

Beyond Vision: An Integrated Model



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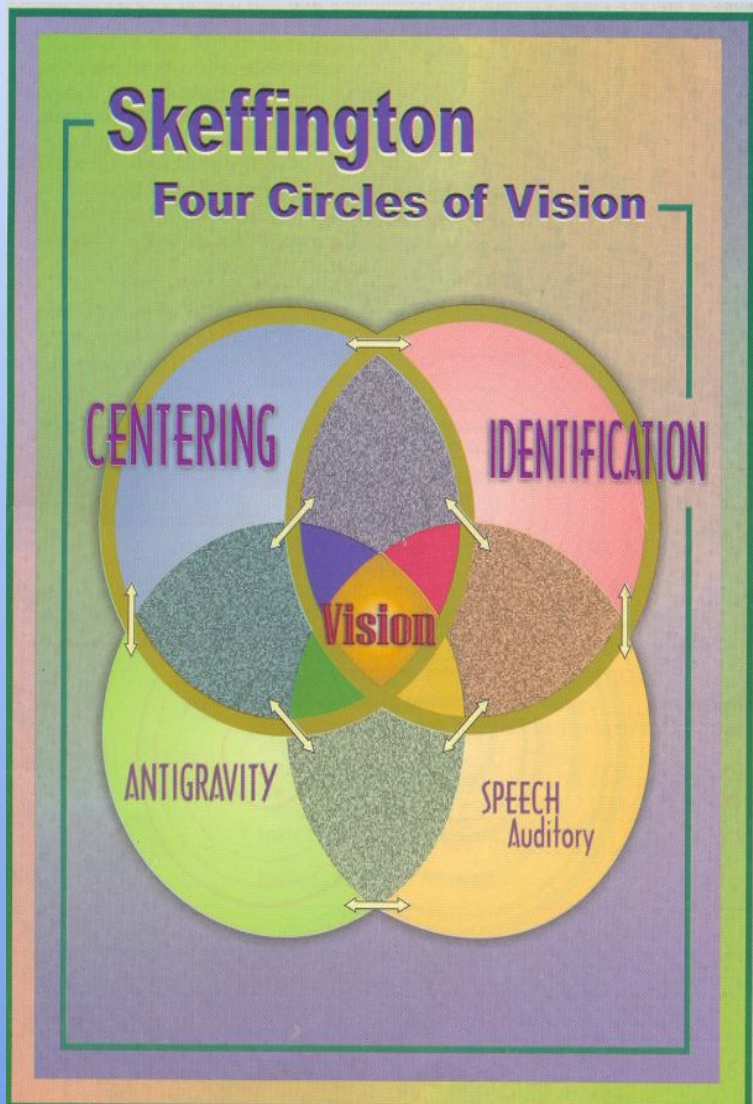
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Course Overview

- Models of Vision
 - Skeffington's Behavioral Model
 - Developmental and Rehabilitative Model
 - Multisensory
 - Integrated Model
 - Physical/Structural
 - Biochemical
 - Mental
 - Emotional
 - Environmental
 - Spiritual
- Treatment Options
- Cases

Skeffington Model



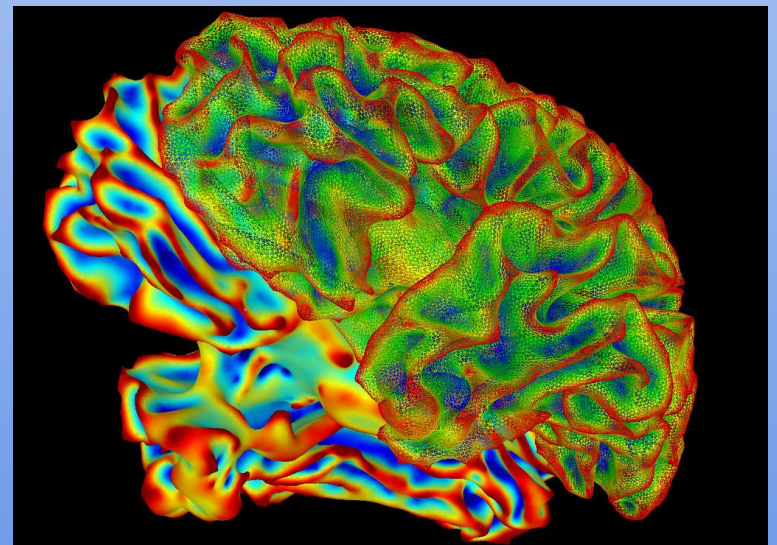
- Identification
 - What is it?
- Centering
 - Where/When is it?
- Anti-Gravity
 - Where am I?
- Speech/Auditory
 - How do I organize, relate/communicate about it?

Skeffington Model

- **Identification:** Process of deriving meaning from those areas of space selected for attention resolution, discrimination differences, determining relationship between details; accommodation is the oculomotor component
- **Centering:** Involves selecting an area of space for attention and directing the body, head, and eyes towards the area selected for information processing and spatial localization; convergence is the oculomotor component.
- **Anti-gravity system:** Balance and posture in space provides basic frame of reference for orientation and spatial localization
- **Speech-auditory process:** Analysis and communication of what is seen

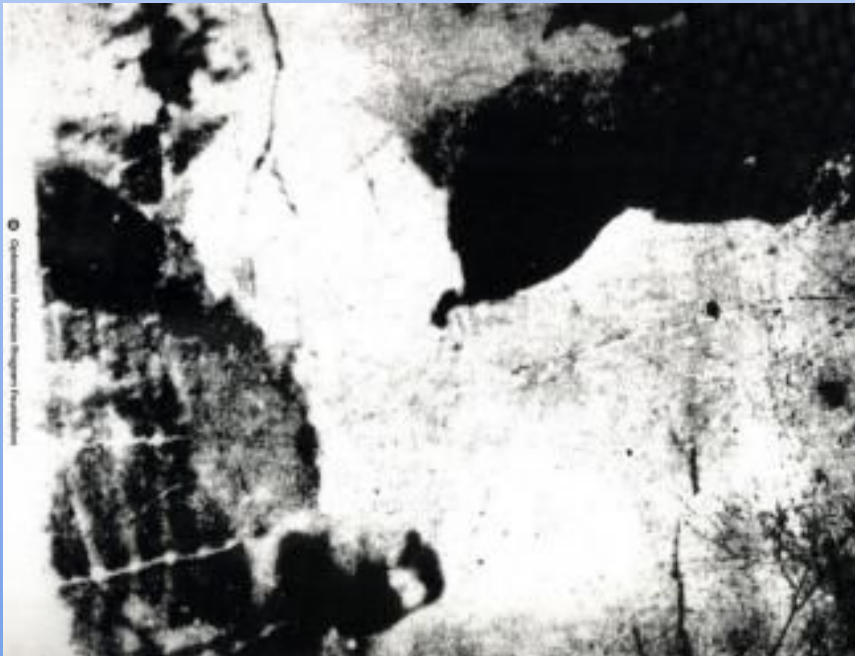
Behavioral Model of Vision

- Vision is an integrated brain process
- Involves integrating various systems throughout the brain
- Connected to speech/language areas and movement/proprioceptive centers
- Directs how we move/carry ourselves and communicate in the world



Developmental Model of Vision

- Vision is a learned process
- Vision can be developed, remediated, rehabilitated and enhanced!



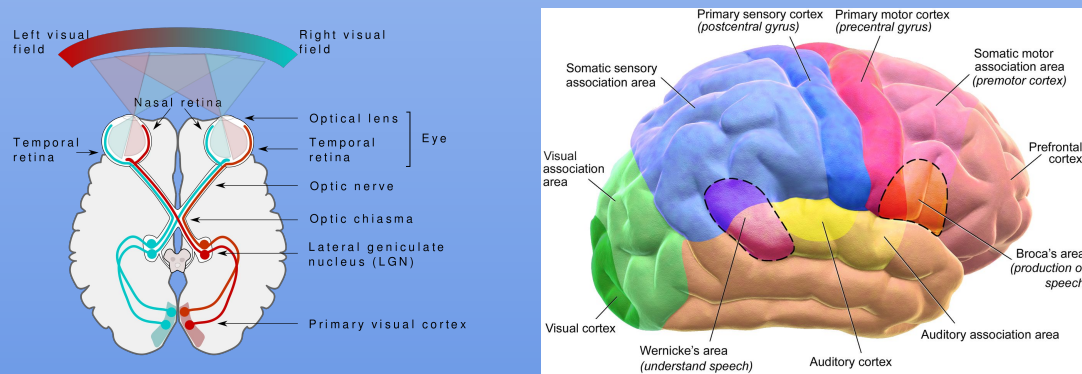
Rehabilitative Model of Vision

- Vision is a learned and developed skill
- Neuroplasticity continues throughout the lifetime
- Vision can be improved at any age
- Vision can be improved post any challenge, eg stroke, brain tumor, concussion, injury



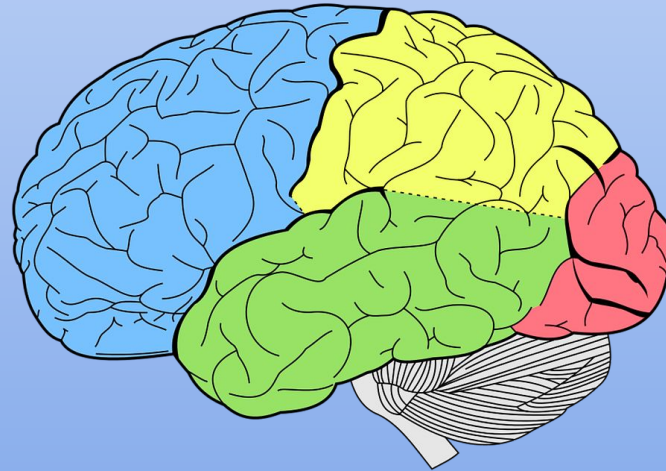
Expanding Model

- 35 different areas of the brain are primarily or totally involved with the process of vision
- More area of the brain dedicated to vision than all the other senses
- Every lobe in the cerebral cortex is involved with vision processing Vision is a process - both input (take in visual information) and output (write, track, catch a ball, etc.)
- Most information presented through the visual system

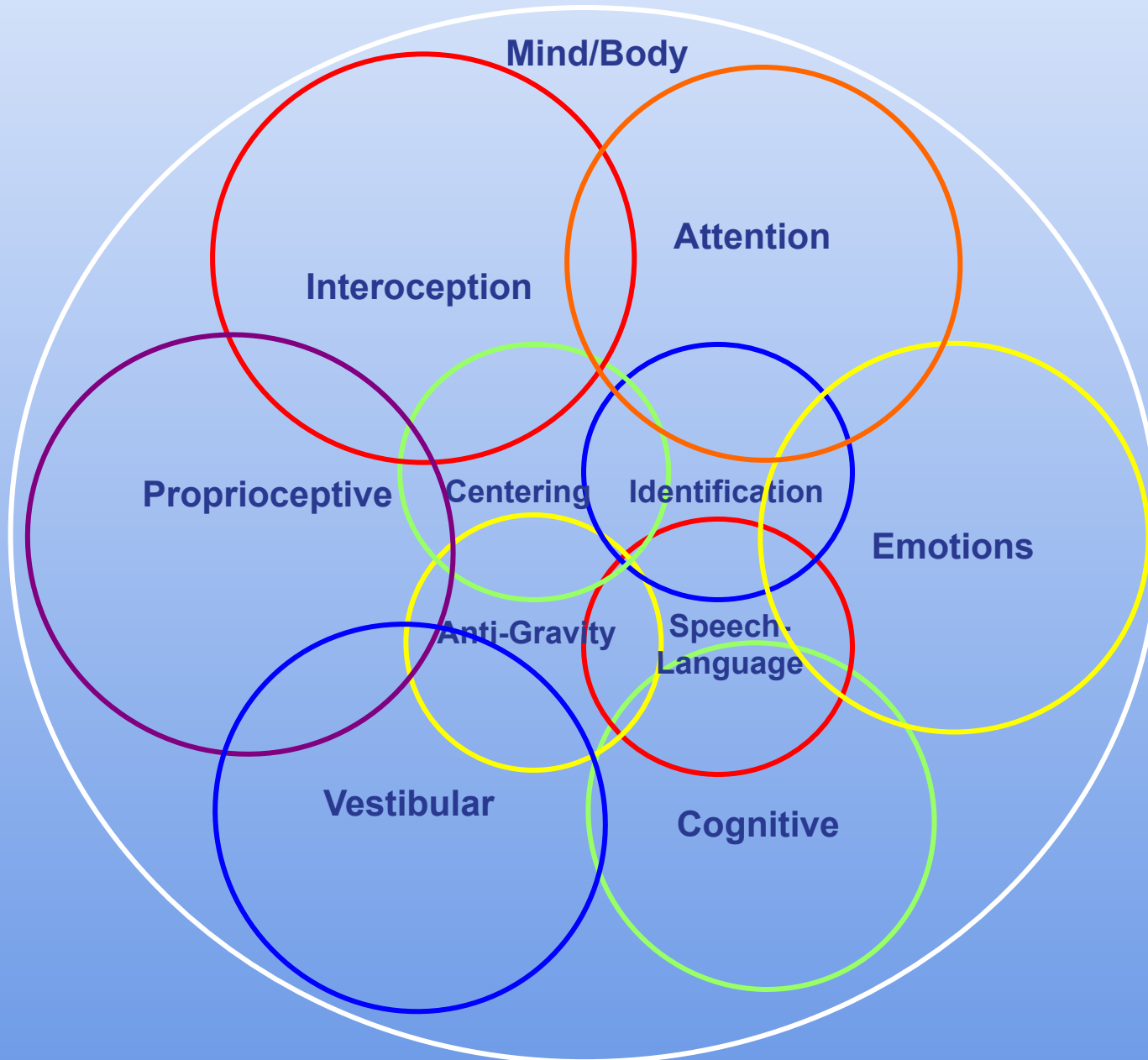


Multisensory Connections

- Proprioceptive
- Vestibular
- Auditory
- Visual
- Cognitive
- Interoception
- Emotions
- Attention

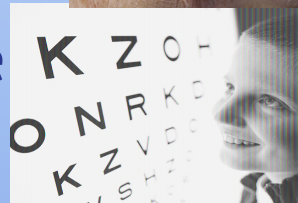
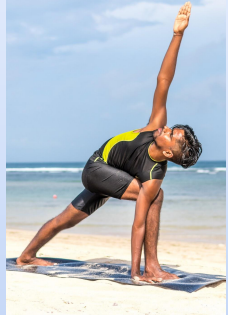


Multisensory Model



Multisensory Model

- **Proprioception:** sense of orientation of the body in the environment - muscle tone, equilibrium, joint movement and postural control
- **Vestibular:** information about motion, head position, equilibrium and spatial orientation to maintain balance and posture
- **Auditory:** sound, speech, localization of sound, receptive and expressive language
- **Visual:** sensory/motor aspects of where/what/why
- **Interoception:** sense of the internal state
- **Cognitive:** understanding and relating to the world
- **Emotions:** feelings
- **Attention:** attention and general state of engagement



Expanded Model of Vision

- Expanded understanding of our patients
- Includes more than just vision
- Looks at posture, vestibular, balance, auditory, visual, physiological, cognitive, emotional and attention concerns
- Addresses total body
- Looks at the whole person

Expanded Vision Evaluation

- Expanded intake form
 - Includes questions regarding posture, vestibular, balance, auditory, visual, physiological, cognitive, emotional and attention concerns
 - Addresses other therapies, developmental and rehabilitative histories

Vision: A Multisensory Approach

- Proprioceptive

- How is their physical body/structure, ie posture, balance, etc.?
- Can they perform gross and fine motor tasks?
- How sensitive are they to touch?
- How do they move?



Vision: A Multisensory Approach

- Vestibular

- Are they dizzy, disoriented, off balance?
- Do they feel as if the room is moving?
- Do they feel that they are moving when they are not?



Vision: A Multisensory Approach

- Auditory

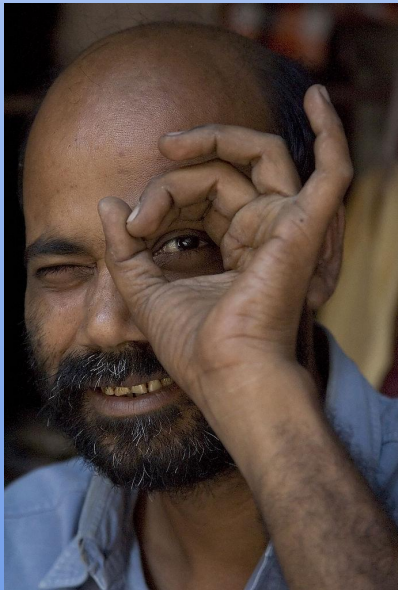
- Are they sensitive to sound?
- Do they understand what is being asked?
- What is their expressive language like?
- Are they distractible or overwhelmed with auditory stimulation?



Vision: A Multisensory Approach

- Visual

- Do they experience headaches, blur, double vision, light sensitivity?
- Do they squint, close an eye or have difficulty with eye contact?
- Do they report burning, tearing, watery eyes?
- Do they move their head, lose their place, or have difficulty reading?
- Do they have difficulty with visual tasks?



Vision: A Multisensory Approach

- Cognitive
 - Does the task require full attention?
 - Do they fatigue quickly?
 - Do they require motor overflow or subvocalization to complete tasks?
 - Do they exhibit reduced efficiency or poor organization?
 - Do they confuse easily?



