

Unlocking Potential: The Impact of Qi Coils and the Frequency Method on Neurodivergent Children During the COVID-19 Pandemic

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Abstract

This study examines the use of the Frequency Method in teaching children with ADHD and autism spectrum disorder (ASD). Through case studies, the authors describe progress in academic skills, concentration, and leadership. Instruction is adapted to children's individual needs, strengths, and learning preferences. The work took place during the COVID-19 pandemic, when conventional teaching faced substantial disruption. The authors report positive outcomes under the guidance of Jossie Gallizia and David Wong.

1. Introduction

Children with ADHD and autism may experience difficulties with attention, comprehension, and self-regulation in conventional classrooms. The Frequency Method is presented as an individualized teaching approach that combines sound frequencies and electromagnetic technology with tailored learning activities. The case studies describe progress in mathematics, focus, and collaboration, including examples of pupils who later helped teach their peers.

2. Methodology

2.1 Use of selected sound frequencies

Frequency selection. The approach uses selected sound frequencies, described in the paper as quantum frequencies. They are chosen with reference to research into possible effects on cognitive functioning, attention, and relaxation.

Personalization. Frequencies are adjusted to each child's neurological profile, preferences, and learning requirements, with the aim of finding suitable frequencies for the individual.

Delivery. Qi Coils are used to transmit the frequencies. According to the study, the technology is intended to influence cellular and neurological functions. Devices are positioned in the learning environment so children are exposed during educational activities.

2.2 PEMF therapy using Qi Coils

Pulsed electromagnetic fields. PEMF (Pulsed Electromagnetic Field Therapy) is included in the method. The paper describes Qi Coils as emitting electromagnetic fields coordinated with the selected sound frequencies, with the aim of stimulating neural activity and supporting learning.

Synchronization. The electromagnetic frequencies are synchronized with the sound frequencies. The authors describe this combination as intended to support brain function and cognitive

processes.

Non-invasive application. The method is described as non-invasive and designed for use during lessons without physical procedures.

2.3 Alternative approaches to mathematics instruction

One component teaches arithmetic calculations from left to right, following the direction in which children learn to read. The authors present this as a way of making calculations more intuitive and accessible. This teaching approach is combined with the other components of the Frequency Method.

