PLT eMods™ Facilitation Process

Socratic Questioning and Critical Thinking Development

The PLT eMods™ Facilitation Process provides a unique educational experience. The facilitator focuses on creating a temperament and an environment conducive to learning according to the principles of Accelerated Learning and 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 also provides a non-judgmental environment where people are empowered to learn and listen more to group members and the facilitator, than they would in traditional group, where appearances can impact and influence the learning and group process.

Life Skills U-A Division of Awareness Communication Technology, LLC

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Introduction

The third component of the PLT eMod™ Learning Process is "Principle Facilitation". Online Voice Driven University Facilities – provide online facilitation rooms for individual and group classes / coaching. The VoIP Conference Rooms are powered by Microsoft Live Meeting and Lync. The classes / groups are recorded and available to participants (present or absent) to review after the class. Additionally there is an accountability component to the classes / coaching in that participants are required to email in what they learned from the class and how it relates to their experiences.

As previously mentioned in the companion papers, PLT eMods™ required facilitation. This is due to the transformational nature of PLT eMods™ process and their ability to break down beliefs, perceptions, attitudes, thinking, feeling and behaviors that are no longer serving the individual.   Therefore the reason facilitation is provided is to add an additional layer of support and understanding to participants in the program, as well as to provide a group culture of discovery and unity.
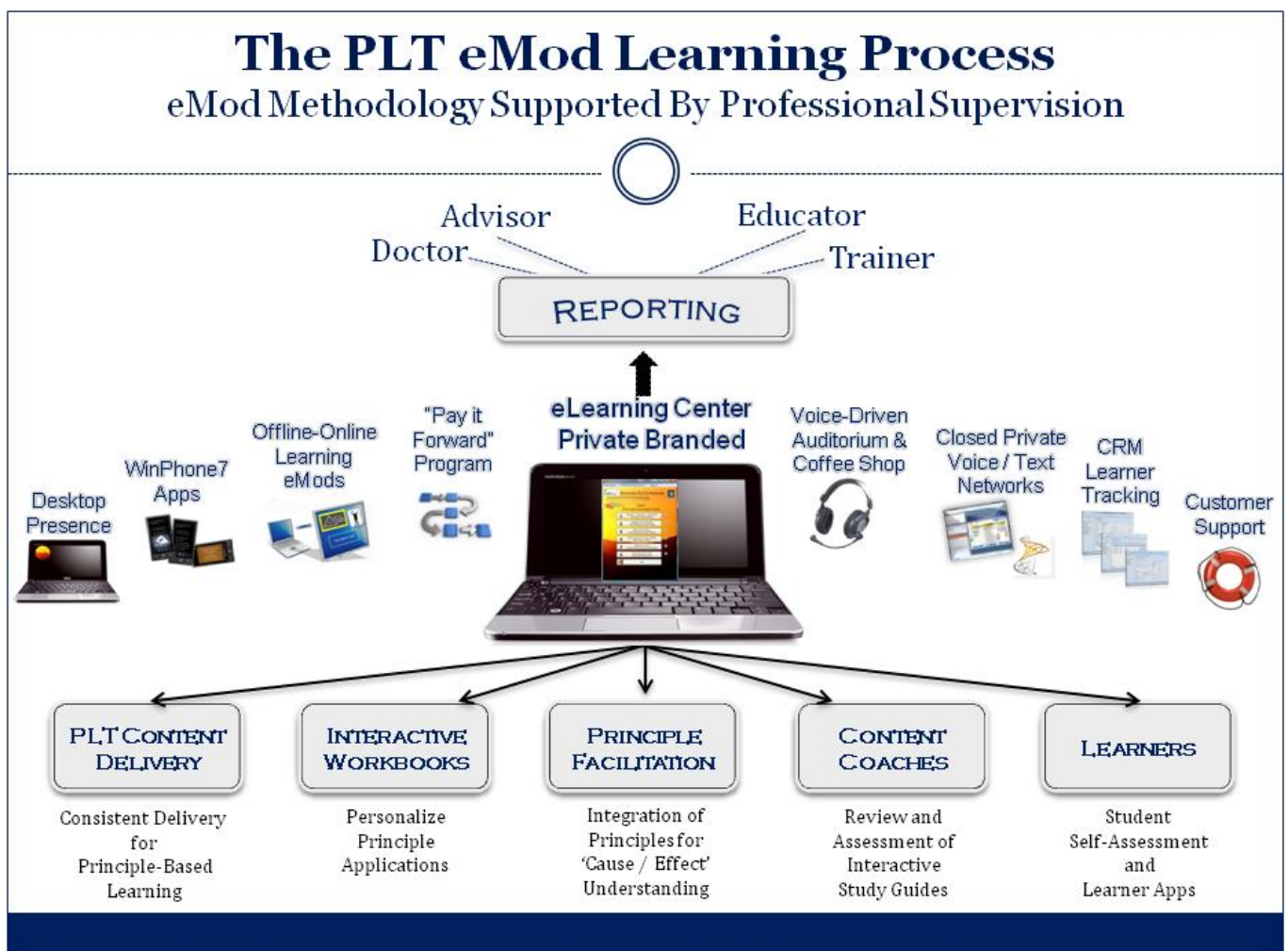
In this paper we will explore various elements of the facilitation process that are paramount to the PLT eMods™ approach to the human experience, accelerated learning, education and group process. Additionally we take a look at various elements of group therapy and how the PLT eMods™ facilitation system, complies and expands on various principles. But first we examine what it means to be a PLT eMods Facilitator.

The Human Connection

Quantum physics and metaphysics have proven that on some level, all matter is connected.   Specifically, research has found that "we are intimately connected with each other at some level of the mind" (Targ and Katra, 1998, p. xiii, as cited in Minewiser, 2000, p.19).

"It is proposed that this connection may be influenced by focused intention and may be measured in heart rates and brain waves. The transfer of information from one person to another is also referred to as energy transfer, (Collinge, 1998), mind -to-mind connection, (Targ & Katra, 1998), nonlocal mind, (Dossey, 1998), thought transference (Laszlo, 1996), and the psi phenomenon such as telepathy (Krippner, 1996)."

(Minewiser, 2000, p.19)

Our energy affects those around us to the point where we can affect the physical strength of other people. Jorgensen (1993) discovered that the thoughts of people have profound effects on those around them. In countless demonstrations he showed how the positive thoughts of others increased the receivers physical strength and negative thoughts of from others caused the receiver to become significantly weaker (see this video for a demonstration). This shows the importance of learning how to think positively, how to care about others and how to have pure intentions, while also showing the importance of the learning environment and the impact that thought can have on learners.

The PLT eMod™ learning process is aware of the energetic effect that people can have on one another –the effect that people's thoughts and thinking can have on themselves, each other and the learning environment as a whole. With this awareness the process has developed a facilitation training methodology that teaches facilitators and coaches how to create an optimum learning environment based on accelerated learning principles and the Socratic Method, that will be explored below.

