

Health Kinesiology Working Manual

Do the preliminaries: (1) Find an Indicator Muscle (2) Balance the Meridian Energy System (3) Do the HK Checks (4) EP?

Ask, "How are we working today - **in a Client Specified Issue?**" **If ↑** ask the client, "Head wise, which of your concerns/goals would you choose?" If ↑ then discuss the various aspects of that concern/goal. Now you are ready to **ask**, "Which of these aspects is priority?" Identify and ask for Energy Permission to deal with that aspect of the concern/goal **otherwise** test for the body's priority and discuss the various aspects of that concern/goal **and ask**, "Which of these aspects is priority?" Identify and name the Issue and record on the Issue Form. Work through the Facets Grid naming the Factors with the number of items for each group. Finally test out the priority of the work for the Issue.

If working in an Issue **ask**, "Is it ok to do it all in one session?" If ↑ **ask**, "Is it critical that we do them in one session?" If critical to do them all, and you haven't time, don't start. If ok to do them all and you haven't time to complete all the work find the best place to stop. **Ask**, "Today, where is the best place to stop after the first?" ↓ "The second?" ↓ etc. **Then ask**, "Does it matter when we complete the work?" ↑ / ↓ **When they come back ask**, "Are we proceeding as planned?"

If ↓ to doing all in one session ask, "Where must we stop today, after the first?" etc. Then "How long do we wait, are we counting in days?" ↑ "At least 1 day?" etc. **Ask**, "Is there a time window?" ↑ / ↓ **When they come back ask**, "Are we proceeding as planned?"

If ↓ to CSI, you are working in Body Sequence as per HK 1 - ECF? / ETF? /Adjunctive Factor?

ENERGY CORRECTION FACTORS			
ENERGY CONTROL SYSTEM		TISSUE ENERGY BALANCE	
Membrane Configuration Electro-Magnetic Field Spin	Electric Current Body Brain Energy Integration Belief System Elimination		
PSYCHOLOGICAL		SYMBIOTIC ENERGY TRANSFORMATION	
I feel / I am Sentences • Statements • Questions	Person Stress Release (Reduction) Emotional Stress Release	Allergy / Detox Tolerance Tapping - Allergy and Tolerance	

ENERGY TONING FACTORS			
Meridian Tracing		◆	Essential Oils – Aura sweep or Sniff
ADJUNCTIVE FACTORS			
Activities		Tools	
Work Sleep Play	Rest Degauss Wear Magnets	Magnets Vibrational Essences	Essential Oils Crystals

If you are trained in other modalities when setting up your session **ask** "Is the next thing HK? / my regular work?" – Identify it and just keep repeating the question until you have all the work for the issue or for that session if working in Body Sequence.

CONCLUDING THE SESSION			
• Ask , "When may we work together for HK again are we in counting in days?" ↑ / ↓ "In weeks?" "At least 1?" ↑, etc.			
• Ask , "Is there anything we need to know about the next session?" (Something to bring – food, personal care products etc)			
• Ask , "Is there anything we need to do for you before we stop to aid Stabilization / Harmonization / Integration / Progress or Process through smoothly of the work we've done today?" (SHIPP) ↑ / ↓			
• Ask , "Is there anything else we need to do or test for you before you leave the couch?" ↑ / ↓			
• Finally ask , "ENERGY PERMISSION TO STOP?"			

Contents for this Working Manual

The Energy Control System	1	Table of Procedure for Essence Correction	17
Table of Procedure for ECS: Body Brain Energy Integration	2	Energy Toning Factor: Essential Oils	18
Dr. Scott's ECS: BBEI List	3	: Meridian Tracing	19
Table of Procedure for ECS: Belief System Elimination	4	Adjunctive Factors: Benefits / Play	27
Sandie Lovell's Core Belief List for clues for the ECS: BSE	5	Rest / Work / Sleep	28
Table of Procedure for Ψ Personal Stress Release - Concern	6	Degauss / Water	29
Ψ Emotional Stress Release	7	Explaining to your clients why they need water	30
Switching off an allergic reaction		ECS: Membrane Configuration	31
Table of Procedure for Ψ I feel / I am	8	ECS: MC Lists – Ann's	32
Dr. Scott's Ψ I feel / I am List	9	- Dr. Scott's	33
Table of Procedure for Ψ Sentences	10	ECS: Electro-Magnetic Fields	36
Dr. Scott's PSI List reformatted as 'Sentences Access List'	11	ECS: Spin	37
Allergy and Tolerance Information	12	ECS: Electric Current	38
Table of Procedure for Allergy Tapping	13	Tissue Energy Balance	39
The Points for the Allergy Tap / Reintroducing a substance	14	SET: Allergy / Detox	40
Table of Procedure for Tolerance Tapping	15	SET: Tolerance	41
List of Common Foods	16	Adjunctive: Nutrition / Wearing magnets	42

HK ENERGY FLOWS

Ann's Section		Dr. Scott's Section	
Emotions Associated with the Energy Flows	1	Element 1 – End Points	4
Regular Flows – End Points	2	- Neurolymphatic / Neurovascular	5
Neurolymphatic Points	4	- Activation / Sedation	6
Neurovascular Points	6	Element 2 – End Points – Front of body	7
Sedation Points	8	- Back of body	8
Activation Points	10	- Neurolymphatic / Neurovascular	9
		- Activation / Sedation	10
Dr. Scott's Section		Element 3 – End Points	11
Summary of MC – Behaving / Experiencing Points	11	- Neurolymphatic / Neurovascular	12
– Feeling / Knowing Points	12	- Activation / Sedation	13
MC Behaving	13	Element 4 – End Points	14
MC Experiencing	15	- Neurolymphatic / Neurovascular	15
MC Feeling	17	- Activation / Sedation	16
MC Knowing	20	Element 5 – End Points	17
		- Neurolymphatic / Neurovascular	18
Dr. Scott's Element Summary Charts		- Activation / Sedation	19
Element 0 – End Points	1	Element 6 – End Points	20
- Neurolymphatic / Neurovascular	2	- Neurolymphatic / Neurovascular	21
- Activation / Sedation	3	- Activation / Sedation	22

Based on Dr. Scott's HK 2 Manual, the originator of the Health Kinesiology System, I have chosen to simplify the setting up of the Energy Correction Factors from his Manual to help you the HK practitioner, in training, to go away and work the full HK 2 menu to make lasting positive changes for your clients. It has been work in progress since the first HK class I taught in February 1994.

