

Life Skills U Pocket Wisdom

IQ, EQ and SQ Enhancement and Development

(2 page Overview plus Appendix)



“Intellectual Quotient (IQ) primarily solves logical problems; Emotional Quotient (EQ) allows us to judge the situation we are in and behave appropriately; Spiritual Quotient (SQ) allows us to ask if we want to be in that situation in the first place”

~ Selman et. al, 2005

The Life Skills U *Pocket Wisdom* process has proven to effectively and consistently provide people and children with impulse and addiction problems (i.e. alcohol, drugs, food, internet, video games, sex, gambling, anger, violence, control, codependency, ACA’s etc.) with the tools to enhance and develop their intellectual, *emotional and spiritual intelligence skills (life skills)*.

“Spiritual Quotient (SQ) offers a viable tertiary brain process for synchronous neural oscillations that unify data across the whole brain, which unifies, integrates and has the potential to transform material arising from the two other processes: reason and emotion. Spiritual intelligence facilitates dialog between mind and body, between reason and emotion. *If we know how to rely on our SQ we shall become less fearful, more accustomed to relying on ourselves, more willing to face the difficult and the uncomfortable, and more ready to live from a perspective of discovery*¹ (Zohar & Marshall, 2000).”

~ Selman et. al, 2005

The 5 Stage *Pocket Wisdom* Learning Process incorporates 24 years of Research and Development ([see case study document featuring government funded study](#)), into a proven methodology supported by technology (AwareComm® a Microsoft Gold Certified ISV Partner). The methodology supported by technology increases intellectual capabilities, balancing brain functions (connecting our intelligences²) resulting in increased emotional maturity (self-regulation, self-responsibility and self-accountability).

“High SQ requires us to be deeply honest with ourselves. It requires us to face choices and to realize that sometimes the right choices are difficult ones. High SQ demands the most intense personal integrity. It demands that we become aware of and live out of that deep center of ourselves that transcends all the fragments into which our lives have shattered. It demands that we recollect ourselves, including those parts of ourselves that it has been painful or difficult to own. But most of all, high SQ demands that we stand open to experience, that we recapture our ability to see life and others afresh, as though through the eyes of a child, to learn how to tap into our intuition and visualization, as a powerful means of using our inner knowing to *make a difference*. *It demands that we cease to seek refuge in what we know and constantly explore and learn from what we do not know. It demands that we live the questions rather than the answers* (Zohar & Marshall, 1994).”

~ Selman et. al, 2005

The proven methodology supports the [Recovery Model](#)³ and Socratic Teaching Methodology to name but a few. The methodology is in line with accepted educational, psychological and recovery-based principles and theories (as defined in [“The Soul of the eMod”](#)). The methodology holistically blends together numerous theories to define, in

¹ Discovery is defined by Life Skills U as “the ability and courage to walk through fear for the purpose of discovery” (Jorgensen, 1992)

² Spiritual Intelligence can be thought of as a super-process integrating stimuli between the left- and right-brain hemispheres- that allows for the mind to examine and explore situations from multiple perspectives, while question the meaning of the present situation. (Zohar & Marshall, 1994)

³ Recovery is “the ability for a person to function in their interpersonal relationships and on the job and enjoy their life, instead of debating whether or not the illness is completely eradicated, is essential and may require new research or the better use of existing research and data to establish standards and to integrate these standards into indicators.” [The Carter Center, 2003](#)

