

Talking Points & Resources

Hello Pathways Connect Group Participants,

Preliminary note: There is no wrong way

To run your Pathways Connect Gathering, the steps below are to help guide you. However, we encourage you to embrace the flow of your gathering and allow for your meeting to take on its own momentum in whatever direction it might go.

Step 1: Select topics

Prior to your group gathering, find and select one or more of the magazine articles that you found interesting and want to share. Pick topics that make you passionate, as these are the easiest to talk about and spark discussion.

Step 2: The Gathering

Welcome everyone present in the group and ask each person to introduce themselves and share a little about themselves. Be sure to share about yourself as well.

Step 3: Introduce the topic

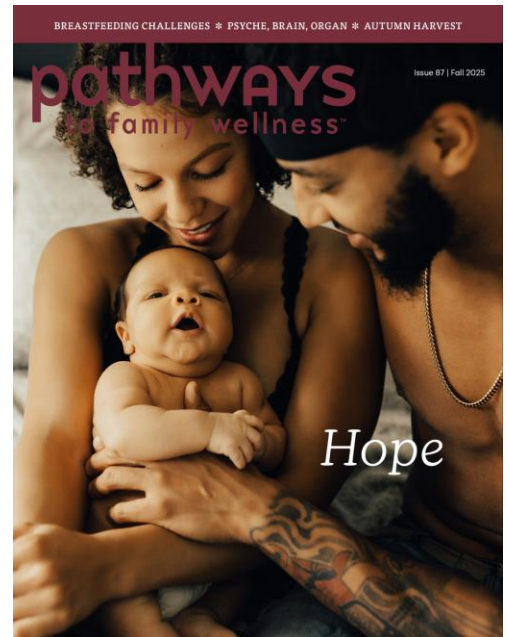
Share with the group your topic and why you chose it, why it interests you, and the importance you see in it. Summarize the article (some article summaries are provided below). You can read the entire article or article summary out loud to your group and share your thoughts at this time.

Step 4: Encourage conversation

We provide questions after each summary section that will help people to engage. Make use of these questions or devise your own.

Step 5: Make the chiropractic connection

At the end of each article summary are notes about how this topic relates to chiropractic. If you utilize these meetings to educate parents on the importance of chiropractic care you will be benefiting your office growth and the health of your community!



PW Issue #87 Introduction: Hope

The Promise of a New Paradigm

Our expectations are the foundation of the future. Let them be hopeful!

This issue of *Pathways—Hope*—marks a moment when science, culture, and education begins to turn toward truth, beauty, and wisdom. From the empirical mapping of the psyche-brain-organ connections in health, to the rediscovery of the organic blueprint of childhood education, a new, healthful paradigm is now unfolding. It seeks not to pit us against each-other or against Nature, but recognizes the common, living potential expressed in each of us. It honors the nervous system as an intelligible bridge between perception and physiology, showing us how emotions, relationships, and environment weave directly into our biological function and health.

Across these pages, you'll read of teachers, doctors, and parents who are entering this emerging science paradigm in real time. You'll meet voices calling for deeper honesty in scientific research, and for education to reflect what children's growing bodies and brains truly need, and how a healthcare system can emerge built on trust for life rather than fear of each other.

Together, these currents form a single, resonant theme: when we restore logic and integrity to our science, education, and healthcare, we restore hope to our humanity and relationships.

Hope is not the absence of struggle in life—it's the relinquishing of old beliefs for the greater simplicity of the living present moment, filled with potential. It's what emerges when our knowledge guides us to listen inwardly to the living wisdom which we can choose to trust, each moment of every day.

The future of health, education, and culture is not built on belief and control; it's built on connection, awe, and hope. When we align our science with the pursuit of truth—rather than the enculturation of beliefs, and when we honor a conscious model of health—rather than a mechanistic model of “machine-maintenance”, a brighter horizon appears. In this world, families thrive not because they conform to authorities beliefs, but because they are free and encouraged to live in harmony with the greater authority of life's innate, adapting, and changing design.

Welcome to Issue 87.

A celebration of *Hope*—the intelligence of life rediscovered, the science of connection renewed, and the promise of a new paradigm made visible through us all.

PW #87 Talking Points, Group Questions, and the Chiropractic Connection

Taking the Step Redefining Parenting Success By Jackie Kelleher

In a world brimming with parenting advice, it's easy to lose sight of one's own wisdom. Jackie Kelleher's heartfelt article offers a gentle reminder: there is no universal "perfect parent." There is only the evolving, adaptive, loving presence that grows alongside a child.

