# Harness your Brain’s Transformational Power for Learning and Healing Transcript

(Transcripts are generated by AI and may contain errors)

## Introduction and guest background

My next guest is someone that I am proud to call a friend. She is, somebody that's actually helped me too. I've been up to her clinic up in the Bay area north of San Francisco, and I was having some pain in my legs, and she worked with me for, I think, maybe two sessions, two days.

But it was fantastic. I mean, it was really, really helpful. And so I'm happy to be able to introduce her to all of you today. Her name is I'm not Bengio, and her center is called the not Bengio method.

Neural movement. Well, that's not your center, but that's what she does is is about neuro movement. And it was really cool when I was up at her center, the eclectic group of people that were coming in because some looked fit and healthy and wondering why, you know, why are they even there?

And but she works with musicians. She works with athletes, people that are high performance. But then it was also interesting because there was children that had, different needs that were coming there too.

And I got to sit in the waiting room with some of the families and talk to them. And these children had been impacted, maybe at birth or born with different conditions.

And it was just phenomenal to hear the parents talk about your work and not and how much you were helping their children. So I'm just really excited to have everybody learn more about what you do.

So welcome to our summit. Thank you. Thank you, Tom, and I'm really happy to be here with you and to introduce and have had this conversation with you and the audience with Will.

Listen. Yeah. So talk a little bit about your work. Let's start from the the concept of the brain. One of the things you say is that the brain is the master CEO, like it's in charge of everything that happens in our body and in our mind.

Kind of, take us through that concept a little bit. Okay. So when I say the brain is in charge, actually, it's a it's a really massive collaborative project between every part of ourselves and the brain.

And the brain is part of us. It's part of the body. Yeah. And it's relationship to the environment. So for example, the gravitational field is always there unless you're an astronaut and go out to outer space.

And that's a big job to manage that. Right. So when you move but but so, so basically the brain we're born with by the size of our connections, I mean more cells can form.

We know that now.

## The brain as the master organizer

But the baby is born with about 22% of the size of the brain in the sense of connections. Okay. And it's going to grow another 4/5, another 80%, roughly.

Wow. So that's massive. And the human brain has that more than any other, you know, brain of a vertebrate beings. That means we're really, really, really dependent on learning.

Yeah. But it's not like there's little units of learning that gets it into the brain. It's through a lot of experiential things that happened. As a baby moves and things happen, the sensations and body changes and so on and as and and really the, the connectivity between the periphery and the brain is formed through movement and the sensation that comes with it.

Yeah. And and gradually the brain actually very quickly the brain such putting together configurations. What I say that the job of the brain is put order in the disorder and make sense out of the nonsense. Okay.

So when you start letter to just repeat that make order out of disorder and make sense out of the nonsense. That's that's the bottom line job of the brain.

This is it. Yeah. And and so in the beginning it has, you know, reflexes. I mean, it has what it has at birth. But immediately learning starts happening and, and and it has its own rush order in which it happens.

The learning, includes connectivity between the periphery to the brain itself, into the motor and sensory areas, other areas too, but and and the estimated the average for children rate of growth of the brain when you know things are working right is 1.8 million new connections per second.

Wow. Now it doesn't happen all the time. So I say under the state the brain is in the learning mode. That's the rate of change. So it's almost instantaneous.

Yeah, the grooving you of the learning takes time habituate in what you learn, but the changes are almost instantaneous. I like to call it quantum, even though the word is been overused, used a lot, and I'm not sure it's correct for the brain, but I suspect it is.

Yeah. So so they they and once the brains figure something out then it's in charge. Okay. And it is responsible to keep us alive. Yeah. So every part of us is important and it and bottom line you want a really good brain that serves really well.

That forms really more optimal configurations rather than patterns that are not working so well or self-defeating. Yeah. And I discovered unintentionally that activating the brain into the kind of learning that, you know, I believe my work does.

Yeah, it really instigates and in accelerates healing. Yeah, absolutely. And that I realized and I can tell a little story. I realized that even though we look at the periphery and I tell this story in a second, it's really up to the brain to decide if something is going to heal or not.

So my father in his 60s broke his leg. It was pretty bad break. They put a full cast on his leg. Muscle atrophy or the injured area of the body happens that pretty much the full atrophy 72 hours. Wow.