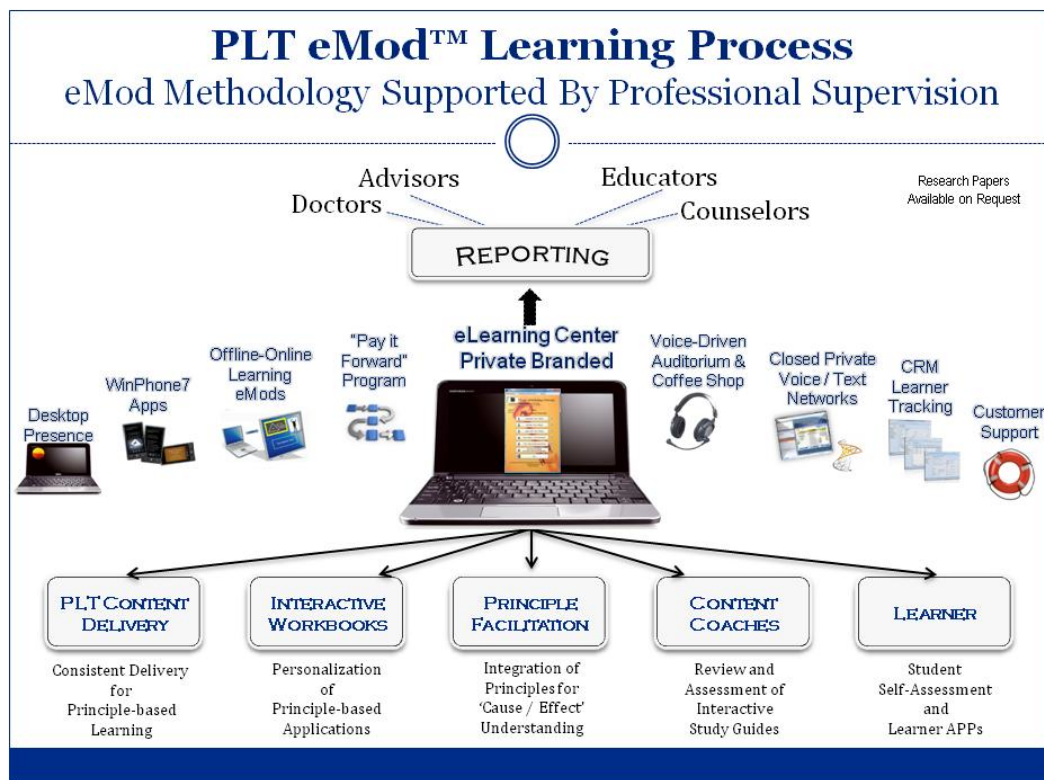
very practical and understandable terms, the information needed to increase emotional maturity, through increasing personal awareness of fear-based controlling thinking as well as achievable and believable solutions to overcome these learned responses and patterns ([See Appendix](#)).

The technology component delivers information through Awareness Communication Technology's *State-of-the-Art Artificial Intelligent Technology*, that is scientifically designed to provide the learner with a transformational learning experience that trains and balances the brain using alpha-theta frequencies, EMDR, accelerated learning tools and multiple intelligent tools ([and others](#)) to evoke emotional intelligence development and neuroplasticity.

Like the [Carter Center](#)⁴, *Pocket Wisdom* focuses on a holistic definition and understanding of the Recovery approach.

1. *Understanding the nature of our belief system* as it relates to manifesting control or empowerment (BCE series).
2. *Understanding the principles of how to live in a world* based upon power and control and still be true to the principles of one's recovery (living in the world but not being of the world...life on life's terms) (*Pocket Wisdom series*).
3. Using *Pocket Wisdom* as a tool to carry the message to others who still suffer from a lack of emotional maturity and emotional sobriety by doing two critical things. First, participating as a *peer co-facilitator* and second continuing the application of the emotional sobriety principles - by being *willing to publish ones wisdom* of success in the eMod format for others to learn.

The Success of the *Pocket Wisdom* program is documented and noted in the feedback and reporting, as well as in the written and verbal expressions of gratitude and appreciation for the program and its applicability to life and recovery ([See Case Study Document featuring Government Funded Study](#)). The *Pocket Wisdom* program "works if you work it."