Accelerated Learning and Facilitation

Like all Accelerated Learning Techniques and Tools, the teachers and trainers provide a pivotal component to the program. The PLT eMod™ facilitators are trained to act as "facilitators of learning" and change, at all times. The table below outlines how the PLT eMods™ facilitation process fits with the Accelerated Learning Elements defined by the International Alliance of Learning:

Accelerated Learning Principles / Elements	*Personal Learning Technology Applications*
1. **Knowledge about the Human Brain**	The PLT eMods™ facilitation support accepted brain-based methodology and applications, using a combination of PowerPoint presentations, audio presentation, metaphorical and storytelling techniques accompanied by participation and contribution by learners. The PLT eMods™ facilitation process provides a balanced brain experience for- the learners as well as a practical experience of living the principles of the program, to provide them with a new neural pathway. Thus aiding in neuroplasticity through the creation and experience of a new way of being and relating to others.
2. **Emotional State**	PLT eMods™ facilitators create an optimum learning state by providing an environment based on the 4 Absolutes and coming from a perception of equality. They are trained to deliver information in a structured and systematic way that calms the emotions, equalizes the playing field and creates a fear-free state of mind.
3. **The Learning Environment**	The PLT eMods™ facilitators create a holding environment based on the 4 Absolutes of honesty, selflessness, purity of intention and reality.
4. **The Role of Music and the Arts**	PLT eMods™ facilitators are trained to deliver information by using their voice to create interest and keep attention. They use pace and tone to emphasize and hold the listeners attention, while using pictures and PowerPoint to Illustrate their words. Additionally as previously mentioned they use stories to ignite imagination and inspire learner's creativity.
5. **Personal Motivation**	PLT eMods™ facilitators provide both guides and role models to the learners. Additionally they use the PLT eMods™ manual and instruction to assist learners in valuing and taking ownership of their learning experiences to develop personal motivation.
6. **Multiple Intelligences and Learning Styles**	PLT eMods™ facilitators work to stimulate both hemisphere's of the brain, as well as all 9 multiple intelligences through-out the facilitation process. They understand the importance of communicating to all learners and bring in different variables and examples that can and will appeal to different learners. Additionally the facilitator is trained to use different words to stimulate the different intelligences, and thus increase learner awareness, application, concentration and understanding.
7. **Imagination/Metaphors**	The PLT eMods™ facilitation process as previously mentioned makes use of metaphors and stories to ignite imagination and creativity.
8. **Suggestion/De-Suggestion**	PLT eMods™ Facilitators assist in providing learners with principles and their compliment. Like the rest of the PLT eMods™ process the facilitators job merely involves assisting people in seeing and defining their choices. Thus the facilitation process focuses on encouraging learners to reinforce, understanding and apply the principles.
9. **Team Learning and Cooperation**	PLT eMods™ facilitation process provides and encourages participation and contribution- encouraging questions and sharing of experiences.
10. **Improvement and Results**	Over 20 years of proven case studies, third part government testing, statistically significant results and overwhelming testimony serves to validate the PLT eMods™ process and facilitation.

From the table above it is evident that the facilitation component of the PLT eMods™ process is aligned with the school of Accelerated Learning. While going beyond what Accelerate Learning can do by ensuring that the learning process occurs and truly bypasses barriers to learning beyond the suggestions of the facilitator (who may represent an untrustworthy messenger).   So while the facilitation component is vital to the process it is supplementary and complimentary to the PLT eMods™ viewing process. *This allows the facilitator to be the messenger and not the message.*

The PLT eMods™ viewing process is what allows the information to be delivered by a trusted messenger, thereby bypassing prejudices (e.g. gender, racial, language biases) towards the messenger that may prevent learning. And while the facilitators are trained to assist in reinforcing and assisting people in change and to create the optimum learning environment, it is the technology component that serves as an insurance policy against even the most prejudiced and hard-wired belief structures. Importantly it is the PLT eMod™ technology allows learners to be more receptive to and open to the guidance and suggestions of the facilitator, as the technology assists in teaching people how to discern friends from foes, and how to learn from all people and events. However the importance of the temprament and intention of the faciliator cannot be ignored.

Socratic Method, Temperament and Facilitation

When assessing the Socratic Method [Maxell](2008) stressed the need for the Socratic Method to be taught by teachers who not only applied the techniques of inquiry and examination to the classroom, but applied these principles to his or her life. This implies the need for teachers of the Socratic Methods to not only teach the principles and asked the questions, but most importantly to be models of human excellence and moral character - *demonstration and communication of the Socratic Temperament.* He stressed that "*Without true Socratic irony (Socratic Temperament), the Socratic Method can easily become an exercise in shallow manipulation that lacks the power to inspire*."

Maxwell shared that "to cultivate *the Socratic Temperament in the students is to lay the ultimate foundation for the development of superior critical thinking later in life*."   He describes the Socratic Temperament as one of "*deep curiosity, fearless questioning, productive critical thinking and a lifelong quest for self-improvement*" ([2008](#)). He went on to state that the underlying importance of student learning the Socratic Method is to teach them the skills of evaluating and challenging their own assumptions and beliefs and in doing so increase their emotional intelligence so that they can face the "uncertainties of life in a productive and reasoned manner" ([2008](#)).

Characteristics of the Socratic Temperament

"When a teacher uses methods that have the power to bring the process of learning alive in the minds of her students, this very important awakening must be conducted with humility and grace. If you always need to be the one who is right, always think of yourself in terms of what you know and have achieved, are lazy about the acquisition of new knowledge in your own life, have no curiosity and no desire for self-improvement, then you will never be able to use the Socratic Method for even 1/100th of what it is worth. The first step in learning the Socratic Method is to open yourself to the task of developing your own Socratic Temperament"

([Maxell, 2008](#))

Maxwell (2008) describes the temperament of a Socratic teacher as being:

1. **One who has an openness, desire and happiness at *discovering ones errors*.**
2. **One who has an *awareness* of one's own *ignorance*.**
3. **One who *models* the joy of hard work in the *quest for knowledge*.**
4. **One who has a deep curiosity and the desire for *self-improvement*.**

(For more detail see Appendix)

In order to learn how to develop a Socratic Temperament, PLT eMods™ facilitators and coaches are trained in application and implementation of: Socratic Methodology, Emotional Intelligence Development, Metacognitive Development and The 4 Absolutes. The training is two-fold, focusing on the development of both self and others. Trainees are taught the tools to teach learners socratically and to develop a Socratic Temperament, balanced with the tools to learn how to develop emotional intelligence in themselves and others.