Parenthood, she writes, is not a performance—it's a practice of self-trust. Yet many new parents quickly inherit invisible checklists: sleep schedules, feeding charts, expert opinions, and cultural expectations that define success from the outside in. Social media magnifies this pressure, offering curated lives and polished theories that, while well-intentioned, can drown out our intuitive knowing.

Kelleher invites parents to pause and celebrate what's working. To recognize that success is not measured by perfection but by connection: Did I meet my baby's needs in a way that honors both of us? Did I listen to my instincts, adapt to the moment, and show up authentically? Each of these is a victory.

The shift comes when we use external input as **tools, not rules**. Advice, even expert advice, becomes valuable only when it serves the reality of your family—not when it defines it. What fits one family may not fit another, and what fits today may not fit tomorrow. As she beautifully puts it, "Parenting is about adaptation. Nothing is static."

Letting go of the impossible ideal opens space for grace. The goal isn't to get it all "right," but to stay in honest relationship—with your child, your partner, and yourself. When we release the performance and return to presence, parenting becomes what it was always meant to be: a living, breathing journey of discovery.

Questions for Consideration

- What messages have shaped your idea of a “successful” parent?
 - How has comparison—online or otherwise—affected your confidence or intuition?
 - In what ways can you begin celebrating what’s already working in your family?
 - Have you ever felt pressure to meet someone else’s definition of success? How did that feel?
 - How do you decide which advice or guidance truly fits your family?
 - What would parenting look like if you trusted your instincts first, and consulted others second?
 - How might redefining success change the energy in your home or your relationship with your child?
-

The Chiropractic Connection

Chiropractic care reminds us that the body—like parenting—is a dynamic, adaptive system. Both require trust in an innate intelligence that continually responds to life’s stresses and changes. Just as the nervous system shifts and recalibrates with each adjustment, parents learn, respond, and realign through each new phase of their child’s growth.

Subluxations can arise when we live under chronic pressure—whether from physical stress or emotional strain. By restoring alignment and nervous system balance, chiropractic care helps release that tension, allowing parents to reconnect with their natural rhythm and intuition.

In parenting, as in chiropractic, true success isn’t about control—it’s about coherence. When parents are clear, calm, and connected, their children feel it. Each adjustment, like each conscious choice, becomes a step toward a more present, peaceful, and resilient family.

Feature

Breastfeeding Challenges—A Window to Your Baby's Brain

By Lynn Gerner, DC

For Dr. Lynn Gerner, supporting the breastfeeding relationship is more than helping babies feed—it's about helping them live with ease. Drawing from years of clinical and teaching experience, she reveals how the same neuro-biomechanical patterns that create early feeding difficulties can echo throughout a child's life, influencing neurological, emotional, and developmental outcomes.

Breastfeeding challenges are rarely “just about feeding.” They are often the earliest signs of strain or misalignment at the cranial base and upper cervical spine—areas that house the vital cranial nerves responsible for swallowing, tongue movement, digestion, and emotional regulation. When these structures are stressed during birth or remain unresolved afterward, the baby may struggle to nurse comfortably, digest properly, or settle into a calm, connected state.

Dr. Gerner invites us to see these early struggles not as dysfunctions, but as messages from the nervous system. The act of breastfeeding itself is one of the first expressions of **Polyvagal safety**—skin-to-skin nourishment that tells the infant: *You are safe, you are held, you are home.* When feeding becomes painful or difficult, that message of safety can be disrupted, imprinting patterns of tension and protection that may later manifest as sensory issues, emotional dysregulation, or learning challenges.

Through her explanation of the **atlanto-occipital junction**—where the skull and spine meet—Dr. Gerner connects anatomy to experience. Misalignment here can affect the vagus nerve (influencing digestion and calm), the hypoglossal nerve (tongue function and latch), and the glossopharyngeal nerve (swallowing). The result can be reflux, colic, difficulty nursing on one side, or restless sleep. Left unresolved, these same distortions may interfere with the brain's sensory integration, leading to developmental and behavioral challenges later in childhood.