Vision: A Multisensory Approach

● Interoception

- Do they exhibit palpable fears and anxiety?
- Are they easily startled, overly sensitive or unaware of their environment?
- Do they have trouble falling or staying asleep or staying awake?
- Do they have eating or bowel problems?
- Do they become frustrated, overwhelmed or irritated easily?
- Do they have socialization difficulties?



Vision: A Multisensory Approach

● Emotions

- Do they have difficulty regulating their emotions?
- Do they exhibit emotional outburst?
- Do they demonstrate emotional intelligence?
- What do they feel about their problems?



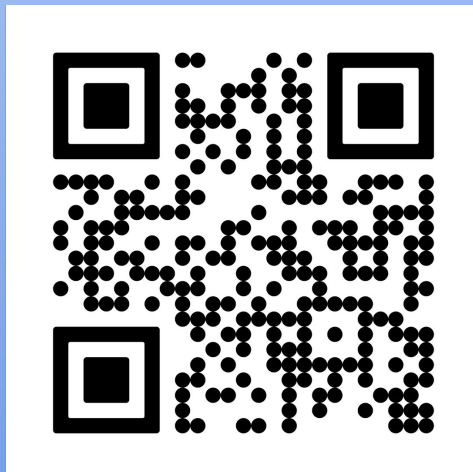
Vision: A Multisensory Approach

- Attention
 - Do they forget to complete tasks?
 - Do they lose their train of thought?
 - Do they have difficulty remembering steps in a multi-step process?
 - Do they have difficulty organizing tasks?



Multisensory Inventory Assessment Checklist

- Need to quantify multisensory impact in testing + treatment
- Checklist begins the process of seeing how the different senses may interfere with the patient's visual ability



Multisensory Inventory Assessment Checklist

Designed by Celia Hinrichs, OD, FCOVD & Randy Schulman MS, OD FCOVD

| | | | | | |
|--|---|---|---|---|---|
| PROPRIOCEPTIVE/KINESTHETIC | 0 | 1 | 2 | 3 | 4 |
| Responds differently to touch either very sensitive or needs deep pressure | | | | | |
| Has difficulty maintaining posture, spreads legs/uses arms to support core | | | | | |
| Has difficulty performing gross and fine motor tasks such as writing, ball catching, skipping | | | | | |
| Touches everything to identify environment | | | | | |
| Falls over and loses balance easily or uses momentum to maintain balance | | | | | |
| Is constantly moving or unusually still, afraid to move | | | | | |
| Clumsy or awkward | | | | | |
| Total Proprioceptive/Kinesthetic | | | | | |
| VESTIBULAR | | | | | |
| Dizziness | | | | | |
| Feeling off-balance, as if floating or the world is spinning | | | | | |
| Disorientation | | | | | |
| Nausea/Lightheadedness or feeling faint | | | | | |
| Resists moving | | | | | |
| Total Vestibular | | | | | |
| BALANCE | 0 | 1 | 2 | 3 | 4 |
| Falling or stumbling | | | | | |
| Unstable gait | | | | | |
| Unsteadiness or inconsistencies in balance | | | | | |
| Total Balance | | | | | |
| AUDITORY | 0 | 1 | 2 | 3 | 4 |
| Differently sensitive to sound | | | | | |
| Needs to hear instructions/directions more than once | | | | | |
| Seems distracted/unable to sustain attention when receiving verbal messages | | | | | |
| Appears overwhelmed with excess auditory activity or background sounds | | | | | |
| Has problems with receptive and expressive language | | | | | |
| Total Auditory | | | | | |
| INTEROCEPTION | 0 | 1 | 2 | 3 | 4 |
| Has palpable fears and anxiety, easily startled, overly sensitive to or unaware of environment | | | | | |
| Has difficulty regulating emotions | | | | | |
| Becomes frustrated, overwhelmed or irritated easily | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Has trouble falling or staying asleep or staying awake | | | | | |
| Has eating or bowel problems | | | | | |
| Experiences socialization difficulties | | | | | |
| Total Interoception | | | | | |
| VISION | 0 | 1 | 2 | 3 | 4 |
| Inconsistent clarity | | | | | |
| Double vision or eye turn | | | | | |
| Light sensitivity | | | | | |
| Squinting or closing an eye | | | | | |
| Difficulty with eye contact | | | | | |
| Burning, tearing, watering eyes | | | | | |
| Headaches | | | | | |
| Moves head or uses a finger while reading | | | | | |
| Loses place, misreads or has poor reading comprehension | | | | | |
| Reverses words or numbers | | | | | |
| Makes errors in copying | | | | | |
| Has no interest or is obsessed by reading | | | | | |
| Gets frustrated by or avoids near tasks | | | | | |
| Total Vision | | | | | |
| ATTENTION | 0 | 1 | 2 | 3 | 4 |
| Extensive off task time, distracted easily | | | | | |
| Difficulty following directions | | | | | |
| Forgets to complete tasks | | | | | |
| Loses train of thought | | | | | |
| Difficulty remembering steps in a multi-step process | | | | | |
| Difficulty organizing tasks | | | | | |
| Total Attention | | | | | |
| AUTOMATICITY/COGNITIVE LOADING | 0 | 1 | 2 | 3 | 4 |
| Does the task, but requires full attention | | | | | |
| Cannot repeat the task, fatigues quickly | | | | | |
| Requires motor overflow, subvocalization to complete the task | | | | | |
| Reduced efficiency | | | | | |
| Total Automaticity | | | | | |

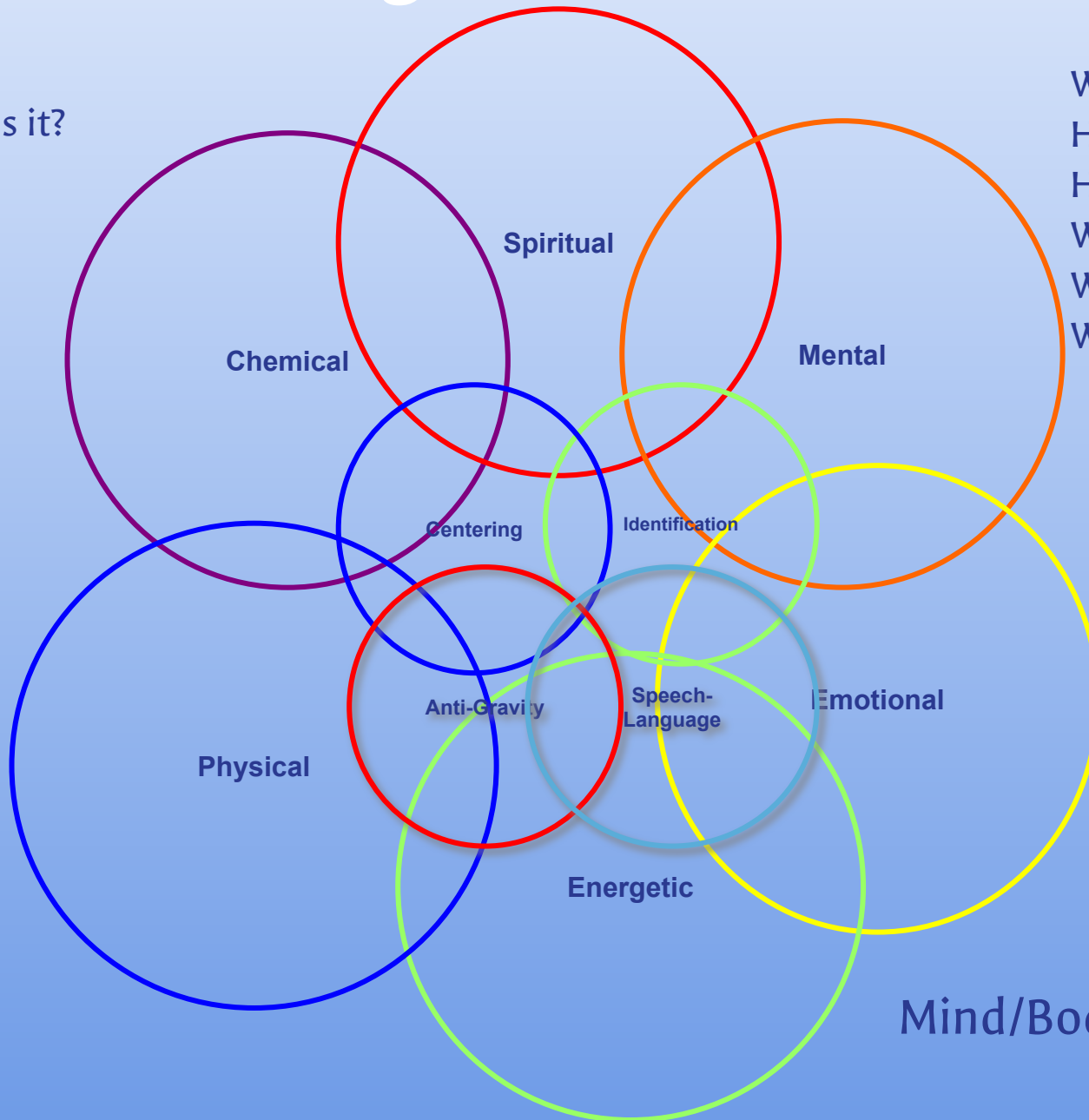
Integrative Model of Vision

- Expanded beyond vision to include all the other models
- Expanded understanding of the individual
- Addresses total body health such as biological, biochemical, structural concerns
- Looks at environment, social interactions, cognitive arena
- Assists development and expression of the individual

Integrative Model

Where/When is it?
What is it?
Where am I?
How related?

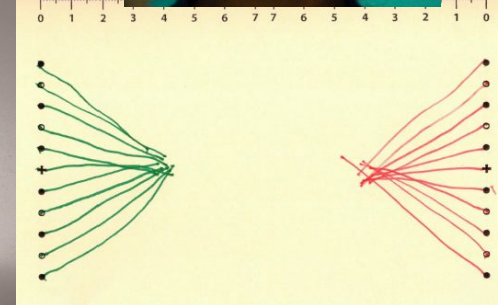
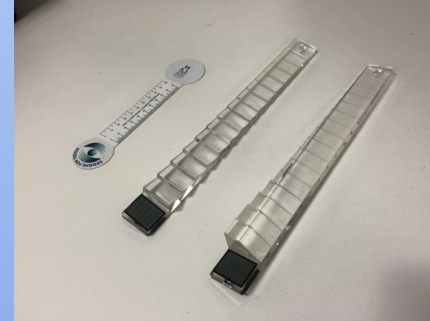
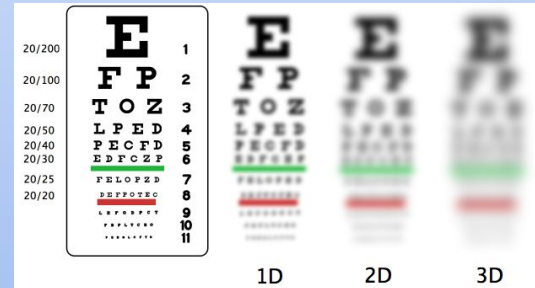
Who am I?
How am I?
How are others?
What's around?
What can I learn?
What can I do?



Mind/Body/Spirit

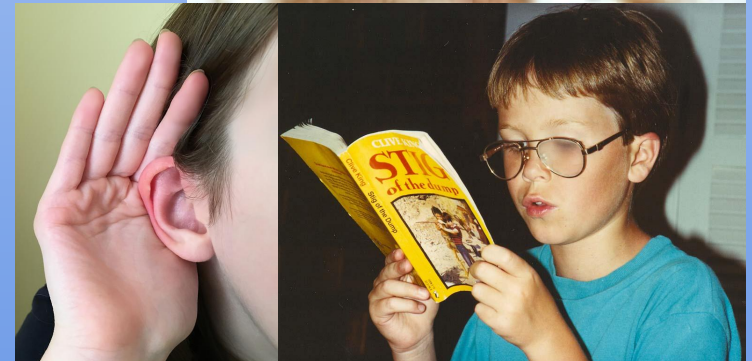
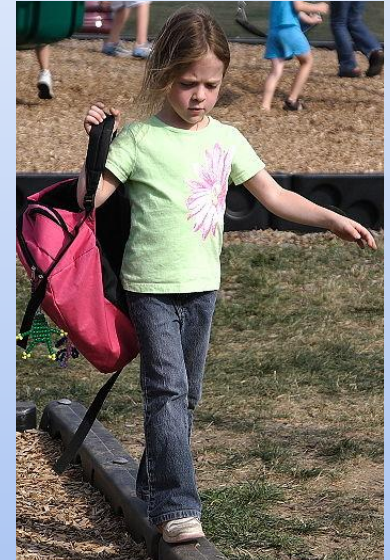
Physical

- What is our physical health of the eyes and body?
- What are the measurements?
 - Acuity
 - Refractive error
 - Accommodative
 - Binocular
 - Perceptual
 - Pupillary testing
 - Functional field testing
 - Ocular health



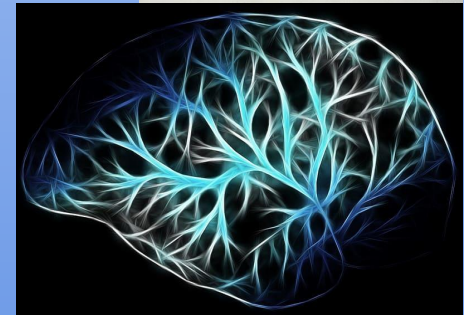
Physical (Cont.)

- What physical/structural are affecting the visual system?
 - Proprioception
 - Is there full range of motion, flexibility?
 - What is our exercise routine like?
 - Balance
 - Posture
 - Movement patterns
 - Vestibular
 - Auditory systems
 - Receptive
 - Expressive
 - Interoception
 - Cognition
 - Flexibility
 - Automaticity



Biochemical

- What is the family history?
- What are the genetic considerations?
- What is the nutrition like?
 - Food diary
 - Sugar, caffeine, alcohol intake
 - Drugs and medications
 - Supplements
 - Food Sensitivities
 - Toxins
- Overall health
 - Blood work
 - Genetic profile
- What is our Parasympathetic/Sympathetic state?
 - Stress levels
 - Indices for ANS balance/imbalance



Mental

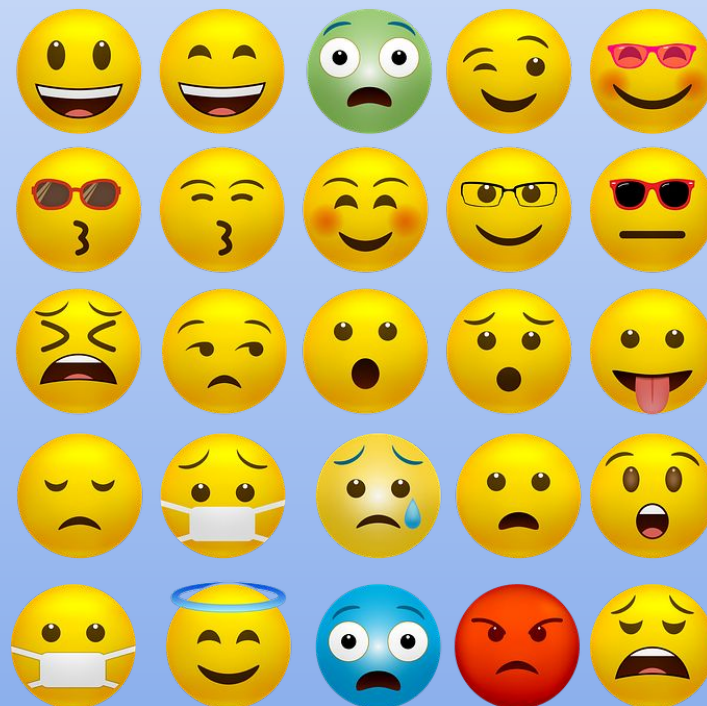
- What is the mindset/beliefs about health, vision, and life?
 - Fixed vs. Flexible
- What is the general mental state?
- What is the general attitude?
 - Optimistic/Pessimistic
 - Stuck in past/Future oriented
- What are the sleep patterns?
- What is the cognitive state/memory/executive function?
- What is the general awareness?
 - Thoughts
 - Emotions
 - Bodily sensations
 - Consciousness



**Self
Awareness**

Emotional

- What are the fears, worries, anger and early learning patterns?
- What is our general operating state?
 - Agitated/Calm
 - Focused/Overwhelmed
 - Anxious/Exuberant
 - Happy/Depressed
- Are there any stressors in place?
 - Family
 - Financial
 - Work related
 - Illness, move or death of someone close
- How do we cope with the demands in life?
 - Calm and focused
 - Overwhelmed and anxious
 - Engaged and successful
 - Shut down and depressed



Energetic/Environmental

- What is the patient's energy like?
 - Energetic/Exhausted
- Who and what is around them?
 - School or work environment
 - Family environment
 - Community
 - Global environment
- What are the beliefs of the environment?
 - Doctor
 - Family
 - School
 - Work
 - Friends
 - Social
 - Spiritual Community
- What are the energetics of the collective conscious?



Spiritual

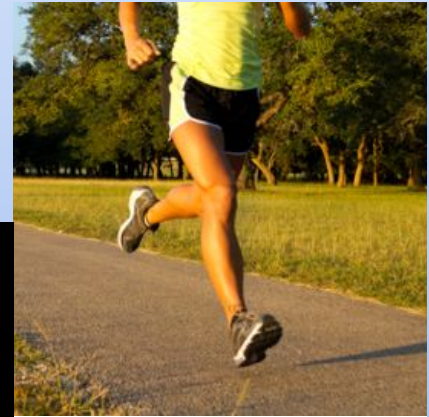
- What is the soul code?
 - Rayid Iridology
- What is their life purpose?
- Do they have a meaning/goals?
- How open are they?
- How well can they visualize?



