

The Causes of Dyslexia and Learning Difficulties and their correction through the Dawson Program



The Dawson Program corrects the condition of **Dyslexia** (ADD, ADHD) completely in one session*

- **Quickly** (one session)
- **Painlessly** (no physical contact)
- **Without drugs** (no mind or body damaging substances)
- **No manual physical adjustments**
(bodily corrections are carried out by the body itself in response to sound therapy and other non-intrusive techniques)

The originator of the Dawson Program Mr Cameron Dawson has spent 40 years in world wide studies and has uncovered ancient practices of bodily corrections through emotional corrections. Mr Dawson has adapted these ancient techniques to be acceptable to our modern Western societies way of thinking. The technique is now called **Vibrational Kinesiology** and utilises, with astounding results, sound and other non-intrusive simple practices offering complete safety in all situations for all people from the as yet unborn to those of advanced age.

The Dawson Program is now practiced in Australia, Indonesia, Denmark, Ireland, and training programs are in train for the UK and other common market countries.

Of the many thousands of children and adults who have been treated by the Dawson Program here is a testimonial from our world wide files from just one delighted mother:

"Dear Cam, Thank you so very much for the work you do. Words cannot describe the feelings I have in seeing the miraculous change that has come over Michael. To see him change from a child who could not learn, could not pay attention in class, to a child who is functioning normally is one of the happiest and most amazing experiences I've ever had.

I am so relieved to know that Michael will now develop normally and that he was treated early enough not to have been adversely psychologically affected. As you said he is very artistic and produces meticulous and detailed pictures, but he no longer has the obsessions that I think used to be part of his learning disorder.

I wish for you to become very well-known for there is such a need for your simple, instant, drug-free treatment. I will never forget what you have done for us."

*see page 12 for conditions

The Cause of Dyslexia

The condition of dyslexia can be corrected by a Dawson Program Practitioner in one session. This remarkable achievement is permanent and is a breakthrough for Western education. The correction is achieved by correcting underlying physical and emotional electro-physical malfunctions. The correction is permanent provided that the original underlying physical and emotional causes remain corrected in a balanced state. World wide experience by the Dawson Program originator has shown that the majority of corrections remain stable after one session, if however a further problem occurs, its re-correction is very simple. There is a Dawson Program series of one day seminars which train individuals and families to undertake their own corrective maintenance of their physical and emotional balance for all of their lives using sound therapy (Dawson Program Corrective Sounds discs supplied). The following diagrams and explanations give a clear understanding of the base cause of dyslexia. The further causes of learning difficulties will be discussed in detail in the following pages.

Dyslexia

A learning disorder marked by impairment of the ability to recognise and comprehend written words.

Source: Webster's Revised Unabridged Dictionary, © 1996, 1998 MICRA, Inc.

[New Latin : dys- + Greek lexis, speech (from legein, to speak. See leg- in Indo-European Roots).]

dys- \Dys-\ An inseparable prefix, fr. the Greek ? hard, ill, and signifying ill, bad, hard, difficult, and the like; cf. the prefixes, Skr. dus-, Goth. tuz-, OHG. zur-, G. zer-, AS. to-, Icel. tor-, Ir. do-.

Dyslexia is an eyesight problem. It has no relationship to the basic intelligence of an individual. Some of the most famous and successful people in history were dyslexic, some seriously so. The eyesight problem resulting in dyslexia is caused by emotional shock which leads to malfunctions of the electrical system causing 1) bone structure misalignment of the skull and spine 2) the left and right brain to block or reverse the left and right brain integration causing homolateral function. In both cases dyslexia results either majorly if the problem has occurred at birth or shortly after and has not been corrected and minorly if the shock occurs later in life when the full integrative processes have already occurred.

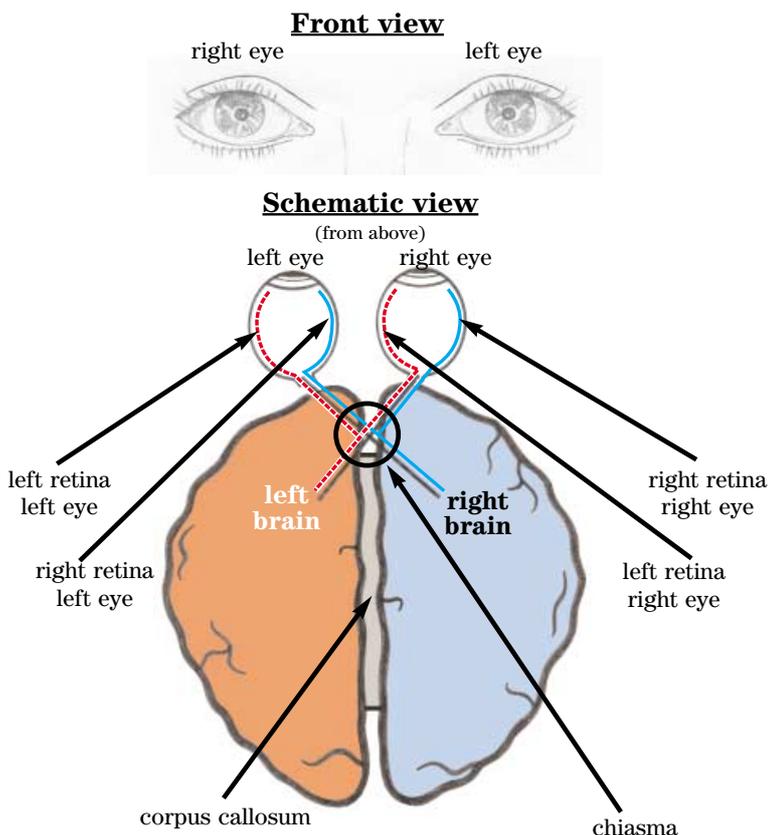
Dyslexia can be the cause of a major disability in life leading to illiteracy on one hand or a minor effect leading to tiredness, eyestrain, minor short term memory and minor hearing and cognition problems on the other. However the base cause is the same. The left and right conscious brains are not functioning together naturally. This condition, known as homolateral function is the opposite of integrated function when the left and right brain are working together without strain. People who have the condition of homolateral function can integrate their brain function but it takes four times the amount of energy to do so and in the case of young children the subconscious brain will not allow what it regards as an unnecessary loss of energy and refuses to allow the conscious mind the energy flow, to integrate both brains and therefore eyes so concentration is shortened and vision is not reversed in the brain - this is called **Dyslexia**. Males and females have different brain structures and facilities designed to complement their roles in life as males and females, as child rearing, food gatherers for females, as hunters, protectors and fighters in the male. The key differences in the sexes with regard to dyslexia is the size of the corpus callosum which is 23per cent less in size in males (Corpus Callosum - the connecting tissue between the left and right cerebrae - left and right brains). The hormone testosterone is produced by a pregnant mother in response to her subconscious recognition as having conceived a male foetus. Its function is to convert the inherited body upon which the cells form which is female in shape to a male body. As well as physical form and genital organ changes in the foetus as it develops testosterone inhibits the development of the corpus callosum thereby creating male characteristics. Male and female sight differs in these regards. Females have peripheral vision of 180 degrees or more on average without moving their head. Males have narrowed peripheral vision to approximately 90 to 120 degrees of peripheral vision. Males and females have a very accurate central visual point of approximately the size of a twenty cent coin at the length of an arm. Males have a secondary area of more accurate vision of approximately 30 degrees in a circle around the central focal point which females do not have. This facility has developed to allow males to have a superior spacial judgement ability together with special areas in the male brain so males can carry out male tasks such as throwing objects such as spears, fighting, hunting etc. Females have a wider peripheral vision than males to allow them to have "eyes in the back of their head" to watch young children and keep them safe