Her call to action is simple and profound: early chiropractic care is early intervention. Gentle, skilled adjustments in infancy not only restore ease to the breastfeeding relationship but may also prevent long-term neurological imbalances. In Dr. Gerner's words, the goal is not only to save breastfeeding—it's to *elevate that baby for life.*

Questions for Consideration

- What experiences have you or those close to you had with breastfeeding challenges?
 - How does it change your perspective to see feeding difficulties as nervous system signals rather than mechanical problems?
 - What emotions arise when considering that early patterns of safety and regulation are learned through touch, feeding, and connection?
 - How might unresolved birth stress or cranial tension influence a baby's ability to nurse and bond?
 - What role does the vagus nerve play in emotional safety—for both infants and parents?
 - How can prenatal and postnatal chiropractic care help prevent or address feeding-related challenges?
 - What does it mean to view breastfeeding not just as nutrition, but as neurological communication?
-

The Chiropractic Connection

Chiropractic care bridges the gap between structural alignment and neurological function—two inseparable aspects of early life. The newborn's spine and cranium, made largely of cartilage, are exquisitely designed to move and adapt during birth. Yet even gentle births can create tension patterns that interfere with the cranial nerves responsible for suckling, swallowing, and soothing.

By addressing subluxations at the **atlanto-occipital** and **sphenobasilar** junctions, chiropractic adjustments restore the natural rhythm of cerebrospinal fluid flow and relieve pressure on vital brainstem pathways. This supports the infant's ability to feed efficiently, digest comfortably, and regulate their state of calm and connection.

Every adjustment during this delicate time is more than mechanical—it's relational. It helps the baby integrate the birth experience, reinforces the message of safety, and strengthens the neurological foundation for learning, communication, and trust. When chiropractic care supports the early mother–infant bond, it doesn't just help breastfeeding—it shapes the trajectory of a child's health, connection, and potential for life.

Staying the Course What Good is Recess?

By Peter Gray, PhD

Thomas Jefferson once wrote that recreation is “more necessary than reading,” yet the modern education system seems to have forgotten that wisdom entirely. In this provocative article, psychologist Peter Gray exposes how U.S. schools—despite decades of research—continue to treat children’s playtime as expendable, prioritizing standardized test performance over genuine learning and well-being.

Gray traces this decline to the early 2000s, when federal mandates like *No Child Left Behind* tethered school funding to test scores. In the years that followed, administrators across the nation began slashing recess time, believing—without evidence—that longer hours of instruction would yield better results. The opposite has proven true. Research consistently shows that reducing or eliminating recess not only fails to improve academic performance—it increases stress, damages attention and emotional regulation, and erodes the very qualities that make learning possible: curiosity, joy, and connection.

The data Gray presents are striking. In schools where children received multiple 15-minute recesses each day—as in Texas’s **LiINK Project**, inspired by Finland’s educational model—students showed profound improvements: lower cortisol levels (a marker of stress), greater focus, empathy, physical health, and even higher standardized test scores. Meanwhile, children in traditional programs, confined to a single brief recess or none at all, displayed *triple* the stress hormone levels and diminished classroom performance.

Despite such findings, the educational establishment has largely ignored them. As Gray bluntly observes, one of the most unifying traits among policymakers is their *imperviousness to research*. The system continues to double down on a failing model—more worksheets, less movement, more diagnoses, and more medication—while neglecting the neuroscience that confirms play as the brain’s natural mode of learning. Recess is not a luxury. It is biology.

Gray closes by reminding readers that education, in its truest sense, is not about producing compliant test-takers but nurturing whole, adaptive human beings. Nature designed children to learn through movement, imagination, and freedom—not confinement. When we restore recess, we don’t take time away from learning—we restore the brain’s capacity for it.

Questions for Consideration

- What beliefs about learning and productivity might cause schools to undervalue play?
 - How do the findings from the LiINK Project challenge common assumptions about test scores and instruction time?
 - Why do you think educational policymakers have been resistant to decades of clear research on the benefits of recess?
 - What parallels can you draw between play, creativity, and the ability to adapt to stress?
 - How might the suppression of movement and autonomy in schools contribute to the rise in anxiety, ADHD diagnoses, and behavioral challenges?
 - What would an education system look like if it truly aligned with child development and neuroscience?
 - How could parents, teachers, and communities advocate for change—starting with recess?
-

The Chiropractic Connection

Chiropractic philosophy holds that movement is life—and that the freedom of motion within the spine reflects the freedom of expression within the nervous system. Dr. Gray’s article mirrors this truth on a societal level: when children are deprived of physical freedom, their nervous systems contract into defense, mirroring the very subluxations chiropractors correct in the body.