PLT eMods™ Facilitation Training

In order to ensure that the Accelerated Learning Principles and Socratic Temperament is fostered and retained, the PLT eMods™ facilitators embark on a journey of self-development that they are required to continue as long as they are involved with PLT eMods™ Learning Process. As part of their supervision and peer group support process.

The reason for emphasis on continued personal development is because in order for facilitators to truly be effective (in line with the Socratic Temperament) they need to:

1. Be a role model of the principles they teach.
2. Be a model of good and moral character, striving for excellence.
3. Be a model of diligent work and disciplined inquiry and questioning.
4. Be a model of one who is in a fearless, humble and committed pursuit of knowledge and personal improvement.
5. Be a model of sincere ignorance.
6. Learn how to use the Socratic Method.
7. Learn to provide an optimum space for learning to occur (by learning to live by and create a space based on the 4 Absolutes).
8. Become comfortable with change, uncertainty and ambiguity (as defined by the International Alliance for Learning Website, n.d.).
9. Learn how to make good decisions about what is important at any given time in the learning process.
10. Learn to challenge, coach, inspire and guide others.
11. Learn to see, hear, and feel more of what is happening in the group (body language, what is being said and what isn't being said).
    - Learn to develop sensory acuity and heightened observation skills.
12. Learn to develop and use language and positive suggestion to support learning and development.
    - Learn how to use metaphors, stories and narrative to teach lessons and communicate in non-confrontational ways.

> *Learn how to use metaphors, stories and narrative to teach lessons and communicate in non-confrontational ways.*

Gandhi encouraged us to **"be the change… you want to see in the world."** The PLT eMods™ facilitators are trained to provide the space and support, to walk with people (learners) towards the change that the learner wants to see in the world (not the facilitator). Thus they support learners in discovering their own answers, by guiding them in exploring, questioning and using the principles they learn in their lives through experimentation and carefully structured practice sessions. They do this by connecting with individuals and groups on a deep level to flow with the person or group, to become more attuned to individual and collective needs.

The facilitator is merely an aid to help the learner learn how to see their choices (especially if they are in fear) and at times to point out the value of experiences that they see (the facilitator), that may not be apparent to the learner. While continuously providing a model of Socratic thinking and reasoning, and mature adult decision making processes (emotional intelligence). In that way the facilitators is very much like a gestalt therapist – helping the learner become more aware of the *here-and-now* (request New Wave of Educational Psychological for more information).

Learning Environment

One of the key elements of psychology and teaching is to create an optimum environment for clients and learners to grow and learn. We know the more fear people are in the more unlikely they are to learn, because one's primary concern in fear is either: fight, flight or freeze.   In this section we are going to take a closer look at the learning environment and why PLT eMods™ facilitation process provides the optimum experience.

Branching off the previous sections on Accelerated Learning and Socratic Temperament it is evident that the learning environment needs to be created by the facilitator. Notably when it comes to the PLT eMods™ learning process the learning environment is not dependent on the facilitator alone. The PLT eMods™ technology and methodology work together to create this environment throughout the PLT eMods™ process, yet it is in the facilitation component that the learning environment is most blatantly and consciously experienced.

When we talk of the optimum learning environment we are referring to the environment defined by Rogers and Winnicot. The PLT eMods™ facilitators are trained to provides the learner with a "holding environment", which is a **non-judgmental, non-threatening, empathetic and nurturing environment** (as defined by Carl Rogers) and a learning space that is "holding" and thus secure and protected (as defined by Winnicot), where learners can make mistakes, unlearn and relearn.   Additionally Rogers spoke of the need for the facilitator to be congruent, thus reinforcing the importance of the facilitator to develop and foster the Socratic Temperament into their life and being.

As previously implied, the PLT eMods™ facilitators, like all Accelerated Learning facilitators, trainers or teachers create and maintain a safe and stimulating learning environment (and they learn how to create this environment during the training process). The facilitators learn how to create an environment where everyone is *equal but different*, the Socratic Temperament and the *4 Absolute principles are valued, learned and followed* (Jorgensen, 2010).

The PLT eMods™ allow the facilitator to adapt the content to individual and / or group preferences, cultural issues and/ or current events that may make the information more understandable and applicable to the participants- helping then gain more ownership of the material. Thus the PLT eMod™ system is adaptable and changeable depending on the needs of the group, which is why it is important that the facilitator is in-tune with the groups needs.

The facilitation component also helps to unite learners in common interest, teachings and principles while engaging people in meaningful and valuable learning, discussion and interaction.

PLT eMods™ Group Process

The PLT eMods™ facilitation process is primary facilitated in a group format. While personal consultations are provided the main approach to the process is group orientated.   The reason the process is group orientated is:

1. To reduce costs.
2. To increase effectiveness.
3. To encourage change within groups of common interest and purpose.
4. Change is more easily implemented when one's environment supports the change.
5. People often learn more easily by the example of others.
6. People experience more pressure to change when in a group environment.
7. Groups offer peer support and encouragement.

Support of Group Therapy / Processes

Over the last 30 years, "studies have shown the growing benefits of group psychotherapy in a number of areas of life challenges" (AGPA, n.d.).   Groups provide individuals with a forum of peer support, and the opportunity to gain and grow in strength as they share their feelings and experiences with others who are or have faced similar obstacles (AGPA, n.d.). Some people "gain strength in seeing the resourcefulness of those in the same situation, while others renew their feelings of self-worth through assisting others" (AGPA, n.d.).

Seasoned group therapists recognize that the success of individual group members is intimately linked to the overall health of the group-as-a-whole. Indeed, a sizable portion of the clinical and empirical literature delineates therapeutic factors and mechanisms that have been linked with healthy well-functioning therapy groups. Mechanisms of action are interventions or therapeutic processes that are considered to be causal agents that mediate learner improvement (Barron & Kenny, 1986). These mechanisms take many forms, including experiential, behavioral and cognitive interventions, as well as processes central to the treatment itself, such as the therapeutic relationship.

Debate about the existence and operation of the therapeutic mechanisms of action for group therapy has been continuous, complex and contradictory at times. Some group therapists have argued that there are unique mechanisms of action intrinsic to all group therapies. Some have noted that groups have unique properties of their own, which are different from the properties of their subgroups or of the individual members, and an understanding of these three units is critical in explaining the success or failure of small groups (Lewin, 1947). Others argued that a sound understanding of group dynamics is as important to a group therapist as knowledge regarding physiology is to a physician (Berne, 1966). Thus, the conventional clinical wisdom for decades has been that if one is going to offer treatment in a group, one must be aware of the intrinsic group mechanisms of action responsible for therapeutic change in members.

A contrasting perspective suggests that group theorists and clinicians have overemphasized group-specific mechanisms of action. Over 40 years ago, Slavson (1962) noted that the group psychotherapy literature often seems obsessed with attempts to appear original, contrasting itself with dyadic therapies. Horwitz (1977) noted that some group writers and clinicians anthropomorphize the group so that it becomes the patient, leading the therapist to focus solely upon group-level interventions at the expense of individual members.