as they develop. The females extra breadth of vision commences in childhood and allows girls to be able to see two to four letters more than males are able to see at the same age. The breadth of children's vision starts with a small area of vision and increases over the years so their ability to see more letters and word groups increases with their age. Males initially have a narrower area of vision which is always narrower than female vision at the same age. This circumstance accounts for the statistical phenomena consistent in all studies concerning children's reading abilities in different Western societies and cultures in the world where for every female that is recognised as having a learning difficulty there are four males in the same statistical group. There is another major factor which favours girls over boys with both having the same physical problem and that is the ability of females to function on five thought pattern channels at once where males can only function on average in one channel. This apparent reduced facility in males is designed by nature to allow men to concentrate in great depth to the exclusion of outside influences such as hot / cold conditions, visual and sound disturbances, pain, etc to carry out male functions such as fighting, hunting etc. Studies have revealed that males use approximately 7000 words or verbal gestures in a day on average where females use approximately 22,000. Females need this verbal capacity to carry out their domestic roles as the basis of society, child rearing, food gathering, caring for the old and other women in distress etc. Dyslexia affects males more dramatically than females because of the foregoing reasons. The following diagrams and explanations describe the affects of dyslexia in relation to reading. Some of the above statements will be expanded upon later in this text.

The brain and eye malfunction causing dyslexia

Diagram 1a below schematically illustrates the position of both eyes focusing squarely taking two complete images into the brain and the brain receiving those images correctly because both brains are working together in an integrated fashion.

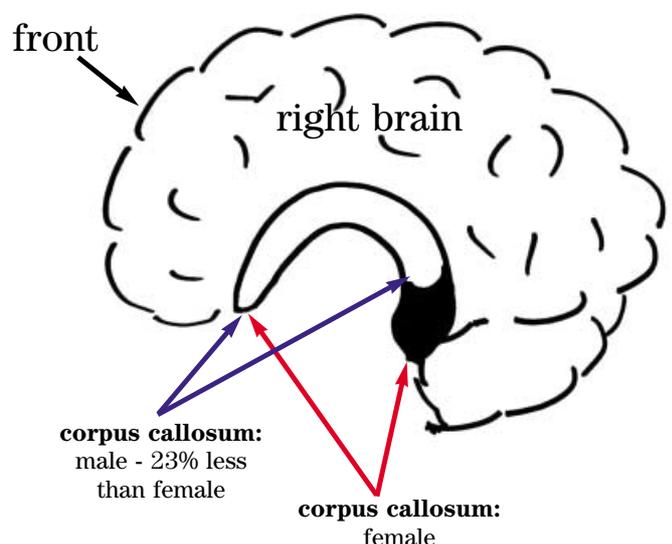
Diagram 1b below right indicates a schematic view of the right brain with the left brain removed showing the corpus callosum illustrating the difference between the male and female corpus callosum and indicating the difference in communication capacity between males and females.



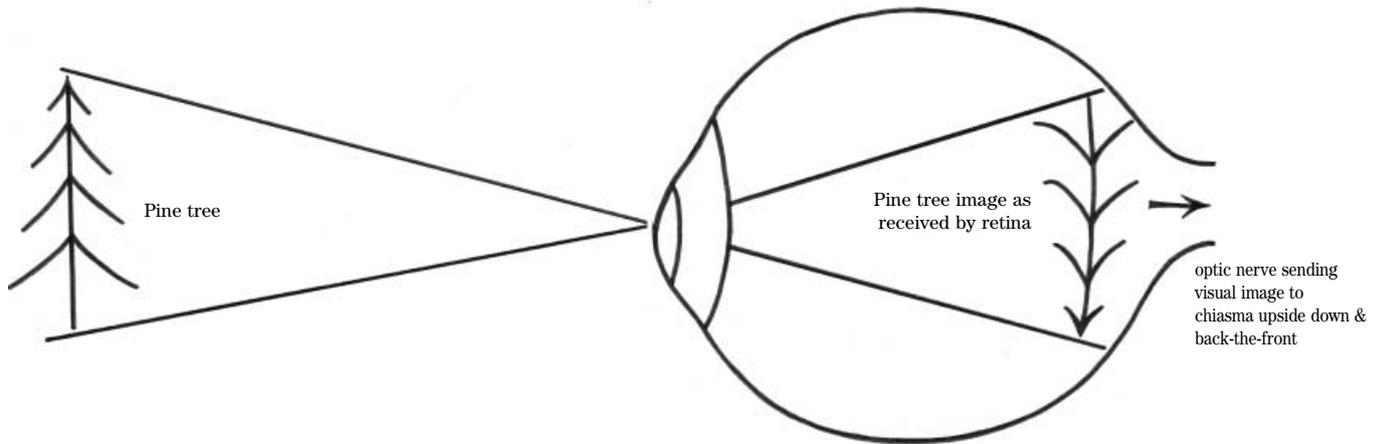
the connecting nervous tissue between the left and right brain which anchors both hemispheres to the skull bone in the centre of the skull. The corpus callosum is also one of the largest nerve structures in the body and is the connection for communication between the left and the right brain.

