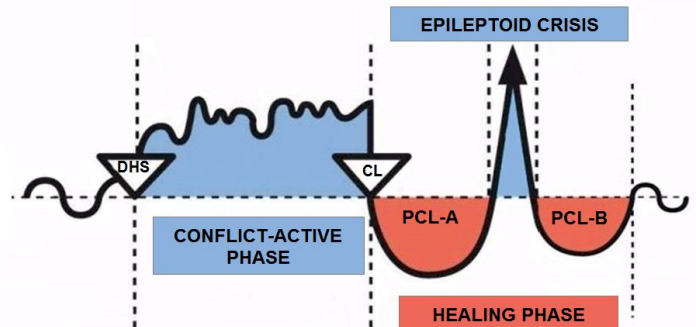




DATE: May 2017

CLIENT: 8 year old right-handed male



Subjective Complaint: The client's mom indicates that her son has been suffering from what he calls **head pain** on and off for the last 3 months. However, she states that it seems to be getting worse in the past 3 weeks. The mother reports that he has complained of the head pain daily for the last 3 weeks, but only in the morning school session and by lunch time, the pain goes away. When I spoke with the client directly, he indicated that the pain is all over his head and feels more like it's on the outside of his head not inside. He also admits that he does not seem to feel the pain during the weekends but only during school. The client reported that he was not currently experiencing any pain.

Observation: The client was observed to be in good health with no visible signs of pain or discomfort. Cervical and Lumbar ranges of motion were all within normal range and pain free. Orthopedic tests for cervical and lumbar regions were unremarkable. Chiropractic evaluation revealed full spine joint restrictions with no muscular tenderness upon palpation.

Organs Affected: Muscles of the head

Embryonic germ layer: new mesoderm
Brain control center: cerebral medulla

GNM Explanation: Muscles of the head: moderate intellectual self-devaluation conflict experienced as "having failed an intellectual task" or "fear of making a mistake". This Biological Special Program causes cell loss (necrosis) of the striated muscles of the head during the **Conflict-Active Phase**. During the **Healing Phase**, the tissue loss is replenished leading to inflammation and pain. The biological purpose of this Biological Special Program is to strengthen the head muscles so they can be strong enough to handle future intellectual self-devaluations. The client is currently in a **Hanging Healing** with potential **tracks** and triggers. The original conflict must be identified and brought to his awareness in order for him to complete the healing.

GNM Understanding: The client understood the GNM explanation and reported that his conflict must be related to the subject of "cursive writing" in school. He admits that he has a difficult time with the work, and that he often has to redo it because it is not neat enough. When I asked him why it was a big deal that he has to redo his work, he mentioned that it means he will miss out on free play time (**his DHS**). Apparently, when the children finish their school work, they are allowed to have free time to play. The client admitted that he hates to miss out on free play because he has to redo his writing work. He went on to say that he had similar issues a few months ago with his math work. The client's mom corroborated this, stating that he had some problems with math in the past, but that he worked on it at home and is now doing better. She also reiterated that it was the morning teaching session that they would work on hand writing. The client reported that he had been missing out on free play

for the last 3 weeks. I explained to him that his head pain was related to his inability to do his writing assignment properly causing him to miss out on his free play time. It was important that he understood that as long as he did not worry about his ability to do his writing neatly, he would potentially get fewer head pain. It was recommended that he practice on his writing at home with mom, so he can improve his chances of getting free play time. It was also suggested that he look at the situation differently. Perhaps, it was okay to miss out on free play sometimes, because he would have a chance to play at recess or during a different time of the day at school.

General balancing techniques and chiropractic adjustments were also provided. He was asked to do a follow-up visit within 2 weeks.

Results: During a follow- up visit 10 days later, the client indicated that he has not had any head pain at all. He also reported that he has not missed any free play time in the past week. The client's mom was very pleased at the significant improvement and admits that they have been working on his writing at home, and that he was doing a lot better with it. I reminded the client to be aware of any triggers/ tracks, if he was to ever get head pain at school again, so that he would know what to do. During a follow-up visit with the client's mother 3 weeks later, she reported that he continues to have no head pain at all.

For clarification of specific terms, please consult the English "Five Biological Laws" document

Source: www.LearningGNM.com