THE
PURPOSE
OF A LIFE IS
A LIFE OF
PURPOSE.
ROBERT BYRNE

Integrated Vision Examination

- Look at the total person
- Look at
 - Physical/structural
 - Mental
 - Biochemical
 - Emotional
 - Energetic
 - Spiritual



Integrated Treatment Approach

- Look-posture, parents, attitude
- Listen-what they say, how say it, others say it
- Learn-who they are, what their environment, demands like
- Set realistic goals-what they can do, how they learn
- Motivate and encourage-shift mental/emotional state
- Utilize tools-lenses, prisms, filters, therapy to create meaningful experiences-shift physical, postural, attention, awareness, state
- Encourage- healthy lifestyle modifications/visual hygiene

Our Tools

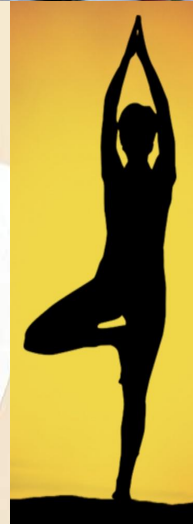
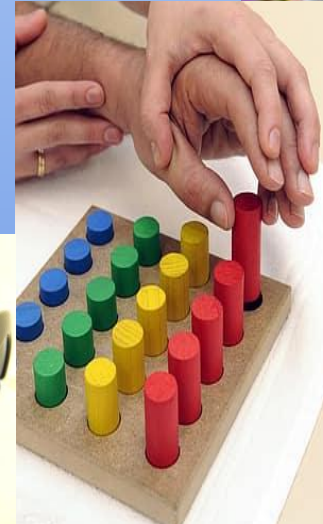
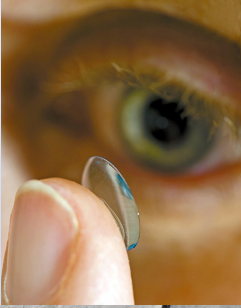
- Treatment Options

- Lenses, Prisms, Occluders, Anaglyphs
- Vision Therapy
 - Primitive reflex work
 - Vestibular work
 - Visual motor work
 - Rebounder/Metronome/Timing activities
- Bates Method, Yoga and Meditation
- Syntonic light therapy



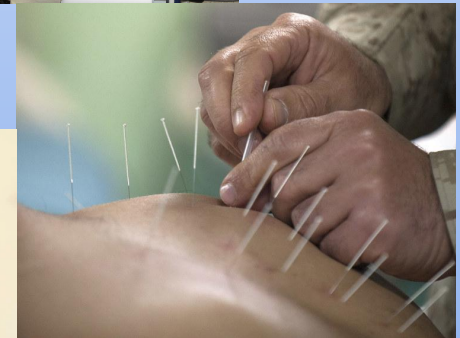
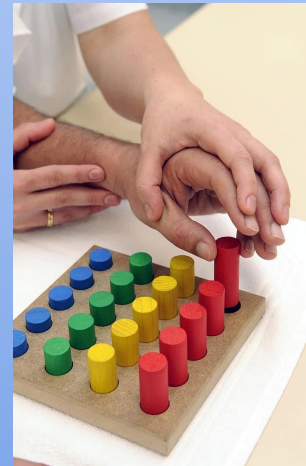
Integrated Treatment Approach

- Offering choices
 - Allopathic medication/Surgery/Naturopathic
- Prescribing Lenses/Prisms/Contact lenses
- Prescribing Nutrients/Vitamins/Herbs
- Referring for appropriate and/or alternative treatments
 - Naturopathy/Homeopathy/Herbal medicine/Acupuncture
 - Craniosacral/Chiropractic/Therapeutic Massage/Rolfing
 - Physical exercise/Alexander technique/Feldenkrais method
 - Yoga/Meditation
 - Biofeedback/Psychotherapy/Counseling
 - Occupational/Physical/Speech therapy
 - Vision therapy



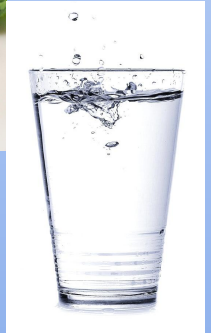
Physical Interventions

- Chiropractic
- Cranial Sacral
- Acupressure/Acupuncture
- Physical Therapy
- Occupational Therapy
- Massage
- Reiki
- Rolfing
- Osteopathy
- Yoga
- Exercise



Biochemical Interventions

- Genetic Testing
- Blood work
- Nutrition
 - Dietary recommendations
 - Supplementation
 - Water intake
- Parasympathetic/Sympathetic
 - Stress management
 - Breathwork
 - Meditation
- Overall health
 - Exercise
 - Sleep hygiene



Mental Interventions

- Building awareness
 - Thoughts
 - Emotions
 - Bodily sensations
 - Breathwork
 - Heart rate-FitBit, Whoop, BrainTap
 - Meditation
- Positive affirmations



Emotional Interventions

- Somatic Therapy
 - Feel the emotions
- Social Work
- Psychotherapy/Trauma work
 - Cognitive Behavioral Therapy
 - EMDR, Brainspotting
 - Family systems therapy



Energetic/Environmental Interventions

- Make Lifestyle changes
- Suggest School and Work environmental changes
- Engage in community involvement
- Build support networks



Integrated Model

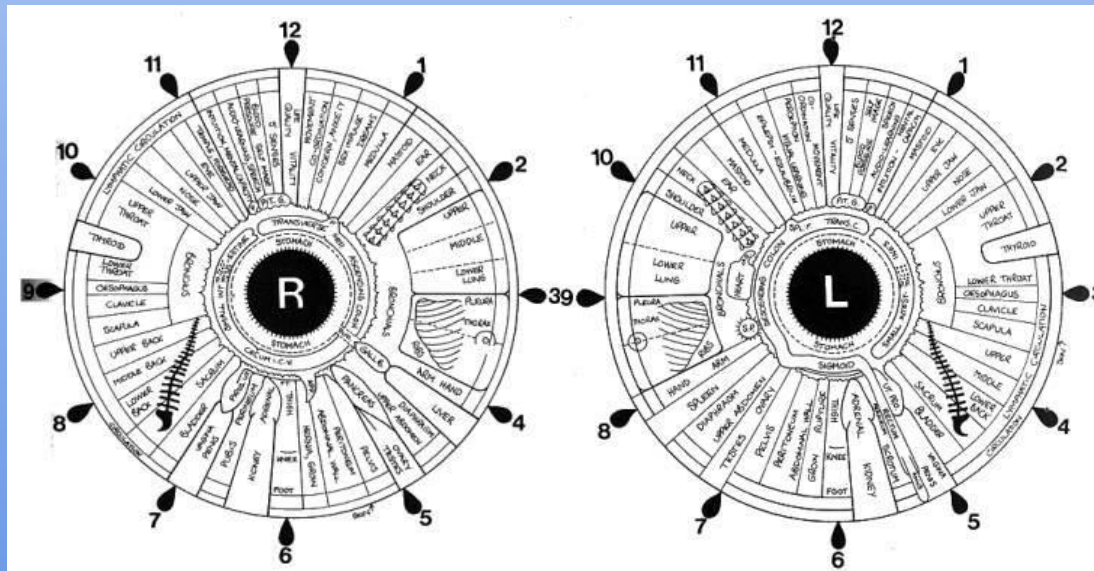
- Build skills and flexibility in the visual system.
- Improve different systems.
- Expand our awareness and consciousness.
- More balanced and less thrown by any one area.
- Expand possibility and harmonize our vision to match a reality we create, rather than be at the effect of our vision, and/or biochemistry, mental, emotional, physical, or energetic.
- Expand to our highest potential.



More on Integrated Tools

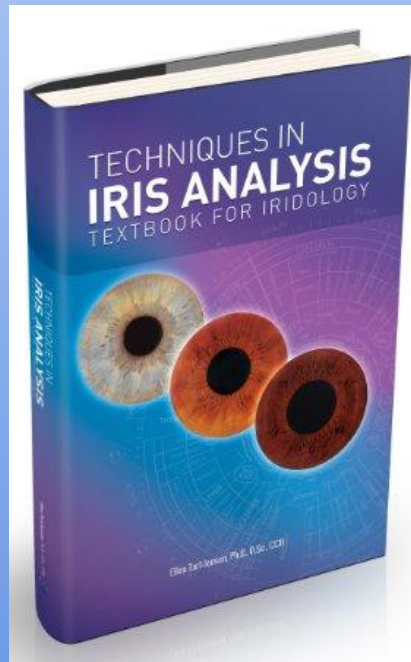
- Iris analysis-Jensen, Rayid
- Applied kinesiology
- Chinese medicine
- Biophotonic and Bioenergy medicine
 - Syntonics
 - Asyra
 - coMra or BEMER or Kloud
 - Infrared
 - Healy
- Essential oils
- Homeopathics
- Sound Therapy

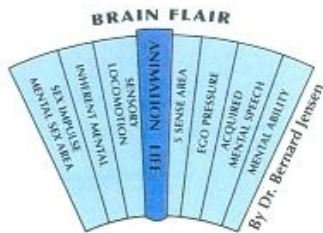
- Bernard Jensen, DC looked at iris structures to describe individual's health characteristics
- Not diagnostic
- Reveals relative strengths and weaknesses in the individual
- Reveals opportunities to improve health and wellness



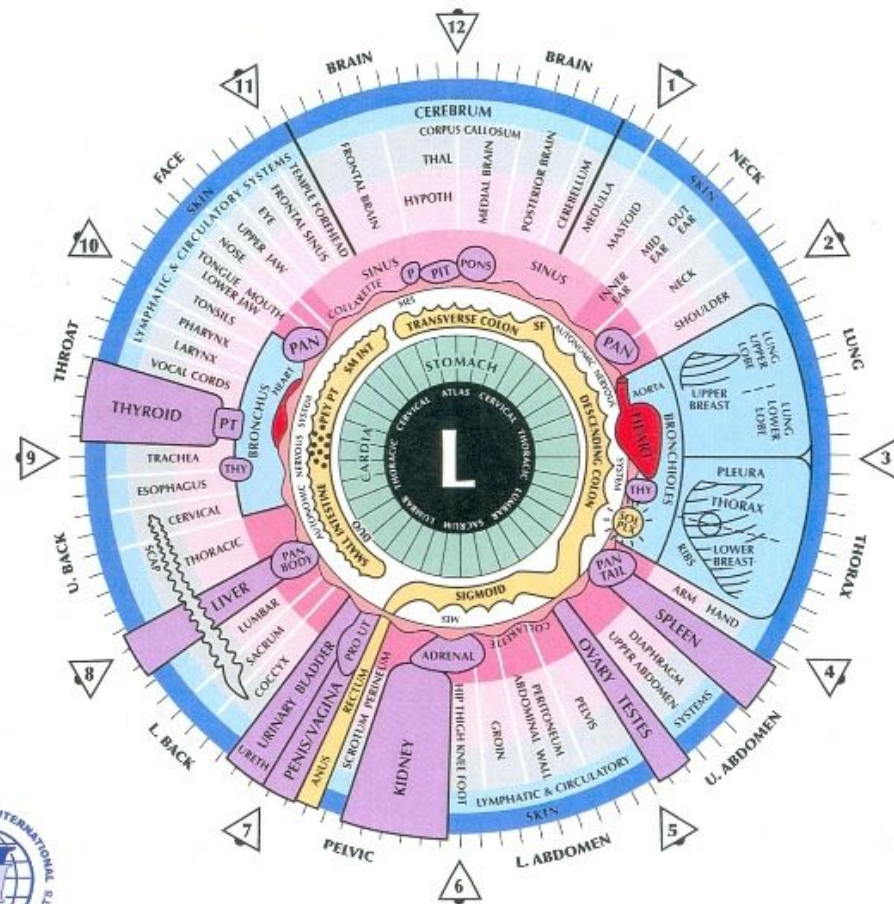
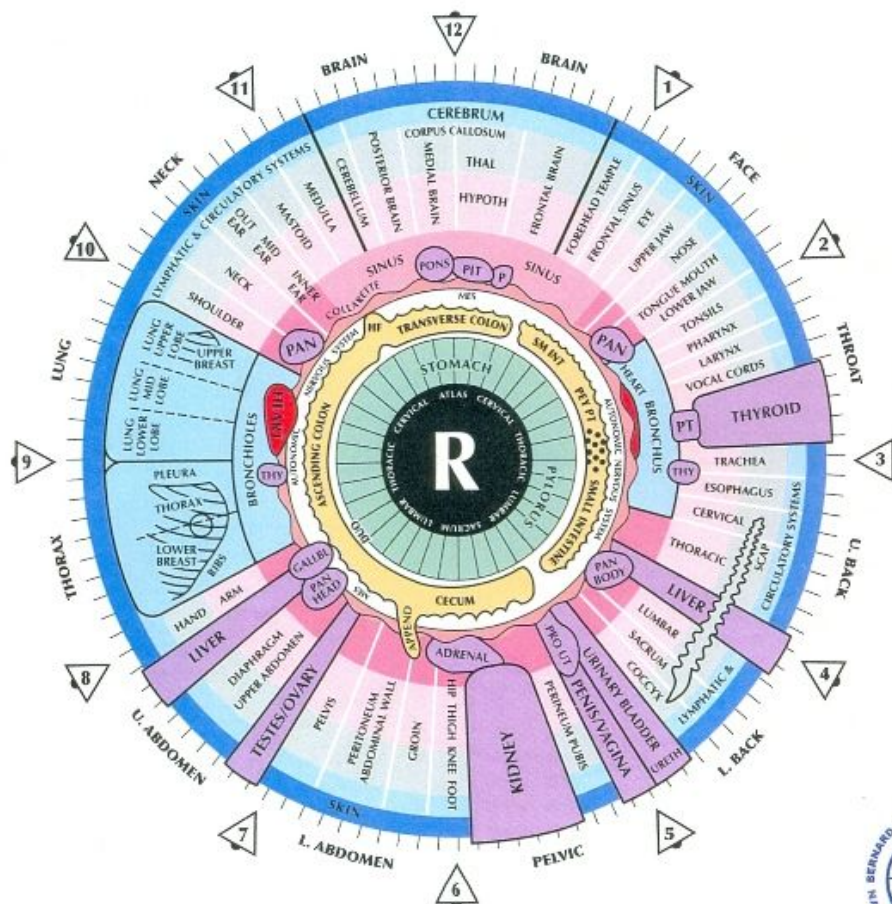
Ellen Tart-Jensen Iris Analysis

- Ellen Tart-Jensen, ND codified the Jensen chart further in her textbook on iridology
- Look at the history and the iris structures to describe individual's health characteristics
- Suggest nutritional interventions based on iris findings





IRIDOLOGY CHART



- IRIS ZONES**
- STOMACH - NUTRITIVE ZONE
 - INTESTINES - NUTRITIVE ZONE
 - BLOOD & LYMPH - HUMORAL ZONE
 - MUSCULATURE
 - BONY STRUCTURE
 - SUPERFICIAL LYMPH & BLOOD
 - SKIN & ORIFICES
- CILIARY ZONE**



Developed by Bernard Jensen, D.C., Ph.D.
with revisions by Ellen Jensen, Ph.D., D.Sc.