Now if you have a cold and you lay in bed for 72 hours, you'll feel a little weaker, but your muscles won't go through that atrophy. Yeah, that means it's a proactive process that is managed by the boss.

Yeah. And in thinking about that my father was in Israel and I was I live here in the United States and he's done my work and he's also a very bright man.

So I gave him a task. I sent him recordings of certain movement sequences to do on the side that's not broken. Yeah. On the side that's not broken. And that's exactly because that's the side of the brain is available.

It's not the same. So what's atrophy for to inhibit eliminate movement. If you think of it functionally right. Yeah. And then I said to him once you do that imagine doing the movements on the other side.

Don't try to do it because you have a broken leg. You're not surprised. Right, right. If you have a healthy brain your brain doesn't want to move it. So don't go against the biology but trick the brain right.

Imagination. It's safe to do it. Yeah I also had him in his imagination paint the bones of the leg like in his imagination. White and solid. And there's a few other elements that I put in there.

Yeah, he had to have his cast changed, I don't know, three months or something into it. Yes. He had zero atrophy of the muscles. Wow. Anyone that knows rehab knows that one of the problems with rehab is that the parts that are

injured atrophy. Yes.

And they don't just atrophy peripherally. The connections in the brain, the patterns in the brain, especially if there's pain. Retract. So the area becomes more diffuse again in the brain rather than defined with those configured.

It's you know patterns. Yeah. And and and it's it's kind of like the, the brain doesn't have another brain telling it what to do. So it does what it's built to do not save reorganize the whole system to continue functioning as best as it can and and forget the part that's not working.

Get it out of the picture, rearrange the whole picture. And that's where a lot of the risk lies. So actually, a mutual friend of ours, I just found out two nights ago that she had something happen, and she by now has the pain for maybe three months, or she has it.

I said, we need to do something because this is becoming chronic. What makes it chronic? The changes in the brain. Yeah. So that is even when there doesn't need to be pain there anymore.

If the brain learns that, you know, to create pain, it can keep creating it, right? Yeah, exactly.

## Feldenkrais influence and the roots of the method

It becomes, because we have such intelligent brains that we learn fantastic stuff and we learn, excuse my language, we learn crap. Yeah, yeah. You know, it's.

And we don't know because it's how most of it is done without us even know. Yeah. That's awesome. So one of your early mentors, a lot of people probably heard about the Feldenkrais Method.

And so you worked with, Doctor Feldenkrais for ten years? I think I worked with him as an adult for 11 years. 18 years? Yeah. Yeah, I met him at my parents home because he started experimenting with his movement lessons when I was three.

Okay. And my father, Easy Ease, was a brilliant scientist, and he met him and some guys looked for people to experiment on. So my father brought ten of his researchers, and I used to just roll them while he was there.

And I remember very vividly. And then I did his work for my dance teacher as a child. And that's when I experienced the magic. Yeah. You know, I would do a lesson.

I'd come the next day. We had the P and I could do things I could never do before. I could just do that. So how how did his work, influence you? Like what what what what from his work has influence based your work?

What have been the biggest influence? It's just curious. Well, that nobody's ever asked me this question. That's very interesting. And all those years.

Well, he's. I was in grad school to become a clinical psychologist, and I decided I and I was also a dancer and, you know, statistics and all this I and I felt I want something more biological, something more immediate to experience improvement and, and and you know, studying psychology was extremely useful for me, but I anyway and then it took me a while and I remembered the lessons I did as a child with him.

And then I went and met him and, and he had no training. So I just started taking, I didn't have that much money but I took about a, I think I had money for eight private lessons.

I got the first one, I had no idea what the man did, but it transformed me. I mean and I thought, that's it. This is what I want to learn now. What did they get?

I started from places that maybe are unusual. I got complete freedom. Freedom to feel freedom to think freedom to connect human behavior to them. To standing of the brain and to.

So it wasn't divided psychology, physiology. Even though all those elements are in there. Yeah. And then I got tools to connect with people and interact with them, provide them opportunities through direct direct connection.

Yeah, movement and sensation. But I also as you can see I'm also very kind of cognitive. Right. So and and found a an approach that had real integrity.

And also what I realized very early on it when I studied with him as an adult is that in psychology you kind of have to have a problem to get into therapy.