The group process, allows people to develop a support network through one another. Decreasing the group member's experience of isolation, uniqueness and "difference" due to their condition and learn that they are more normal than they thought (AGPA, n.d.). Group therapy has shown to improved psychosocial skills (AGPA, n.d.). "Research also has shown that survival rates have, in some cases, actually increased, with proper therapy," in cancer and HIV patients (AGPA, n.d.).

Additionally due to the effectiveness, efficiency and economic benefits of group therapy, the treatment approach has gained popularity in the mental health field. Also the support of group therapy in many treatment modalities like addiction for instance, is vast, overwhelming and unequivocal, and in some cases group therapy has seen to be more beneficial than individual treatment (AGPA, n.d.).

The American Group Psychotherapy Association has documented the benefits of Group Therapy in a research article entitled: *Group Works! Evidence on the Effectiveness of Group Therapy*. In this document they show how group therapy benefits:

- **Addictions and Substance Abuse**
- **Cancer Patients**
- **HIV/AIDS Patients**
- **Character Disorders**
- **Depression & Grief**
- **Eating Disorders**
- **Youth Violence**
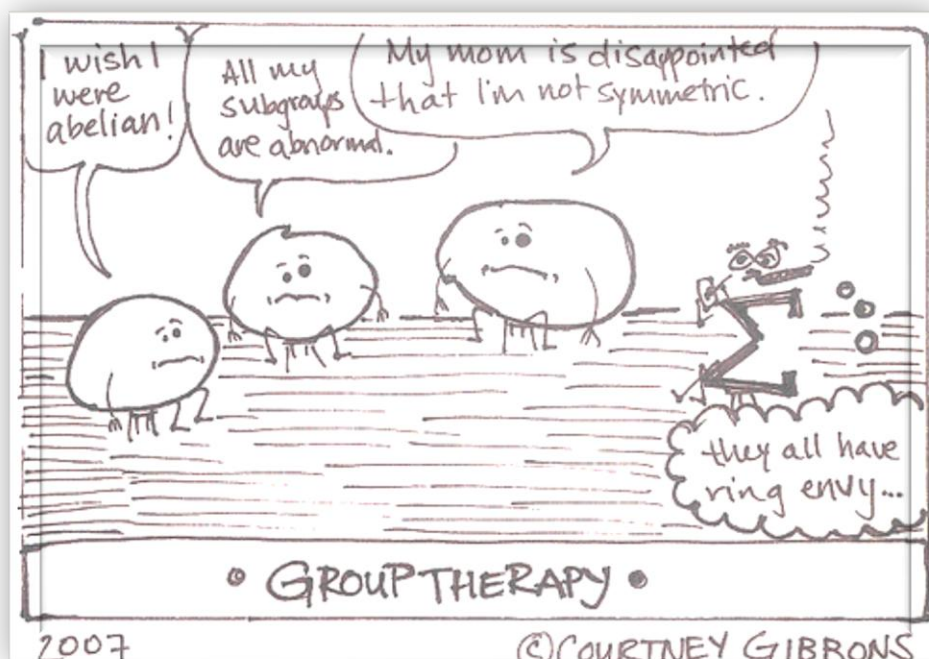
The problem with traditional group process, as described in the diagram above, is that there is a lot of room for superficial judgments and unconscious prejudices to surface in face-to-face groups, which distract from growth and recovery. The PLT eMods™ Facilitation Process allows for these superficial judgments and unconscious prejudices to be overcome and bypassed so group members learn from what people share, how they share and how they sound, not how they look or don't look. In this way admiration and compassion can be experienced based on the foundational principles (4 Absolutes) of the PLT eMods™ process rather than jealousy and envy based on shape, size or circumference (see the diagram above).

Group Therapy

The history of psychology / group therapy is relatively young. Irving Yalom is considered by many to be the father of group therapy. Being heavily influenced by Harry Stack Sullivan his theory is heavily focused on addressing and experiencing the "here and now" with the goal of resolving perceived and learned interpersonal problems. He has given the field clear and concise principles and theories that when effectively implemented positively affect recovery, development and metacognitive skills.

Yalom made effective use of what he called a Self Reflective Loop. The Self Reflective Loop is a process in which he asked learners to become self-observers and in essence more aware of one's actions, feeling and words in the "here and now."

Much like Bronfrenbrenner's ecological theory, Yalom saw the group as a microcosm of other social groups, like families, and society itself. He believed that group was a pivotal aspect of therapy and should become the most important event in a learner's life. He emphasizes newness and experimentation during group therapy interactions and the collection feedback new behaviors are tried out.

In "The Theory and Practice of Group Therapy" Yalom outlined 12 *curative factors in group therapy*. These 12 curative factors are defined in the table below. Additionally we have included how the **PLT eMods™ Facilitation Process** approach implements Yalom's 12 factors while also adding to them. There are 13 factors listed in the table below because we have divided the section of "Interpersonal Learning" into "Interpersonal Learning Input" and "Interpersonal Learning Output."

Curative Factors In Group Therapy	Yalom	*PLT eMods™ Facilitation Process*
1. **Instillation of Hope**:	The establishing hope among group members that change and resolution are possible.	The **PLT eMods™ Facilitation group** process provides an environment in which individuals have the opportunity to reinforce and share how they have applied the principles they have learned through the PLT Learning eMod Computer Viewings, to their lives.
2. **Universality**:	The principle of universality is that there is a recognition of shared experiences and *feelings* amongst group members, and that these experiences may be universal. The sharing of similar pains and struggles helps to reduce members sense of isolation and detachment, validate some of their experiences, challenge others and all-in-all raise their self-esteem and communication skills.	While the principle of universality is important to the group process *many groups form bonds and relationships in the sharing of pain and struggle*, the **PLT eMods™ Facilitation groups meet on a common ground of the universal principles** taught in the PLT eMod Learning process; *a desire for emotional sobriety*; *the goal to achieve and attain resolution*; and *the belief that resolution is achievable*.