⁴ [Carter Center](#) understands recovery to mean three things:

1. Recognition that some people – more than we have historically appreciated – do achieve complete recovery and remission.
2. Regardless of the seriousness of illness, a recovery-oriented approach expects and facilitates a meaningful and good life for each person despite living with an illness or disability.
3. The core and engine of recovery is hope – expectations for better outcomes on behalf of the person, their family, and Recovery is “the ability for a person to function in their interpersonal relationships and on the job and enjoy their life, instead of debating whether or not the illness is completely eradicated, is essential and may require new research or the better use of existing research and data to establish standards and to integrate these standards into indicators.”

The *Pocket Wisdom* Process is a structured, supported and empowering process that provides the tools for emotional maturity through a supported educational process. The *Pocket Wisdom* program consists of 5 interdependent stages which blend technology and methodology into a structured educational and learning process. The process uses offline/online learning, to provide people with the optimal learning experience. Using PLT eMods™⁵ the learner goes through a process of:

- **Computer Viewings:** Principle-Based PLT eMod™ Learning (offline computer viewings).
- **Interactive Workbooks / Study Guides:** Workbooks to document progress (offline workbooks).
- **Facilitation:** Online facilitation to learn about the cause and effect of principles (online VoIP).
- **Content Coaching:** Professional / Coaching review and feedback of the workbooks for personal application of material (online / email).
- **Learner Participation:** Learner Co-Facilitation, Content Contribution and Learner Applications (learner stories) published in CNP (Closed-Network Publishing) eMods and Smart Phone Applications. Learner Applications allow a learner's insight to be converted into transferable *Recovery Wisdom – Pocket Wisdom Emotional Sobriety Book*. Learner Applications are published for personal ownership of the learning experience and as examples of how to attain success using the lessons and principles of the learning module.

Each of these topics has been explained in 5 consecutive research papers ([See the appendix for the abstracts](#)).

Please contact info@awarecomm.com for more information and paper requests.

⁵ PLT eMods™ is an acronym for "Personal Learning Technology Electronic Modular Online Offline Delivery System". PLT eMods™ are the patented software that delivers the *Pocket Wisdom Recovery PLUS™* content.

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Topics, Books & Theories Supported and Implemented by PLT eMods

Topics, Books & Theories

Authors and Experts

Brain, Emotions and Learning

Addiction and the Brain	Carlton Erickson
Archetypes	Carl Jung
Brain Balance Music	Robert J. Mellilio
Brain Balanced Learning	Richard Jorgensen
Brain Plasticity	Michael Merzenich
Brain-Based Learning	Eric Jensen
Conscious and Non-Conscious Learning	Richard Jorgensen; Milton Erickson
Emotions	Antonio Damasio
Lucid Learning	Richard Jorgensen
Language of Vision	Gyorgy Kepes
Languages of Art	Nelson Goodman
Memory and Emotion	Joseph LeDoux
Symbolistics	Richard Jorgensen
The Human Brain, Mind and Matter	James Corick
The Senses	Diane Ackerman
Trust vs. Fear	Jack Gibb; Richard Jorgensen
Whole Brain Thinking	Ned Herrmann

Educational Philosophy

Chinese philosopher, Confucius, "tell me and I will forget, show me and I may remember, involve me and I will understand."

Boolean Logic	George Boole
Conscious Based Education	David Lynch
"Democracy and Education" and "Art as an Experience"	John Dewey
Essentials in Education and "The Golden Mean"	Aristotle
Expeditionary Learning	Kurt Hahn
Learning and The Loss Of The Stable State	Donald Schon
Montessori	Maria Montessori
Relationships of Equality (Teacher-Student)	Paulo Freire
Socratic Method of Teaching	Socrates
Student-Centered Education	Carl Rogers
Suggestopedia / Suggestology	Giorgi Lozanov
Waldorf Education	Rudolph Steiner