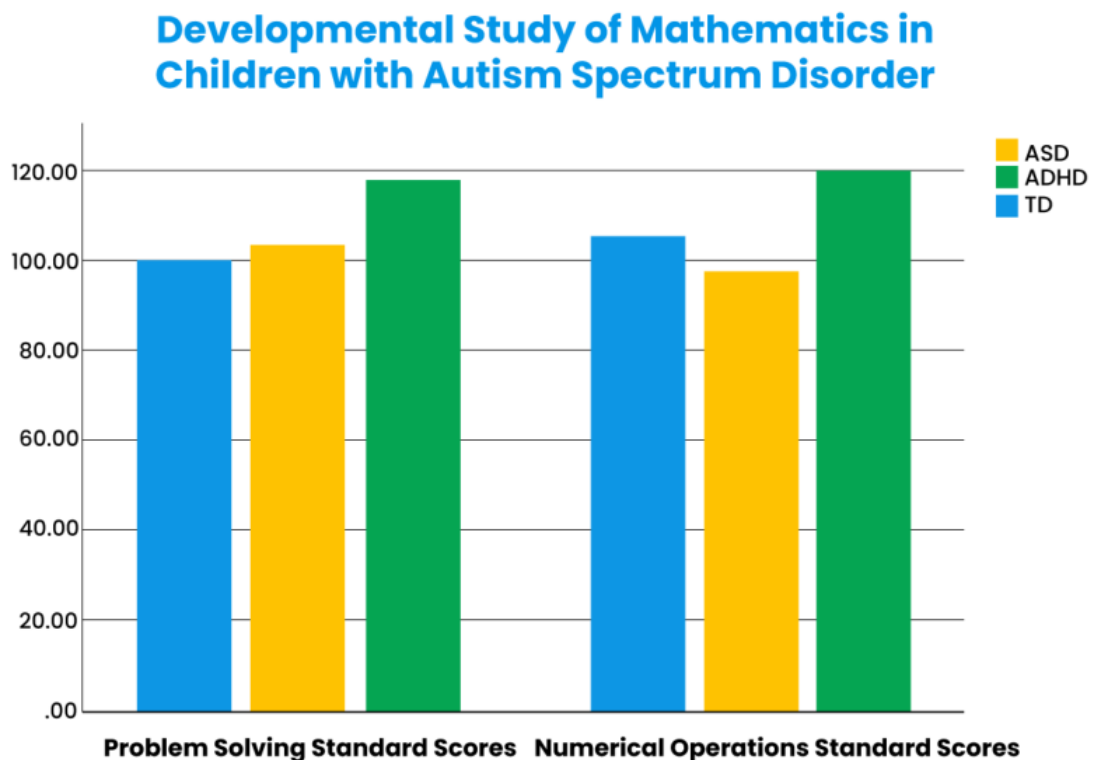
2.4 Data collection and analysis

Initial assessment. Academic skills, cognitive abilities, and neurological profiles are assessed before the program begins. Ongoing monitoring. Information on academic progress, attention, and emotional well-being is collected throughout. Statistical analysis. The information is analyzed to evaluate learning and mental well-being. Feedback. Input from children, parents, and educators is used to refine instruction.

3. Results

3.1 Development of mathematical skills

The study describes some neurodivergent children gaining skills in mathematics topics normally introduced in later grades. The authors connect this progress with instruction that encourages curiosity and exploration. The chart compares standard scores in problem solving and numerical operations for groups labeled ASD, ADHD, and TD.



Developmental Study of Mathematics in Children with Autism Spectrum Disorder

Chart from page 6 of the original document: mathematics standard scores.

3.2 Improvements in attention and comprehension

The authors report improvements in attention and understanding through personalized activities and interactive teaching. The GARS chart presents values for four participants at baseline, pre-test, post-test, and follow-up.

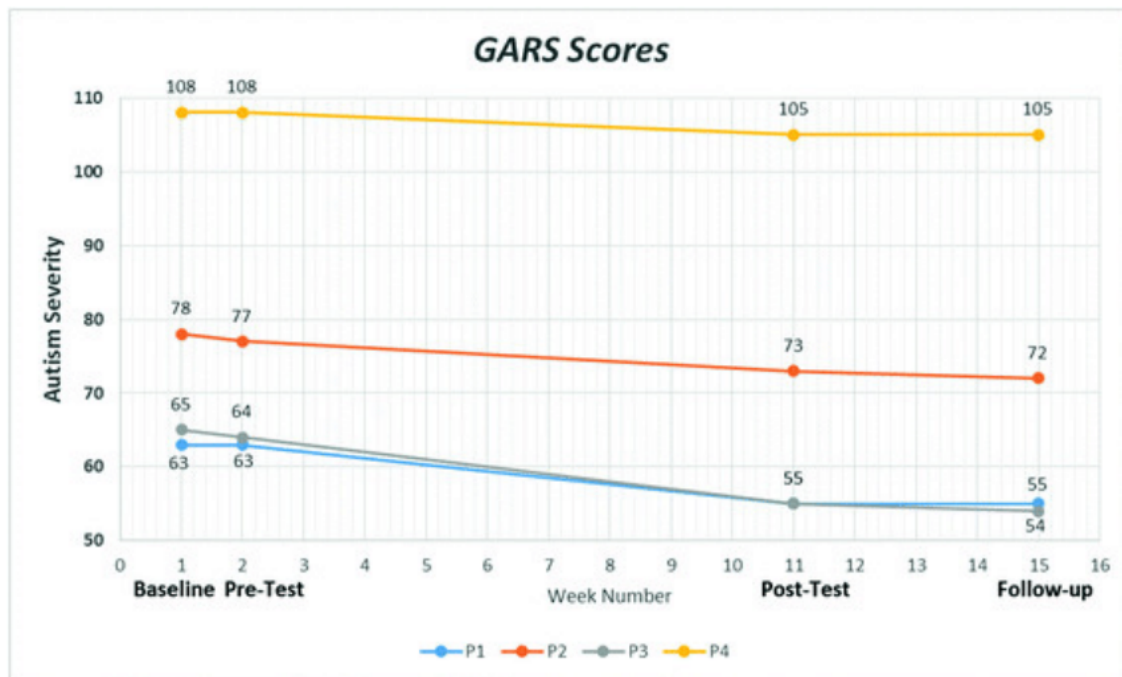


Chart from page 7 of the original document: GARS scores over time.