3.	**Imparting of Information / Education**:	While group therapy is not strictly speaking a psychotherapeutic process, group members have the opportunity to learn from one another sharing information about recovery, successes, failures, strategies, resources, and behaviors (i.e. what to do; why to do; and how to do).	The *PLT eMods™ Facilitation Process* provides an education foundation for the discovery of resolution, thus giving participants solid principles to understand and resolve their past, live in the present, and prepare and uncover the future. Empowering participants with the ability to understand, explain and share HOW they were, who they are and who they are becoming.
4.	**Altruism**:	The nature of group therapy, allows for each member to help each other while also receiving help (reciprocity). Being in an environment where they can give and receive allows members to experience selflessness, altruism and the experience of being able to participate and contribute to others can lift self-esteem and develop interpersonal and intrapersonal skills and coping mechanisms.	Each person learns how to share what they learned, which benefit other member of the group. Additionally the learner application process allows participants to be of service to others by sharing their experience and success in relation to the principles they learned in the PLT eMods™ Facilitation Process.
5.	**The Corrective Recapitulation Of The Primary Family Group**:	The group environment allows members to consciously or unconsciously transfer their family issues onto member of the group. This environment provides a supportive and safe environment to re-experience and resolve these family stresses and issues.	The principles of the program provide a foundation to understand relationships, and perceptual misunderstandings and incongruence's. The participants learn HOW to identify conscious and unconscious triggers and the memories or events that surface, in order to resolve them.
6.	**Development of Socializing Techniques**:	Group therapy allows members to develop their communication skills, listening skills and interpersonal relationships. The members learn how to socialize appropriately. Yalom viewed that very act of socializing to be therapeutic.	The *PLT eMods™ Facilitation Process* allows participants to develop social skills in a non-threatening, non-judgmental and non-disclosing way.
7.	**Imitative Behavior**:	Group therapy allows for members to learn through modeling, observing and imitating the behaviors, thinking, feelings, attitudes and perceptions of others (members and therapist).	Group members learn how to speak clearly and share their expression and experiences through the modeling, observing and imitating the behaviors, thinking, feelings, attitudes and perceptions of others (members and therapist) that come through the online facilitation.
8.	**Interpersonal Learning Input:**	Group members gain personal insight about their interpersonal impact through feedback provided from other members.	The group process allows for members to learn how to relate to others and develop understanding and compassion for others through listening, share and experiencing themselves in relationship with others.
9.	**Interpersonal Learning Output:**	Group members provide an environment that allows members to interact in a more adaptive way.	The group members meet with a foundational understanding of the goals and principles of the program allowing individuals to interact in a more "adaptive" and positive way.
10.	**Group Cohesiveness**:	The group process teaches group members how to work together and resolve conflict. It instills a sense of belonging, acceptance and validation in the members.	***The group process based on principles, allows people to connect and form bonds based on equality and positivity, rather than merely on past experiences of dysfunction, struggle and using***.

11. **Catharsis**:	Occurs in the group process when members are given the space to share their experiences, explore their feelings and find some relief in telling their story to a supportive group.	All participants are given the opportunity to express themselves and share their experience, however, they do so in relation to the principles so that the process of catharsis isn't just about sharing, but about seeing choices and deciding whether to hold on to ones story or find the courage to let go and what life is like without it.
12. **Self-Understanding**:	The group therapy process builds intrapersonal skills increasing one's awareness of conscious and unconscious triggers and motivators.	The group therapy process supports the PLT eMod™ computer viewings, study guides and feedback assessments to build intrapersonal skills, and increase awareness of conscious and unconscious triggers and motivators.
13. **Existential Factors**:	Learning to "accept life on life's terms" is an important element of the group therapy process. Accepting existential factors teaches people how to take responsibility for one's own life and the consequences of one's decisions.	From hearing other people's stories in relation to the principles participants learn that everyone has their ups and downs, but it's how you deal with them that determines who you are and where you are in terms of your emotional maturity and sobriety.

Adapted from "The Therapeutic Factors" (Yalom and Leszcz, 2005)

Yalom viewed "Group Cohesiveness and Catharsis" as the two processes that work together to bring about change in individuals and groups. He outlined that the importance of group cohesion is determined by catharsis and vice versa. Thus if a member for example care about the group when the member shares his/her story they will be more likely to be motivated by change based on group feedback and accepted / desired levels of behavior. This expresses the importance Yalom placed on cohesiveness to bring about and motivate change.

The **PLT eMods™ Facilitation Process** is in alignment to every aspect of Yalom's thinking and theories - from the focus on the "here and now" to the 12 curative factors. However the PLT eMods™ Facilitation Process extends and expands the principles of Yalom's theory, as seen above in the table as well as below.

PLT eMods™ Group Facilitation Process

The **PLT eMods™ Facilitation Process** provides the space and the environment for participants to learn how to experience life in the "here and now" through a process which serves to provide structure as well as openness. The facilitation process incorporates an introduction and reinforcement of the **PLT eMods™ Facilitation** principles. The introduction of these principles provides participants with a solid grounding on which to base the group process. This serves to empower the group with principles and tools for change – establishing the goals and focus of the group.

The process of establishing and reinforcing the principles that participants have been exposed to during their PLT eMod™ Computer Viewings allows participants to develop a deeper understanding of the principles as well as increasing their exposure. Additionally the viewings provide learners with the tools to identify, recognize, understand and accept their past, plan for the future and live in the presence – increasing their self-awareness and ability to live in the "here and now".

The facilitation process provides participants with the practical experience of what it means to live in the "here and now" with a focus on the 4 Absolutes; the 5 dimensions of being human (perception, attitude, thinking, feeling and behaviors); and self-awareness (Johari Window).

While Yalom viewed "Group Cohesiveness and Catharsis" as tools to bring about change, he neglected the issue of negative affect and group pressure in pressing and manipulating change. As stated above catharsis is not just about sharing ones story, for real change to occur one need to find resolution in one's story, which is what the *PLT eMods™ Facilitation* principle-based approach allows.

Group cohesiveness is a space that needs to be established first by the facilitator and then by the participants (modeling). We know that groups can pressurize and evoke change in people, however, *PLT eMods™ Facilitation Process* seeks to teach all participants that our recovery culture is based on the 4 Absolutes and how live them. Living the 4 Absolutes allows participants to learn how to provide a culture of support, acceptance, patience and compassion, and the acceptance that we are all "equal but different" (Jorgensen, 1994).

Group Therapy Benefits

"Group therapy has advantages over other modalities. These include positive peer support; a reduction in learners' sense of isolation; real-life examples of people in recovery; help from peers in coping with substance abuse and other life problems; information and feedback from peers; a substitute family that may be healthier than a learner's family of origin; social skills training and practice; peer confrontation; a way to help many learners at one time; structure and discipline often absent in the lives of people abusing substances; and finally, the hope, support, and encouragement necessary to break free from substance abuse" (Center For Substance Abuse Treatment, 2005a).