Current Educational Concerns

8 Multiple Intelligences	Howard Gardner; Kerri Zajackowski
Blooms Taxonomy	Benjamin S. Bloom
Collaborative Peer Learning	Linda Darling- Hammond
Conditions of Learning	Robert M. Gagne
Curriculum	William Schubert
Differentiated Instruction	Howard Gardner; Robert M. Gagne; Benjamin S. Bloom; Richard Jorgensen; Linda Darling- Hammond; Edward Deming
Dynamic Assessment	David Holt and Coleen Willard-Holt
Educational Experts	Linda Darling- Hammond Chester Finn; Diane Ravitch
Emotional Intelligence	Daniel Goleman
Horace's Compromise	Ted Sizer
Johari Window	Joseph Luft and Harry Ingham
Marzano's New Taxonomy	Robert J. Marzano
The Schools Our Children Deserve	Alfie Kohn

Learning

Experiential Learning	David A. Kolb
Optimal Learning	Michael Csikszentmihalyi
Restorative Learning (Unlearning and Relearning)	Richard Jorgensen
Transformative Education	Robert Boyd; Richard Jorgensen
Transformative Learning Theory	Jack Mezirow

Educational Psychology Theories

Adult Learners	Malcolm Knowles
Attachment Theory	John Bolwby
Attribution Theory	Fritz Heide; Harold Kelley; Edward E. Jones; Lee Ross.
Behaviorism	John B. Watson
Behaviorism: Thorndike's Theory of Learning	Edward Lee Thorndike
Classical Conditioning	Ivan Pavlov
Cognitive Constructivism	Jean Piaget
Conscious Based Education	David Lynch
Constructivism	Jerome Bruner; Lev Vygotsky
Ecological Systems Theory	Urie Bronfenbrenner
Flow	Michael Csikszentmihalyi; Edward Deming; Richard Jorgensen; Carl Rogers
Gestalt	Wilhelm von Bode; Fritz Perls
Group Dynamics	Kurt Lewin
Letting Go / 5 Stages of Loss	Elizabeth Kubler-Ross
Logotherapy	Victor Frankl

Manufacturing Victims	Tana Dineen
Maslow's Hierarchy Of Needs	Abraham Maslow
Operant Conditioning	B. F. Skinner
Social Development	Erik Erikson
Social Learning Theory	Albert Bandura
Suggestopedia / Suggestology	Giorgi Lozanov
The Gift of Therapy	Irvin D. Yalom
The Zone of Proximal Development	Lev Vygotsky
Theory of Self-efficacy	Albert Bandura; Julian Rotter

Creating Structure

Codependency	Melody Beattie
Emotional Structural Authority	Richard Jorgensen
Interdependence and Transformation	Edward Deming; Richard Jorgensen; Joel Barker; Steven Covey
Overcoming Organizational Defenses	Chris Argyris
Paradigm Shifts	Joel Barker
Technology as a Cultural Force	Albert Borgmann

Creativity

Active learning	Charles C. Bonwell and James A. Eison
Creativity and Imagination	Maxine Greene; Julia Cameron; Richard Jorgensen
Discovery Learning	Jean Piaget; Jerome Bruner; Seymour Papert
Discovery Wisdom	Richard Jorgensen
Knowledge building	Carl Bereiter and Marlene Scardamalia
Passion	Rhonda Watrin; Robert Solomon; Michelle Z Rosaldo

Other

Emotions	Antonio Damasio
“Democracy and Education” and “Art as an Experience”	John Dewey
Critical Incident Stress Management (CISM) / Critical Incident Stress Debriefing (CISD)	Jeffrey T. Mitchell; George S. Everly
Collaborative Peer Learning	Linda Darling- Hammond
Conditions of Learning	Robert M. Gagne
Creativity and Imagination	Maxine Greene; Julia Cameron; Richard Jorgensen
Curriculum	William Schubert
Differentiated Instruction	Howard Gardner; Robert M. Gagne; Benjamin S. Bloom; Richard Jorgensen; Linda Darling- Hammond; Edward Deming
Educational Experts	Linda Darling- Hammond Chester Finn; Diane Ravitch
Emotional Structural Authority	Richard Jorgensen