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ABBREVIATIONS

| | | | |
|--------|-----------------|---------|-----------------|
| APPEND | Appendix | PEY PT | Peyers Patches |
| DUO | Duodenum | PIT | Pituitary |
| GALLBL | Gallbladder | PRO | Prostate |
| HF | Hepatic Flexure | SF | Splenic Flexure |
| HYPOTH | Hypothalamus | SCAP | Scapula |
| MES | Mesentery | SOL PLX | Solar Plexus |
| P | Pineal | THAL | Thalamus |
| PT | Parathyroid | THY | Thymus |
| PAN | Pancreas | URETH | Urethra |



IRIDOLOGY NUTRITION CHART



| ANATOMY | VITAMINS | MINERALS | HERBS/FOODS |
|--------------------------------------|----------------------------|---|--|
| ADRENALS | C, E, F, Pantothenic acid | Calcium, Sodium, Fluorine, Iodine, Iron, Magnesium, Manganese, Silicon, Sulphur, Tin, Zinc | Juniper, Licorice Root, Gota Kola, Borage, Ginseng, Dulce, Parsley, Chlorella |
| BLADDER | A, D | Manganese, Potassium | Comfrey, Cornsilk, Golden Seal, Oat Straw, Uva Ursi, Yarrow |
| BONES/JOINTS | A, B1, C, D, Folic Acid | Calcium, Phosphorus, Fluorine, Potassium, Silicon, Sodium, Sulphur | Dandelion Root, Kelp, Celery, Carrots, Almond, Sesame |
| BRAIN | B Complex, B12, C, D, E, G | Calcium, Copper, Fluorine, Iodine, Iron, Magnesium, Manganese, Phosphorus, Silicon, Sulphur | Gota Kola, Oat Straw, Red Clover, Valerian, Orange Blossom, Ginseng, Rosemary, Rue Sage, St. Johnswort, Walnuts |
| CIRCULATION/ BLOOD VESSEL | A, B, B1, C, D, G, Niacin | Magnesium, Phosphorus, Silicon, Fluorine, Iodine, Iron, Manganese, Sulphur | Hawthorne Berry Tea, Oat Straw Tea, Sprouts, Prickly Nettle, Cayenne, Alfalfa, Chlorophyll |
| COLON | A, C, D, F | Sodium, Potassium, Magnesium, Iron | Flaxseed, Psyllium Seed, Slippery Elm, Alfalfa, Chlorella, Chlorophyll |
| EARS | A, B, C, D | Potassium, Calcium, Phosphorus | Garlic, Hyssop/Sage combination, Maiva Flowers, Mullein, Shavegrass, Yellow Dock |
| EYES | A, B2, C | Calcium, Silicon, Sodium, Fluorine, Manganese, Sulphur | Eyebright, Oat Straw, Dandelion Root, Bilberry, Golden Seal, Marshmallow, Raspberry, Rose Petals |
| GALL BLADDER | A, C, E | Iodine, Sulphur, Chlorine, Iron, Potassium, Sodium | Dandelion, Lemon, Olive Oil, Chicory, Golden Seal, Marigold, Rosemary, Yellow Dock, Comfrey |
| HEART | A, B, B1, C, D, E | Calcium, Iron, Magnesium, Manganese, Nitrogen, Phosphorus, Potassium, Silicon | Hawthorn Berry, Anise Seed, Cayenne, Garlic, Horehound, Mistletoe |
| KIDNEYS | A, B12, C, E | Potassium, Chlorine, Iron, Manganese, Magnesium | Alfalfa, Uva Ursi, Buchu, Comfrey, Juniper, Oat Straw, Parsley, Shavegrass, Cornsilk |
| LIVER | A, B12, C, E, Niacin | Iron, Potassium, Chlorine, Copper, Iodine, Magnesium, Sodium | Yellowdock, Alfalfa Seeds, Artichoke, Blue Violet, Boldo, Dandelion, Golden Seal, Marigold, Mullein, Nettle, Oat Straw, Saw Palmetto, White Oak Bark, Lemon, Olive Oil |
| LUNGS/BRONCHIALS | A, B, C, D | Calcium, Copper, Fluorine, Iron, Oxygen, Silicon | Comfrey, Lungwort, Lobelia, Thyme, Elecampane, Eucalyptus, Fenugreek, Licorice, Marshmallow, Mullein, Sage |
| LYMPH SYSTEM | B Complex, E, C | Potassium, Sodium, Chlorine | Pokeweed, Dandelion Root, Golden Seal, Blue Violet Tea, Mullein, Echinacea |

| ANATOMY | VITAMINS | MINERALS | HERBS/FOODS |
|-------------------------|--|---|---|
| MAMMARY GLAND | A, B1, E, F | Chlorine, Sodium, Potassium | Anise Seed, Black Cohosh, Almond Milk, Fennel, Mullein, Sesame Seeds |
| MEDULLA | C, B Complex | Phosphorus, Silicon, Sulphur | Sage, Rue |
| MOUTH/THROAT | A, B, C, D | Iodine | Comfrey, Fenugreek, Golden Seal, Licorice, Raspberry, Sage, Garlic |
| MUSCLES | A, B1, B6, C, D, E, G | Nitrogen, Potassium, Chlorine, Iron, Sodium, Magnesium | Bananas, Potato Peeling Broth, Oat Straw |
| NAILS | A, D | Calcium, Silicon, Phosphorus, Potassium, Sodium, Sulphur | Oat Straw, Horsetail, Shavegrass |
| NERVES | A, B Complex, B1, B2, B5, B6, B12, Niacin, C, D, G | Phosphorus, Calcium, Sulphur, Iodine, Magnesium, Manganese | Oat Straw, Valerian, Shavegrass, Lavender, Orange Blossoms, Passion Flower, Peppermint |
| NOSE/SINUS | A, C, D | Calcium, Chlorine, Silicon | Licorice, Comfrey, Eucalyptus, Fenugreek, Golden Seal, Mint, Sage |
| OVARIES/GONADS | A, B, B12, C, E, F | Calcium, Zinc, Fluorine, Iodine, Iron, Phosphorus, Silicon | Elderberry, Raspberry, Catnip, Black Cohosh (ovaries), Damiana (testes) |
| PANCREAS | B Complex, B1, B12 | Sodium, Chlorine, Copper, Iron, Magnesium, Potassium, Silicon, Zinc | Dandelion, Alfalfa, Chlorella, Eucalyptus, Goldenrod, Juniperberry |
| PINEAL/PITUITARY | B Complex, E | Bromine, Iodine, Manganese, Phosphorus, Silicon, Sulphur | Mistletoe, Sage, Veronica, Dulce |
| PROSTATE | C, B, B12, E, F | Zinc, Calcium, Fluorine, Iron, Potassium, Silicon, Sulphur | Saw Palmetto, Golden Seal, Juniperberry, Buchu, Gota, Kola, Kelp, Uva Ursi |
| SPLEEN | C, B Complex | Copper, Iron, Chlorine, Fluorine, Magnesium, Potassium, Sodium | Dandelion Root, Yellow Dock, Chaparral, Pokeweed, Chlorella |
| SPINE | A, B, C, D | Calcium, Sodium, Silicon | Comfrey, Barley, Dandelion, Almond Milk |
| SKIN | A, B1, B2, C, G, Niacin, PABA | Silicon, Copper, Iron, Manganese, Potassium, Sodium, Sulphur | Oat Straw, Alfalfa, Bay Leaf, Burdock, Chickweed, Elderflower, Sarsaparilla, Yarrow |
| STOMACH | A, B1, B2, C, D, G, Folic Acid, Niacin | Chlorine, Iron, Magnesium, Potassium, Sodium, Sulphur | Comfrey, Fenugreek, Peppermint, Ginger, Papaya, Marshmallow, Raspberry, Slippery Elm, Alfalfa |
| THYMUS | A, B, C | Calcium, Fluorine, Iron, Silicon | Dandelion Root, Echinacea |
| THYROID | A, B6, B12, C, D, E | Iodine, Chlorine, Magnesium, Potassium, Sodium | Dulce, Horseradish, Parsley, Radish, Kelp |
| TEETH/GUMS | A, B2, C, D | Calcium, Sodium, Silicon, Fluorine, Phosphorus, Sulphur | Ginger, Myrrh, Shepherd's Purse, White Oak Bark, Slippery Elm, Walnut Leaves |
| UTERUS | B Complex, B12, C, E, F | Calcium, Silicon, Zinc | Black Cohosh, Red Raspberries, Rue |

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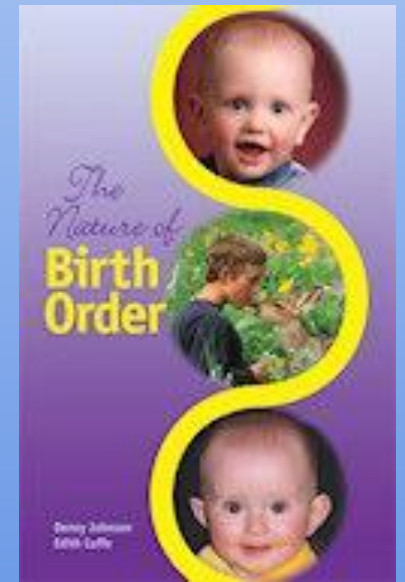
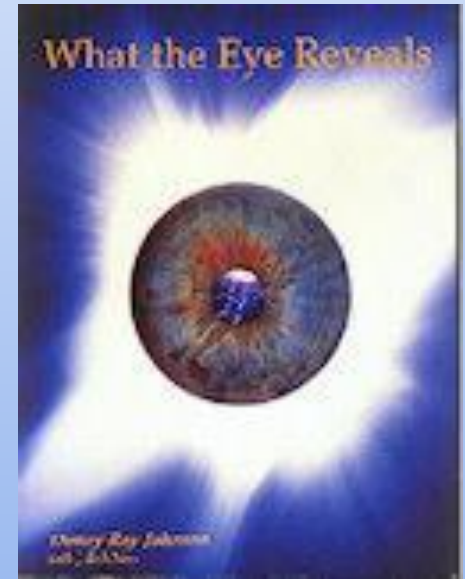
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Rayid Overview

- Iris
 - What the eye reveals
 - Types of Iris Structures
- Birth Order
 - Birth Order Characteristics
 - Morphology
- Family Systems
 - Grandparents
 - Organ systems
- Cycles and Seasons
 - Harmony with Nature
 - Family through Time



Rayid Iris

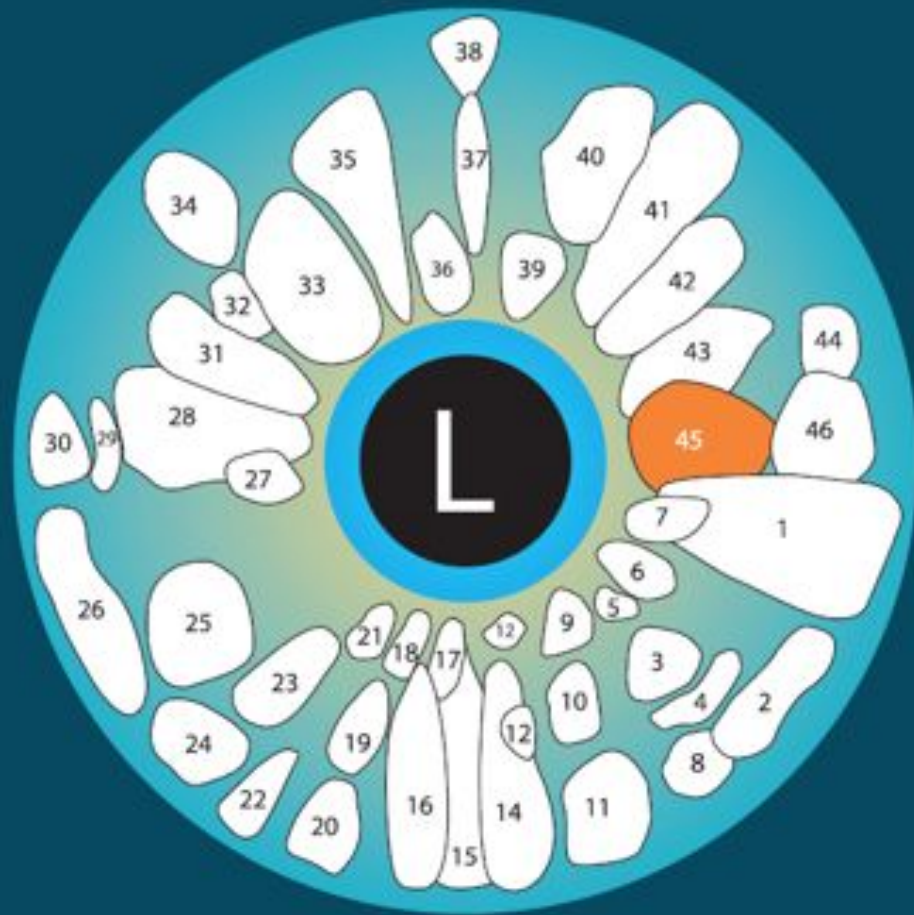
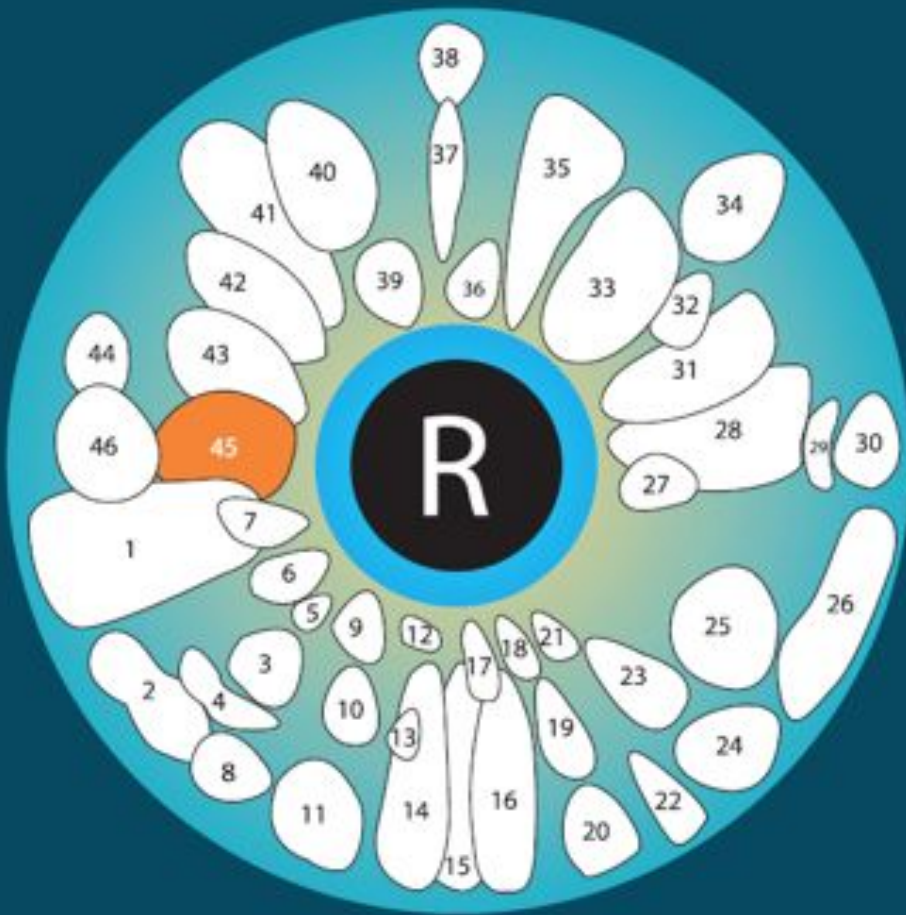
- Looks at iris structures to describe individual personality traits and family characteristics
- Looks at relationship dynamics
- Uses the iris of the eye to affirm and strengthen the innate character of the individual
- Reveals character strengths and aspects of the personality that are underdeveloped
- Reflection of the individual's life potential
- Revealed by Denny Johnson

<https://rayid.com/>

<https://www.facebook.com/groups/rayidinternational/>

<https://www.youtube.com/u>

Rayid Iris Map

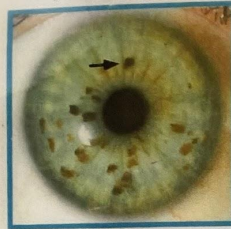


THE RAYID MODEL A GUIDE TO PERSONALITY AND RELATIONSHIPS

The Rayid Model is a unique system for identifying genetic behavioral, communication and relationship patterns according to the structural constitution of the iris of the eye. The essential core of the personality is composed of three primary parts: MENTAL, EMOTIONAL and PHYSICAL. These are expressed through Auditory,

Visual and Kinesthetic modes of communication. Everyone possesses an all three, the iris reveals which are dominant. Each unique combination outlined below determines how the personality is manifested and relationships formed. Look within, compare and discover "What the Eyes Reveal."

MENTAL TYPE



JEWEL

Dot-like pigments in the iris indicate a thinking, intellectual person. Mental types direct their perceptions and feelings through internal thought and analysis. They tend to control themselves, situations and other people. Precise verbal communicators, they show little emotion and use few, pointed gestures. Often intense, these deliberate, quietly driven people enjoy setting and obtaining goals. Combining well defined views, an attention to detail, and a commanding presence they excel as leaders, teachers and scientists. Mental types learn visually. Needing release, they attract emotional types for long-term relationships.

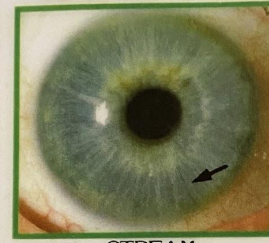
EMOTIONAL TYPE



FLOWER

Distinctly curved or rounded openings in the iris identify an emotional type person. Feeling oriented, with passion, fire and grace they experience life thru the sensitivities of the heart. Flexible, spontaneous and changeable they flow easily with social situations. Superior visual communicators, animated and expressive, they generate excitement and enjoy being on display. Living for the moment, their interest and enthusiasm is often short-lived. Lords of creative abundance, they excel as artists, musicians and engineers. Emotional types learn auditorily and needing control, are attracted to mental types for long-term relationships.

KINESTHETIC TYPE



STREAM

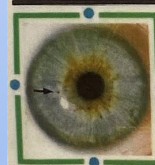
A uniform fiber structure with subtle variations or streaks of color suggests a kinesthetic type personality. These physical people perceive and integrate life thru the sensory experience of their bodies. With true empathy they nurture and balance others. Intuitive, yet grounded, they mediate and unify extremes. Excessive sensitivity can lead to feeling helplessly overwhelmed. Communicating with touch/movement, they are natural in athletics, dance, health care and public service. Kinesthetic types learn auditorily/visually/imitation. Needing expansiveness, they attract extremists in long-term relationships.

EXTREMIST TYPE



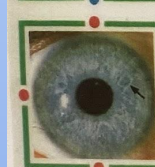
SHAKER

Dot-like pigments and rounded openings indicate an extremist type nature. Unifying mental/emotional traits and communication modes, these dynamic progressive people venture beyond the limits of conventional thought and action. At the forefront of change and innovation, they challenge life with passion and zeal, often attracting ridicule. Driven to achieve yet ungrounded they experience cyclical great success and failure. Frequently devoted cause and adventurous, they excel as inventors, visionaries and explorers. Learning thru touch/movement, needing equilibrium they are attracted to kinesthetic types for long-term relationships.