3.3 Collaboration and leadership skills

Pupils are encouraged to share their knowledge with one another. The study describes some children moving from learning difficulties to helping their classmates. The authors emphasize gains in confidence, cooperation, and leadership.



Illustrative photograph from page 7 of the original document.

4. Case Studies

4.1 A seven-year-old girl with autism

The study describes a seven-year-old girl who experienced restlessness and difficulties concentrating. With personalized guidance and affirmations, she reportedly developed stronger self-regulation, greater participation in learning activities, and progress in academic and social skills.

4.2 Increasing attention span to 15 minutes

Some children with ADHD are described as increasing their attention spans from a few seconds to as much as 15 minutes. The authors also report better management of distractions and more active participation in lessons.

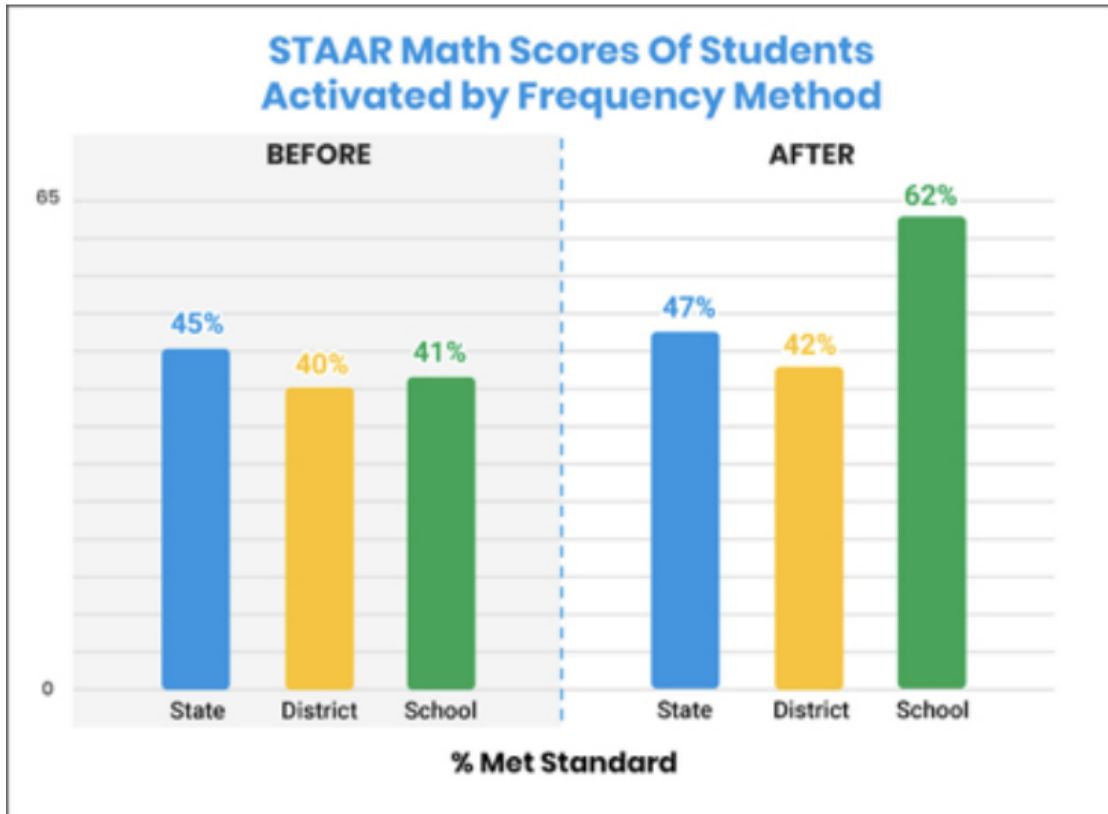
4.3 Academic outcomes

The authors report that some pupils moved from low achievement to very high results. The document states that failures were reduced by up to 73% and that pupils were 59% more likely to outperform their peers. The charts compare outcomes before and after use of the Frequency Method.

