

**Fragmented Training**  
**of the Four Neurological Learning Avenues**

- a. **Disregards the TEAM's unity.**

Student is taught as if he is mute and deaf but can see and wield a pencil.

Is called the Immersion Theory or Rote Learning: the student performs **mindlessly (as opposed to mindfully) via drill, repetition and memorization.**

Is also called Implicit (implied, hidden, ambiguous, embedded, figure it out if you can) Instruction.

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- b. **Partiality: accommodates only the student with natural Visual Memory or Auditory Memory strength.**

Requires copying and rote visual and auditory memorization (which only the above student can do).

**Leads to anxiety, false pride, seeking approval from another ... and illiteracy; 66% by 4<sup>th</sup> grade; 80% by 8<sup>th</sup> grade are historically illiterate.**

Is a method of Population Control legislated by *Conditioned Response Instruction (Phonics Philosophy)*  
Advocates: it does not intend to make students (citizens) literate.

**Full-Spectrum Training**  
**of the Four Neurological Learning Avenues**

- a. **Is accountable to and relies on the TEAM's unity.**

The student is asked to train all four of his neurological language-learning avenues equally and simultaneously.

Is called Knowledge-Based Instruction: the student **understands**, then applies language-logic tools.

Is also called Explicit (specific, full, clear, precise, I'll guide you to understand all the details) Instruction.

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- b. **Impartiality: accommodates every student regardless of his natural strengths and/or weaknesses.**

Learning is optimal and permanent for all students.

**Leads to honesty. Provides diagnostically reliable and historically measurable literacy for all students.**

Reassures the parent: "I as well as all of my children will learn ... at my hand! We all will become godly ... and literate!"

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- c. **Disconnects neurological processors; disconnects data sequences.**

**Causes neurological, cognitive and behavioral problems.**

**Invents Compensatory (hand-holding, just get by) Measures to accommodate lack-of-proficiency problems.**

Neurological avenues are not asked to strengthen or remediate each other; they remain as at birth—**UNTAUGHT.**

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- d. **Goal is assignment completion and covering the content.** Student is required to “do” without “knowing.”

Necessitates a **graded curriculum** to command and camouflage false educational goals.

The student’s **praise is external** and is based on Selective, Conditional Responses (spiritual and emotional enslavement).

Is called **Clerical Teaching.**

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- c. **Connects all neurological processors; connects data sequences.**

**PREVENTS and REPAIRS** all neurologically-based learning problems.

**Student says, “I know and I can do!”**

**Neurological avenues strengthen, support and remediate each other,** making the student neurologically and cognitively “better” than at birth.

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- d. **Goal is proficiency.** The student “understands; he knows,” therefore he “does.”

Student is not shackled by age and grade contrivances; he **attains cross-discipline, knowledge-based goals.**

The student’s **praise is internal** based on honest, Knowledge-Based Responses (spiritual and emotional freedom).

Is called **Disciplined Teaching.**

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**e. Redefines “literacy.”**

Does not develop Cognitive Engines because neurological data is absent.

Student experiences “perfunctory” learning. He is not prepared for Self Study outside of his untaught, natural processing ability(ies).

Since the student is not equipped for self-study and cannot teach another; he can only “tell” or “show” another.

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**f. Denies the brain’s *Created Design* as well as the Creator. Believes a lie.**

Forces Vision to be the *Lead Neurological Learning Avenue*.

Reading (visually processing symbols without sound/symbol knowledge) is first. Only those “selected” by this process are considered “fit.”

Rejects God’s teaching sequence by putting seeing first, then doing, then hearing, then speaking.

**Full-Spectrum Training**  
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**e. Maintains the historical definition of “literacy.”**

Develops Cognitive Engines because neurological data is present.

Student experiences “logic-based” learning as he develops each of his neurological and cognitive functions, the prerequisites for Self Study.

Since the student is equipped for self-study, he can teach another.

**Full-Spectrum Training**  
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**f. Accepts the brain’s *Created Design* as well as the Creator.**

Keeps Speaking in its proper position as the *Lead Neurological Learning Avenue*.

Spelling (guiding the *neurological TEAM* to process sounds along with matching symbols) is first. All become good speakers, spellers, writers and readers by this method. All are “fitted” to “study.”

Accepts God’s teaching sequence by putting words first, then hearing, then doing (faith), then seeing. (*Romans 10*)