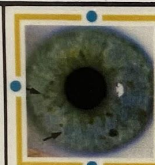
Stream/Jewel

A kinesthetic type structure with small or very few dot-like pigments increases their mental tendencies. Sensitive and alert, these clear thinkers lead the way to balance and stability. Showing genuine concern, with caring words and controlled body language they extend their presence embracing all with a sense of security. Learning to allow eases the frustration of carrying the mental burdens of others. RA - Shaker/Flower



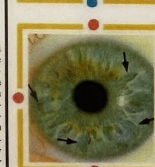
Stream/Flower

A kinesthetic type with a few curved openings or wavy fibers enhances the emotional traits of the stream personality. Physically vital, compassionate and responsive, they circulate with quiet ease bringing comfort or stimulation. Reaching out with tenderhearted calm, they can touch others deeply just with their presence. Learning detachment allays the confusion or self-doubt in over-empathizing with others. RA - Shaker/Jewel



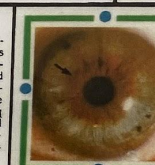
Shaker/Jewel

An extremist type structure with predominantly dot-like pigments accents their mental characteristics. Tenacious, individualistic, self-reliant and strong-willed, these synergistic communicators are leaders of progressive thought or directed action. Delegating responsibility, and staying grounded while surrendering to their inner guidance aids in the realization of the goals they crave. RA - Stream/Flower



Shaker/Flower

An extremist type structure with predominantly rounded openings amplifies their emotional tendencies. With flashy imagination, radical insight and endless energy they lead the march of progress or conscience. Dynamic communicators, demonstrative and charismatic they inspire groups with visionary fervor. To exist in the heart of passion yet maintain poise is their ultimate dilemma and grandest reward. RA - Stream/Jewel



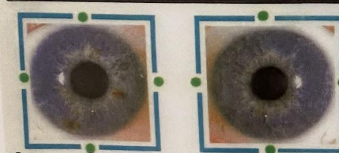
Inner-Directed

A concentrated band of color encircling the pupil signifies an introverted nature. Sensitive, reserved and observant they internalize their thoughts and emotions. Wise, tolerant and understanding they often hide their true feelings to avoid conflict. Without the release of action as open, honest communication they can become restless or stagnant. RA - Learning expressiveness, they attract outer-directed types.



Outer-Directed

The absence of concentrated color and a distinct ridge encircling the pupil implies an achievement-oriented personality. Outgoing, expressive and honest they externalize their thoughts, words and emotions. Active and productive, but impatient and compulsive, they often overextend themselves. RA - Learning introspection and self-restraint, they are attracted to inner-directed types in mate relationships.



Left-Brain Dominant

A majority of traits in the right iris is regarded as left-brain dominance. Logical, self-oriented and practical they ask questions, have material goals and prefer to be organized. They normally have greater rapport with father and sleep with the right cheek down. When interlacing their fingers the left thumb is on top. Holding traditional values they add stability to a social system. Needing to learn flexibility and broad-mindedness they attract right-brain types in mate relationships.



Right-Brain Dominant

A majority of traits in the left iris is regarded as right-brain dominance. Social, agreeable and creative they are informal and tend to be cluttered. They usually have a closer relationship with mother, and sleep with the left cheek down. When interlacing their fingers the right thumb is on top. Future-oriented and philosophical, they add originality and spirit to any endeavor. Needing to learn practicality and focus, they are attracted to left-brain dominants in mate relationships.



Switching Dominance

A structure dominant to one eye with more evident color in the top quadrant of the opposite eye indicates a probable switch pattern. They appear one side dominant yet manifest behavior like the other. This crossing over can result from mental/emotional/physical pain or trauma as a defense to further suffering. In this case, the suppression of one's natural tendencies can bring balance and integration, or create confusion, frustration or irrationality when unresolved. True self-knowledge and forgiveness reign as ultimate healers. RA - Switch



Ring of Accomplishment

Concentric ridges encircling the pupil suggest an accomplishment-oriented nature. Hyper-achievers, these frenetic people urgently need to be continually occupied. Possessed by revolving mental chatter, they live in constant anxiousness. They achieve most by channeling their restless energy to resolution thru specific action.



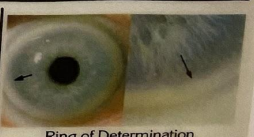
Ring of Harmony

A series of white/yellow dots toward the outside of the iris signifies high ideals about social and environmental issues. Reactive to disorder, they strive to influence the maintenance of balance. Self-denial and unvoiced expectations of others can result in cynicism, disappointment and isolation. Singing and laughter are prime time. RA - 600dpi.jpg



Ring of Purpose

A blue or dark ring at the periphery of the iris indicates a sense of special purpose. Constantly searching for their mission in life thru diligence and commitment they are capable of anything. Unclear how to achieve their objective and focus their action they become indecisive or stagnant.



Ring of Determination

A continuous white band at the periphery of the iris identifies a determined or decisive nature. Clear about the virtue of their beliefs, they possess strong opinions and the skills to accomplish their objectives. Often rigidly single-minded, they learn flexibility and acceptance by developing inner spiritual certainty.

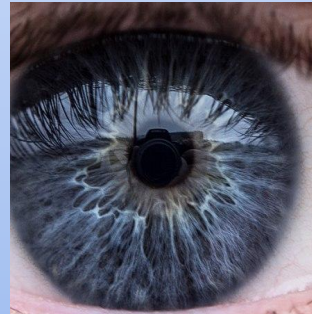
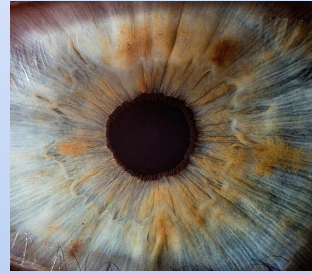
Right/Left Iris

- Patterns in the iris are genetically determined and characteristics transferred
- L eye typically reflects traits from mother's side
- R eye reflects traits from father's side



Rayid Iris Structure Types

- **Primary Types: outer display of character**
- **Jewel: Mental/Verbal**
 - Predominance of dot-like pigments in the iris
 - Thinkers and Verbal processors, Learn Visually
- **Flower: Spatial/Visual**
 - Predominance of curved openings in the iris
 - Emotional and Feeling oriented, spontaneously expressive, Learn Auditorially
- **Secondary Types: modify the primary structures**
- **Stream: Kinesthetic**
 - Uniform fiber structure in the iris
 - Kinesthetic, communicating through touch and movement, Learn Kinesthetically
- **Shaker: Combination/Expansive**
 - Jewels and flowers in the iris
 - Dynamic, progressive, extremist
- Everyone is all 4 modified by birth order, history and lifestyle.



Flower



Shaker



Stream



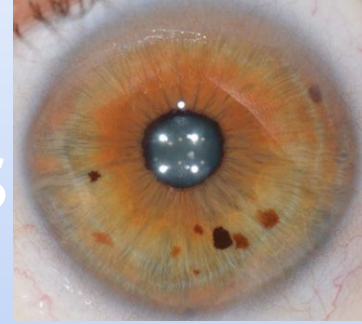
Jewel

Jewel



Yellow, Gold, Brown or dark colored freckles like dot like pigments=Jewels

Jewel Dominant Characteristics



- Analytical Thinking-oriented mental types
- Perceptions and Feelings engaged through internal thought and analysis rather than overtly displayed
- Primary mode of learning is Visual
- Like to watch, read and observe
- Focused on details, Asthenic
- Take in information through the eyes, process, categorize, name and think of it, then explain it verbally
- Precise, Verbal communicators, often leaders, critics, teachers, scientists
- Future oriented, contribute Wisdom
- Tend to be controlling and do not like to be controlled or criticized
- Closer to mother but can become aloof
- Lesson is to learn to go with the flow, trust others, delegate, express feelings

Flower



Open or closed petals=Flowers

Flower Dominant Characteristics



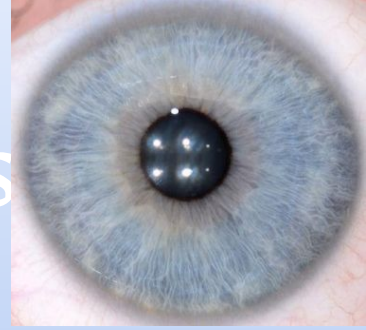
- Feeling-oriented types
- Feelings deeply experienced and expressed
- Primary mode of learning is Auditory
- Flexible, spontaneous, changeable
- Creative, sociable, like center stage
- Peripheral processor, can get distracted, lose interest, Pyknic
- Visual communicators, communicating with imagery, emotions, gestures, often theatrical, artistic, commanding
- Tend to be reactive and blaming, self attacking, over-extended and exhausted
- Contribute Peace, Creativity, Joy
- Closer to father though can feel abandoned or suffocated
- Lesson is to learn to trust themselves, accept responsibility, focus

Stream



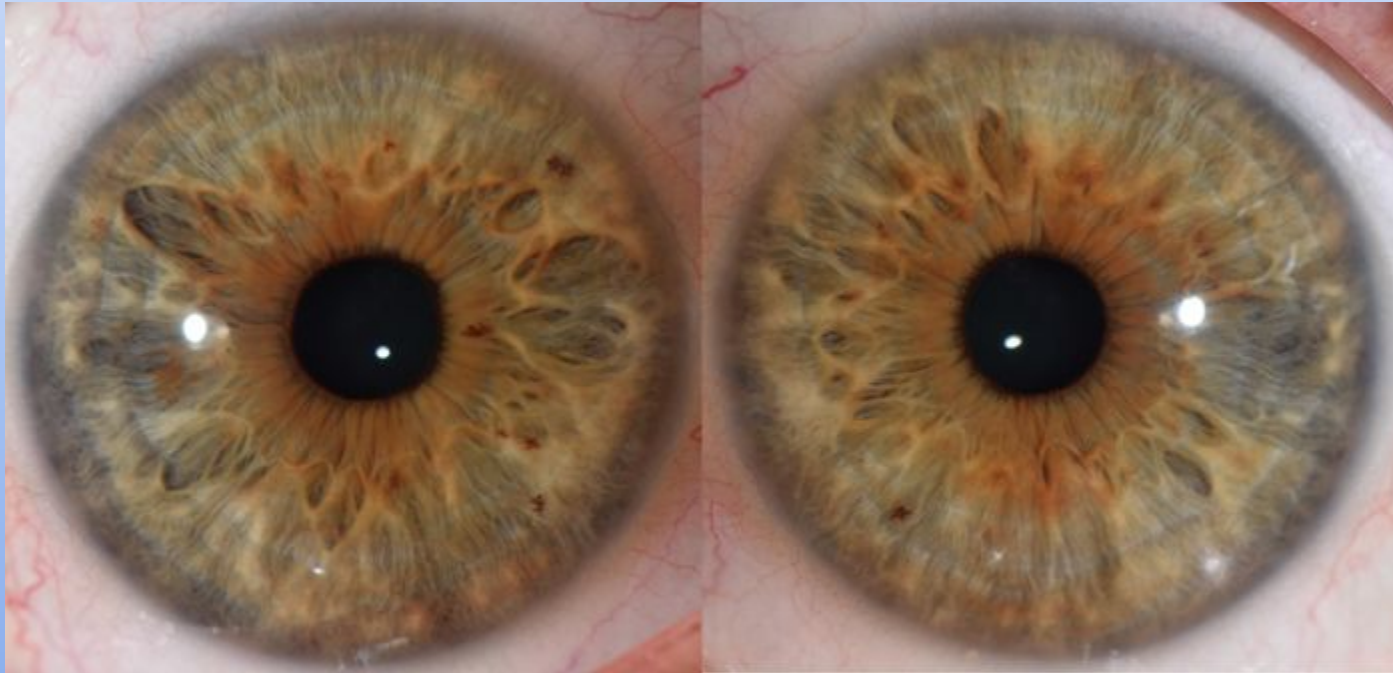
Uniform fibers radiating outward=Stream

Stream Dominant Characteristics



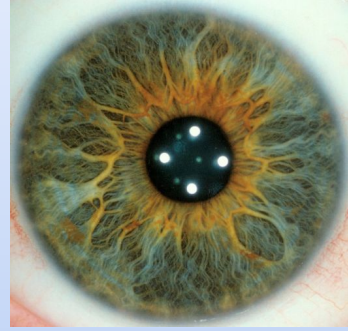
- Intuitive, Innately empathic, Physical types
- Perceive and Integrate life through sensory experiences of the body
- Primary mode of learning is Proprioceptive
- Learn best through experience, movement and doing
- Grounded and amiable, balance and nurture others
- Slow to change, yet have the physical energy and social skills to work in athletics, healthcare and public service
- Balance others, Syntonic
- Physical communicators, communicating with posture, touch and controlled gestures
- Tend to control subtle physical reactions through stillness
- Contribute Stability, Empathy, Support
- Can feel overwhelmed or helpless
- Lesson is to learn to trust, release, find purpose