the visual switchboard for the optic nerves where the vision from the left retina of both eyes is switched to the left brain and right retina vision to the right brain.

Schematic view of right brain
from left side with left brain removed
showing corpus callosum



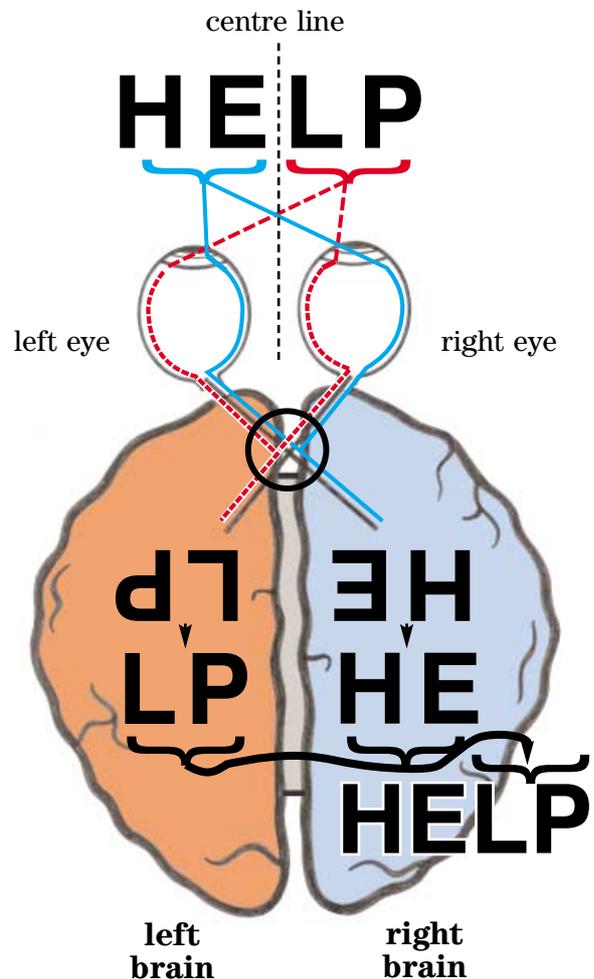
Schematic view of reception by retina of visual image in vertical plane.