Roughly speaking. Yeah. And, but in my work, that's what I one of the things I took, anyone can use it. Yeah. Because it inc it, it opens up the process of what I call organic learning, like the way children learn.

Yeah. So one of the things that happens to us is we grow grow up and then grow older is that we already have reliable ways of doing things. Yeah, there's minds on us to perform.

Yeah. And the brain is super lazy if you let it be. It goes like, oh, I know how to walk, I know how to stand. I don't have to look into it again. It's working. Yeah.

And this opens the process. And people, the way I see it, my work helps people come home to themselves and become more of who they were born to be. Okay? So come home to themselves and more.

And become more of who they were born to be, or they're born to be. That's beautiful. Yeah. Hey, when you say you work with stroke patients, you work with people whose brains have, have, have had challenges like children and I'm sure just all sorts of different.

It's not just one type of developmental challenge you're working with. But the interesting thing about when I was there is that your work is is very subtle, yet very powerful, like, movement that you're teaching.

You're saying, go slower, notice, let your brain notice the movement versus, you know, like stretch really. You know, stretch really dynamically. It was it was fascinating.

What are you doing with stroke? Like what's happening with someone who's had a stroke that you're helping to retrain their brain, or a child who had some developmental challenge or trauma birth where the brain wasn't, getting what it needed?

What what's actually happening under the hood there when you're when you're having them do these movements well. So I say movement is the language of the brain.

The brain is fundamentally built to organize movement or to organize action. If you want to say, right, and, and, so the brain gets it in the brain, I'm just going to say one statement is an information system.

It's not a mechanical system. Okay. Well, if my arm, you know, needs to straighten and it's a mechanical has weight, the muscles are like levers and so on, but the brain organizes function.

Brain is an information system. Yes. It gets it's information. It took me a bunch of years to figure that one out. And it's so straightforward and simple in my language through perception of differences in what it perceives.

So stimulation is necessary for the brain to have information. Okay. But the stimulation alone is not information. It's actually noise. Let's say neuroscience is called just noise.

Yeah. But gets the brain an opportunity to to guess, like let's call it just bits of information is that I feel the difference between this and between this.

Okay. I just feel the difference. The brain feels that. Yeah. Yeah. And it doesn't have to analyze it. Infants don't analyze their movement, but they. Yeah. Yeah.

They use it feels very different when people for instance, has a limitation due to stroke or something like that. And and they lost connections. They lost connections in the area that controls and so on and so forth.

People try to stretch it because it's spastic, because it's lost differentiation.

## How movement retrains the brain

You see the connections, the many, many connections allows for more and more refined that you know of how you can move things one relative to the other.

Yes. So it's in a sense our existence is in the relationship. And there are dynamic relationships that occurs as they occur. Yeah. I'm speaking you hear language, I stop saying the word, it's gone.

Yeah. Right. Yeah. It's a little up there. This kind of conversation. But what happens if you try to stretch the arm? You think of it mechanically, say, oh, it's sure.

Let's just, you know, push it. A whole cascade of stuff happens that actually triggers the brain to, in this case, to contract it more. But there isn't a learning happening.

I'm not interested in a specific outcome in a specific moment. I'm interested for the brain to wake up and do its job. Yeah, when I slow down fast, the brain can only do what it already knows.

So actually it's when they do that signaling part. So listen to what she does. So going fast. The brain can just do what already knows. Slowing down allows the brain to process and learn to.

There's time to feel. Yeah. Have you ever seen that pop going like that. We were never. How does it go? Pristine movement. Slow. It's the whole crowd's attention.

Okay. It's slowing down. Is it? Is it past to getting attention, which is very important for the process to happen. And it gives time to feel, to notice. Yes.

So what I would do is if I were to move the arm, first of all, I go really slow. Yeah. Then I'll go gentle. Why? Because if right now we had a really loud truck behind us and I would talk at this level that I talk, you wouldn't hear me, right?

It will drown the sound. That means that that the ability of the brain to perceive differences increases logarithmically. That means like an exponentially rate logarithmically as you reduce the background noise, as you reduce the effort, the intensity of the steepest.

Yeah. Which is exactly opposite from what people think. If I want you to feel it, I'm going to go harder. Exact. I mean, you might feel the the hit, but you won't learn.