Shaker

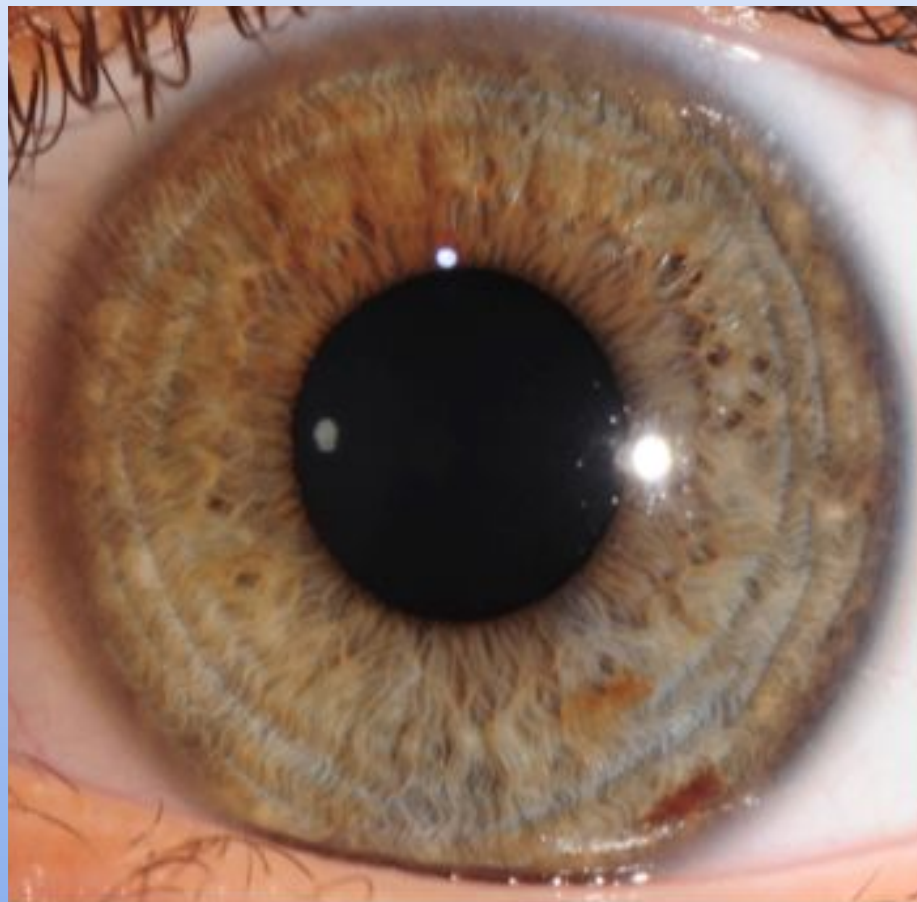


Combination of Open or closed petals and Dot like pigments=Shakers

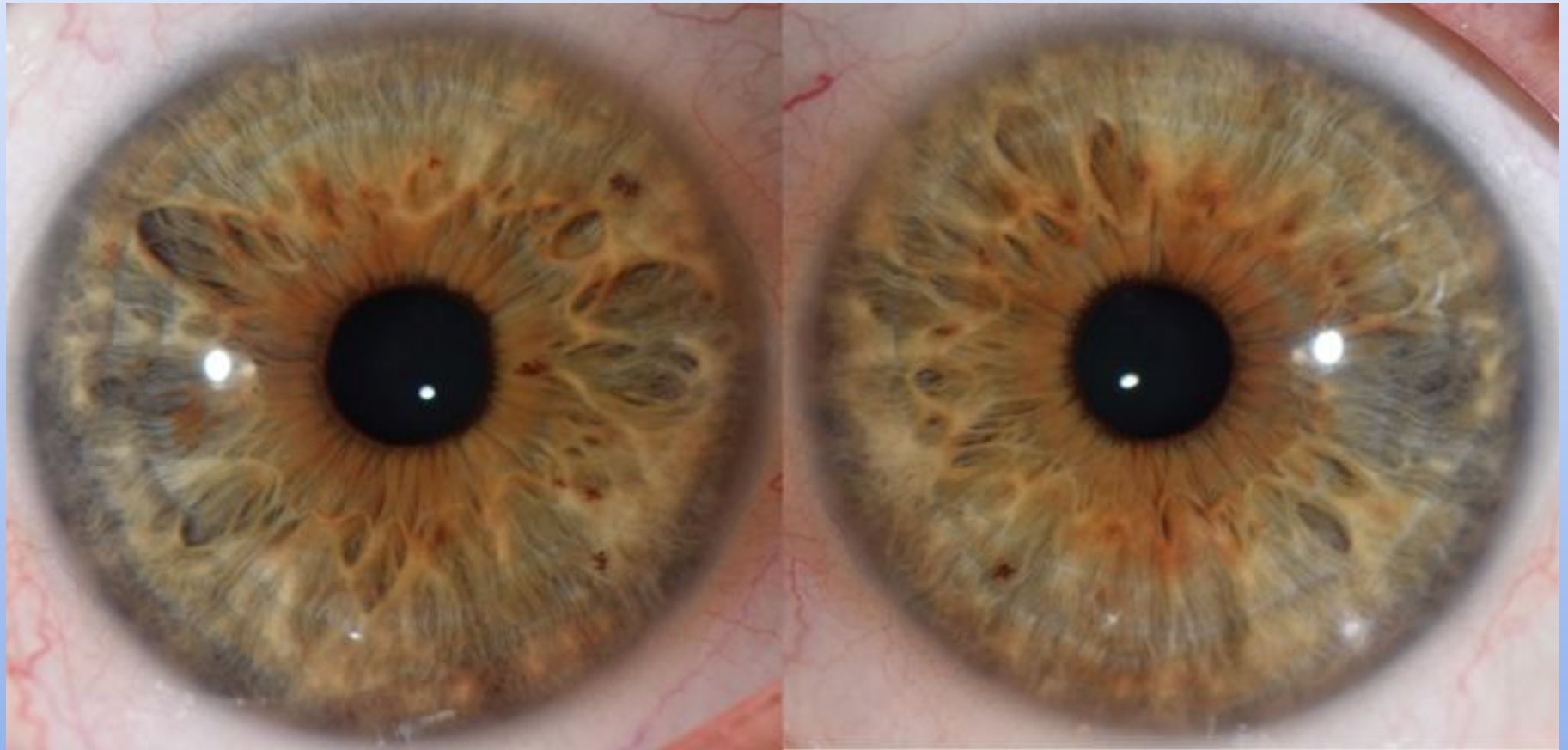
Shaker Dominant Characteristics

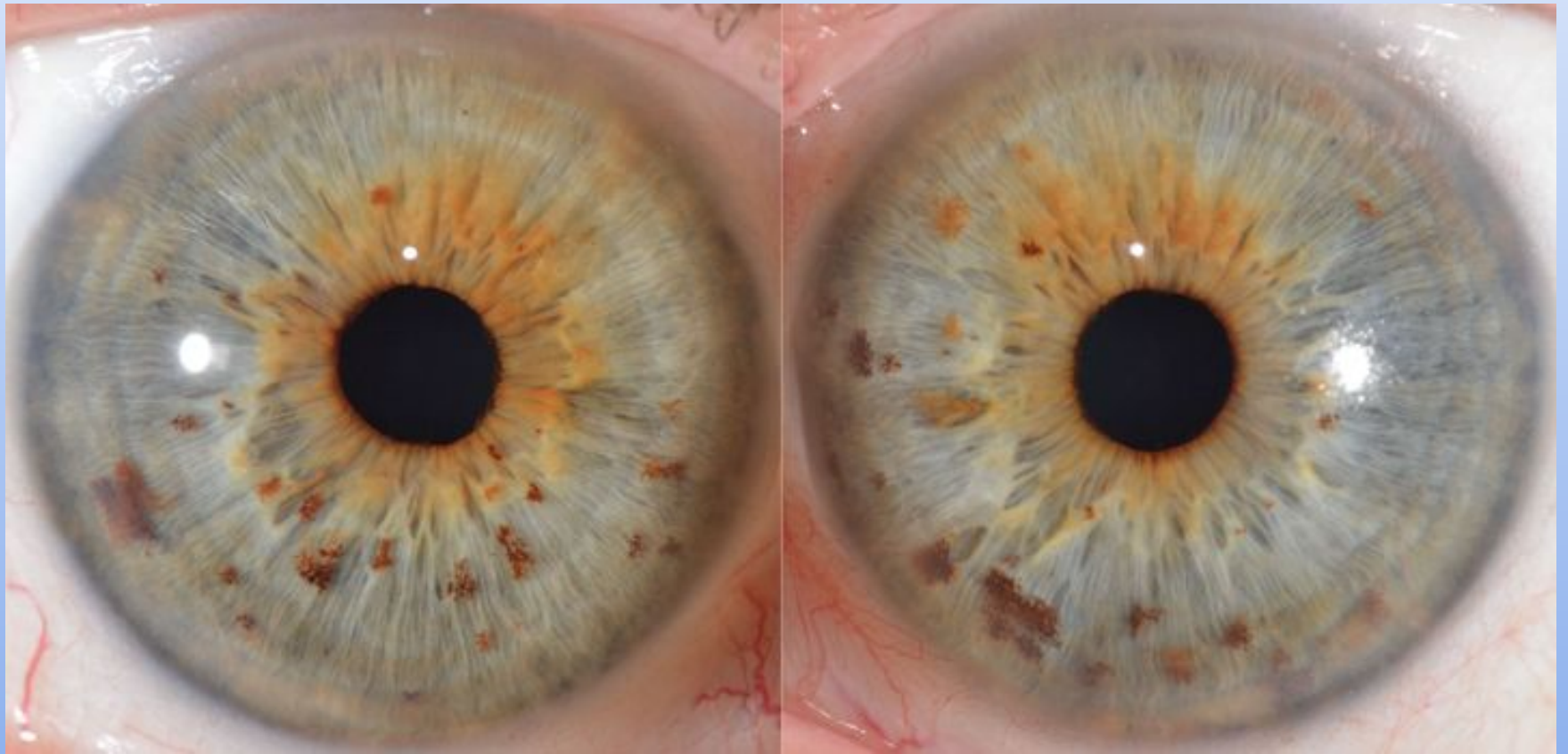


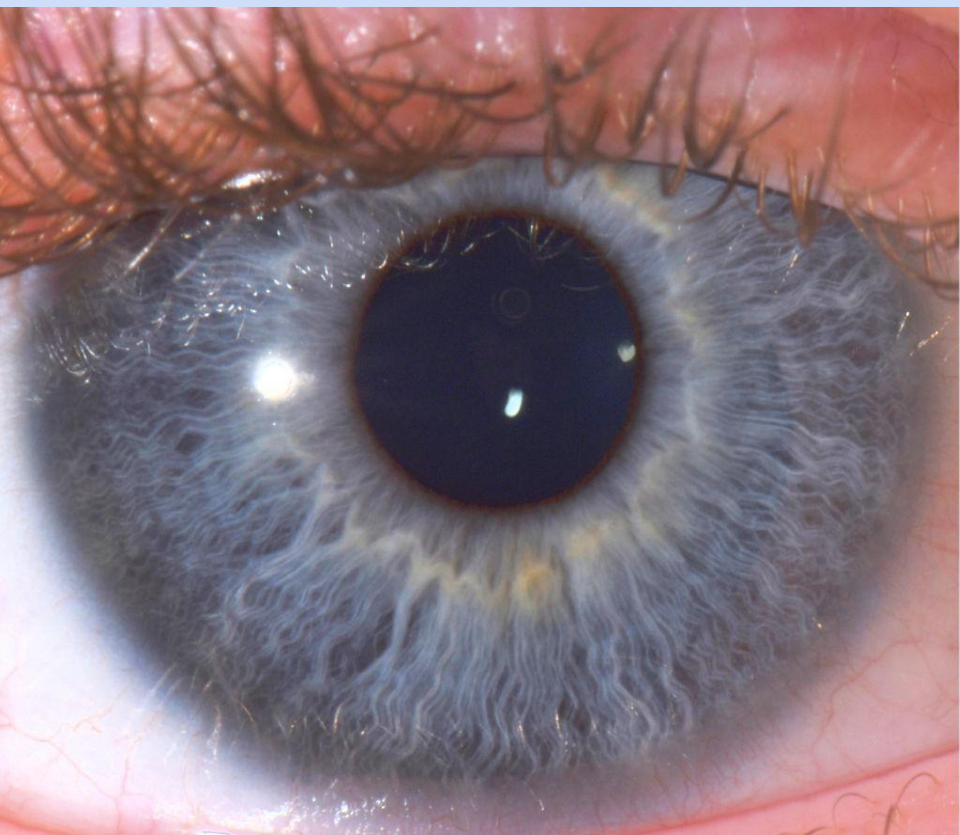
- Motivated, dynamic, expressive and pioneering types
- Visionary, Venture beyond conventional thought
- Action oriented, Energetic, at the forefront of change and innovation for all
- Shaker amplifies Jewel/Flower
 - Jewel learns Visually; Shaker Flower learns through Auditory
 - Make decisions faster than a Jewel and stay with their decision longer than a Flower
- Learn best through movement and when being touched
- Strong intuitive sense, affinity for nature
- Motivate others, Syntonic with Asthenic or Pyknic tendencies
- Communicate with movement and gesture
- Adventurous, Change agents, Devoted to a cause, excel as inventors, motivators, leaders, explorers
- Can get scattered, Dictatorial, Self-destructive, Blaming,
- Lesson is to learn to Trust, be Consistent, Stable



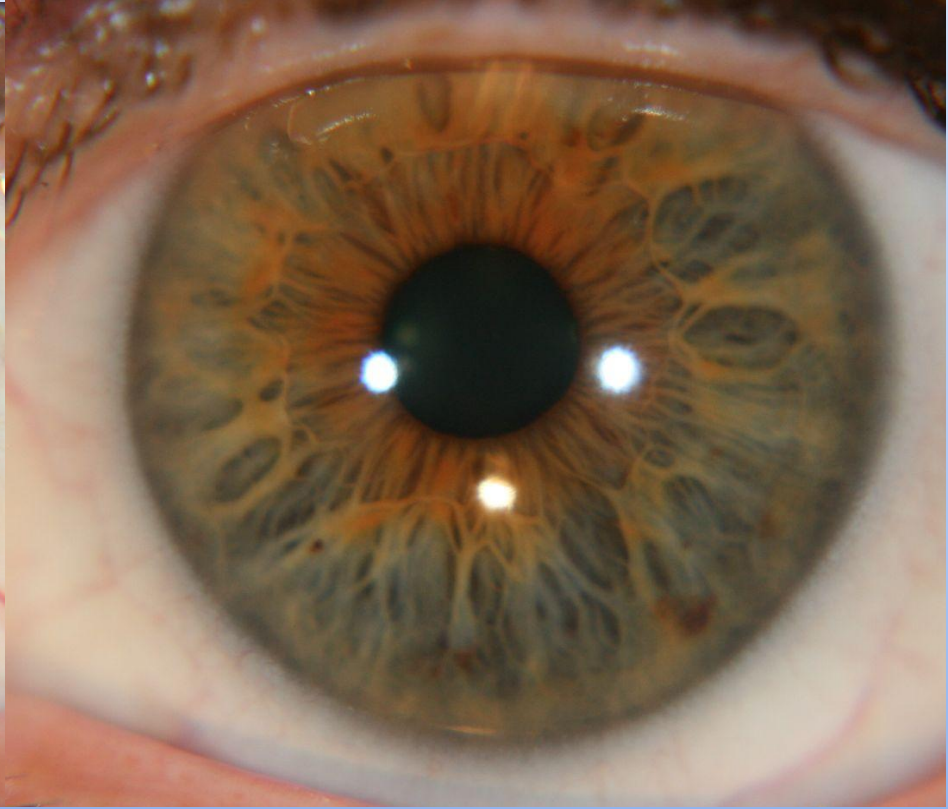
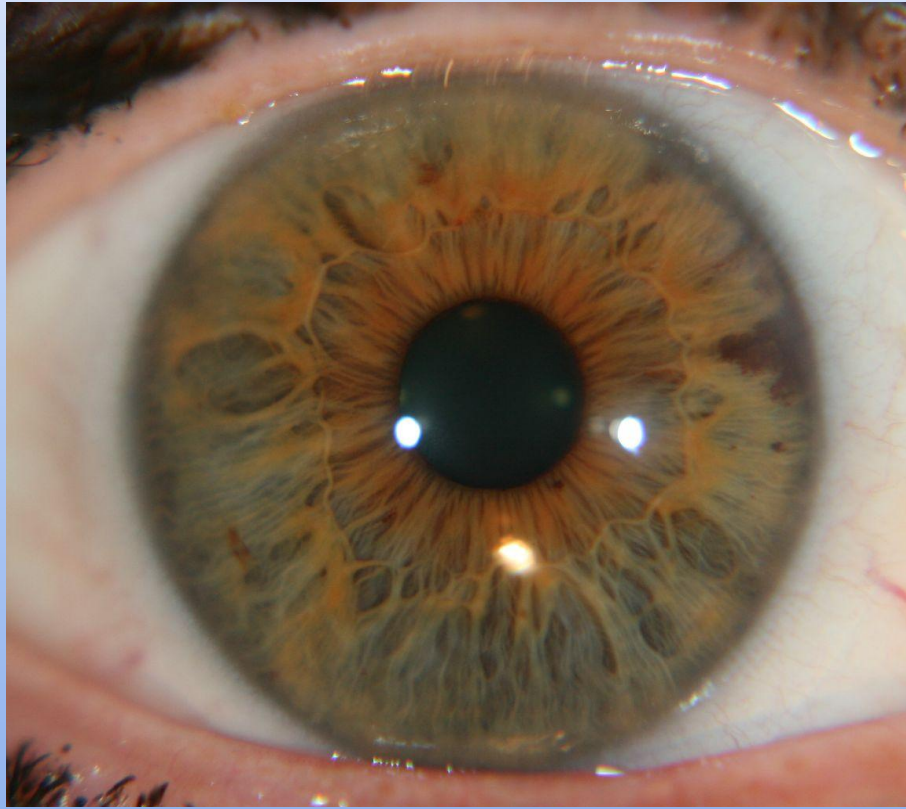






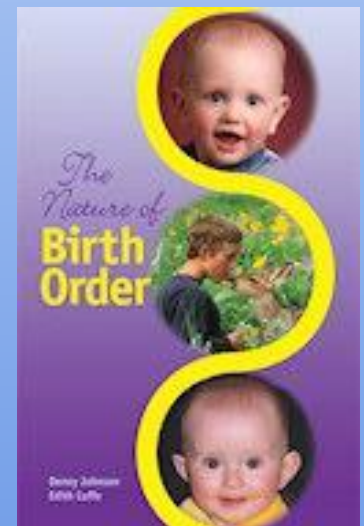






Rayid Birth Order

- Different birth order positions arrive with different characteristics
- Birth order affects overall chemistry and morphology
- Birth order shapes personality, interests, relationships and career choices



Rayid Family Tree

- Different birth order positions have different epigenetic characteristics from different grandparents
- Different grandparents affect biology, chemistry and organs
- Different strengths and challenges on the family tree are passed down
- Rayid stories and grandparent connections are healing