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I have been an Health Kinesiology practitioner since early 1990 and over the intervening years attended all the advanced HK workshops offered in the UK. I have taught over 400 HK classes, since running my first HK class in 1994, sharing my passion for HK with students in the UK, in Germany, in Australia and New Zealand. I graduated from the Queensland Teachers College, in Australia and taught for twelve years in mainstream education in Australia and Canada and have a Bachelor of Arts degree from the UK Open University, majoring in mathematics. I am authorized to teach HK 1 to HK 10 and have received a 'Certificate of Appreciation' from Dr. Scott for my contributions to HK.

From August 1996 to March 2003, I was a member of the working party which produced the draft for the UK government to set the Kinesiology National Occupational Standards. KNOS was officially recognized in April 2003. I also served on the UK Kinesiology Policy Board for a number of years. At the 2006 International Kinesiology Conference in Keele, Staffordshire UK I was thrilled to be commended as 'the most inspiring kinesiology tutor in the UK'. From 2000 to 2008 I was Head of HK UK until I moved to NZ for a number of years. During my time in NZ I started researching the Eight Extraordinary Channels, the original Energy Flows which integrate, strengthen, store and regulate the flow of Chi and Blood in the Twelve Bilateral Meridians. The 4 APEC courses (Accessing the Power of the Extraordinary Channels) have been jointly developed with Sandie Lovell KFRP MFHT and shared with practitioners in the UK, Australia and NZ.

I am a professional member of two professional organizations in the UK – the Kinesiology Federation and the Federation of Holistic Therapists as well as the Australian Kinesiology Association.

ECS: MC - MEMBRANE CONFIGURATION

The ECS: Membrane Configuration have four separate categories each with their own set of Special Points. These ECS: MC items unlock the receptor sites on the cell walls which allow either nutritional minerals, vitamins, water, lipids and metabolic products to pass through and nourish the cell or release toxic levels of substances for the body to safely offload. Each group of ECS: MCs target a specific organ or tissue area of the body so the groups tend to be small 1-4 most common with the odd 5 or 6. Client **must resonate to the item** to generate the stress pattern to be re-tuned and brought into balance.

Steps	What to ask/say	What to do
1. Identify how many items	Ask , "For this group of ECS: MC there is at least one item?" ↑ "At least two?" ↑ "At least three?" ↑ etc Confirm, "So, there are?" ↑	Groups tend to be 1 to 4 or 5 as each group targets some specific tissue area or organ
2. Identify the categories for each item by verbal testing and the Elements to hold for each item	Ask , "Are all the items from the same category?" If ↑, ask , "Behaving? / Experiencing? / Feeling? / Knowing?" If ↓ , identify which category for each of the items item ask , "Behaving? / Experiencing? / Feeling? / Knowing?" Ask , "For the first item are we holding in just one Element?" If ↑ ask , "Element Zero, 1 or 2?" and continue through the Elements to find which one. We usually only ever hold one Element however - If ↓ to just one Element ask , "Element Zero, 1 or 2?" identify and keep asking till you have at least 2 Elements then ask, "Any other Element?" Find the Elements to hold for the rest of the items in the group.	Record the category in the Reflex Column then go back to ask what Element/s you are holding for each item. Record in the Element column You will find and do each individual item in the group HK Energy Flows <ul style="list-style-type: none">• Behaving p. 13• Experiencing p. 15• Feeling p. 17• Knowing p. 20
3. POINTS	Before you find each item to generate the stress needed to be retuned look up the points	Look up the points and decide with the client how you will hold them .
4. Highlight the ECS: MC item	Ask , "Is there a clue for the item on Jimmy's list?" If ↑, Work the list. Once you have found it ask , "Is that it exactly?" If ↓ to Jimmy's list ask , "On Ann's list?" Work the list. Once you have found it ask , "Is that it exactly?"	Pages 32 Record the item Page 33-35 Record the item
5. Check it TLs	Palm over navel and instruct client to resonate to the item. ↓	Give the client time to get in touch with the item before you TL
6. Hold the points and check it is done	Client continues to resonate to the item while the points are held. When correction is done ask , "Is this item robust?" ↑	Yawn, sigh, pulse Palm back over navel, instruct client to continue resonating to the item
7. Find next item	Repeat steps 4 – 6 for each item	
8. Final check	Ask , "Is this group of Energy Control System Membrane Configuration now robust and complete?" ↑	Palm off navel

Points to remember:

- Four categories each with their own Energy Circuits: see MC Points in the Points Working Manual – **hold them**
- Identify each item and correct one at a time
- Clients **must resonate to the item** this means they need to get in touch with what is happening inside particularly in their solar plexus area. **It is not sufficient to just think the words.**
- For babies and children all adults present need to generate the Energy by doing their best to resonate to the item for the little one.
- ECS: MC items may be stressful which is why we find and do
- Notate on worksheet as

Energy Work	Reflex	Element	Item/other factors
ECS: MC	F	0	- Feeling anxious
	B	2	- B: 'Saying no'
	E	3	- Experiencing loneliness

MEMBRANE CONFIGURATION List

These items are from my client files and only items that have come up numerous times have been included here.