You won't get information to work with. So if you look at the Charlie move, for example. Yeah, he goes slow. He's very attentive and he has a chance to feel more and more of what he's doing.

That's expansion for awareness. Yeah. And and that's one of the things because my teacher was a quantum mechanics physicist. Fairly price. Yeah. He, he, What was I going to say?

But that it was very important. Let me just remember just the slow movement and the. Yeah. Yeah, but. Oh, yeah. What he said. Then it took me a bunch of years and I talked to a bunch of physicists.

He said all living organisms self-organize and or parts in our bodies of organized cells. You know, if you know the lives of a cell, right? Yeah. Self organizes.

They say it's a liver self-organized. It's the skin self organizes. I mean, it has enormous amount of organization to it.

Yeah. And the quality with which each part self organizes can vary.

Okay. To be done better or worse. Right. Oh yeah. Yeah. The brain is the one organ in our body that can self-organize itself, upgrade itself to higher and higher levels.

You can call it levels of energy sync, light bulb, and the kind of slight if you wanted to do surgery on an eye with a light bulb, you'll just burn that.

Yeah. You have a laser beam? Yeah. You get it to such a degree of organization that you can control, and it is not going to burn the eye. So. So what I call those the essentials, I just, you know, describe two of them.

We upgrade the quality with which the brain works. Yeah. That's what I had my father do by using imagination, by slowing down, by doing it in the part that's easy.

Not going to where it's hard so the brain can figure it out and transfer it to the other side. You see the learning. Sure. Yeah. So and that has a huge healing impact.

Using this process heals people. The children that I work with. You know, in the beginning when I started. You know, they used to have colds and and then the colds disappeared.

Yeah. I never worked on a cold. And I didn't dare tell people about it because I thought, you know, maybe I'm wrong, maybe I'm wrong. But I also was afraid that I would be completely discarded because I would sound like, you know, crazy person talking about stuff, right?

Yeah. Yeah. So. And I had the bones. I had a boy that broke his arm. Yes. Wouldn't heal. And they did even. I think they put a, how do you call it pins and stuff.

And it still didn't heal. Yeah. It made the bones didn't, fuzed together. So the mother brought him to me and I said, I have no idea. I've never tried to heal bones, but I worked on him and got him to feel and refine all the relationships from the feet through the pelvis to through the spine to the arm without touching the arm.

And the bone healed in nine days. Wow. That's amazing. What are some of the other things you've seen. So when you work with a stroke patient a lot of people think that you have a stroke.

And then there's a certain period of time where you either, you know, you have a certain level of recovery or you don't, but then you're done. You probably get people that come to you after that length of time and you've had some amazing results, or children that their doctors say, look, this is the way it is.

And and, you know, these are children with developmental challenges, right? Where maybe they can't speak or, they have a hard time operating functionally in the world with their body.

And those are the types of children that I was seeing coming to your clinic. The couple times I was there and their parents were just talking about amazing results.

But what are some examples of, of of things that you wouldn't have thought could happen? And most doctors or people that work in that realm don't think it could happen.

But but you know that by using the body to manipulate the brain, you can create those changes in the brain. What do you see? Well, what are some interesting things you've seen happen?

Oh, well, I it that so that's what got me so passionate about the work and so committed to to bring out the ideas. So I've seen, wow, the very first child that I worked with, a, that was very, very seriously impacted, she had the diagnosis of global brain damage, which means what does it mean?

Nobody went into the brain. So global brain damage. But but they saw that she couldn't do anything, right? Yeah,

well, her prognosis was global brain damage.

She was 13 months old. You know, she she was both spastic, you know, especially ones one side one. I was not coordinating with the other. I she couldn't look, she was a she couldn't even roll from the back to the belly.

You put her on the belly. She screamed like there's no words. That means it was painful for her. She just she she she she was able to be held. That's it.

Yeah. You know, so and of course, movement begets movement. The reason a child starts learning to move is because when they are born, they have a lot of, random, unintentional movements.

But those movements create sensations and outcomes. You know, they bang into something, they, you know, they feel it. And the brain was like, what just happened, you know, and they learn very fast.

But movement begets movement. So.