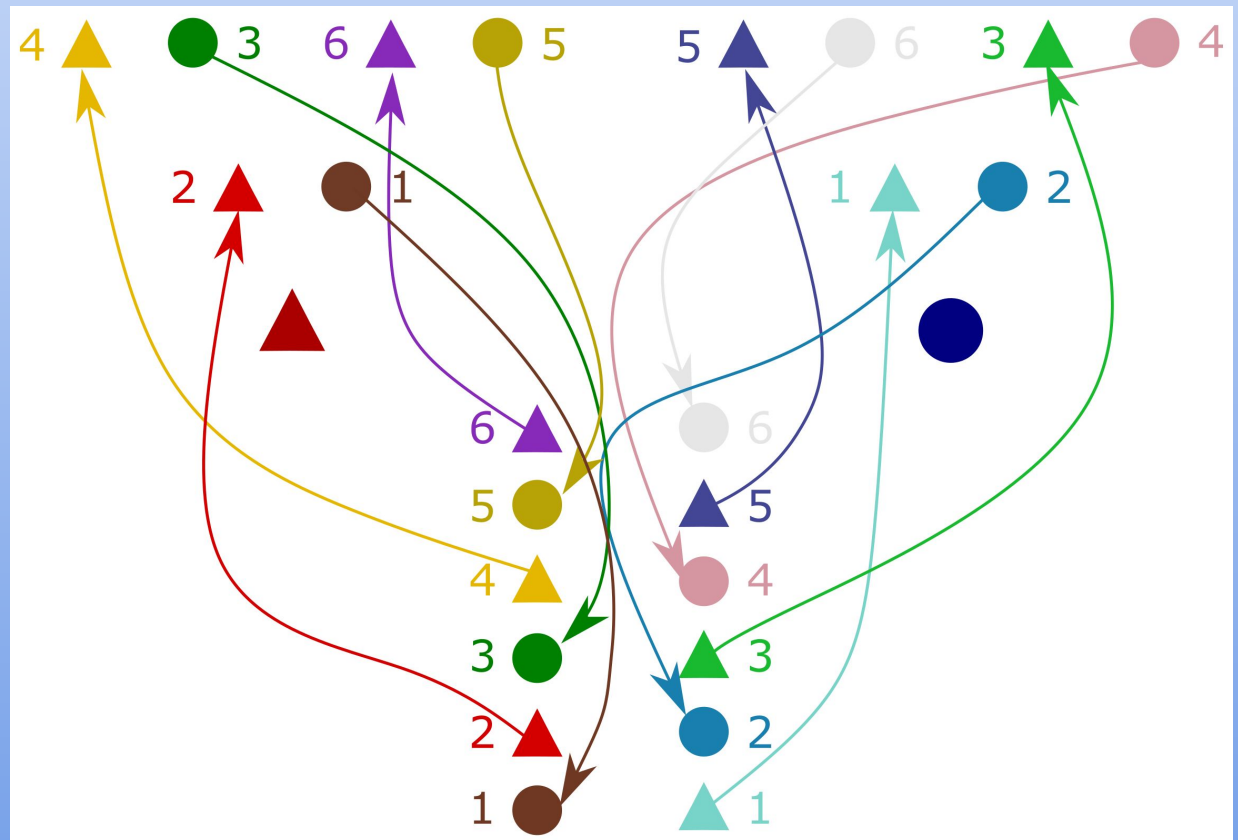
Rayid Family Tree

Great-Grandparents

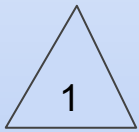
Grandparents

Parents

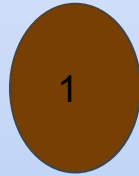
Children



RAYID Birth Order Positions



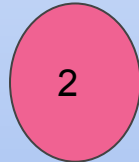
Imagination



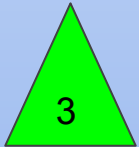
Protection



Passion



Discernment



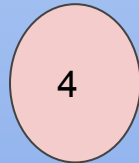
Curiosity



Connection



Charisma



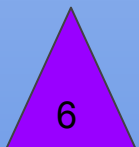
Transcendence



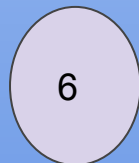
Genius



Compassion



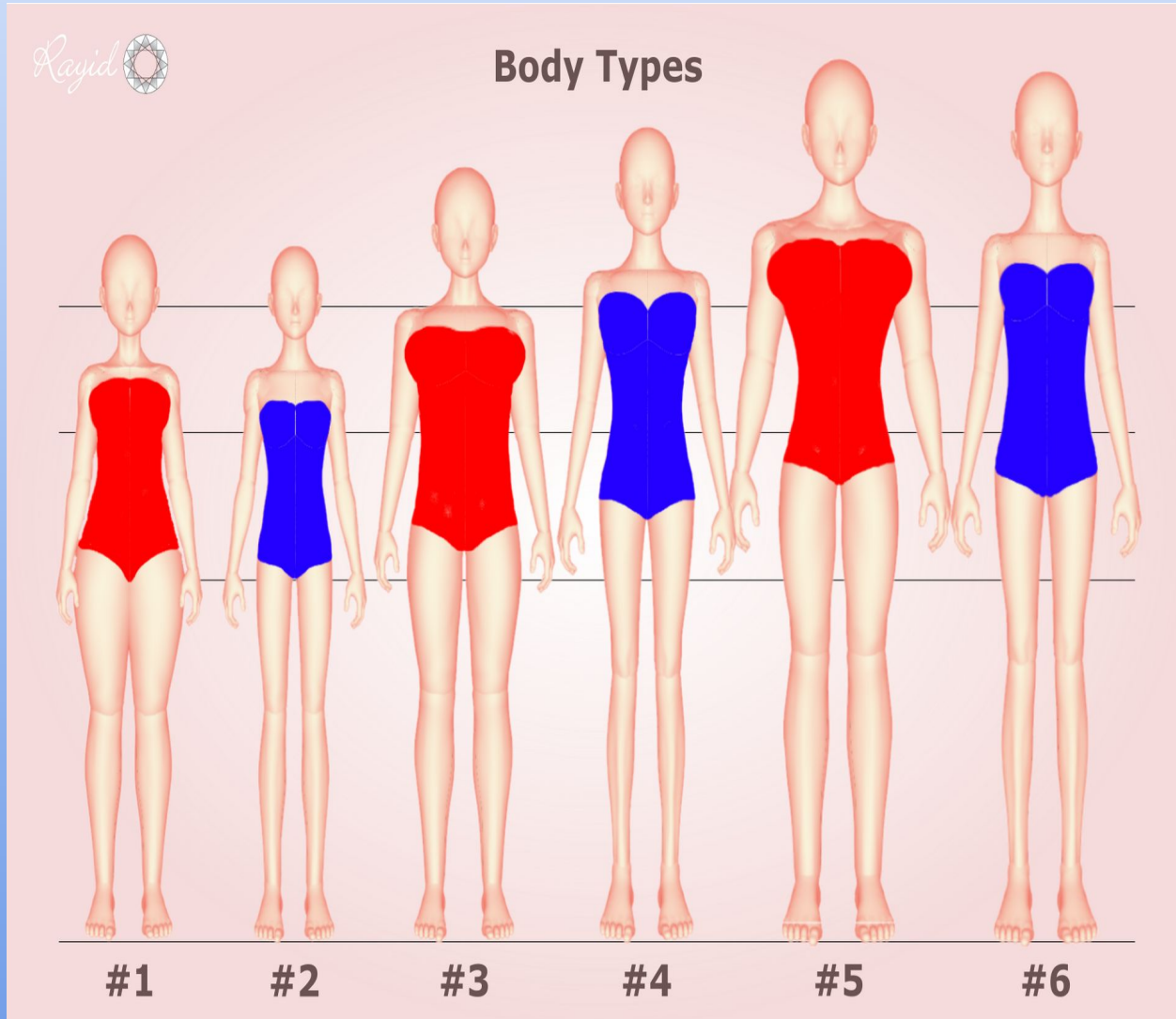
Power



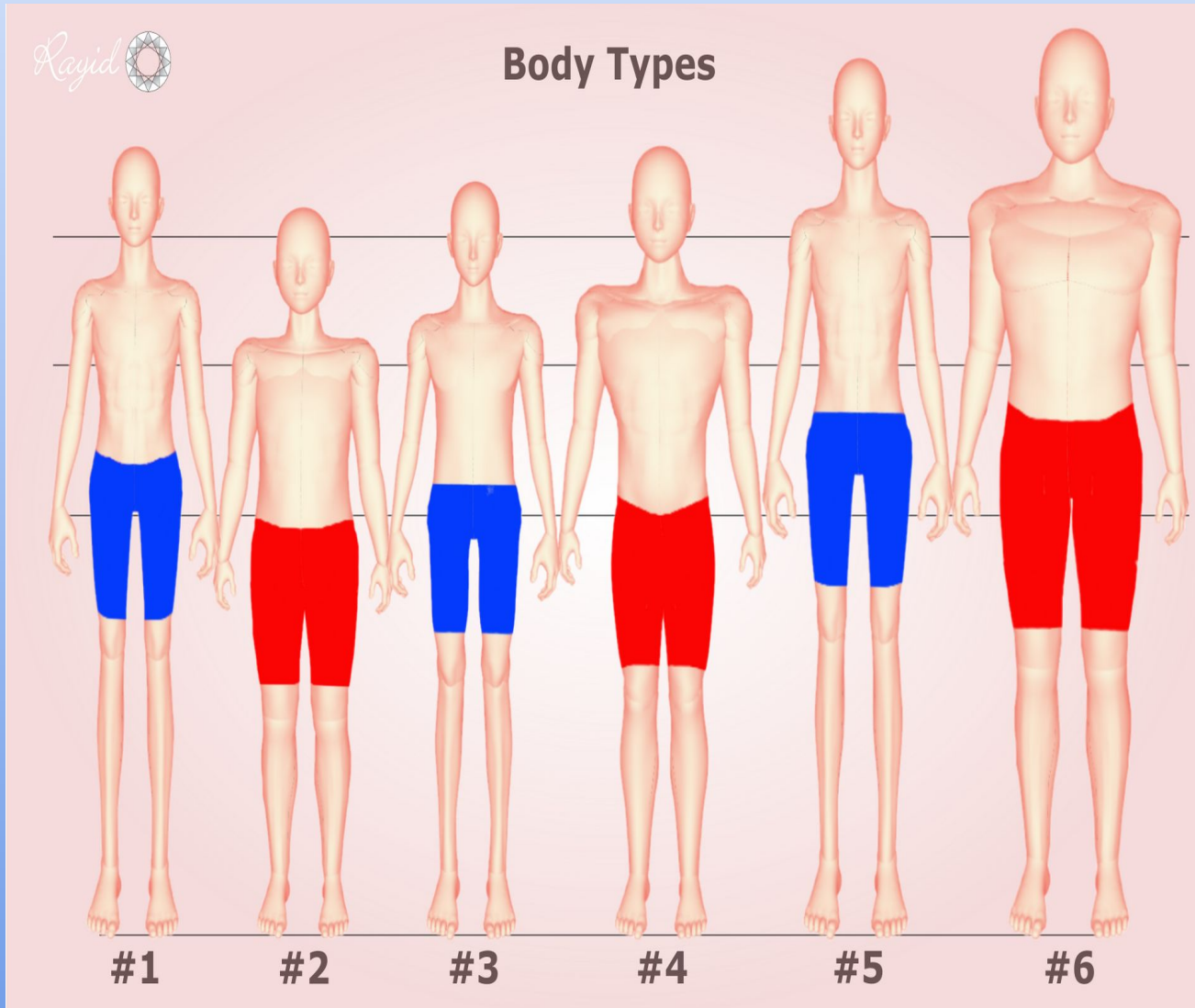
Acceptance

- Different Traits/Attributes for each position can aspire to

Rayid Morphology



Rayid Morphology



Rayid Cycles and Seasons

Each birth order, grandparent, great-grandparent position=different time of day, month, season, year

Mother's Side

Fall=2, 4, 6 Girls

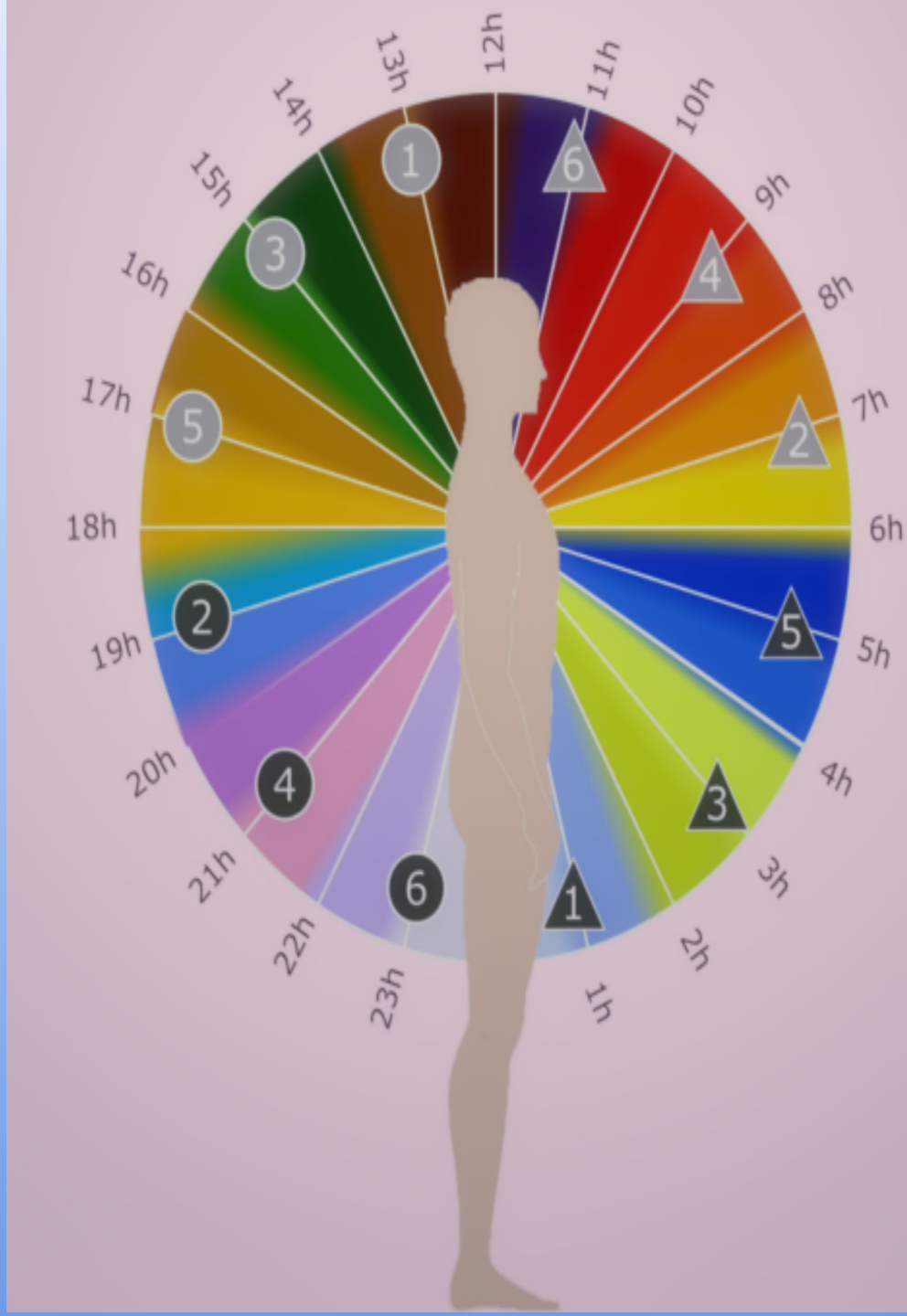
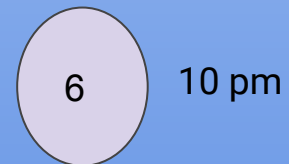
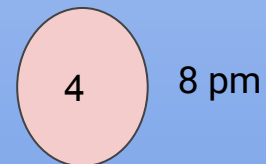
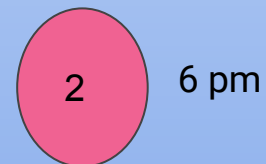
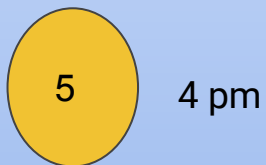
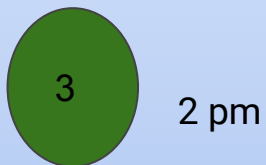
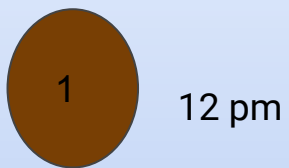
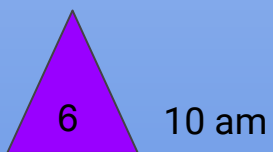
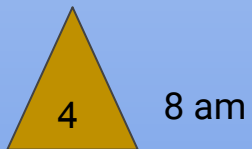
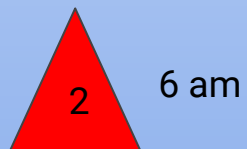
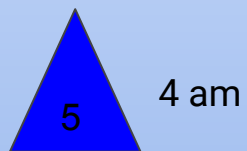
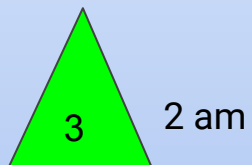
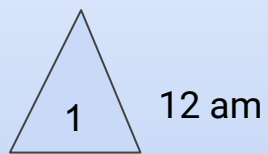
Winter=1, 3, 5 Boys

Father's Side

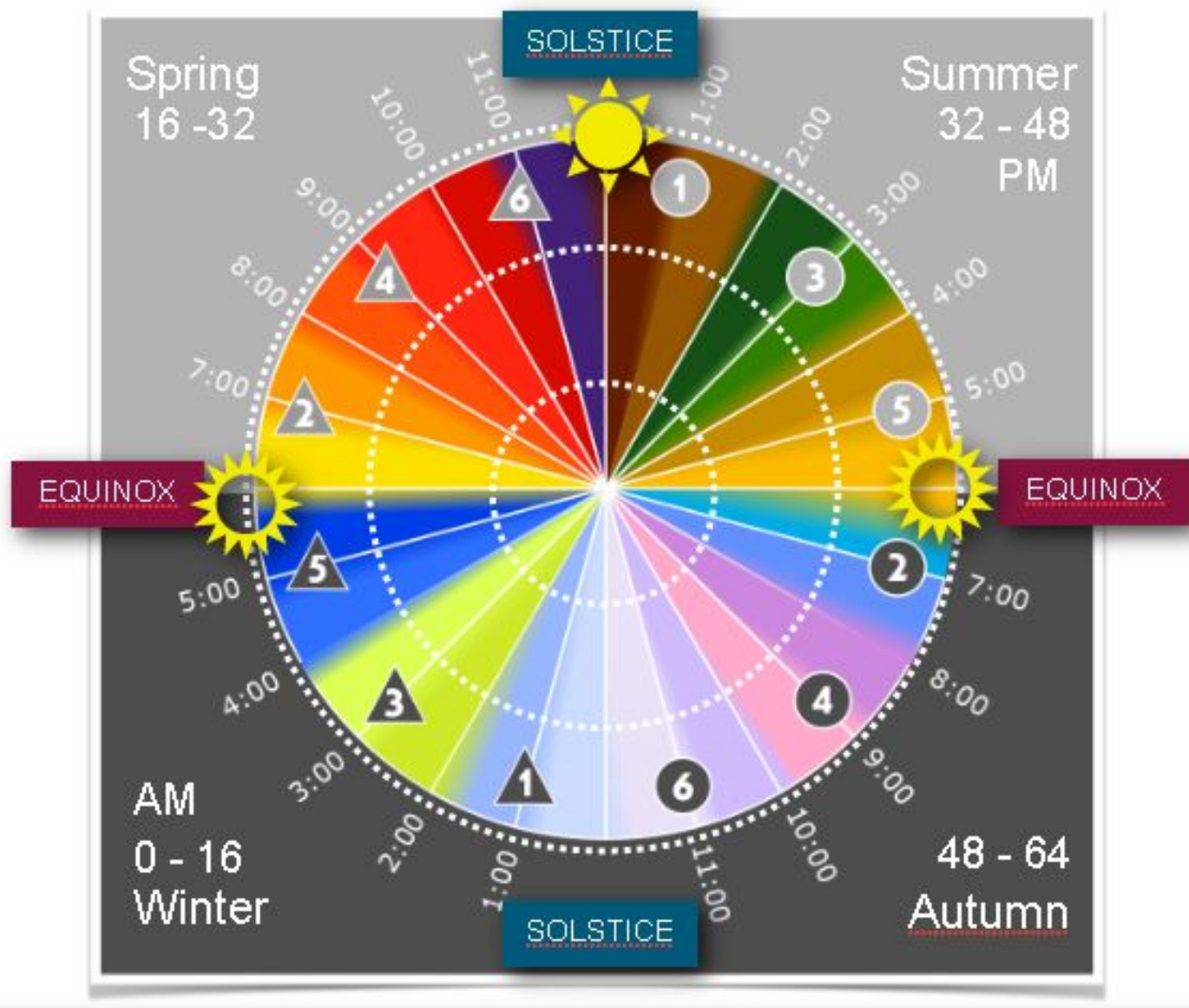
Spring=2, 4, 6 Boys

Summer=1, 3, 5 Girls






Rayid Cycles and Seasons



Rayid Systems

| FAMILY TREE | | | TIMELINE | | EPIGENETICS | |  |
|----------------|----------|----------------|-------------|------------------------|----------------|--------------------------|---|
| Sibling | Ancestry | | Age (years) | Gland | Organ | System | |
| △ ₅ | MFF | ▽ ₅ | ~11 to 16 | Parathyroid | Larynx | Metabolic | |
| △ ₃ | MMF | ▽ ₃ | ~5 to ~11 | Pancreas (Digestion) | Stomach | Upper digestion | |
| △ ₁ | MF | ▽ ₁ | 0 to ~5 | Testicles | Lung | Respiratory | |
| △ ₆ | FMF | ▽ ₆ | ~27 to 32 | Pituitary | Brain | Glands | |
| △ ₄ | FFF | ▽ ₄ | ~21 to ~27 | Thymus | Heart Arterial | Circulatory | |
| △ ₂ | FF | ▽ ₂ | 16 to ~21 | Adrenal | Kidney | Blood | |
| ① | FM | ① | 32 to ~37 | Ovaries | Uterus | Skeleton | |
| ③ | FFM | ③ | ~37 to ~43 | Pancreas (Blood Sugar) | Liver | Muscle - Upper digestion | |
| ⑤ | FMM | ⑤ | ~43 to 48 | Thyroid | Spleen | Lymphatic | |
| ② | MM | ② | 48 to ~53 | Adrenal | Bladder | Urinary | |
| ④ | MMM | ④ | ~53 to ~59 | Thymus | Heart Venous | Elimination | |
| ⑥ | MFM | ⑥ | ~59 to 64 | Pineal | Skin | Central Nervous System | |