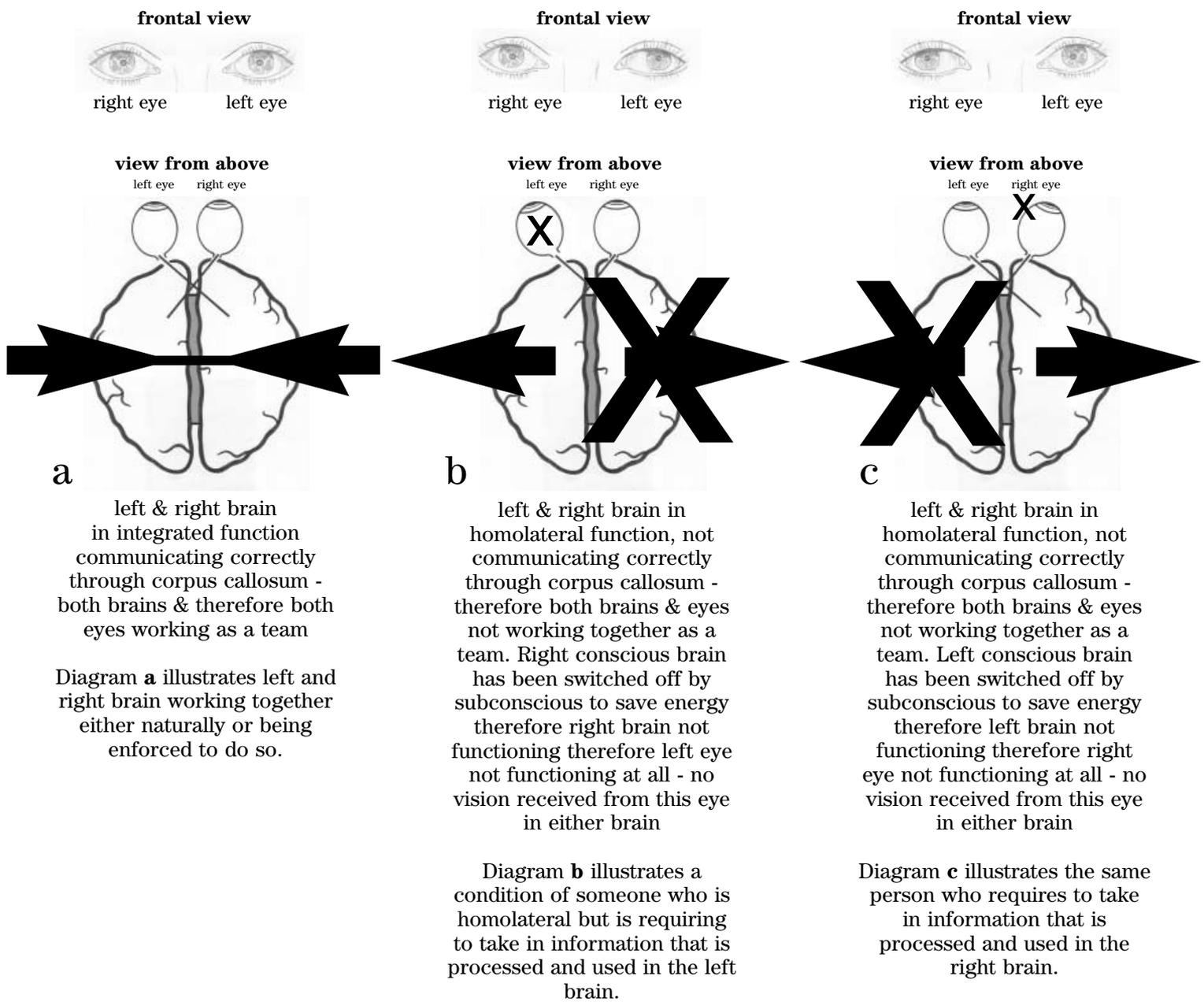


- Light rays from the top are received on the bottom of the retina conversely with light rays from the bottom.
- Light rays from the left are received on the right of the retina conversely with light rays from the right.
- All visual images are received initially on the retina upside down and back-the-front.

Visual image of printed script as received by eyes and the passage of the images through left and right brains to the final visual reception by right brain for recognition

Diagram 2 illustrates the reception into the brain of a visual image of four letters of script assuming the centre line to be as shown. This illustration is based on the assumption that both brains are working in an integrated fashion. This is the normal function for someone who is correctly integrated. A person who is operating in a homolateral function, where both brains are not naturally working in unison, can achieve this state by will power but it necessitates overcoming the subconscious desire not to expend the necessary energy required which is four times the amount of energy use by someone who operates in an integrated fashion. Eyes use approximately 25% of the body's total energy and another 25% approximately to convert that visual image into recognisable brain image. Is it any wonder then that young children are not allowed by their own subconscious to maintain concentration for any length of time? It follows that teenagers and adults will become extraordinarily tired when they have to continually process visual image such as eye concentration and long hours of reading.





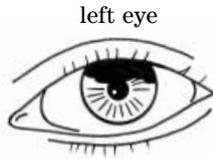
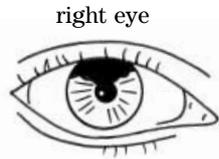
Different functions of the left and right conscious brain

It is assumed that the reader is cognisant of the facts relating to the different functions of the human conscious left and right brain functions. In broad spectrum these functions are as follows - the left brain processes language, maths and number calculation, timing details, sequential brain functions, etc. In short, the detail of life.

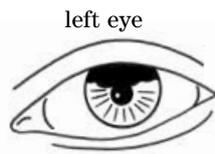
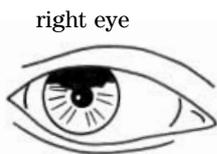
The right brain is the concept brain and functions the final recognition of sight, visual image of script, creative concepts in all their forms: music, poetry, literature, creativity - the artistic brain. For human beings to function correctly both brains must be supporting each other in an integrated function leading to balanced thought patterns.

Frontal view of left and right eyes with descriptions indicating the reason the eye malfunction is occurring

frontal view



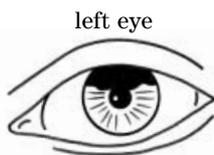
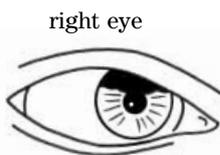
Eye position when both brains are functioning in an integrated fashion, either naturally integrated or a homolateral person who is forcing concentration.



lazy eye,
left brain
switched off
- *divergent strabismus*

left eye focused
therefore right
brain switched on

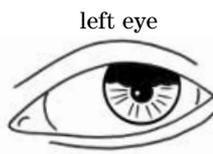
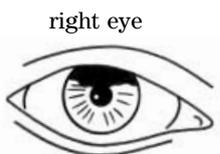
Eye position of a person who is operating in a homolateral function, that is both brains operating independently. In this instance the right brain has been switched on to function visual image in the left eye. This situation is adopted by all homolateral individuals when reading as the right brain processes visual image. This individual has a natural situation where the right eye controlled by the left brain that is switched off will always go to the outside called divergent strabismus.



right eye lazy,
left brain
switched off
- *convergent strabismus*

left eye focused
therefore right
brain switched on

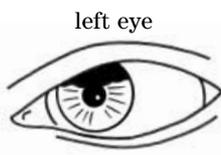
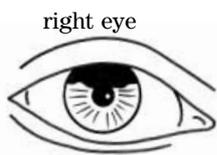
As above, except that this individual has a natural situation where the eye controlled by the left brain that is switched off will go to the inside called convergent strabismus or an inside squint. This is the common position for the person who is artistic and homolateral and therefore is more often using their right brain. Quite often this person has a weak right eye because it is not being used and therefore becomes weak. After integration when both brains are functioning and both eyes are working as a team, the right eye through exercise regains its strength.



right eye focused
therefore left
brain switched on

left eye lazy
therefore right
brain switched off
- *divergent strabismus*

This is the eye position of a person who is operating in a homolateral function not reading or processing visual script or using the right brain which has switched off. Therefore the left brain is in control and this person is processing detailed information such as speech, number calculations, timing, calculation of financial circumstances etc. When at rest, this person's lazy eye will always become divergent



right eye focused
therefore left
brain switched on

left eye lazy
therefore right
brain switched off
- *convergent strabismus*

As above, except that this individual's lazy eye will always go to rest in an inside position or convergent strabismus.