Just as play restores adaptability and coherence to a child’s developing brain, chiropractic adjustments restore adaptability to the body’s master communication system. Both recognize that health is not achieved through control, but through trust in innate intelligence. Recess is a form of nervous system regulation—it allows the brain to integrate, reset, and reengage.

By supporting natural movement and alignment, chiropractic care honors the same principles that neuroscience confirms in play: that health and learning flourish in safety, rhythm, and freedom. When we champion recess—and regular adjustments—we affirm that life thrives when the body and mind are allowed to move as nature intended.

Staying the Course
Vaccine Science Series
By Various Authors

At its heart, this piece isn't about controversy—it's about establishing the use of clear logic in scientific research. The story begins here with a German court case where the measles virus was at the center of attention. One biologist offered a large sum of prize money for anyone who could provide proof of this virus's existence. Six classic papers were brought forward as proof. On appeal, the judges unanimously determined: none of the papers—alone or together as presented—completed the logical requirements to demonstrate a virus's existence. The larger point wasn't to win the argument; it was to highlight the importance of a simple standard we all recognize: if you claim a thing exists (let alone that it causes an effect) you must show the thing itself plainly to exist, without assumptions or gaps in logic.

From there, the article steps back and asks how such "evidence" is usually built in modern virology. Much lab work relies on the assumption of "growing" viruses from patient samples "said" to be "infected" with a virus using cell cultures... and then assuming that stressed or damaged cells in the culture mean a virus is present. But stressed cells can be harmed for many reasons—starved nutrients, added drugs, or handling itself—so you must include clean **controls** that are treated the same way, minus the patient sample, which does not occur in standard virological proceedings. By pointing to the resulting particles obtained from the decayed cell culture (using Electron Microscopy), virologists claim they see a virus, ignoring that these same particles could just as easily be understood to be bits of cellular breakdown, which would be found in any control group were a control group conducted.

This article also notes that long "viral genomes" are assembled by computer from the many tiny fragments of genetic material obtained from the decayed cell culture. While this is a sophisticated tool, common sense says such an "assembly" should be anchored to a purified, identifiable "virus genome" independently obtained from nature—otherwise how does one know he or she is re-constructing a true genome of an actual natural entity, rather than just stringing bits of genetic material into a hypothetical sequence?

The proposed fix for this whole scientific matter is refreshingly straightforward: a **blinded, multi-lab test** using the field's own methods. Give several virological labs a selection of samples (some from sick "infected people" and some from healthy non-infected people), keep everyone blinded, and ask them to culture, image, and sequence the samples for viruses. If the methods are solid, the "infected" samples should stand out clearly and consistently and the controls should not. That's science at its best—clear definitions, fair tests, and results anyone can follow.

In short, the article isn't asking us to take sides; it's inviting us to raise the bar. Scientific methods should be standard, logical and repeatable, and cleanly separated from assumptions through the use of valid controls. That's not radical—that's responsible.

Questions for Consideration

- In everyday terms, what would you want to see to believe that a tiny particle exists and causes illness? Do you think the electron microscope "images" suffice as proof?
 - How do you think a vaccine is produced? (see pg. 38)
 - Did you know, no whole virus has ever been found **directly** in the fluids of a human or animal?
 - Is it more important to address vaccines, or to address the scientific basis—virology—of vaccine procedures?
 - If not a virus, then what might cause a disease like measles, or chicken pox?
-

The Chiropractic Connection

From its earliest days, chiropractic has stood on a foundation distinct from the germ theory of disease. While the late 19th and early 20th centuries were swept up in the idea that invisible microbes were the primary cause of illness, chiropractic pioneers like D.D. Palmer and B.J. Palmer proposed something radically different: that health and disease relate to the nervous system's capacity to adapt to stress: physical, chemical, emotional.

This understanding anticipated what modern neuroscience now confirms: that physiology and perception are intertwined; that stress, tension, and nervous system dysregulation precede many physical ailments; and that adaptability and improvements in social standards, relationships, and satisfaction of basic biological needs—not simple sterilization measures—are what define real health.