For the BEHAVING list

ASKING:	for help / for guidance / for support / for validation
ASSIMILATING:	nutrients / knowledge / information / energy / experiences
BELIEVING / HAVING FAITH:	in myself / in the process of life / in my innate goodness / in my purpose in life
COPING WITH / DEALING WITH:	family / life / work / intimacy / success / failure
DECIDING TO:	change / forgive myself for past mistakes / leave the past behind
DENYING:	myself / my potential / my skills / my sexuality
EMPOWERING / FORGIVING:	myself / others
GIVING MYSELF PERMISSION TO:	change / love myself / forgive myself / forgive others
GRIEVING:	for lost opportunities
MAKING:	changes / choices
PROMOTING:	myself / my practice / HK
PROTECTING:	myself / my family
SAYING:	No
SEEING:	myself well / myself successful / as others see me
SEEKING TO:	change / be successful / forgive myself for past mistakes
STUPIDLY	
TRUSTING:	in myself / in the process of life / in my purpose in life / I will be well / in God
TRYING:	too hard
UNDERSTANDING:	myself / my life / other people
VALUING / VALADATING:	myself
WORKING:	hard / effectively / efficiently / willingly / cheerfully
WORRYING:	over every little thing

If the Behaving item or a clue for the item you are looking for isn't on one of the lists provided then from HK 3 you could go to **Lists Working Manual** Gerunds pages 10-11 or the Adverbs List page 18 looking for a clue.

For the FEELING/EXPERIENCING list

abandoned / abandonment	confident	criticized
disconnected / dislocated	enraged	exhausted / exhaustion
a failure	feminine	frightened / fearful
homesick / lonely / isolated	inadequate	indignant
jealous	misunderstood	overwhelmed
pain	persecuted / got at	ridiculed / ridiculous /put down
unclean	under pressure / driven /pressured	unsettled

For the KNOWING list

Knowing I am in God's hands	Knowing I am: centred / balanced / integrated / congruent
Knowing I am worthy of praise	Knowing I will be cherished / nurtured
Knowing my needs will be met	Knowing I will find my: purpose in life / path
Knowing my body can heal	Knowing I will achieve: happiness / my potential / success in all my endeavours
Knowing I am forgiven / can be forgiving	Knowing I have a: soul / spirit / special purpose to fulfill in this life
Knowing I can relate to other people	

Dr. Jimmy Scott's Membrane Configuration List for the Behaving Category	
Accepting change	Giving / accepting / receiving emotional support
Accepting my choices	Giving / accepting / receiving encouragement
Accepting my potential	Giving / accepting / receiving love (from)
Accepting my self	Giving / accepting / receiving physical nurturance
Accepting / receiving caring	Giving / accepting / receiving praise
Accepting / receiving recognition	Giving / accepting / receiving respect
Accepting / receiving substances for health	Giving / accepting / receiving support
Accepting self-release	Giving / accepting / receiving trust
Doing something for myself	Giving / accepting / receiving understanding
Doing something for others	Giving emotions
Excitedly	Giving health
Giving (of) myself to others	Giving my soul
Giving / accepting (of) myself completely	Giving peace
Giving / accepting (of) myself emotionally	Giving security
Giving / accepting (of) myself spiritually	Giving tolerance
Giving / accepting / receiving (complete) attention	Giving up (letting it be)
Giving / accepting / receiving (generally)	Giving vitality to others
Giving / accepting / receiving affection	Letting go
Giving / accepting / receiving appreciation	Rejecting myself
Giving / accepting / receiving comfort	

Dr. Jimmy Scott's Membrane Configuration List for the Experiencing / Feeling Category	
Adequacy, adequate	Calmness, calm
Adulthood, adult	Capability, capable
Abundance, abundant	Care, caring, cared for
Alone, aloneness	Change, changed
Analysis	Cheer, cheerfulness, cheery, cheerful
Appreciation, appreciated	Closeness, close
Arousal, aroused	Comfort, comfortable, comforting, comforted
Balance, balanced	Completeness, complete
Bliss, blissfulness, blissful	Contentment, content, contented
Bravery, brave	Death
Buoyancy, buoyant	Deprivation, deprived
	Devotion, devoted
	Doubt, doubting

Dr. Jimmy Scott's Membrane Configuration List for the Experiencing / Feeling Category	
Ecstasy, ecstatic	Pleasantness, pleasant
Eagerness, eager	Pleased
Encouragement, encouraged	Poise, poised
Energy, energized, energetic	Pleasure, pleasurefulness
Enthusiasm, enthusiastic	Quiet, quietness
Excitement, excitable, excited	Receiving
Finished (as in complete)	Rejection, rejected
Forgiveness, forgiving	Relaxation, relax, relaxed
Freedom, freely, free	Respect, respectful, respected
Fulfillment, fulfilling, fulfilled	Sacrifice, sacrificing
Generosity, generous	Safety, safe
Giving	Satisfaction, satisfied
God	Security, secure
Good about myself	Self (My, -identity)
Gratification, gratify, gratified	Serenity, serene
Growth	Sharing
Happiness, happy	Skill, skillfulness, skillful, skilled
Helpfulness, help, helpful	Soul
Hope, hopefulness, hopeful	Spirituality, spiritual
Identity (My as in 'who I am')	Stability, stable
Integration, integrated	Success, successful
Intimacy, intimate	Support, supported
Joy, joyful	Surrender
Karma (My)	Synthesis
Loneliness, lonely	The light
Love, loving, loved	Togetherness (within)
Maturity, mature	Togetherness (with another)
Motivation, motivated	Totality, total
Neutrality, neutral	Tranquility, tranquil
Normality, normal	Trust, trusting, trusted
Nurturance, nurturing, nurtured (Emotional, Physical, Spiritual)	Truth
Peace, peacefulness, peaceful	Usefulness, useful
Perfection, perfect	Validation, validated
Being in harmony with the universe	Wholeness, whole
Creating values and manifesting them in my life	Worthiness, worthy
Doing what is right according to the universe	
Having an awareness of the universe	
Having fulfillment in this universe	