The reason that individuals with homolateral function have consistent convergent strabismus or divergent strabismus is because each individual differs. Some people when a conscious brain switches off have an eye that comes to rest in a convergent position, others in a divergent position - there is no rule. It is a function of being an individual.

Schematic illustrations of Dyslexia

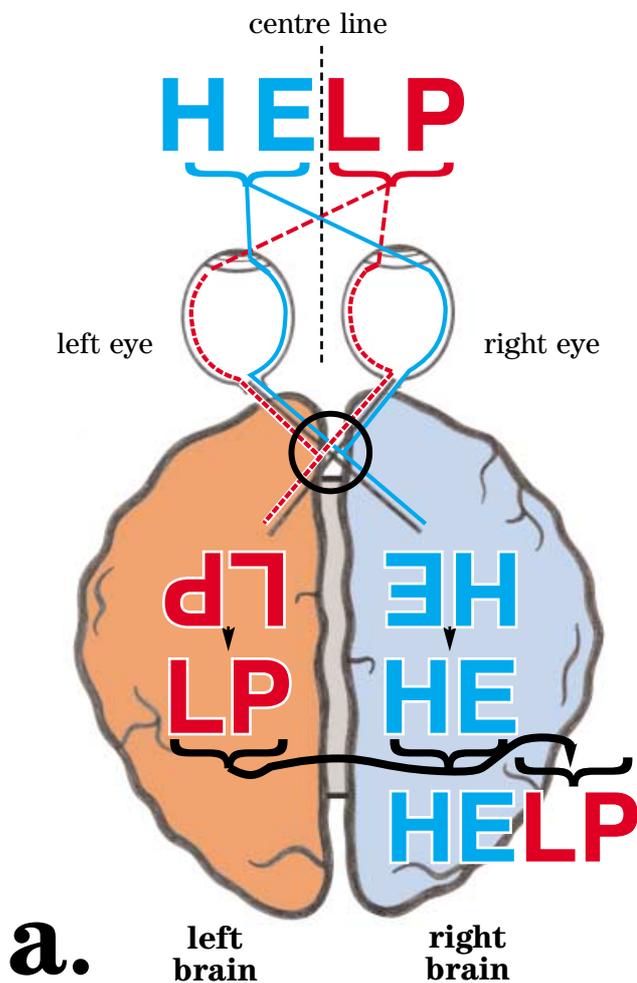


Diagram **a** illustrates the process of a visual image from sight to the final recognition of the image by the brain. In this instance printed text **HELP** a four letter word. In this illustration it is assumed that the left and right brain and both eyes are functioning correctly and therefore sight recognition is able to be achieved correctly. This individual may be homolateral but has forced the left and right brain to integrate to process this visual information. This individual could be integrated and therefore is functioning in their normal mode of brain and eye function using very little energy compared with someone who is homolateral and has forced this integrated state of vision.

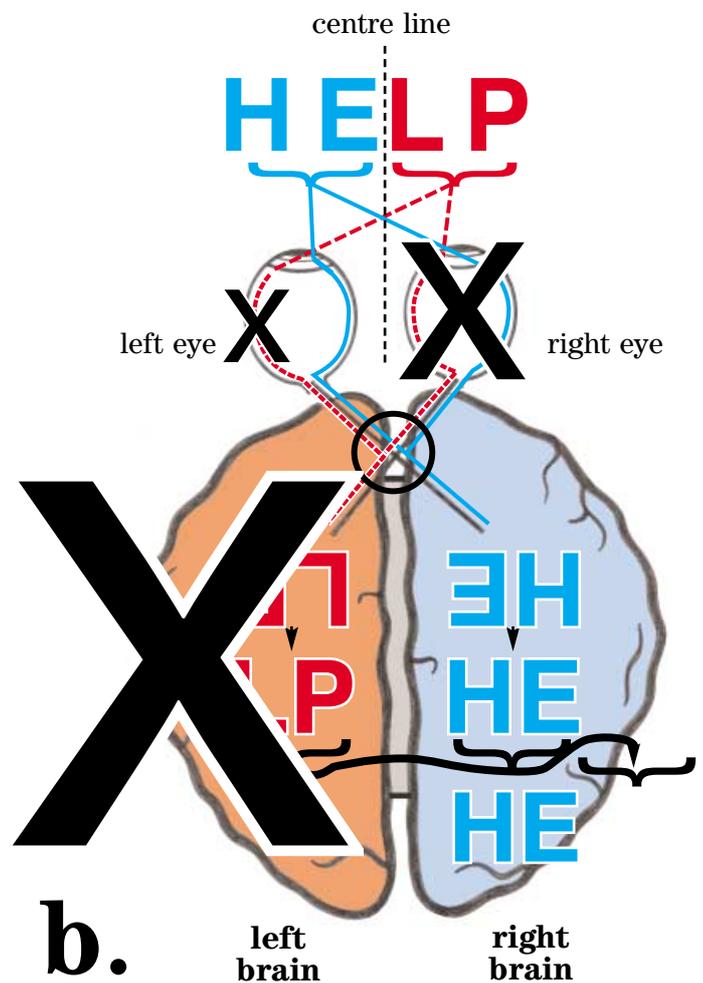
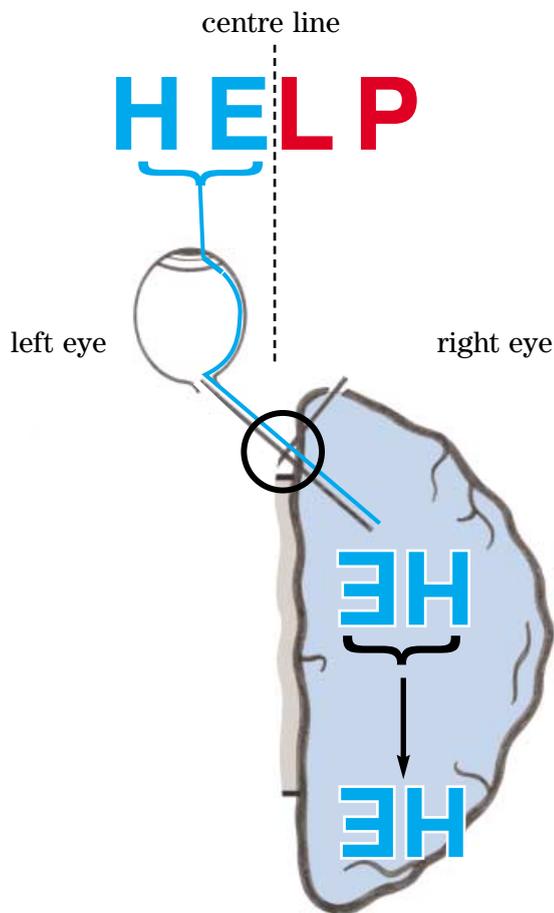