The *PLT eMods™ Facilitation Process* brings together all the principles defined above and more:

- positive peer support;
- a reduction in learners' sense of isolation;
- real-life examples of people in recovery;
- help from peers in coping with substance abuse and other life problems;
- information and feedback from peers;
- a substitute family that may be healthier than a learner's family of origin;
- social skills training and practice;
- peer confrontation;
- a way to help many learners at one time;
- structure and discipline often absent in the lives of people abusing substances;
- **transformative learning;**
- **brain-balanced learning;**
- **development of all 9 multiple intelligences;**
- **structured principle-based learning;**
- **emotional sobriety development and support;**
- **participation and contribution by learners;**
- **writing exercises;**
- **platform for sharing based on reflection of principles and their application to life;**
- **application of the 4 Absolutes (from the Oxford Group: honest, selflessness, purity of intention and reality);**
- **equality based on positive goals and the attainment of resolution; and**
- **focus on the "here and now."**

Comparison of Group Processes

12-Step Self-Help Groups, Interpersonal Process Groups and PLT eMods™ Facilitation Process Group

Below is a comparison of self-help groups, interpersonal process groups and **PLT eMods™ Facilitation Process**. The table has been extracted from the Center for Substance Abuse Treatment document (2005) and supplemented and adapted to give a full comparison of the different group processes.

	Self-Help Group	Interpersonal Process Group	PLT eMods™ Facilitation Process
Size	Unlimited (often large) (face-to-face)	Small (8–15 members) (face-to-face)	Unlimited (online)
Leadership	• Peer leader or individual in recovery • Leadership is earned over time • Implicit hierarchical leadership structure	• Trained professional • Appointed leader • Formal hierarchical leadership structure	• Facilitator / Peer Leader • Peer Leadership is earned • Environment aim is a space of leadership and followship
Participation	Voluntary	Voluntary and involuntary	Voluntary
Group Government	Self-governing	Leader governed	4 Absolutes
Content	• Environmental factors, no examination of group interaction • Emphasis on similarities among members • Here-and-now focus	• Examination of intragroup behavior and extragroup factors • Emphasis on differences and similarities among members • Here-and-now focus plus historical focus	• Exploration of PLT eMods™ Facilitation Process principles • Emphasis on the common goal of emotional maturity and intelligence • Development of Socratic thinking, reasoning and questioning • Here-and-now focus
Screening Interview	None	Always	Always
Group Processes	Universality, empathy, affective sharing, self-disclosure (public statement of problem), mutual affirmation, morale building, catharsis, immediate positive feedback, high degree of persuasiveness	Cohesion, mutual identification, education, catharsis, use of group pressure to encourage abstinence and retention of group membership, outside socialization (depending on the group contract or agreement)	Equality, empowerment, education, universality, empathy, cohesion, principle application sharing, self-disclosure, morale building, catharsis, questioning, Socratic reasoning, immediate feedback. NOTE: NO USE OF group pressure, persuasion or manipulation.

Group Goals	• Positive goal setting, behaviorally oriented • Focus on the group as a whole and the similarities among members	• Ambitious goals: immediate problem plus individual personality issues • Individual as well as group focus	• Perceptions of equality • Increased self-awareness • Increase emotional intelligence • Increased application of principles to life • Increased development of Socratic processing and reasoning skills
Leader Activity	• Educator/role model, catalyst for learning • Less member-to-leader distance	• Responsible for directing therapeutic group experience • More member-to-leader distance	• Educator/ role model (for the 4 Absolutes and Socratic Temperament) • Responsible for principles that are discussed • Create an environment of equality and empowerment • Less member-to-leaders distance
Use of Psychodynamic Techniques	No	Yes	Yes
Confidentiality	Anonymity preserved	Anonymity strongly emphasized and includes *everything* that occurs in the group, not just the identity of group members	Anonymity preserved
Sponsorship Program	Yes (usually same sex)	None	None (members are also AA affiliated, thus sponsorships already established)
Determination of Time in Group	• Members may leave group at their own choosing • Members may avoid self-disclosure or discussion of any subject	• Predetermined minimal term of group membership • Avoidance of discussion seen as possible "resistance"	• Program is prescribed and mandated • Group attendance is part of the overall PLT eMods™ Learning Process
Involvement in Other Therapies	Yes	Yes—eclectic models No—psychodynamic models	Yes – eclectic approach (CBT, DBT, humanism, brain-balancing)
Time Factors	Unlimited group participation possible over years	Often time-limited group experiences	• Unlimited group participation • Prescribed time for the overall program
Frequency of Meetings	Active encouragement of daily participation	Meets less frequently (often once or twice weekly)	Once a week

Adapted from Spitz 2001. Used with permission. Cited from Center for Substance Abuse Treatment, 2005a http://www.ncbi.nlm.nih.gov/books/NBK26210/

PLT eMods™ Facilitation Process Placement

While we understand that all people have different needs, the problem remains: how do we provide support for people who need it, yet are overwhelmed by fear. The **PLT eMods™ Facilitation Process** provides the solution to assisting overcome these problems – through an educational process that breaks denial, while increasing accountability skills.

Problem	PLT eMods™ Facilitation Solution
1. People who refuse to participate	• Participation is not forced, it is agreed upon and learned • Participation is the accountability factor in reporting and monitoring, thus participation is mandated and learned due to necessity
2. People who cannot honor group agreements, including preserving privacy and confidentiality of group members in accordance with the Federal regulations (42 C.F.R., Part 2)	• The online nature insures confidentiality • Participants are familiar with AA thus confidentiality is respected
3. People who make the therapist very uncomfortable	• The process is an educational, not psychotherapeutic one • Discomfort by the facilitator is thus decreased
4. People who are prone to dropping out or who continually violate group norms	• Participation is voluntary • The accountability component in terms of job reporting makes the dropout rate low and compliance high • Respect is learned and experienced thus understood and applied
5. People in the throes of a life crisis	• The environment is supportive • The process assists people in learning how to deal with crisis. (we do not provide psychological counseling)
6. People who cannot control impulses	• Again the supportive environment provides a space for people to learn impulse control and understand the causes of their lack of control
7. People who experience severe internal discomfort in groups	• Facilitators have an open door policy • Encourage feedback and communication

The educational approach to group process differs from therapy, thus immediately decreasing the resistance and rejection of information that is so common in psychotherapeutic environments. Additionally the nature of the PLT eMods™ Facilitation Process group process decreased barriers to learning and other conscious or non-conscious prejudices that are usually triggered in group settings, as will be explored more below.

Group Barriers

Regardless of the lack of research on the effects of gender, culture and spirituality in the counseling and intervention process (McGoldrick, 1998) we know that "ethnicity and culture can have a profound effect on treatment" (Center for Substance Abuse Treatment, 2005a). Gender, cultural and spiritual difference, prejudices and misunderstanding between learners and counselors can negatively affect the therapeutic relationship and impede development and personal growth (Boyd-Franklin & Lockwood, 1999; Fukuyama & Funderburk, 2001; Cervantes & Parham, 2005).

In terms of group therapy cultural differences, ethnic differences and prejudices can be experienced on a conscious or non-conscious level, infecting and affecting the group process. And the "greater the mix of ethnicities in a group, the more likely it is that biases will emerge and require mediation" (Center for Substance Abuse Treatment, 2005a).