5. Mathematics Assessment Results

5.1 STAAR results before and after the Frequency Method

The chart on page 9 gives the percentages meeting the standard before the method as 45% at state level, 40% at district level, and 41% at school level. The corresponding after values are 47%, 42%, and 62%. The school-level increase shown is therefore 21 percentage points.



h above showed a clear difference in performance before and af
Chart from page 9 of the original document: STAAR results before and after.

5.2 Progress among a group of 26 students

The study describes a group of 26 pupils. Initially, 15 were in the bottom 20% and none were in the top 1%. After four months, the chart places 15 pupils in a category labeled “81%+.” The authors also state that 92% of the group performed within the top 10% two years later.

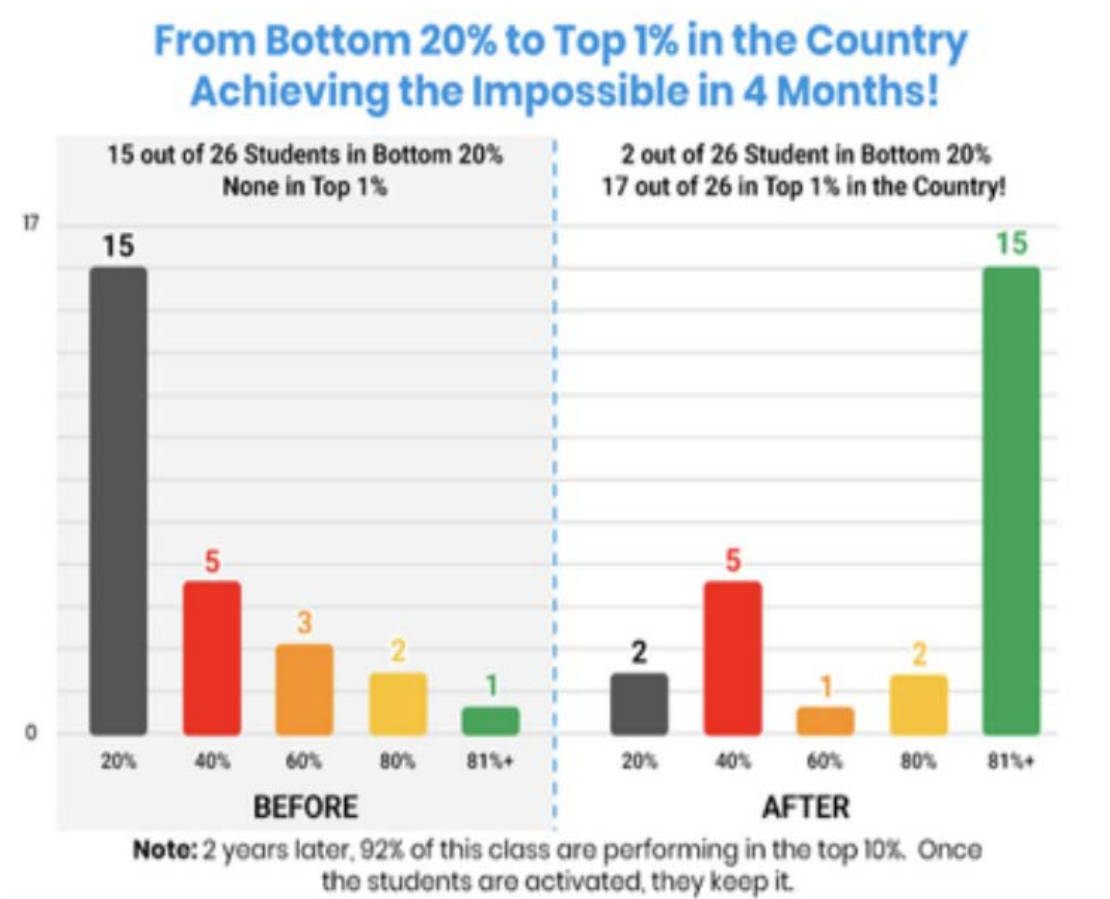