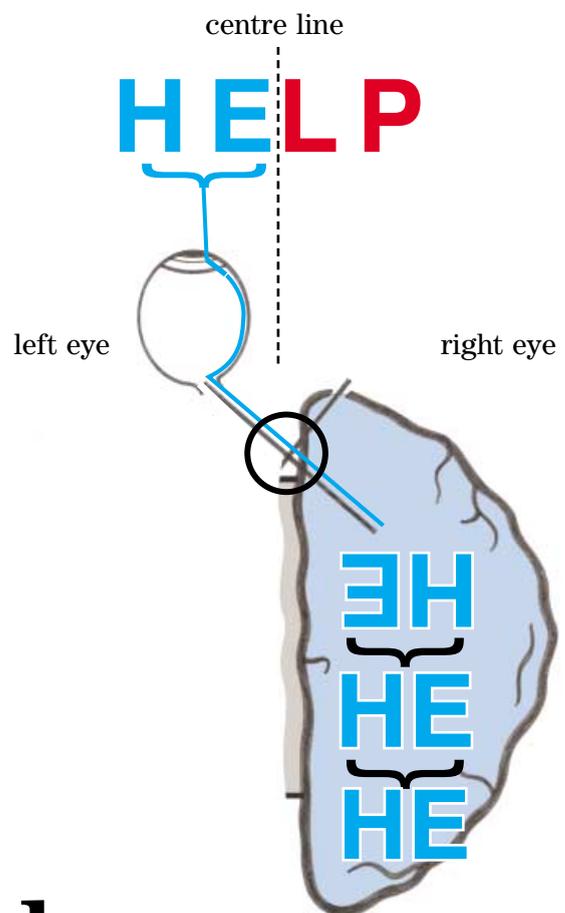
Diagram **b** illustrates the process of a visual image of the word **HELP** by an individual who is homolateral and seriously so or of a male child of approximately six to seven years old. Both these individuals are assumed to be homolateral and undertaking a reading task. Their right brain has turned on because it is a visual function and their left brain has been switched off by their subconscious to save energy. The left brain is not functioning, therefore the right eye is not functioning and the visual image from the right of centre which is received by the left retina of the left eye is not processed in the brain because the left brain has switched off. Therefore the final result of visual recognition is half the word - the left half **HE**. As this child of seven grows his peripheral vision will increase and he may be able to increase his vision from 2 to 3 to 3 and a half letters by his teenage years. This is still less than the visual spread of someone who has integrated correctly early in life.



c. left brain right brain

Diagram **c** graphically illustrates the final visual result in a child who is homolateral and whose subconscious refuses to even reverse the image in the only brain he has working. He therefore sees **HE** only as **EH**. This is the condition known as