△ Boy ○ Girl ▽ Grandfather ○ Grandmother F = Father ; M = Mother (Ex. FMM = Father's Mother's Mother)



Case - Initial History

- KN is a 29 year old female with symptoms of:
 - blurred vision, dryness, itching, burning, sandy eyes, tired eyes, floaters, eye soreness, visual discomfort , loss of place when reading, difficulty with depth perception, posture problems
- Works on the computer 10 hours daily
- General fatigue, not sleeping well and feeling very stressed
- History of headaches, migraines, allergies, dry mouth, weight gain, diarrhea, constipation, 5'4"/160 lbs
- Diagnosed with:
 - anemia, chronic idiopathic urticaria, and had had an appendectomy. Family history included arthritis, cancer, heart disease, high blood pressure, kidney disease, diabetes and thyroid disease
- Exercises regularly, no use of tobacco products, has one glass of wine or beer a week
- Wears glasses for the past 3 years which she did not bring with her
- On a scale from 1 to 10 with 10 being the worst, KN reported her stress levels at 8, her fatigue at 10, her eye strain at 8, her digestive issues at 10 and her sleep disruption at 3

Case - Initial Optometric Findings

Entering VA's sc DV/NV OD, OS, OU 20/20; Objective/Subjective/Balance Plano OU

Fixations accurate, Pursuits jumpy in down right and left gaze, Saccades accurate

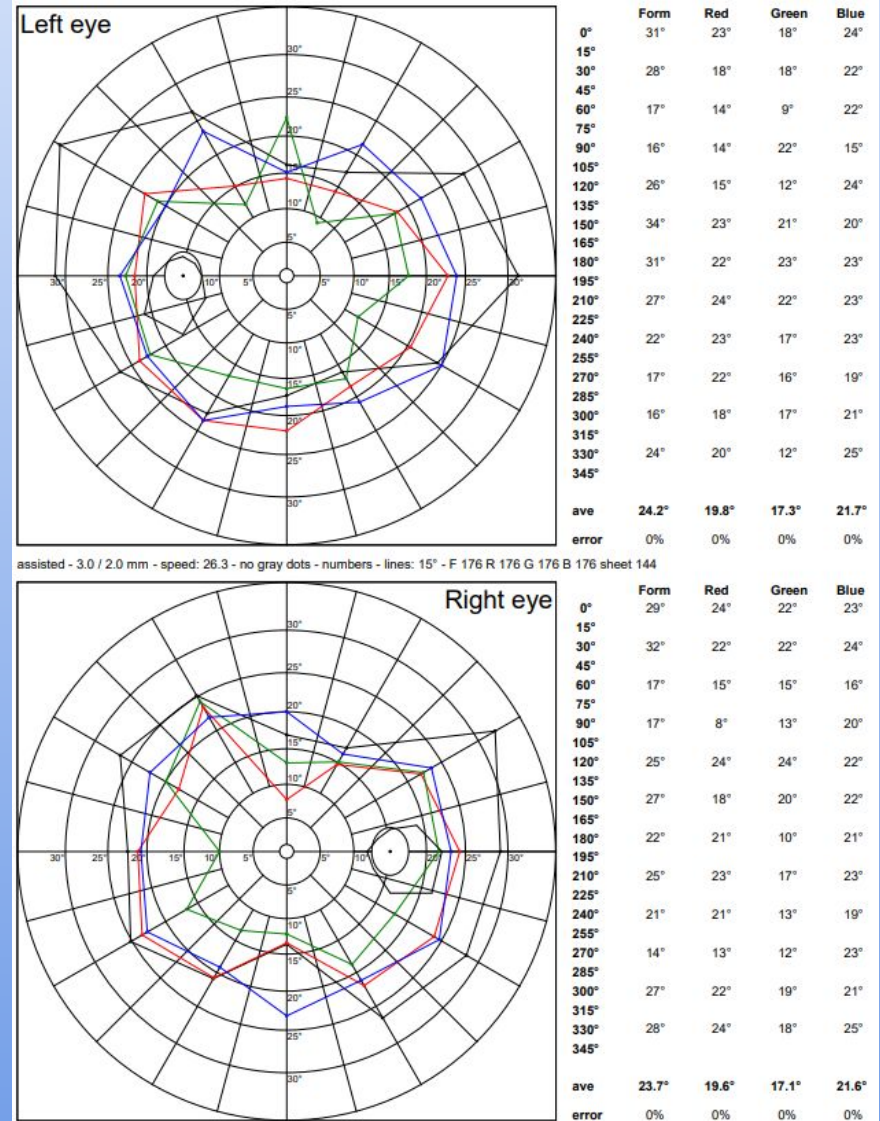
Amps OD 4.5 OS 4.75; PRA/NRA -3.00/+1.50; FCC +0.25 D; +/-2 Flippers P/P

NPC 8"/10" CT D/N Ortho; 12 BO/4 BI Flippers P/P; Phorias D 3x N 4x; 6x c +0.25 D;
Verg DV BO 14/5 BI 10/7 NV BO 15/5 BI 16/8

AO pupils OD 2+, OS 3+; Moderate constriction in all fields with superior and inferior constriction in white fields OU, interlacing OU with enlarged blind spots

Case - Functional Field Findings

- Average white field less than 25 degrees
- Average red fields at 20 degrees
- Average green fields at 17 degrees
- Average blue fields at 21 degrees



Case - Iris Photos



Case - Iridology

- Physical areas of stress, tension and potential weakness included:
 - right shoulder, left foot, left sacral area, full neck as well as congestion and/or inflammation in the sinuses and colon
 - indication of stress in the cerebellum, right chest, left diaphragm, adrenals, right ovary, kidney, thyroid, and pancreas indicating digestive sensitivities particularly inflammatory foods and sugars
- Physical signs indicated a need for good hydration and managing stress through expanding breath, deep breathing, stretching and relaxation, particularly in the neck and shoulder region

Case - Recommendations based on Iris

- Emotional areas indicated:
 - very nurturing, generous, and compassionate, had high ideals but can be prone to resentment by overdoing
 - has skills to maintain self control, accomplish tasks in a meticulous and tenacious manner
 - tends to be thoughtful, reflective and has great fortitude
 - generous yet composed in her ability to effectively communicate and counsel others in a modest yet influential way (all good traits for her profession as a pharmacist)
- Emotional considerations would be:
 - maintain her independence, finding solitude and time to meditate
 - take breaks from her giving
 - learn to trust herself and not second guess her own intuition
 - learn to accept support from others despite her strength and pride
 - accept her gift at counseling and being there for others
 - speak up for herself in relationships and give herself the same degree of compassion she gives others

Case - Recommendations

- +0.50 ½ base in prism OU for all reading and computer tasks.
- OPT of Mu Upsilon to wear daily after work.
- Strict dietary recommendations included removing inflammatory foods such as wheat and dairy from her diet.
- Increase water intake for elimination.
- Manage allergy symptoms and look for mold sources in her environment.
- Increase aerobic exercise.
- Take breaks from the computer.
- Look at ways to decrease stress and meditate daily.
- Advised to trust her inner self and the knowledge she learned in her schooling rather than trying to prove herself and to take responsibility into her own hands and learn to control her outcome.
- Learn how to create happiness within herself and not always try to please people.

Case - Follow Up Findings

KN reported:

- Significant improvements in all areas of her life.
- Stress levels now at 5, her fatigue at 8, eye strain at 5, digestive issues at 3 and sleep disruption at 1.5
- Feeling better without dairy
- Lyme-borrelia were active and kidneys and bladder remained congested
- An emotional screening indicated feelings of insecurity, needing company of others and desiring feelings of contentment and fulfilment from within

Entering VA's sc DV/NV OD, OS, OU 20/20; Objective/Subjective/Balance Plano OU

Fixations accurate, Pursuits smooth and accurate, Saccades accurate

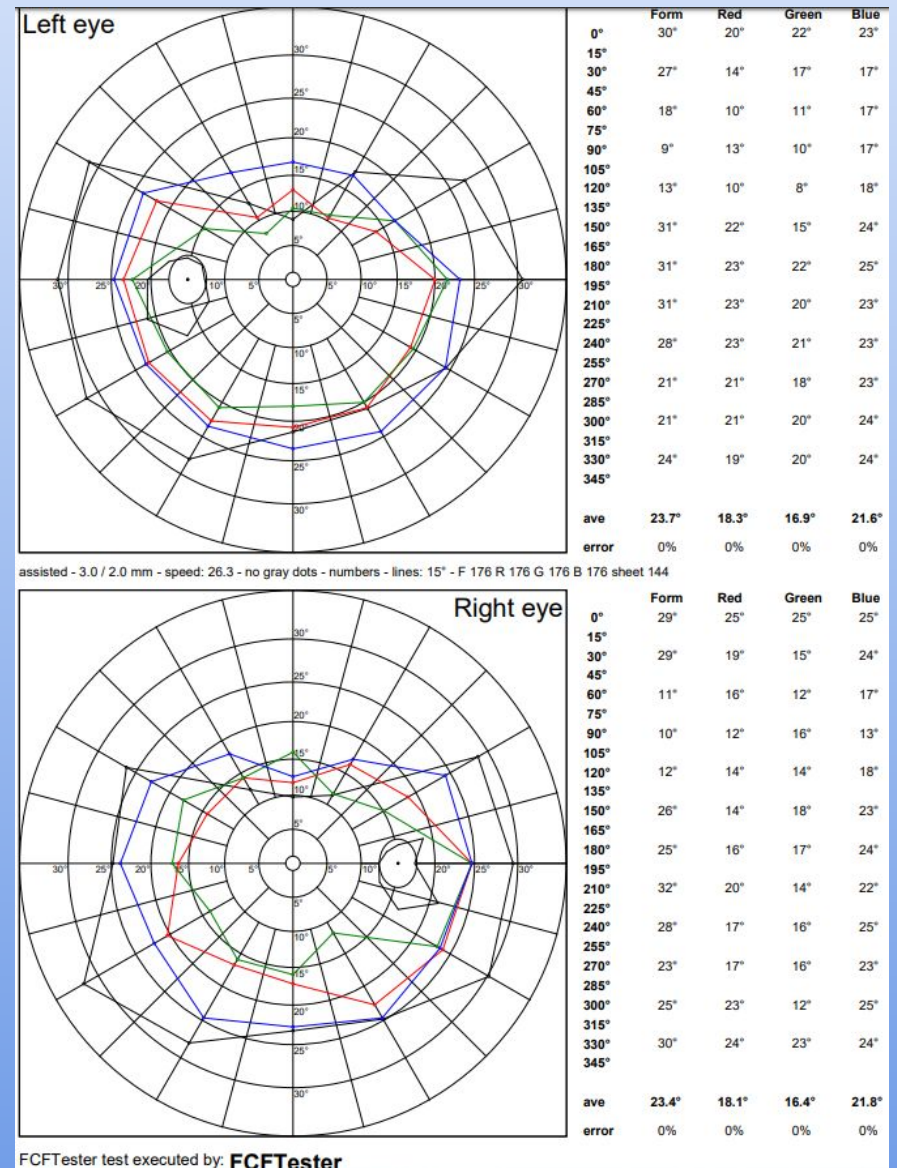
Amps OD/OS 3.5; PRA/NRA -2.00/+1.50; FCC +0.25 D; +/-2 Flippers F/F

NPC 8"/10" CT D/N Ortho; 12 BO/4 BI Flippers P/P; Phorias D 3x N 6x; 6x c +0.25 D;
Verg DV BO 9/5 BI 8/5 NV BO 23/16 BI 16/8

AO pupils OD 2+, OS 3+; Moderate constriction in all fields with superior and inferior constriction in white fields OU, interlacing OU with enlarged blind spots

Case - Functional Field Findings

- Average white field less than 25 degrees
- Average red fields at 18 degrees
- Average green fields at 17 degrees
- Average blue fields at 21 degrees



Case Discussion

- An integrated approach to treatment made all the difference for this patient. Although she still experiences high stress levels and fatigue and some eye strain due to her sustained close work, she is sleeping better and her long standing digestive issues have abated.
- Using iridology in addition to optometric findings including pupil responses and functional visual fields, I was able to determine that in addition to the extreme visual demands and stress in her job, KN was experiencing visual issues including oculomotor, accommodative and binocular difficulties as well as more systemic difficulties that contributed to her symptoms and distress.
- Digestive issues exacerbated by poor diet and an overly sympathetic autonomic system, were contributing to her overall fatigue, stress and sleep disruption. The digestive issues were very apparent on iridology.

Case - Final Follow Up



KN reported the following:

- Less stressed and better ability to cope with family stressors and career challenges
- Very thankful someone figured out her digestive issues
- Blown away that her iris revealed so much information, particularly the dairy sensitivity and so many personal traits she had not shared with anyone
- Eating MUCH less dairy, has less dust around the house
- Using prism glasses at work
- Better at healing within and not letting exterior pressures bring her down
- Doing more of what makes her happier!

Symptom Ratings 1-10 (1 least, 10 worst)

| | Before | After |
|------------------|--------|-------|
| Stress | 8 | 5 |
| Fatigue | 10 | 8 |
| Eyestrain | 8 | 5 |
| Digestive issues | 10 | 3 |
| Sleep | 3 | 1-2 |

Intervention Ratings 1-10 (1 least, 10 best)

| | |
|------------------------------|----|
| Low Plus with Prism Glasses: | 9 |
| Mu Upsilon: | 7 |
| Diet change: | 10 |
| Stress management advice: | 8 |
| Iridology information: | 10 |

Summary

- The eyes reveal much about the person
- An integrated approach addresses the whole person
- Rayid iris, birth order and family tree provides a map to the individual
- The more one understands about oneself, one's vision and where one comes from guides one's development and potential

Visual Hygiene

- Read in a relaxed manner
- Use good, comfortable, relaxed posture to reduce muscular tension
- Use proper lighting
- Take short breaks with movement
- Frequently look out into the distance
- Incline near work 20 degrees from the horizontal
- Use an ergonomic workstation
- Breathe deeply
- Be aware of periphery
- Breath, Blink, Breaks

Lifestyle Recommendations

- Practice good visual hygiene
- Eat healthy, nutritious foods preferably organic with no food dyes, sugars, fillers and limited wheat, corn, soy and dairy
- Get adequate sleep
- Stay hydrated
- Use proper lighting
- Maintain good posture
- Take frequent breaks
- Exercise and stay active
- Limit computer, screens, and television
- Get outside and play
- Manage stress



Book List

- Nearpoint Disorders by Martin Birnbaum
- Applied Concepts in Vision Therapy by Len Press
- Open Focus Brain by Les Fehmi
- Psychobehavioral Vision Enhancement by Al Shankman
- Greater Vision by Marc Grossman
- Treating the Whole Child: Join the ASD to ADD Revolution! by Sam Berne
- I Sense: At Play in the Field of Healing by Sam Berne
- Take Off Your Glasses and See by Jacob Liberman
- Light: Medicine of the Future by Jacob Liberman
- Luminous Life by Jacob Liberman
- Seeing Beyond 20/20 by Roberto Kaplan
- The Power Behind Your Eyes by Roberto Kaplan
- Conscious Seeing by Roberto Kaplan
- Energetic Eye Healing by Roberto Kaplan and Vistara Haiduk
- Light Therapies by Anadi Martel
- Techniques in Iris Analysis Textbook for Iridology by Ellen Tart-Jensen
- What the Eye Reveals by Denny Johnson
- The Nature of Birth Order by Denny Johnson

Thank You!

- Drs. Hinrichs, Mozlin and Press
- Dr. Streff, Forkiotis, Forrest and Shankman
- Drs. Liberman, Stern, Fox, Wallace, Shapiro, Pulaski and Gottlieb
- Dr. Celia Hinrichs
- Drs. Roberto Kaplan and Marc Grossman
- Ellen Tart-Jensen and Denny Johnson