## Healing stories and results with children and stroke patients

So I started working with her and and she was very, very impacted. So she didn't like immediately roll or immediately crawl or immediately spin. But that's again, if, if you what I was looking for is to see if there changes, if the brain is learning is the brain is responding.

Fast forward she's Mary. She has two master's degrees. Wow. From Boston University. And another good one. I don't remember the name. Yeah she has a little small business, you know, training in housing dogs.

And she walks. She talks. And they discovered later on they did an MRI that she's missing a third of her cerebellum. It's just a fluke. It's it's called the cerebellar hypoplasia.

And and if she had not gone the work, the doctors were right because they didn't know what to do with her. Yeah. They tried to put her on the belly. They tried to put her sitting, but there weren't the underlying connections and opportunities for the brain to figure out how to do it.

Yeah. So that's really a great thing. Is that, yeah. As you said, you probably didn't even know what to do when she came in. But you're curious and you're creative and you try things and experiment and you've got this great mechanism that's giving you feedback.

You could see if it was learning or not. And now here she is. You got to talk, right? Yeah. And now because of Covid, I want to mention it, you know, so that that's true.

But the children you know the the system matures whether it is evolving or not. Yeah. And it sort of closes itself down more and more. And that'll get me to something to that.

You asked about stroke. The so I said, what are we going to do? We can't see the kids. Nobody can travel to see us. The parents are stuck. Everybody's stressed.

So what are we going to do? And I just dreamt up a new program called coaching. You know, neuro movement coaching for for for caregivers and parents. Yeah, but I didn't focus on the children because I can't tell them over the internet how to do what they train people over.

So I, you know, 110 days of training, right? I mean, it's like it's not going to happen, but those are essentials that I define. That means the conditions that are really fully supported by the last 20, 30 years of neuroscience research.

So I can coach them to implement those essentials with what they already do with the chat. Sure. Feeding, talking, teaching, math, whatever you do, you can apply because it has to do with human activity, right?

And initially, for the parents, it's disorienting because the child has the problem. Why? Why am I focusing on them? You know, because we we focus on the problem.

We don't think that we have a role in it, and we have a huge role both towards ourselves and towards others. So and then the kids start popping. One kid started climbing up and down stairs and other kids started talking.

Many kids get calmer, they're easier to learn. And the people that change are the parents. And I now call it my one brain, a proposition, that when I'm with you and you're with me, we're one.

Great. Yeah. In two heads. Yeah. I love that. At least to some extent. And and I can, if you're interested, I have a webinar that I did with the scientist from Rutgers, a brilliant neuroscientist and computational scientist that tries to change how therapy, rehab and all this stuff is done.

Right. Yeah, I, I put there is a short video of a mama dolphin and a baby dolphin swimming and that's totally connected to healing in so it looks like the dolphin, you know, does this thing with its tail and you think, oh, look at this cute little thing.

It can swim. If the mama dolphin, something happens to her and she's gone, the baby dolphin was sinking back. Three months of that. Okay, when? When I work with a person and they need for me learning and healing and almost the same thing.

I mean, learning leads to healing. Yes. The the the thing that happens is I'm one brain with that. And if I'm in charge, I'm, I'm responsible to connect to them.

So they big, I match them rather than expect them to match me. Right. And then I can take them with me in my stream. Yes. And that's what we teach parents to do.

That's great. Kids thrive. It's just it. And I just talked to the school district in Canada today how to continue the program because of Covid and all this stuff.

Yeah, it's a it's a wonderful guy. The superintendent and and we did research. We collected they in the year of Covid had and also the first year, but 40% reduction in highly disruptive behavior in classrooms as long as it was in class. Wow.

And better outcomes in the tests in math and reading writing. Yeah. Better outcomes. They've been applying this work in the school. That's great. Hey, if anyone is listening to this and and that can help anybody, but who knows a child that, you know has developmental challenges, you have to reach out, you know, let that person know about and not, have them have them connect to her through her website.

What's your website or not? How can people find you if I'm not? Bunny Yale method.com. It's my name Ana t bar and I'll met bodycon not venom method.com.

Yeah. And that. Can you give us a little bit of an experience of your work? I would love to do that. I want to say two things briefly. One is I just we just emailed today, I created a course that's going to be ten weeks online.