Health Kinesiology Working Manual

Dr. Jimmy Scott's Membrane Configuration List for the Knowing Category		
God I am a success I am successful I am stable I am able to be healthy I am able to be wealthy	I can do what I must do I can do what I need to do I can do what I want to do I can feel anything I care to feel I can feel how I need to feel I can feel how I want to feel	I will be in control of myself I will be normal I will be OK I will be satisfied I will be stable I will be successful
I am appreciated I am capable I am content I am happy I am healthy I am loved	I can get what I have to get I can get what I must get I can get what I need to get I can love others I (can) have what I have to have I (can) have what I must have	I will be what I have to be I will be what I must be I will be what I need to be I will be what I should be I will be whole I will have good health
I am myself I am OK I am peaceful I am really a happy person I am satisfied I am secure	I (can) have what I need to have I (can) have what I want to have I (can) know what I have to know I (can) know what I must know I (can) know what I need to know I (can) know what I want to know	I will have peace I will have success Knowledge is life Life can be abundant Life is easy Life is enjoyable
I am tolerant I am trustworthy I am worthwhile I am worthy I can act how I need to act I can act how I want to act	I (can) learn what I want to learn I (can) live how I want to live I (can) say what I want to say I (can) say what I need to say I (can) see what I have to see I (can) see what I must see	Life is exciting Life is fulfilling Life is fun Life is happy Life is here Life is justified
I can be a pleasant person I can be enlightened I can be free I can be happy I can be healthy I can be in control of myself	I (can) see what I need to see I (can) see what I want to see I (can) think what I want to think I (can) trust (other) men / women I (can) trust (other) people I (can) trust what I know	Life is now Life is pleasant Life is pleasurable Life is pleasureful Life is relaxed Life is worthwhile
I can be OK I can be productive and get what I want I can be satisfied I can be stable I can be what I have to be I can be what I must be	I have ambition I must be able to do what I should do I must be myself I must be stable I must do things I need to be stable	My emotions are OK My expectations My feelings are OK My inner self My needs My strengths My weaknesses
I can be what I need to be I can be what I want to be I can be what I yearn to be I can control my horses I can control who I am I can do what I have to do	I should be stable I will be able to be happy I will be able to do what I want to do I will be appreciated I will be happy I will be healthy	Other people can trust me People will do what they want to do

I could do anything I need to do if I decide to I could do anything I want to do if I decide to I will be able to accomplish whatever I decide to	My ability to know is accurate and trustworthy My ability to trust is based on my knowledge My life can be based on my ability to know
Dr. Scott's Membrane Configurations Lists reformatted by Sandie Lovell for this Working Manual	

Health Kinesiology Working Manual

ECS: ELECTRO-MAGNETIC FIELD (ECS: EMF)

Deals with disturbed electric currents anywhere in the body caused by **(i)** external EMFs, **(ii)** Ψ stress, **(iii)** Physical trauma, **(iv)** Chemical trauma and **(v)** Geopathic Stress (Disturbed Earth Energy). The 600g gauss double bungers placed in the right way will draw a new electric current up the body to cancel out the disturbed electric currents.

Steps	What to ask/say	What to do
1.	Ask client to straighten their clothes if necessary	
2. Identify how many items.	Ask , "For this group of ECS: EMF there is at least one item?" ↑ "At least two?" ↑ "At least three?" etc Confirm, "So there are?" ↑	Standard ECS: EMF groups have one or two items where the second item is a reverse of the first in some way
3. Find the number of magnets	Ask , "For this ECS: EMF we are using at least 1 magnet?" ↑ "At least 2?" ↑ "At least 3?" ↑ "At least 4?" ↑ "At least 5?" ↓ Confirm , "So it's 4 magnets?" ↑ Example only	Take the number of magnets you need out of your container and place them on the floor beside the couch. Close the container down and move away from the work area
4. Find the Points verbally	(i) Ask , "For this group of ECS: EMF are we holding NLs? / NVs? / EPs? / Sed? / Act?" ↓ / ↑ As soon as you find one reflex circuit ask, "Any other reflexes?" ↓ / ↑ (ii) Ask , "For this group of ECS: EMF are we holding in just one Element?" If ↑ ask , "Element Zero, 1 or 2?" and continue through the Elements to find which one. If ↓ to just one Element ask , "Element Zero, 1 or 2?" identify and keep asking till you have at least 2 Elements then ask , "Any other Element?"	Record the Reflex/es Record the Element/s Look up the points
5. Find placement of each magnet If magnets are going onto the back plane of the body turn the client over and check the hamstrings are working, so you still have an indicator muscle.	Ask , "Are any or all the magnets going to the seat of the pain / injury?" ↑ / ↓ Ask , "Are all the magnets going on the same plane of the body?" For example - If ↑ ask , "Front plane?" ↑ "On the torso?" ↑ Ask , "Is this magnet going NS to the body?" If ↑ place it NS to the couch by the client's leg and then ask , "Is this magnet being placed vertically?" If ↑ turn it if necessary so it is lying vertically on the couch. Other possibilities for the orientation are horizontally or obliquely. Place magnet on body and ask , "Is everything about this magnet's position, polarity and orientation exactly correct?" Repeat this process for each of the magnets	Ask about the site of pain or injury first. Then if necessary, move onto establishing which plane of the body the magnets will be placed. Pick up a magnet and as soon as you establish its polarity and orientation place it that way to the couch by their leg. Scan the body for position - Pad of finger = mid-point of magnet. Use arm asking for an indicator change. An ECS: EMF item will only TL when all the magnets are in place with position, polarity and orientations of each magnet exactly correct.
6. Check the pattern of stress is correct	Ask , "Have we set this ECS: EMF up correctly?" ↑ TL with the magnets in place ↓ Turn one magnet over and break up the pattern Re-TL. Make sure you turn the magnet over again as soon as you are ready to hold the points and Re-TL.	Palm over navel (Use yours if there is a chance the magnets will be disturbed)
7. Do the correction	Hold points	Yawn, sigh, pulse
8. Check that item is done	TL with all the magnets still in place ↑ Ask , "Is this item now robust?" ↑	Palm over navel Palm off the navel
9. Check pattern for second item	Once you have either reversed the polarities of the magnets on the same plane or you have kept the Pole and Orientation of the magnets and placed them in the same position on the opposite plane, TL with the magnets in place ↓	Two possibilities (i) Reverse the poles (ii) Same level on the body, same polarity to the body and same orientation to the body but on the opposite plane of the body**
10. Final check	Ask , "Is this group of ECS: EMF now robust and complete?"	Palm off the navel

