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**Date:** Dec 2011

**Case#:** MGKQA 2011-2722

**Personality:** Dove (Efficient)

**Case Type:** Mild Autism

**Date of Birth:** June 15<sup>th</sup> 2007

**Acquiring Syles:** 1) Talk 2) Walk 3) Chalk

**Name of Child:** Aman

Aman is a resident of Belgium and came to India since he was diagnosed with Mild Autism. The mother felt he would be helped better in India in his early years. When he visited our Academy, which also houses a preschool, we conducted the Brain Mapping to first understand the intellects responsible for his behavior and movements. There was a lot of resistance from the parents of his peers about Aman being present in the preschool with other children who are without any learning limitations.

After reviewing the brain mapping evaluations, following are the readings.

### **Intellects in hierarchy**

- 1) Logics and Reasoning (Infinity)
- 2) Intrapersonal
- 3) Emotions
- 4) Language understanding
- 5) Gross motor skills
- 6) Interpersonal
- 7) Visuals
- 8) Fine motor skills

### **Application in settling the client**

When the client joined us it was very evident that the “infinity” that is indicated in Logics was not really worked upon. As we know that “infinity” is almost at ground zero and needs to be worked upon. Since this child is detected with mild autism, it was never even really given a try to work upon his logics.

The client is pretty aware about his own self. Though autistic, he does have a good understanding of himself and others since he is fairly good with his people’s skills as well and having a high emotional intellect. He is very responsive to pitch and tone.

The counselors, as well as the teaching staff, were advised to talk to him with a lot of warmth (since his emotional intellect is fairly strong) and to provide the feel and touch of a hug or showing appreciation, even if there was even something very small instructed to him which he achieved (high Gross Motor, Emotions and Intrapersonal).

I can never forget the incident where on a field trip to a park, Aman picked up a stone and threw it at one of his peers, a little child, who was hurt. Ever since that day I clearly remember the conversation with the class teachers as well as the special educators about the importance of stimulating the infinity in his logic and reasoning. We are so glad we did so. Counselors and teachers started talking to him and reasoning with him and after a few weeks there was a change in the client’s hyper movements. The shouting and hitting became substantially less.

He started sitting in class, trying to listen to what the teacher says, and then imitating her since he is 80% affective learner (environment imitation) and pretty susceptible to pitch and tone.

Within a few months he started taking care of his peers, such as when they were unsettled, going and hugging them and showering them with love.

He started communicating with his teachers as well. There after, puzzles and other logical games were introduced to him. To our surprise, he took very well to this activity. He started understanding why he should and should not do certain things. This, in itself, was a huge contribution in his nurturing and mental development.

The preschool conducts Mock tests often, excluding the special children. In October 2012, the client was included in the Mock test. The client did absolutely brilliant with all the logical tests including Match the shadow, What comes next? What goes together? Sequencing, Big- Medium- Small and many more.

He responds very well to music and would dance with the other children aiding him in channelizing his physical movement and emotionally being extremely happy with music. He would be so content thereafter that he would then sit and complete his logical games and puzzles as well as listen to the teachers taking concepts in class.

After prompting him in the right direction, he is able to talk and communicate a lot better than when he first began.

The Occupational and Speech therapists have adapted a similar pattern and have stayed in sync with IMI and KQA resulting in a huge positive development in the client's growth.

They too were astonished about his logics being the topmost intellect and playing such a prime role in his development.

Today, I went to class because the client wanted me to watch a picture talk that he was going to conduct. He got all the children in the class to sit quietly and said, "Shhhhhhh!!! Listen to the teacher" (Role playing it) and began the picture talk of Jungle Safari. It was overwhelming to witness the change in Aman just by getting a little insight on his stronger vs. his weaker intellects and the mode of communication to be primarily used to make our therapies more effective.

Brain Mapping has been an immensely effective tool guiding us to be more effective in our line of treatments and therapies with Aman without much trial and error minimizing the frustration for the child as well as everyone around him.

The client has started associating extremely well which is a huge development. Audio and Logics are primarily used as effective channels for the client's development.

IMI – Institute of Multiple Intellects  
KQA – Kids Quest Academy