Okay. Parents and for therapists, how to use the nine essentials and my I think that I called from fixing to connecting. So it's going to start in a month. Exactly.

So if people are interested and to answer your question about stroke, there's no question that's catching it. Sooner is better than later because as I said, brain forms itself, declares its experience.

But I have a feel even on that, both on a child with brain damaged and a young adult woman, 27 years old, that had a massive. Stroke. And I got her after she was graduated four months, I think after it was done.

Yeah, she couldn't speak. She was aphasic. It was on the left side of the brain. She couldn't she she could walk.

But with a cane and spastic and pain and numbness and all that stuff.

And she actually it was Jill Baltic Taylor that recommended that she come to us. She, I wish had gotten her right away because the arm got something to function, but it was not as amenable.

But the walking and everything. She is a practitioner. She took the practitioner training program and she's a mom. She's married and a mom. Oh that's awesome.

Yeah, yeah. And now she's actually using your work to help other people. That is really beautiful. Yeah, it's a little experience of your work I to do probably people would probably sit sitting down and it's just something with the sitting.

And most people are miserable or somewhat miserable at times with their neck and shoulders right now with us in front of screens past year and a half.

Okay. So I'm going to ask you to do it. So you're going to be the model for them. And I might do a little bit of actually standing but I'll still do it.

Yeah. Yeah. Oh okay. But that's okay. You can do the same thing. But it's important you have something to lean on. There is something you can actually lean with your back or forward.

I've got a little desk in front of me here. You can you can lean forward. If you're standing, it will still work. Okay. So first of all, you in standing, other, if you can take your shoes off, if you take, like to say shoes off.

Yeah. Perfect. I'll take your shoes off, please. Don't take any other thing off, but just the shoes. Well, we won't see them. I'm the only one you're going to see.

So I'll keep all my clothes on here. Okay? All right. So, so. And simply as you are with again. Gently, slowly. You know, with ease. Don't go where it hurts.

Just turn your head to look to the right. I mean, for me to the left and to look to the left and just. And so do two times to the right, you know, come back to the middle and do to the right and notice what you see.

You know, when you come to the stopping point, it gets a little harder to turn. See what you see, come to the middle. And now turn your head to the left and feel, first of all, it.

If it feels different from the right and then again to the left and then back to the middle.

## Guided movement demo and immediate effects

And now those of you are sitting, please lean on your left hand behind you. You didn't lean on the left hand in front of you. Okay, so but to really put weight that's important okay.

And then raise your right arm and put the, the roughly the wrist. About your mouse height. Right. And you free your, your wrist so you don't have an effort.

And now we're going to turn you. It's for you. It's the right for me. To the left. You're going to turn and and keep the nose. And the wrist is if there's a little stick between the two.

A something is wrong. You need to lean on your right hand. Right hand. Lift your left arm up. Okay? Yeah. And now you turn to the right. Turn to the right. Okay. Yeah.

And take everything together. So go very gently and back and notice where you feel the movement. So those people sit you more clearly. You will feel that probably the spine is twisting.

There's some movement in the ribs on the right side and on the left side. And one side moves more freely than the other and take the arm down and just for a second, just you stand with your arms free and everybody else take your hands to them, maybe on your knees, and just feel this sensation of how you see, and maybe close your eyes and notice.

Maybe one arm feels longer or bigger than the other. And notice if already I see right away that one shoulder is lower and longer like wider than the other.

And I can see it on you, Tom. Right. You know, and even the face might see a little different. Yeah. So now lean on your right hand again. Okay. Bring your left arm up.

And now twist as far as is comfortable for you and stay there. And now only the head. Move it a little further to the right. And then look with your eyes.

And then bring it back to the wrist. But don't straighten your whole body and turn the head to the left. So you turn the head relative to where the arm and the ribcage and the chest are, and you just turn like 2 or 3 times slowly and look with your eyes where you go.

That's the first inclination. And now keep your eyes looking at the wrist and turn the head right and left, but keep seeing the wrist so you don't take it further than you can see.

The wrist. And now do something actively, which is not so simple. So you're still twisted to your right. And I just find myself also I'm turning it a little further without even trying.

And then take the head to the right and actively, the eyes to the legs, take the head to the left and the eyes actively to the right. So you move the head in the eyes in opposite direction.