While it is crucial for group leaders to understand how ethnicity affects substance abuse and group participation, it is vital that cultural and ethnic issues do not to overwhelm the recovery process. These issues while important to overcome, can deflect from the recovery process, distracting participants from learning, change and recovery. So if unconscious animosity arises amongst group members the group process may be disrupted and go off track if the group leader is not experienced enough to see the problem. That being said seeing the problem doesn't necessarily resolve the problem, and when we are confronting prejudice we are dealing with deep seated beliefs that cannot simply be resolved without a real understanding of the prejudice and the conditioning around it, which may take more session than possible to resolve.

PLT eMods™ Facilitation Process Overcoming Barriers

The online facilitation process allows for learner confidentiality to be maintained while overcoming conscious and non-conscious cultural and ethnic prejudices and issues. This occurs due to the very nature of online facilitation which prevents group members from knowing who the other members are, seeing who they are and therefore pre-judging who they are based on physical features or body language.

Additionally the environment that the group process occurs in is based on the principles of the 4 Absolutes and developing perceptions of equality. The environment allows for the awareness of prejudice and the tools and information to learn how to overcome and replace it with perceptions of equality.

Group Development and Phase-Specific Tasks

The PLT eMods™ Facilitation Process group process compliments the accepted practices of group treatment as defined by the Center for Substance Abuse Treatment (2005a).

1. The preparation of learners for group participation;
2. Facilitators meet prospective members to form a therapeutic alliance:
    - Explain the PLT eMods™ Facilitation Process educational and group.
    - Reach consensus on goals of educational process.
    - Establish group norms and confidentiality.
    - Reduce anxiety related to joining a group.

Selection of group members is based on the learner's willingness to become a member and engage in the PLT eMods™ Facilitation Process educational process. Considerations include the learner's:

- Motivation to change
- Support
- Commitment homework and meetings
- Need to overcome challenges to become function

As the first month of group therapy sessions is known to be a particularly vulnerable time to relapse and discontinuation of treatment (Margolis and Zweben 1998) the process provides additional support during this time. The PLT eMods™ Facilitation Process provides all the tools and support group members: learner preparation through the syllabus and courseware; learner involvement during the facilitation process as well as email communication between classes; feedback in the form of verbal feedback in group, email feedback in relation to the Study Guide content assessments; and family support services.

The PLT eMods™ Facilitation group process outline:

1. Greeting
2. Introduction of new members
3. Overview of previous group
4. Introduction of topic and principles to be discussed
5. Group reflection and participation on what they learned and how it applies to their lives
6. Facilitator feedback during reflection
7. Closing request for email feedback

The PLT eMods™ Facilitation group process aims to be a reflection and culture of the 4 Absolutes – from the initial meeting to the final meeting. The principles of the group process are well established and respected as learners begin and continue to learn about emotional sobriety and the factors involved.

Next we explore the concept of online coaching and facilitation. This is a controversial issue as many therapists and educators are likely to frown at the idea of online support versus face-to-face, yet we firmly believe and support the application of online coaching and facilitation, for both is therapeutic and educational benefits as well as its convenience and accessibility, as you will explore in the next section.

Online Coaching and Facilitation

Online therapy has the opportunity to fill much needed treatment gaps. In 2004 Kohn, Saxena, Levav and Saraceno examined the gap between illness and treatment. From their study they estimated the treatment gaps to be "32.2% for schizophrenia, 56.3% for depression, 56.0% for dysthymia, 50.2% for bipolar disorder, 55.9% for panic disorder, 57.5% for generalized anxiety disorder, 57.3% for obsessive–compulsive disorder, and with **78.1% the widest for alcohol abuse and dependence**" (2004 as cited in Postel, de Haan, & De Jong, 2008, p 707). "*Reasons for not receiving treatment were access barriers, delay in treatment, stigma associated with treatment, patients not having time, and/or not knowing were to go for services*" (Postel, de Haan, & De Jong, 2008, p 707).

Online coaching, facilitation and therapy are relatively new developments in the health-care, self-help, recovery and mental health world. Research and analysis has indicated that Internet-based interventions are effective, especially those with therapist involvement (Postel, de Haan, & De Jong, 2008). Research has also shown that the working alliance of between the learner and the therapist is not disturbed or hindered by online therapy (Cook & Doyle, 2002).

Online e-therapy is being used as a stand-alone service, and in conjunction to traditional face-to-face clinical work (Yager, 2001). The majority of online therapy takes place via e-mail (Stofle, 2001). E-mail is "asynchronous," meaning that communication does not take place in "real time" (Rochlen, Zack & Speyer, 2004) Some less common practices of synchronous online therapy (therapy that takes place in real time) are chat tools such as Skype, MSN, AOL Instant Messenger, ICQ, etc (Rochlen, Zack & Speyer, 2004). With the increased prevalence of in high speed Internet connections, an increasing number of therapists are offering videoconference sessions (Rochlen, Zack & Speyer, 2004). Additionally Day and Schneider (2002) researched the benefits of face-to-face counseling versus internet counseling, and found that learner participation actually increased when counseling was not face-to –face.

PLT eMods™ online group facilitation process is on the cutting edge of the coming online coaching and facilitation revolution. Providing an educational component and solution to bring resolution to people struggling with addiction recovery, dysfunction and relationship problems. The PLT eMods™ Facilitation Process provides participants with all the benefits of online coaching while addressing all the online challenges, defined by Rochlen, Zack and Speyer (2004).

Benefits:
- *Convenience and Increased Access*
- *Disinhibition and Internalization*
- *The Zone of Reflection*
- *Writing is Therapeutic*
- *Telepresence and Transference*
- *Hypertextuality and Multimedia*

Challenges:
- *Missing Non-verbals*
- *Misreading*
- *Time Delay*
- *Skill Deficiency*
- *Crisis Intervention*
- *Identity*
- *Cultural Clashes*
- *Security*

(Rochlen, Zack &Speyer, 2004)

Internet Summary Table

	Research	PLT eMods™ Facilitation Process

Benefits:

