For the past three years data has demonstrated that students performing Master Choa Kok Sui's, Superbrain Yoga have improved academically, emotionally and behaviorally.

“In that year, 83% of the students in the experimental group improved their standardized tests scores using the Gates MacGinitie Reading Inventory as a measurement tool.”

In the first year a pilot study of two classes



totaling thirty-six students served as the experimental group while sixteen served as the control group. These students performed the exercise regularly, before tests, and when they were noted to be visibly tired, struggling emotionally, or needed to assimilate further information. In that year, 83% of the students in the experimental group improved their standardized tests scores using the Gates MacGinitie Reading Inventory as a measurement tool.

The average percentage point change in scores was 24 points for the experimental group. For example, students once scoring 64% on tests were now scoring 88%. In the control group, only 50% of the students improved their test scores with an average percentage change of 14 points. In addition, 17 students in the study moved to higher performance levels while only six from the control group experienced a significant shift. In the experimental group one student qualified as gifted and six often students inducted into the National Junior Honor Society, a prestigious academic program, for the following school year.

What the Students had to say...

DOING THE SUPERBRAIN EXERCISE (YOGA) HELPED ME A LOT. BEFORE I HAD BELOW BASIC (FAILING SCORES) ON MY SNAPSHOTS, NOW I HAVE PROFICIENT(AVERAGE TO ABOVE AVERAGE).

BA

THE SUPERBRAIN YOGA HAS HELPED ME THINK BETTER AND FASTER.

JS

THE SUPERBRAIN YOGA HAS IMPROVED MY GRADES AND IT HELPS ME DO BETTER IN SPORTS. MY LIFE HAS BEEN BETTER EVER SINCE I STARTED.

PA

I THINK IT REALLY WORKS! IT HELPS YOU FOCUS!

AT

I FOUND THE TRUE ME.

SG

In the second and third year, the Pennsylvania System School Assessment Practice Test (PSSA) designed by the district to model the annual state assessment was used as an evaluation tool, 28 students participated in the second year without a control group. In this class, there were a number of students struggling with behavioral problems such as: depression, low self-esteem, ADD and ADHD, and compulsive disorders. One student shook uncontrollably while the other would often tear her work into pieces and take a failing grade before handing in her perception of flawed work. As these students performed Superbrain Yoga, the students were able to create enough space between their reactions to apply tools that would allow them to experience their responses differently. As a result these students had a greater opportunity to not only find themselves but redefine the aspects of the habits that would no longer serve them. In the first two years of the

study, it was these changes that resonated with the students the strongest. In many of their reflections and in their conversations years afterwards, the students commented fondly on the inner changes that they made as a result of the exercise,

In the third year of the study, 36 students performing Superbrain Yoga were compared to a control group of 36 students. Once again, the data reflects that students performing Superbrain Yoga perform better academically and behaviorally. In this year the experimental group increased test scores by 25% while the control group only increased by 15%. In the experimental group, twenty-four of the thirty-six students improved to levels of proficiency or higher, while only fifteen out of the 36 students improved in performance levels. It was also determined through the scientific evaluation of Dr. Eugenius Ang, Jr. (Ph D Post-doctoral fellow in the department of Neurobiology at Yale University School of Medicine) and Dr. Glenn Joseph Mendoza, (M.D., M.P.H. Practicing Physician and Director of the Neonatology and Neurodevelopment program in Upper State New York and Associate Professor, Clinical Pediatrics at the New York Medical College), that the quality of the experiment has a p value of .0001 which supports that the data collected is statistically and scientifically strong. Although the quantitative data is very important, as a teacher it is the qualitative data that has made the biggest impact on me. Story after story these students performing Superbrain Yoga soar! Their social skills, emotional responses, self confidence and self esteem improve. In each study, year after year it is witnessing

the transformation of their inner struggles that I am humbled at the impact this exercise has on the lives of these students. They no longer seemed to be lost in the sea of emotional pulls but anchored and open to the world around them.

Each year I ask students to reflect on the practicing of Superbrain Yoga as a part of their daily instruction and each year the responses are consistently positive and reflect the potential the students reached as a result of the program. Students' question why Superbrain Yoga is not practiced everywhere. I cannot move the students to the level of these test scores nor the shifts in behaviors without it.

Superbrain Yoga has changed my role as a teacher as well. Seeing the students' levels of success with Superbrain Yoga moves me to do more. In the three years of implementing Superbrain Yoga. I have experienced three promotions and have been nominated for four teaching awards, In 2005-2006 I was awarded the Chamber of Commerce's Outstanding Educator of the Year for Montgomery County.

I am deeply and profoundly grateful for the success of Superbrain Yoga. The profound academic and behavioral changes in these students allow me to witness the miracles of Master Choa Kok Sui's Super Brain Yoga each and every day.

Superbrain is an extremely valuable tool that helps not only teenagers, but the teachers who work with them to experience their potentialities.

Superbrain Yoga is being used by teachers at Primary and Secondary Schools as well as Special Schools dealing with ADHD and children with learning difficulties.

This simple one minute exercise is based on principles of acupressure, reflexology and the human energy system.



A primary school student performing Superbrain Yoga exercise.