** You could swap from the front plane to the back plane or down the left side of the body to down the right side

ECS: SPIN

This correction is done for disturbances in the Energy spin and spin reversals caused by **(i) Inadequate integration** in the emotional body, inadequate integration between emotional and physical body and /or inadequate integration between the emotional and mental body, **(ii) disturbed electric currents** within the body, **(iii) biochemical imbalances** in the body, **(iv) external EMFs**, **(v) magnetic fields**, **(vi) mechanical impact** or physical shock, **(vii) Geopathic stress**, **(viii) psychological stress** and **(ix) chemical toxins**. When setting up these ECS: Spin corrections only the polarity and position of the small bar magnets are critical and all the places for an item must be spinning before it will TL. If for some reason you do not have the magnets handy you can always use your fingers.

Steps	What to ask/say	What to do
1.	Ask client to straighten their clothes if necessary	
2. Identify how many items.	Ask , "For this group of ECS: Spin there is at least one item?" ↑ "At least two?" ↑ etc Confirm by saying, "So there are?" ↑ (Can be any number of items and the number of places you are spinning the Energy for each item may vary.)	Monitor IM and put in the number of dashes leaving space to record the details of each item
3. Find the number of places you are spinning the Energy for each item	Ask , "How many places are we spinning the Energy for the first item at least 1?" ↑ "At least 2?" ↑ "At least 3?" ↑ etc. Ask , "How many places are we spinning the Energy for the second item at least 1?" ↑ "At least 2?" ↑ "At least 3?" ↑ etc. Repeat this procedure for each item	Mark asP For example - 3P
4. Find the Points verbally	(i) Ask , "For this group of ECS: Spin are we holding NLS? / NVs? / EPs? / Sed? / Act?" ↓ / ↑ As soon as you find one reflex circuit ask, "Any other reflexes?" ↓ / ↑ (ii) Ask , "For this group of ECS: Spin are we holding in just one Element?" If ↑ ask , "Element Zero, 1 or 2?" and continue through the Elements to find which one. If ↓ to just one Element ask , "Element Zero, 1 or 2?" identify and keep asking till you have at least 2 Elements then ask , "Any other Element?"	Record the Reflex/es Record the Element/s Look up the points
5. Find the tool Ask , "does it matter what we use to spin the energy?"	As your first option always use the small bar magnets – for these the polarity and position will be critical for each placement. Or you could use the LTs 'Protection from GS' and/or "Protection from EMFs'. However, if they are not available for some reason you could use your fingers. You then need to consider (i) distance off the body (ii) direction of the spin and (iii) speed of the spin. If you are finger spinning you may need helpers to hold the points.	For magnets take the required number of small bar magnets from the tin and place on the floor beside you. For the LTs only the position will be important
6. Find placement and direction for spinning the Energy Magnets NS = clockwise spin	Ask , "Are any or all the places at the seat of the pain / injury?" ↑ / ↓ If ↓ Ask , "Are all the magnets going on the same plane of the body?" If ↑ ask , "Front plane?" ↑ / ↓ etc Then scan the body Example only Ask , "Is everything about this magnet's position and polarity exactly correct?" ↑ Repeat this process for each of the places for the item. An ECS: Spin item will only TL when all the places are being spun at the same time for a specific item.	Pick up a magnet and find its polarity Scan the body for position - Pad of finger = mid-point of magnet. Use arm asking for an indicator change. Place magnet on body Record what you have found
7. Check the pattern of stress is correct	TL at navel ↓ If using the bar magnets, turn one magnet over and break up the pattern Re-TL. ↑ Make sure you turn it over again as soon as you are ready to hold the points and Re-TL ↓	Palm over navel
8. Do the correction	Hold points	Yawn, sigh, pulse
9. Check that item is done	TL with all the magnets still in place ↑ Ask , "Is this item now robust?" ↑	Palm over navel Palm off the navel
10. Other items	Repeat nos. 6 – 10 for each item	
11. Final check	Ask , "Is this group of ECS: Spin now robust and complete?" ↑	Palm off the navel

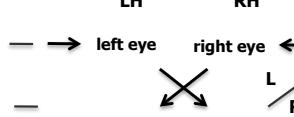
ECS: ELECTRIC CURRENT

This correction is done specifically for disturbed electric currents **caused by two or more dissimilar metals** within the body.