In this light, chiropractic represents an older yet timeless scientific paradigm—one grounded in observation, deduction, and the logic of living systems. It holds that life expresses intelligence through structure and function; that when the channels of communication are clear, and when resourcefulness in mind, body and community are present, the body naturally sustains health and harmony. While medicine's early theorists looked outward for microscopic enemies, selling patented "cures," chiropractic looked inward to the organizing power that keeps life in balance.

Living the Journey

Psyche, Brain, Organ: A New Knowledge of Health and Disease

By John Ohm

For most of history, we've looked at disease through a narrow lens—searching for poisons, germs, or faulty genes that strike from the outside or within. But what if much of what we call “disease” isn't caused by an “enemy” at all? What if it is a meaningful, adaptive expression of the body's intelligence, set in motion by the mind's experience of distress?

This article introduces readers to a revolutionary framework known as **German New Medicine (GNM)**—a body of work beginning in 1979 that reveals a direct, observable relationship between psyche, brain, and organ. Using CT brain imaging, researchers found that specific areas of the brain display distinct patterns (ring-shaped lesions) whenever a person undergoes an acute, unexpected biological shock—an acute emotional experience. Each brain relay corresponds to a specific organ or tissue type in the body, and the tissue changes that follow—cell growths, cell losses, or inflammation—are part of a precise biological program of adaptation.

In this view, the symptoms contingent on these organ changes are not random malfunctions. They are part of **meaningful, intelligible biological processes** that begin at the moment of a “conflict shock”—a deeply felt perception of distress. Once the conflict is resolved, the brain and body enter a natural healing phase marked by inflammation or repair in the organ, often interpreted as “infection” or “disease.” Seen this way, bacteria and microbes are not invaders but partners in restoration, helping the body reverse or rebuild tissue after the conflict's resolution.

The implications are profound. Many of the conditions we've labeled as “infections” or “cancers” may instead be natural repair phases of these brain-organ programs—programs that are **psycho-biological, not purely physical**. Understanding this changes the aim of medicine itself: from suppressing symptoms to resolving distress. Healing becomes less about external interventions and more about internal coherence, awareness, and the restoration of peace within the psyche.

This model also invites a new way of thinking about collective “outbreaks.” If multiple people experience a similar shock—like separation, fear, or conflict—and then collectively resolve them, their bodies may display similar healing symptoms in unison. What appears as contagion may in fact be **biological resonance**, the nervous systems of many responding to similar emotional distresses.

At its core, *Psyche, Brain, Organ* invites a paradigm shift—from a mechanistic worldview to a living, conscious framework. It calls for medicine, and for all of us, to rediscover health not as the absence of symptoms, but as the presence of adaptability, coherence, and knowledge of the body's intelligence.

Questions for Consideration

- What changes when we see symptoms as part of the body's healing process rather than signs of failure?
 - How might our approach to illness shift if we looked for **the moment of distress** that began it rather than only treating its end result?
 - Can collective emotions—fear, relief, or hope—shape patterns of health and disease across communities?
 - Is the nervous system, interpersonal resonance, and collective conflict shocks a promising way to understand the phenomenon called “contagion?”
 - What might it mean to develop medicine that works *with* biological programs initiated by the psyche, rather than treating the body as a machine?
 - How can we begin to approach conflict resolution, both personally and socially, as an act of biological healing?
 - What could be the consequences—personally and culturally—of reuniting psyche, brain, and body into a single, living science of health?
-

The Chiropractic Connection

From its earliest beginnings, chiropractic has stood as a quiet challenge to the reductionist worldview of germ theory. While early medical thinkers searched for pathogens, chiropractic founders D.D. and B.J. Palmer proposed that life's processes are guided by an *innate intelligence*—a coordinating principle expressed through the nervous system. Health, they taught, is not maintained by sterilizing the environment but by sustaining the body's capacity to adapt, respond, and self-regulate.

In this sense, chiropractic anticipated what modern discoveries like GNM affirm: that the nervous system is not simply a messenger between brain and body—it is the living bridge between perception and physiology. Every emotional shock, every perception of loss or threat, travels through this network, shaping the body's adaptive response. Adjustments help restore coherence to that system, allowing the body's biological programs to run as intended: in balance, not in discord.

By releasing interference and honoring the body's innate order, chiropractic supports the same principle revealed in the laws of the *Psyche, Brain, Organ system*: that health is not achieved by waging war on the body, but by listening to it. The nervous system is the medium through which the psyche and the organ communicate—and when it's clear, life expresses intelligence.