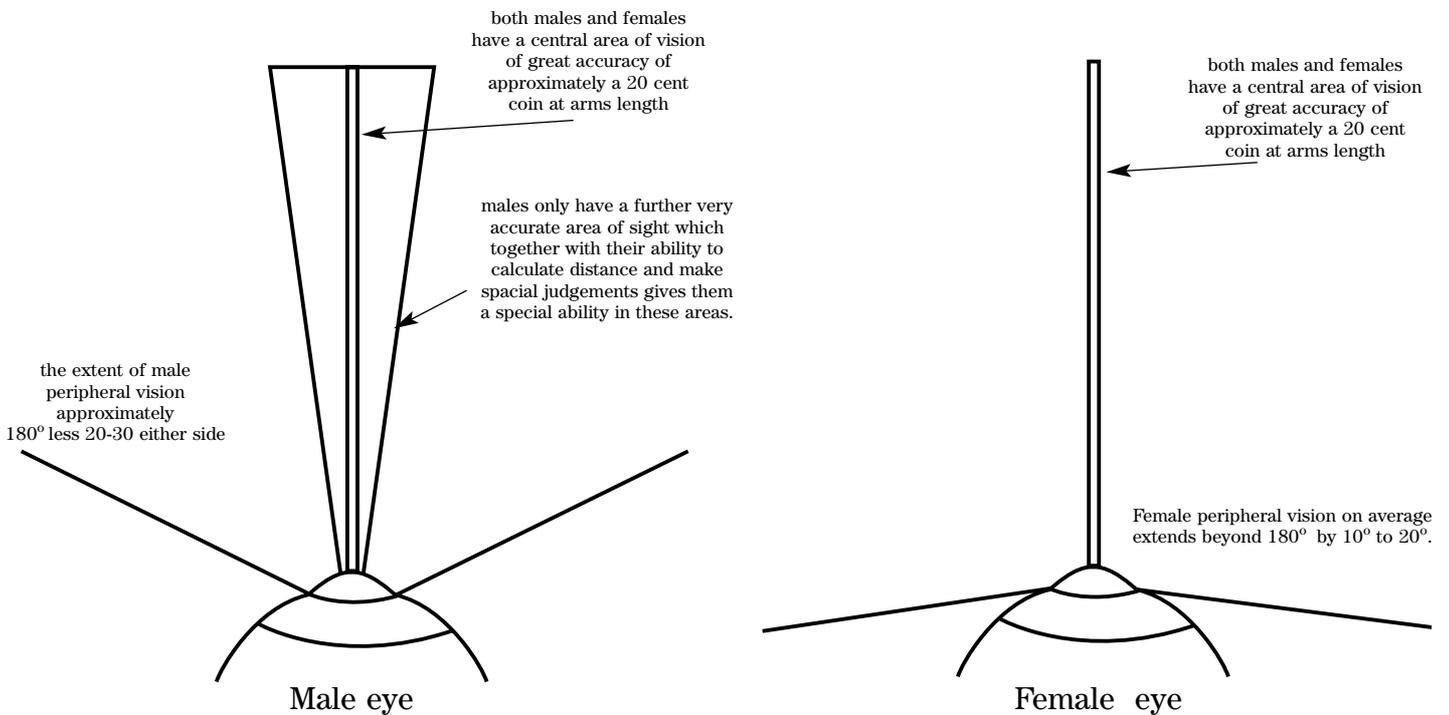
Dyslexia



d. left brain right brain

Diagram **d** illustrates the final visual image of the same child who has forced himself or who has been forced to expend energy to overcome the subconscious reluctance to reverse the image. Sometimes, quite often the subconscious fights back and refuses to reverse it so there is a see-saw action as the child sees firstly **EH** then **HE** then **EH** then **HE** and this continues as he tries to force the energy to do what he is asked to do. When this is occurring many children appear to have strange eye movements and it is not surprising that the letters seem to jump under their eyes as if a wiggly plane of glass is being moved over the visual script.

Schematic drawing illustrating the difference between developed male and female visual characteristics

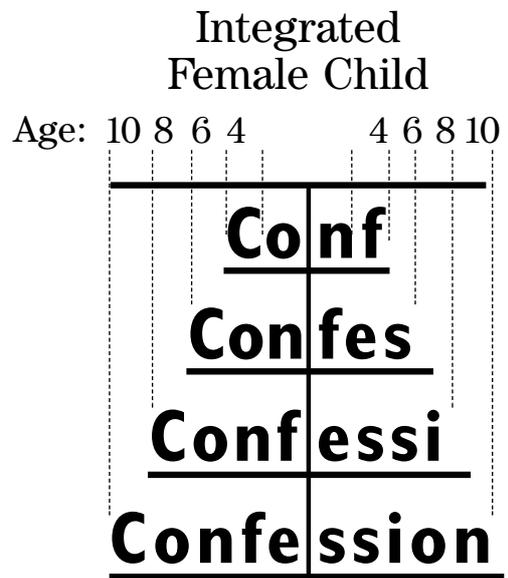
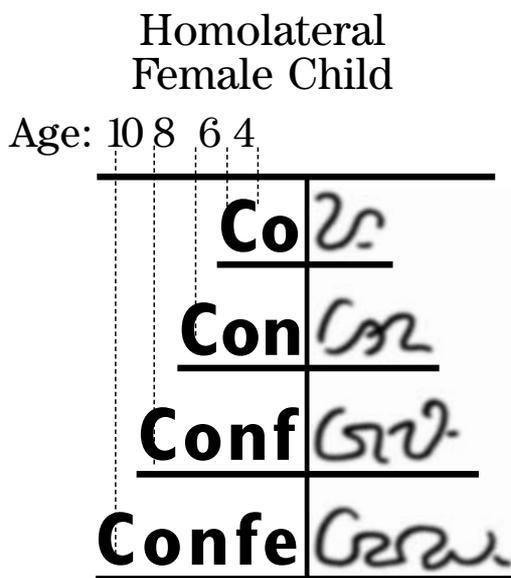
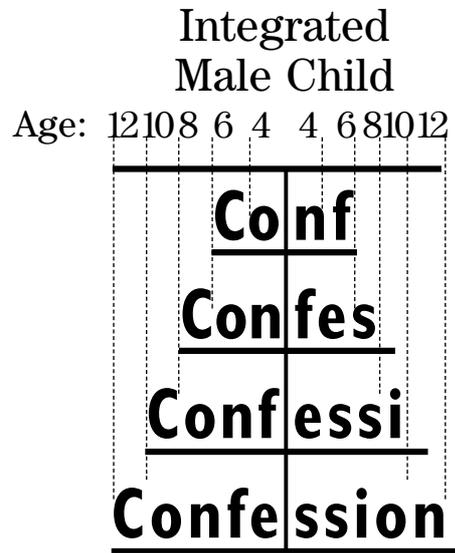
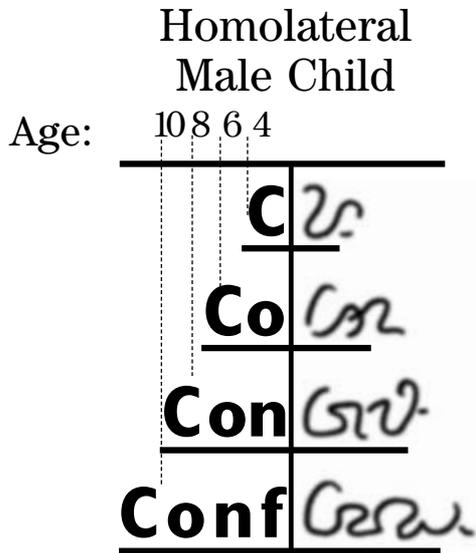


The above illustrated characteristics account for the difference experienced by males and females such as the following

1. Males can rarely find what they are looking for in a drawer immediately as they apply their torch like accurate central vision and miss items in the peripheral area while females using their greater peripheral vision spread will find the object immediately. Eg underpants socks and bottle openers etc
2. Males on average are more prone to have traffic accidents from side impact as their peripheral vision is restricted in this area compared with females. Females with their lesser capacity for spacial judgement (on average) are more prone to have parking dents.