Steps	What to ask and say	What to do
1. Identify how many items.	Ask , "For this group of ECS: EC how many items at least one?" ↑ "At least two?" ↑ "At least three?" ↑ "At least four?" ↓ Confirm, "So there are three?" ↑ (Standard ECS: EC groups have one, two or three items – if two items the second item is often a reverse of the first by changing over the poles of the magnets)	Monitor IM and record the number of dashes leaving space to draw the magnets in position
2. Find the number of magnets	If 3 items the number of magnets may change for each item An example of testing for the number of magnets Ask , "For this first item of this ECS: EC we are using at least 1 magnet?" ↑ "At least 2?" ↑ "At least 3?" ↑ "At least 4?" ↓ Confirm, "So there are 3 magnets?"	Find the number of magnets for each item. Take the number of magnets you need out of your container and place them on the floor beside the couch. Close the container down and move away from the work area.
3. Find the Reflexes verbally	Ask , "For this group of ECS: EC are we holding NLs? / NVs? / EPs? / Sedation? / Act?" ↑ / ↓ As soon as you find one reflex circuit ask , "Any other reflexes?" ↑ / ↓	Record the Reflex/es
4. Find the Elements verbally	Ask , "For this group of ECS: EC are we holding in just one Element?" If ↑ ask , "Element Zero, 1 or 2?" and continue through the Elements to find which one. If ↓ to just one Element ask , "Element Zero, 1 or 2?" identify and keep asking till you have at least 2 Elements then ask, "Any other Element?" Confirm , "So we're holding NL 4?" ↑ Example only	Record the Element/s ECS: EC is a regular HK Energy Correction Factor so we hold the same Reflex and Element/s for each item in the group. Look up the points.
5. Find placement of each magnet	Ask , "Are any or all the magnets going in the usual place around the mouth?" ↑ Ask , "Is everything about this magnet's position, polarity and orientation exactly correct?" Repeat this process for each of the magnets An ECS: EC item will only TL ↓ when all the magnets are in place.	Pick up the magnet to go on the far cheek and find its polarity. Scan down for position from the corner of the eye - Pad of finger = top end of magnet. Use arm asking for an indicator change when your finger reaches the position required for the top end of the magnet. Place magnet on far cheek
6. Check the pattern of stress is correct	Ask , "Have we set this ECS: EC up correctly?" ↑ TL at navel ↑	Palm over navel Turn one magnet over and break up the pattern Re-TL. ↓ Make sure you turn the magnet back over again as soon as you are ready to hold the points and ReTL ↑
7. Do the correction	Hold points	Yawn, sigh, pulse
8. Check that item is done	TL with all the magnets still in place ↑ Ask , "Is this item now robust?" ↑	Palm over navel Palm off the navel
9. Check pattern for other items	If there are 2 items ask , "Are we just reversing the poles?" Otherwise check the number of magnets. TL at navel	If 2 or 3 the ones on the cheeks usually stay in the same place but one or both may reverse poles, position of third magnet usually moves.
10. Finally	Ask , "Is this group of ECS: EC now robust and complete?"	Palm off the navel

TEB – TISSUE ENERGY BALANCE

The TEB correction releases Energy blocked in the physical tissues and so 'balances' the Energy flowing through the tissues allowing nutrients in to feed the cells or toxins to be released. Tissue Energy Blocks necessitating a Tissue Energy Balance correction are caused by one or more of the following - **(i) physical trauma** either injury, surgery, jar to the body and /or difficult birth (lack of oxygen), **(ii) psychological stress, (iii) startle or physical shock** and / or **(iv) emotional shock (bad news)**.

Steps	What to ask/say	What to do
1. Check for IM	Ask client to bend their leg nearest you at right angles so Check quads are working.	Because the client's hands will both be busy you need an alternative IM for the TL.
2. Identify how many items.	Ask , "For this group of TEB there is at least one item?" ↑ "At least two?" ↑ "At least three?" ↓ (Standard TEB groups always have even numbers and the second item is a reverse of the first)	On the top line write LH and RH Record the number of dashes below
3. Find the Reflexes verbally	Ask , "For this group of TEB are we holding EPs? / NLs? / NVs? / Sed? / Act?" ↓ / ↑ Then ask , "Any other Reflexes?" ↓ / ↑	Record the Reflex/es
4. Find the Elements verbally	"For this group of TEB are we holding in just one Element?" If ↑ ask , "Element Zero, 1 or 2?" and continue through the Elements to find which one. If ↓ to just one Element ask , "Element Zero, 1 or 2?" identify and keep asking till you have at least 2 Elements then ask, "Any other Element?" Confirm , "So we're holding EP 5?" ↑ Example only	Record the Element/s. The TEB is a regular HK Energy Correction Factor so we hold the same Reflex and Element/s for each item in the group. Look up the points
5. Find the placement of the hands	Must use the client's hands to highlight the stress For example: Ask , <ul style="list-style-type: none">• "Is the left hand going to the seat of the pain / injury?" If ↑ ask , "Would you place hand over the area please?" Then ask , "Is everything about this hand its position and its orientation exactly correct?" ↑ <ul style="list-style-type: none">• If ↓ to the hand going to the seat of the pain/injury ask, "Is the left hand going on the front plane of the body?" etc Scan the body to find placement of hand. Once client has placed their first hand in a specific place ask , "Is everything about this hand - its position and its orientation exactly correct?" Now ask , "Is the right hand with the left?" ↓ / ↑ <ul style="list-style-type: none">• If ↑ ask, "On top of it?" ↑ / ↓ "Underneath it?" ↑ / ↓ "Below it?" ↑ / ↓ "Above it?" – would be ↑• If ↓ to the right hand going with the left, ask which plane and trace as above. Ask , "Is everything about this hand - its position and its orientation exactly correct?" ↑	Ask about the hand furthest away from you first Ask for indicator change and trace with finger looking for where the midpoint of the palm will be placed.  If you need to turn the client over check the hamstrings are working.
7. Check the pattern of stress	TL at navel ↓	Place your hand over either your navel or the client's navel and TL using the client's quads or hamstrings
8. Do the correction	Hold points	Yawn, sigh, pulse
9. Check that item is done	TL at navel ↑ Ask , "Is this item robust?" ↑	Place your hand over either your navel or the client's navel and TL using the client's quads
10. Check pattern for second item	Ask , "Would you change your hands over?" TL at navel ↓ Check if Left hand/arm is over the Right or the Right hand/arm over Left when swapping hands from homo-lateral to cross-lateral.	Reverse the hands
11. Do item	Hold points	Yawn, sigh, pulse
12. Final check	Ask , "Is this group of TEB robust and complete?" ↑	Palm off the navel