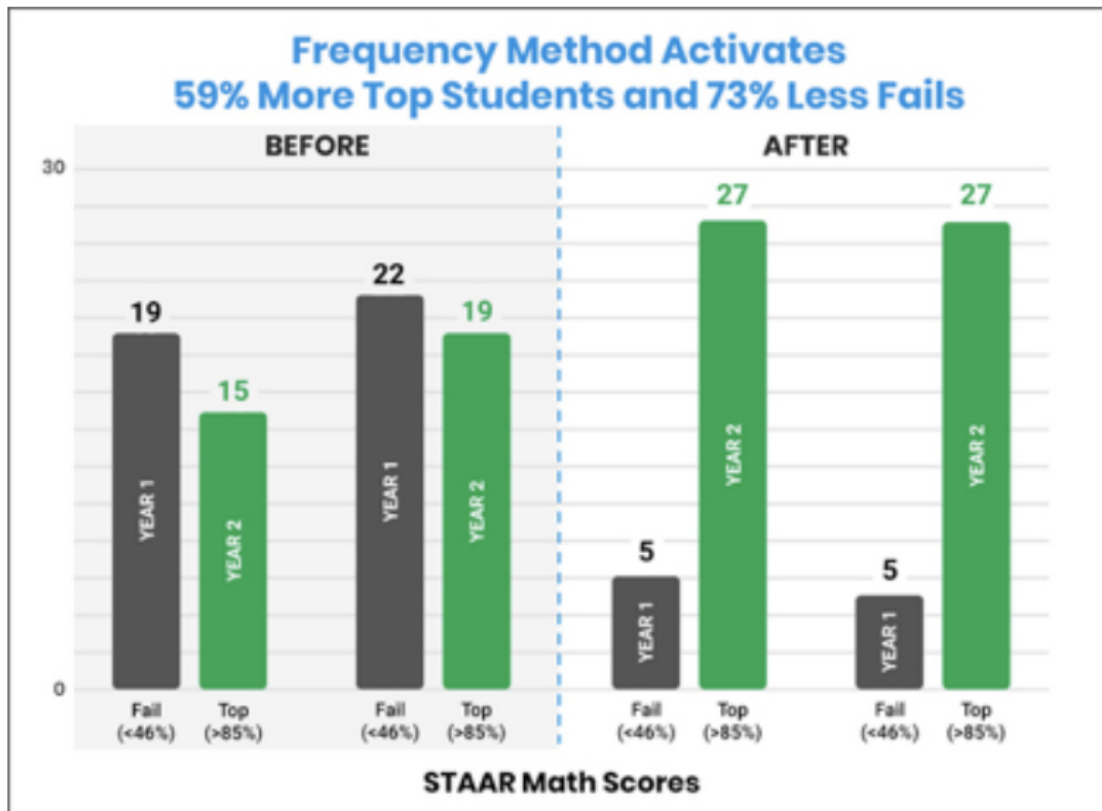


Chart from page 9 of the original document: distribution of student results before and after.

5.3 Fewer failures and more high-achieving students

The chart on page 10 compares counts of pupils with low and high mathematics results over two school years. The authors summarize the changes as up to 73% fewer failures and 59% more high-achieving pupils.



through the frequency method, performance improvement can be seen a

Chart from page 10 of the original document: STAAR mathematics outcomes.

5.4 Long-term results after two years

At a two-year follow-up, the chart on page 11 shows the following STAAR algebra values: state 46, district 40, Frequency Method class 89, and regular class 14. The authors describe the findings as sustained progress after the original teaching period.