Horace's Compromise	Ted Sizer
Language of Vision	Gyorgy Kepes
Languages of Art	Nelson Goodman
Manufacturing Victims	Tana Dineen
Memory and Emotion	Joseph LeDoux
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Passion	Rhonda Watrin; Robert Solomon; Michelle Z Rosaldo
Relationships of Equality (Teacher-Student)	Paulo Freire
Technology as a Cultural Force	Albert Borgmann
The Gift of Therapy	Irvin D. Yalom
The Human Brain, Mind and Matter	James Corick
The Schools Our Children Deserve	Alfie Kohn
The Senses	Diane Ackerman
Transactional Analysis	Eric Bern

Theory

Theorist/s

1.	8 Multiple Intelligences	Howard Gardner
2.	Adult Learners	Malcolm Knowles
3.	Addiction and the Brain	Carlton Erickson
4.	Archetypes	Carl Jung
5.	Attribution Theory	Fritz Heider, Harold Kelley, Edward E. Jones, and Lee Ross
6.	Behaviorism	John B. Watson
7.	Behaviorism: Thorndike's Theory of Learning	Edward Lee Thorndike
8.	Behaviorism	Ivan Pavlov; B. F. Skinner; Edward Lee Thorndike; Edward C. Tolman; Murray Sidman; John B. Watson
9.	Blooms Taxonomy	Benjamin S. Bloom
10.	Boolean Logic	George Boole
11.	Brain Balance Music	Robert J. Mellilio
12.	Brain Balanced Learning	Richard Jorgensen
13.	Brain-Based Learning	Eric Jensen
14.	Brain Plasticity	Michael Merzenich
15.	Cognitive Constructivism	Jean Piaget
16.	Conditions of Learning	Robert M. Gagne
17.	Conscious-Based Education	David Lynch; Richard Jorgensen
18.	Conscious and Non-Conscious Learning	Richard Jorgensen; Milton Erickson
19.	Constructivism	Jerome Bruner; Lev Vygotsky
20.	Differentiated Instruction	Howard Gardner; Robert M. Gagne; Benjamin S. Bloom; Richard Jorgensen; Linda Darling- Hammond; Edward Deming
21.	Discovery Learning	Jerome Bruner
22.	Discovery Wisdom	Richard Jorgensen

23.	Dynamic Assessment	David Holt and Coleen Willard-Holt
24.	Critical Incident Stress Management (CISM)	Jeffrey T. Mitchell; George S. Everly
25.	Critical Incident Stress Debriefing (CISD)	Jeffrey T. Mitchell; George S. Everly
26.	Ecological Systems Theory	Urie Bronfenbrenner
27.	Eye Movement Desensitization Reprocessing	Francine Shapiro
28.	Emotional Intelligence	Daniel Goleman
29.	Emotional Structural Authority	Richard Jorgensen
30.	Emotions	Antonio Damasio
31.	Essentials in Education and “The Golden Mean”	Aristotle
32.	Expeditionary Learning	Kurt Hahn
33.	Experiential Learning	David A. Kolb
34.	Flow: Optimal Learning	Michael Csikszentmihalyi; Edward Deming; Richard Jorgensen, Carl Rogers
35.	Gestalt	Wilhelm von Bode
36.	Group Dynamics	Kurt Lewin
37.	Interdependence and Transformation	Edward Deming; Richard Jorgensen; Joel Barker; Steven Covey
38.	Johari Window	Joseph Luft and Harry Ingham
39.	Knowledge building	Carl Bereiter and Marlene Scardamalia
40.	Language of Vision	Gyorgy Kepes
41.	Learning and The Loss Of The Stable State	Donald Schon
42.	Letting Go / 5 Stages of Loss	Elizabeth Kubler-Ross
43.	Logotherapy	Victor Frankl
44.	Lucid Learning	Richard Jorgensen
45.	Maslow's Hierarchy Of Needs	Abraham Maslow
46.	Marzano's New Taxonomy	Robert J. Marzano
47.	Optimal Learning	Michael Csikszentmihalyi
48.	Paradigm Shifts	Joel Barker
49.	Restorative Learning (Unlearning and Relearning)	Richard Jorgensen
50.	Social Development	Erik Erikson
51.	Social Learning Theory	Albert Bandura
52.	Student-Centered Education	Carl Rogers
53.	Suggestopedia/ Suggestology	Giorgi Lozanov
54.	Symbolistics	Richard Jorgensen
55.	The Zone of Proximal Development	Lev Vygotsky
56.	Transactional Analysis	Eric Bern
57.	Transformative Education	Robert Boyd; Richard Jorgensen
58.	Transformative Learning Theory	Jack Mezirow
59.	Trust vs. Fear	Jack Gibb
60.	Waldorf Education	Rudolph Steiner
61.	Whole Brain Thinking	Ned Herrmann