Very, very occasionally you might get a non-standard TEB for a 'special client' mark it as TEB* in the ECF column to indicate you are aware you are doing a non-standard.

SET: Allergy / Detox

For SET: Allergy we are building a complex pattern where all the patterns within the complex pattern are dealt with at the same time. Each substance placed on CV 6 will TL ↓ at TW 21 (with the exception of some substances that the client may need to sniff) and the complex pattern will also TL ↓. Hold all the End Points (EP) in HK sequence. **This ECF deals with an energetic disturbed reaction/s at tissue level.** After the correction is finished the body will now **recognize** what it should do with a specific substance and it also sparks off a detox to off-load the toxic levels of the substances that may have been stored in the body.

A disturbed reaction to a NUTRIENT means the body is not recognizing it **NEEDS** the substance so deals with it inappropriately i.e. the nutrient is not delivered to or taken up by the cells and is either stored inappropriately** and / or excreted. A disturbed reaction to a TOXIN means the body is not recognizing that it **DOES NOT NEED** the substance and so instead of the eliminative systems breaking it down and excreting the toxin safely, it is stored in the body. **The need for supplementation may be less as the body uses the stored nutrients instead so if you have Adjunctive: Nutrition coming up with the body of work check this possibility.

SET: Allergy / Detox

Steps	What to ask and say	What to do
1. Double check	<p>a) Ask, "Is this the most appropriate and most beneficial correction we could be doing for you right now? ↑</p> <p>b) Ask, "Is there any reason why we should not do this correction now?" ↓</p>	
2. Always one item but with a number of substances.	<p>Ask, "For this SET: Allergy / Detox how many substances are we using, at least 1?" ↑ etc.</p> <p>(Can be any number of substances)</p>	You are looking to build a complex pattern where all the substances TL ↓
3. Points	<p>We always hold all the END POINTS in HK sequence</p> <p>Check any potential helpers for Energy Permission for them to help hold the points otherwise they may have a correction done for all or part of the complex pattern for which you are re-tuning the Energy. As it will be out of their Energy priority and the correction could have adverse side effects.</p>	Balance any potential helpers first then check it is ok for them to help
4. Find the substances verbally	<p>Ask, "Any foods?" go the food list Lists WM 5. Ask, "Something from one or more of my kits?" Ask, "Any drugs?" Ask, "Any chemicals?" Ask, "Dust?" The order you find the substances in is immaterial as all must be in place to create the complex pattern. **Ask, "A Body Substance?" If ↑, "One of the usual?" (If ↑, check through blood, saliva, urine, ear-wax, hair, nails, secretion.)</p>	<p>Make a list of what you have available and work your list.</p>
5. Check you have an allergic response i.e. An energetic disturbed reaction to the substance	<p>TL TW 21 (next to the top of the ear to the front) in the clear. ↑</p> <p>Place identified substance on CV 6 and Re-TL TW 21 if it TLs ↓ there is a disturbed reaction. Repeat for each individual substance</p> <p>If the substance would normally be sniffed the client may need to sniff it for it to TL ↓ at TW 21.</p>	<p>If client is having to sniff the substance have them sniff it before you hold each Element.</p>
6. Check complex pattern	Place all the substances on CV 6 together and recheck TW 21 ↓	Confirmation the complex pattern is correct.
7. Do the correction	<p>Hold the End Points in HK sequence. After each Element ask,</p> <ul style="list-style-type: none"> ▪ "Have we held these points for long enough?" ↑ ▪ "Any further benefit in holding them for longer?" ↓ 	Yawn, sigh, pulse
8. Check complex pattern	After you have held all the End Points recheck TW 21 with all the substances still on CV 6 ↑	
9. Check that the SET: Allergy/Detox is complete & if there is a need to avoid the substance(s).	<p>Ask, "Is this SET: Allergy /Detox now robust and complete?" ↑</p> <p>Then check if you need any further information – adjunctive: Nutrition: such as client to avoid a substance(s) for an amount of time? Gradual reintroduction of the substance?</p> <p>Finally ask, "Anything else we need to know about this?"</p>	If any helpers have been involved check for any further HK work required for them.