There are of course people out of the average - female architects and males with a wide peripheral vision as an example.

Diagrams a, b, c & d illustrate the average breadth of vision available to children of both sexes in both homolateral and integrated fashion



It is clear from the above illustrations that female children have an advantage over their male companions of the same age in breadth of vision development which gives them an advantage in reading ability at the same age. This situation accounts for the reason why in all studies undertaken on learning difficulties and dyslexia results have shown that for every girl who is identified with such a condition there are four males identified. This ratio of four to one consistently appears in any studies that have been conducted in the Western world on this subject.

The Dawson Program Reading test

This test is designed to demonstrate to the parents of a homolateral child or a homolateral adult to themselves that the reason they have difficulty reading is not that they have a lesser intelligence but that they have a sight problem. The further purpose of this test is to boost the confidence of the homolateral individual and give the parents an understanding that their child is intelligent but has not been able to express their intelligence because of a sight problem. The reading test is conducted in four stages:

Stage 1: For the subject to read a suitable passage from left to right in usual fashion. The reading will be slow and hesitating and long words will not be able to be read or pronounced.

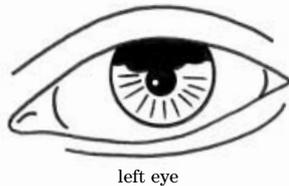
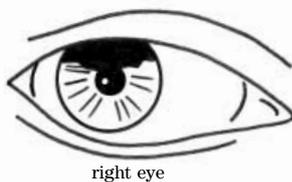
Stage 2: Reading backwards. Pronouncing each word correctly but in the reverse order from the way they were written in the sentence. The subject will read much faster and be able to read and pronounce longer words.

Stage 3: To turn the book vertically reading from bottom to top. The subject will read the words faster than in test one and will read much longer words. This will astound parents

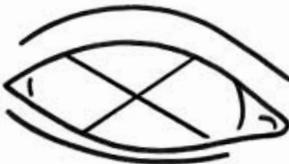
Stage 4: Have the subject read with the book upside-down. The reading will be at least as efficient as reading in the normal fashion and will be nearly as efficient as reading in the normal fashion and will truly astound both the parents and the subject themselves.

The confidence that these reading tests give to both the subject and the parents is of great value as they both realise that the problem is a sight difficulty and not one of a lack of intelligence.

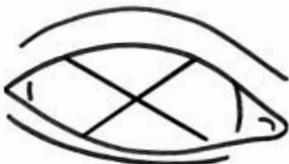
Eye position of homolateral individual when reading, **before** correction



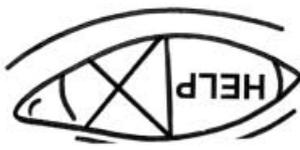
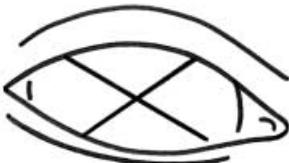
Left eye switched on, right brain switched on
Right eye in divergent strabismus position



Final interpretation in the brain when reading the word help from left to right.



Final interpretation in the brain when reading vertically.



Final interpretation in the brain when reading upside down - the whole word **HELP** is available when reading upside down because the eye is moving to the left

Eye position **after** correction



After correction both eyes are focused. Both left and right brain are switched on and working in an integrated fashion therefore the full view is available from both eyes for interpretation of written script. **Dyslexia does not now exist.**



The correction of the left / right brain co-ordinative process to achieve this result requires two special areas of knowledge. If cranial bones are misaligned they require to be corrected and then the left and right brain can be integrated. If the cranial bones are not misaligned the left / right integrative process has to be undertaken to achieve the result. The Dawson Program practitioner is trained to achieve this result without drugs, without surgery, without physical manipulation, without pain by the exercise of skill learnt from our ancient cultures and preserved in many forms identified by the Dawson Program originator Mr Cameron Dawson and now available to assist children and adults in our modern Western society to eliminate dyslexia and learning problems.

Remedial teaching program to be undertaken after the cause of the Dyslexic condition has been identified and corrected

Depending on the extent of the Dyslexic condition experienced by an individual so will depend the extent of the remedial teaching program to be undertaken after correction. The originator of the The Dawson Program has developed special sound recordings available on disc and tape that assist the growth of the left / right brain co-ordinative processes that have been blocked during the individuals early life. These sounds are remarkably effective, decreasing the time taken to achieve full development by four fifths. Example, having achieved the correction of the dyslexic condition it may take another 18 months for full development of integration to occur between the left and right brain. The Dawson Program corrective sound system will decrease that 18 months to five months approximately. Remedial teachers, parents and others involved in assisting the child or adult to achieve full literacy will find The Dawson Program teaching kit of value. This program has been developed by the originator and has proved very successful in assisting parents and teachers.

Remedial teachers who have their own programs will now find that they are able to achieve remarkable progress in a short time once the individual has been corrected of their dyslexic condition. There are other factors which are involved such as allergenic reactions to food stuffs, and a range of other substances including pollens, animal dander and chemicals etc. Another specific condition that needs to be addressed and corrected if present concerns the movement of the cerebro spinal pulse. The movement of the cerebro spinal fluid around the brain and the spinal column can be affected by shock. The result is blurred and slow thinking as the cerebro spinal fluid is unable to clear the brain of toxins which then build up within brain tissue. This also causes anxiety as adrenaline flow is increased by the subconscious in an attempt to assist the brain cells to function. This condition is identified, addressed and corrected as part of The Dawson Program protocol of corrections.

*The Dawson Program protocol for correction of dyslexia can undertake to make a correction of a dyslexic condition in one session provided the individual being corrected is not suffering from brain damage. When brain damage is involved corrections are possible and indeed great assistance can be given to the brain damaged person. However the time taken to make these corrections will increase relative to the severity of the damage that has incurred..