You have to go really slow because most people will not do it initially. So you have to give yourself time to feel what you're doing and don't do it hard.

So don't give yourself a headache. And now bring everything to the middle. But stay in this position with the arm and simply turn yourself to the right and see if you're turning a little further without trying, and come back to the middle and rest for a moment.

Have you are you feeling changes in the time? Yeah, no. And for everyone that's doing this, you're you're you're creating new connections in your brain by doing and and we say 1.8 million per second for the brain, 1.8 million is not a big number.

We're talking about quadrillion continuing connection. Yeah. Yeah. Without the other the what do you call them. The other cells. The A I'll remember in a second.

Anyway, it's such a huge system. It's it's incomprehensible. Let's do just one more thing now, you know. So to turn it, bring the arm up, turn again to the right as far as is comfortable.

Put it there, your hand on top of your head, your right hand on top of your head. But state your left hand. I'm sorry. Your left hand on top of your head. State.

Twist it and now bend the right ear to the right shoulder and the left ear to the left shoulder. And for those of you who are sitting, you may feel that the ribcage gets shorter once on the left side and the left hip tends to come up, and then the same thing the other way.

So see if you can engage gently your whole spine and even the hips in the movement of bending the head, and come back to the middle. Sit for or stand for a second and just feel how your right side feels and how your left side feels.

And if one side feels different than the other. Does it feel different for you? Yeah. The I mean, the the right side feels a little different than the left side.

Yeah, yeah. For me, the whole for me, for the side is the left is much bigger. Longer, wider. Excuse me. So and now as you're sitting or standing simply stand your hip to look to your right and see how far you look without trying harder.

And then come back to the middle and do it again and let your spine and ribcage participate, because you just brought the knee. There you go. And you sit them for you.

Do little with your neck and see what happens because you have a habit to using your neck very powerfully. So just if you can be so don't go this like that but move and let the rest of you come to life with the movement of the head.

There you go. Yeah, yeah. You feel the difference. And now look to the left I mean to your. Yeah. To your left. And feel the difference. Do you feel a difference.

Wonderful. Okay. This is a little example of how brilliant your brain.

## Programs, training, and closing thoughts

That's wonderful. And I know you have so many other things that, that you can do to help people and that so tell us very quickly how can I get reminders how we can get in touch with you?

And then if someone does want to come visit, are you open? Is your center open yet or will be open center is open if they get on the website and you they can contact us to for to find information about private sessions.

Okay. And, we have, you know, already recorded programs. Yeah. And we have this ten week program that we are opening in a month. We call it from fixing to connecting.

Okay, cool. Yeah, there's a principle. Pretty transformational. And then we're also going to open and two new practitioner trainings, God willing, Covid willing.

Yeah. One in Europe and one in the States in June, one in June and one in July. So people want to be trained to become a practitioners, teachers in the method.

They can also do that. And that'll be in 2022. Yes. Beautiful. Yeah. Well you hey you are amazing. And so look, if you're someone who's in pain, if you're somebody who has, situations like we discussed, you know, children that need help, if you know someone who's had a stroke, all these different things, I mean, so many injuries or just want to perform at a higher level, and that is.

Yeah. And also, like, I just I just sent to this, superintendent in Canada, he's under so much stress, and I could see that every time we started talking about how we're going to figure out the times to do it, his face got right.

And I realize I said, I'm sending you my breathing program. How to breathe better. Yeah. Perform better to reduce anxiety because the whole system, the whole self feels better.

Yeah. That's awesome. And she also has two books, Move in the life and then a great book for kids, Kids Beyond Limits. You are amazing a night. Thank you so much for being part of this and it's wonderful being able to see you again.

Do you have any final last words for everybody before we sign off here? Yes. My final words is I live in the world of possibilities and what you know, I know some of the speakers that are participating in this summit.

And I think each and every one of the people, we all bring a venue for greater possibilities that allows us to be more our wonderful human self. Yeah.

So people should know always look for who has the key to the possibilities. Keep doing your amazing work. You've made such a great impact on the planet, and I know there's lots more for you to do.

A lot more people that need your help. And I, again, thank you so much and we will see you soon. Thank you. Tom. Absolutely a pleasure being interviewed by you.

You're just so brilliant. Thanks. Yeah.