SET: TOLERANCE

For SET: Tolerance we hold all the Neurolymphatic Points in HK sequence. Anyone can help hold the points providing they are Energy balanced and if they piggyback on the correction it raises their tolerance levels as well. When raising tolerances using this correction the number of substances placed in the body tend to be quite small, often only one or two but rarely more than 3 substances. SET: Tolerance corrections do not TL ↓. **The substance in itself does not stress the body.** The reason for doing the correction is to raise the tolerance levels to an acceptable level so that they are not challenged on a regular basis. We all have tolerance levels to everything we come into contact with and these tolerance levels vary from day to day depending on how we are feeling. Once we have dealt with the disturbed reaction it takes time for the body to build reasonable tolerance levels to a substance.

The symptoms of allergy (bio-energetic disturbed reaction) and intolerance are the same. The difference is where they are affecting. **A bio-energetic disturbed reaction is an altered Energy response (disturbance) at tissue level whereas tolerance is a metabolic issue - how much of a substance can the body handle at any given time without reacting to it.**

- TOLERANCE TESTING FOR VOLUME OF SUBSTANCES (TLs at AXIS/ATLAS JUNCTION, put your hand under the back of their head where it meets the neck for the top of the spine, with substance on CV6 keep adding till TL ↓ - This only gives tolerance level for that substance at that moment.
- When **checking the Tolerance Level** for a particular substance you must **be using the actual substance** on CV 6, but for a Tolerance Correction you can use either the substance or a homeopathic potency of it.
- The most important thing to remember and tell your clients is that our Tolerance Levels vary from day to day and they drop when we are under stress whether the stress is physical, emotional or mental. **So, if the client is feeling below average then they need to back off for a short period Of time from eating foods or using substances that were previously a problem.**

SET: TOLERANCE

Steps	What to ask and say	What to do
1. Identify how many substances.	Ask , "For this SET Tolerance we are using at least 1 substance?" ↑ "At least 2 substances?" ↑ etc. (Usually a very small number, up to 3 substances. We are only highlighting a simple pattern)	Monitor IM and record the dashes in Item / Other Factors column
2. Points	We always hold all the Neurolymphatic Points in HK sequence Potential helpers will either benefit from helping or there will be no change for them	Do balance the helpers first
3. Find the substances verbally	If you have previously done an SET: DR either in the current session or a previous session ask about those substances first. Otherwise check out No 4 on the previous page. The order you find them in is immaterial as we place them on together to do the correction	Make a list of what you have available and work your list
4. Pattern is not stressful	As we are simply raising the Tolerance Level to a substance that the body recognizes the substances will not TL ↓	
5. Do the correction	Hold the NLs in HK sequence with the substance on CV 6. After each Element ask , "Have we held these points for long enough?" ↑ "Any further benefit in holding them for longer?" ↓ If substance would normally be sniffed the client may need to sniff it to activate the vibrational pattern.	If client is having to sniff the substance have them sniff it before you hold each Element.
6. Final Check	Ask , "Is this SET: Tolerance now robust and complete?" ↑ Also check whether or not they need to avoid or limit said substance/s for a period of time. Ask , "Are we talking calendar time?" ↑ / ↓ "Activity time?"	

We all have tolerance levels to everything we come into contact with and these tolerance levels vary from day to day depending on how we are feeling.

Adjunctive: NUTRITION

Unless you have a Nutrition Certification you are not covered by HK insurance to give advice on supplements.

However, many of the suggestions below could be helpful for your clients. **Say** "This information will help you to decide what is best for your body. You might like to try it for 6 weeks or so and see how you feel." The questions to ask:

Gross diet?	
Something to exclude / include or decrease / increase – e.g. protein, vegetable, fruit, carbohydrate, condiments, sweeteners? (NB - all artificial sweeteners are poison!)	
Food combining?	Digestion time and conscious eating?
Times of meals?	Colour and tastes combination of the food?
Intermittent Fasting?	Food storage?
Where they eat?	Cookware? Stainless steel, glass, stone ground surface
Ritual at table?	How it is prepared? – With love?
Cell Salts	

VITAMINS	Macro Minerals Essential minerals	Other Trace Elements needed in very small quantities
Vitamin A (Beta carotene)	Calcium	Arsenic
Vitamin B1 (Thiamin)	Chloride	Barium
Vitamin B2 (Riboflavin)	Magnesium	Bromine
Vitamin B3 (Niacin)	Phosphorus	Fluorine
Vitamin B6 (Pyridoxine)	Potassium	Lithium
Vitamin B12 (Cobalamin)	Silica	Nickel
Vitamin B13 (Orotic Acid)	Sodium	Rubidium
Vitamin B15 (Pangamic Acid)	Sulphur	Strontium
Vitamin B17 (Laetrile)		
Biotin (Coenzyme R or Vitamin H)	Micro Minerals Essential Trace Elements	Toxic Minerals
Vitamin C	Cobalt	Aluminum
Vitamin D	Copper	Beryllium
Vitamin E	Chromium	Bismuth
Vitamin F	Iodine	Cadmium
Folic Acid	Iron	Copper
Vitamin K	Manganese	Lead
Vitamin P	Molybdenum	Mercury
PABA	Selenium	Nickel
Vitamin T	Zinc	
Vitamin U		

Adjunctive: Magnets: Wearing magnets (small silver bullets) to either slow down or speed up the healing of some tissue area or bone.

A magnet placed with South Seeking to the body will calm the energy down and allow the body to heal more slowly if that is what is the most appropriate while a North Seeking to the body will speed up the process of healing.

(a) Test where the magnet/s are to go on the body **(b)** Which polarity to the body? **(c)** For how long – minutes / hours per day? **(d)** Counting in calendar time or activity time for when the magnets are to come off entirely.