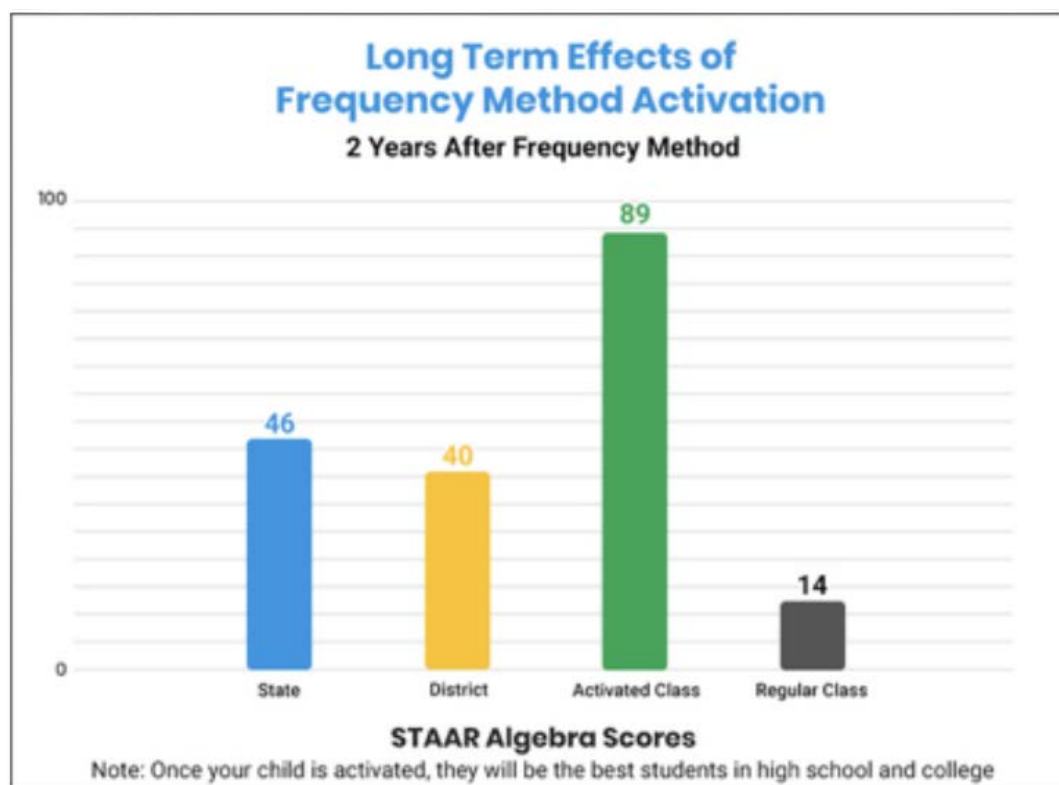


Chart from page 11 of the original document: algebra results after two years.

6. Discussion

The authors discuss how the case studies may contribute to a different understanding of learning among neurodivergent children. They emphasize individual needs and the importance of adapting teaching rather than relying on one common model. The results are presented as examples of development in academic, cognitive, and social skills.

7. Conclusion

The study concludes that the Frequency Method has contributed to positive learning experiences and academic development among neurodivergent children, particularly those with ADHD and ASD. The authors describe the combination of personalized instruction, sound frequencies, PEMF technology, and alternative mathematics techniques as a possible part of a more inclusive educational approach.

8. References and Research Background

8.1 Sound and music

The original document cites work on music and the stress response (Thoma and colleagues, 2013), music for insomnia (Jespersen and colleagues, 2015), and social robots in music teaching for autistic children (Taheri and colleagues, 2016).

8.2 Frequency therapy

References include a case report on electromagnetic treatment and EEG signal complexity in Alzheimer's disease (Tegeler and colleagues, 2015), research on pulsed electromagnetic fields and motor recovery following spinal cord injury (Diniz and colleagues, 2016), and publications concerning electromagnetic fields, health, and play therapy for children with autism.

8.3 PEMF therapy

The document also refers to research on PEMF and brain function in neurological and mental conditions (Rohan and Parand, 2018) and on electromagnetic fields in biological signaling and tissue repair (Pilla and colleagues, 2012). The authors present these publications as starting points for further reading.