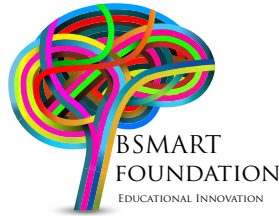




BSMART FOUNDATION'S

"Information you need to know series".



The basic understanding of the purpose, activity and effect of SMART stimulation.

**Construction Enterprise vs. Operation Enterprise
&
"Kicking the Vending Machine"**

Is S.M.A.R.T. just a form of Exercise?

Absolutely not!

SMART stimulation is the **opposite of exercise.**

"Ex" means **"from"** the **brain**--motor output, effector nerve activation.

S.M.A.R.T. is **"to"** the **brain**--sensory input, affector nerve activation that feeds activity into the brain.

A good analogy for what SMART produces is to note the difference between a construction enterprise and an operation enterprise.

A hotel under construction has quite a different set of activities and employees compared to the later operation phase.

So too, with the young brain where we are in the long-term construction phase from conception to mid twenties.

Brain construction is accomplished by stimulating affector nerves--the receptors. This stimulation arouses optimal action for cell extension, contact, transmission and permanence. Cell activation also produces neuro-growth factor (NGF) at any age, but we want children to be prepared for operation in efficient acquisition of mental and social skills in school.

So we are careful to separate the distinctions of input from output, affector from effector activity, construction from operation (what the brain can do before intensive stimulation), brain from

mind, social/emotional-physical-intellectual and biochemical, abilities from skills, and readiness from academics.

S.M.A.R.T. - Input

“Ex” - Output

Construction	Operation
Affector Nerves (receptors)	Effector Activity
Brain	Mind
Social/emotional-physical & biochemical abilities	Skills
Readiness	Academics

Even some educators with advanced degrees usually do not think using these distinctions.

The establishment (traditional education approaches) is output oriented.

Call it "Kicking the vending machine:"

If the machine doesn't give you what you want, just pound on it, shake it, kick it and threaten it verbally.

Sometimes this desperate approach works, but more often the machine requires adjustment, repair and/or refilling.

Looking for and solving the problem is generally more effective in the long run.

A great part of our work is communication in which we explain a new vision for how brain growth and school readiness is accomplished.

The physicists did not get to the moon by discussions of ether, music of the planets, and falling stars. They had to start with the atom, ions, light and space, and then build up a body of knowledge from there.