Research Paper Abstracts

PLT eMods™ Behind the Scenes:

What Makes PLT eMods™ Work in Theory and Practice

This paper looks into the theories and methodology behind PLT eMods™. We explore the research and methodology behind PLT eMods™ that come alive through the PLT eMods™ technology. We explore PLT eMods™ as an accelerated learning tool for transformational learning and emotional intelligence building. Additionally we examine how PLT eMods™ effectively align with and implement Socratic teaching, thinking and methodology. Lastly we explore PLT eMods™ and how they align with accepted brain research.

PLT eMods™ Interactive Workbooks:

Supporting Socratic Thinking and Writing Development

This paper explores PLT eMods™ Interactive Workbooks / Study Guides from a theoretical and practical approach. It shows how the Interactive Workbook / Study Guide process assists in providing structure while improving thinking and learner ownership of the material. We briefly discuss how the PLT eMods™ Interactive Workbooks / Study Guides provide learners with a holistic, structured and personalized learning process that aligns with principles of Bloom's Taxonomy, 9 Multiple Intelligences, Johari Window and Socratic Writing and Thinking...to name but a few.

PLT eMods™ Facilitation Process:

Socratic Questioning and Critical Thinking Development

The PLT eMods™ Facilitation Process adds a vital component to the educational experience. The process is focused on fostering a trusting environment conducive to learning according to the principles of the Socratic Method. The process is in line with accepted Group Therapy processes and methodology, while providing people with a unique learning experience and environment that goes above and beyond accepted group therapy norms (based on the 4 Absolutes and Socratic Questioning). Unlike Group Therapy the structured and principle-based facilitation process is resolution and solution driven. The PLT eMods™ online facilitation process provides a non-judgmental environment, where appearances can impact and influence the learning and group process.

PLT eMods™ Content Coaching

Socratic Communication and Disclosure

The PLT eMods™ Content Coaching is defined and described in this paper. We draw similarities between the Content Coach and the growing field of health coaches that are becoming popular within the medical field. We explain how using the PLT eMods™ technology and methodology provides health coaches and service providers with the tool to effectively empower and support the client's understanding, recognition and recall effectively increases compliance and decrease recidivism.

PLT eMods™ Learner Contribution Recognition and Peer Co-Facilitation:

Participation, Contribution, Co-Facilitation and Experience-Based Learning

This paper defines participation, contribution and peer co-facilitation. The paper explains the learner contribution recognition and peer co-facilitation process as it relates to eLearning and in the PLT eMods™ learning process. We explore experience-based learning and show how PLT eMods™ lend themselves to this school of thought by providing the learners with the opportunity to not only participant in their learning process through workbooks, facilitation and content coaching, but to contribute, give back and publish what they have learned (their wisdom) to share it with others – through learner applications and peer co-facilitation.

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