Convenience & Increased Access	"One of the most frequently cited benefits of online therapy is convenience and increased access for both learners and therapists. Online therapy also has the potential to serve people with limited mobility, time restrictions, and limited access to mental health services. Besides people living in remote locations or areas that lack access to an appropriate therapist, there are people working, traveling, and relocating in countries where they would not consult a mental health professional due to language barriers. People who are physically disabled, or their caretakers, represent another group with significant barriers to visiting a psychotherapist. In addition, potential consumers who feel stigmatized by the counseling process may be more likely to seek help online if they feel the initial shame is diminished when they are not in the therapist's physical presence (Mitchell & Murphy, 1998)" (Rochlen, Zack &Speyer, 2004, p 271)	• Convenient and easy access • Weekly online classes • Microsoft live meeting rooms • Voice and chat to easily communicate • Visual aids to describe and explain concepts • Classes are recorded for participants who missed the class • Accountability being assured as the members are asked to share what they have learned via email after each class • Decrease stigma attached to seeking help
Disinhibition & Internalization	"In the context of online therapy, disinhibition can encourage therapeutic expression and self-reflection (Suler, 2002b). Since the process circumvents a learner's overt persona, there are few, if any, social masks to remove, and learners tend to "cut to the chase" of core issues" (Rochlen, Zack &Speyer, 2004, p 271)	• Decreases inhibiting behaviors and communication that could hinder group participation and contribution • Allows participants to understand the problems and how to resolve it • Allowing people to externalize the problem and internalize the solution (Rochlen, Zack & Speyer, 2004) • Providing an environment based on the 4 Absolutes that creates an atmosphere of honest, intimacy and containment • Provide members with an experience of equality • Eliminate traditional power differential that are usually apparent in self-help or group therapy • Teacher is also the student and the student is also the teacher, thus both parties have the opportunity to become creators and co-creators of insight and wisdom.
The Zone of Reflection	As defined by Suler (2002) online therapy provides the learner and the therapist to enter the "zone of reflection." This space allows for both parties to learn how to reflect on their thoughts and words in the exchange of asynchronous emails, text and dialogues. This process increases self-reflection and ownership of the therapeutic process gained through the act of	• Provides learners with the space to engage in text chat during the group, to ask questions or reflect on their experience • Each class has an accountability component that requires learners to share the lesson and value they received from the group • E-mail exchange between participants and facilitators is encouraged

writing. (Rochlen, Zack &Speyer, 2004, p 271)

Writing is Therapeutic	"The therapeutic benefit of writing is well documented (Pennebaker, 1997; Murphy & Mitchell, 1998)" (Rochlen, Zack &Speyer, 2004, p 272)	• Provides structured writing processes • Learn how to structure thoughts • Develop discipline in behaviors and cognitions
Telepresence & Transference	"When conditions on both sides of the dialogue enhance the advantages described earlier, then the text-based bond may allow the learner and therapist to experience "telepresence." This is the feeling (or illusion) of being in someone's presence without sharing any immediate physical space (Fink, 1999). Some online therapy supporters claim that textonly talk carries learners past the distracting, superficial aspects of a person's existence and connects the person more directly to the other's psyche (Suler, 2002a)" (Rochlen, Zack & Speyer, 2004 p 272).	• Online audio video experience of PLT eMods™ Facilitation Process group • Participants report experiencing "telepresence" • They have described a sense of cohesiveness and connection with the facilitator and other group members • The online process overcomes superficial barriers that may inhibit and hinder learning, growth and change
Hypertextuality & Multimedia	"Another advantage of online therapy is the ability to use the power of the Internet to feed relevant supplementary material to learners quickly and easily. Links to informational Web sites, video clips, documents, and assessment tools are readily supplied via all online therapy modalities. Whereas traditional therapy takes place in the therapist's office, limiting the therapist to whatever resources he or she has on the bookshelf, online therapy always takes place in a context with limitless resources (Grohol, 2000)" Rochlen, Zack &Speyer, 2004, p 272)	• Microsoft Live Meeting rooms allow for quick access to resources and downloads.
Increase Participation	Day & Schneider (2002 Online Therapy shows an increase in learner participation when compared to face-to-face. Patients and therapists experience a positive relationship during internet therapy (Ainsworth, 2011; Knaevelsrud & Maercker, 2006; Lange, van de Ven, Schrieken & Smit, 2003)	• Online teleconference style with video explanations • Increase participation • Voluntary participation
Working Alliance	Cook & Doyle (2002) Online Therapy shows an increase in working alliance when compared to face-to-face.	• Online teleconference style with video explanations • 4 Absolutes approach to communication and group

Challenges:

Missing Non-Verbals	Day & Schneider (2002) There is no significant difference between treatment when comparing face-to-face, teleconference or videoconferencing.	• Increased awareness of language, tone, pace, inflections and clarity of speech • Teaches participants to become more aware of how they sound and come across to others - increasing awareness.
Misreading	"…online therapy creates a potential for misunderstanding in the absence of spontaneous clarification. Learners with poor ego strength or paranoid tendencies may suffer from the loss of reassuring visual and auditory cues. For therapists lacking appropriate training in text-based communication, important information about the learner may remain "between the lines," with the real issues evading assessment. The increased room for error in online assessment makes traditional diagnosis virtually impossible and limits the clinician to making provisional hypotheses (Childress, 1998)" (Rochlen, Zack &Speyer, 2004, p 272)	• Educational process - no focus on analysis and diagnosis • Writing feedback provides the facilitator with a tool to assess what they heard and experienced • The learner participation ensures checks and the awareness of inconsistencies
Time Delay	"Another technical challenge is that online therapy conducted by e-mail, for instance, is asynchronous and has a built-in time delay altering the nature of the counseling process. Learners may wonder about the meaning of unexplained delays in a therapist's response. Ultimately, although time delay can be good (time to think about and digest responses), it also can increase anxiety, leading to what Suler (2002a) called the "black hole phenomenon" (Rochlen, Zack &Speyer, 2004, p 273).	• Synchronous - PW group allows for in-time feedback • Asynchronous - E-mail process allows for feedback, with a time delay
Skill Deficiency	"Both therapist and learner must be reasonably good writers and typists, and need to be computer literate to manage the medium (Stofle, 2001; Zack, 2002). The effectiveness of online therapy could be lost on those not comfortable expressing themselves in writing. The medium appears best suited to those who value written self-expression and have the creative independence it takes to hold up their end of the written dialogue (Mitchell & Murphy, 1998)" (Rochlen, Zack & Speyer, 2004, p. 273)	• Educational process is designed to empower people with the ability to learn and develop themselves in new areas • If writing and literacy are problems, the nature of the process will work with the learner to resolve the problem • Staff are available to help and support people with writing challenge.
Crisis Intervention	Another debatable concern noted about online therapy relates to how therapists deal with crisis. Some authors have suggested there are significant problems that can surface when a learner becomes suicidal l/ homicidal or the therapist is otherwise concerned about the learner's safety (Mitchell & Murphy, 1998). These authors note that there can be	• Educational process empowers people with the tools to deal with and overcome crisis • Participants are AA members and have other support systems • Staff available in times of crisis to provide support and coaching should participants need a hand through tough times

no certainty of an immediate e-mail response from the therapist, so the ability to reliably deal with crisis is challenging, if not impossible. In contrast, Fenichel et al. (2002) concluded that there is no evidence suggesting online therapy cannot be done with learners in crisis nor is it more difficult in locating a learner in online therapy compared to telephone hotline clinical work" Rochlen, Zack &Speyer, 2004, p 273)

Cultural Clashes	"Technology could lead some therapists to adopt a "carte blanche" approach to the indiscriminate crossing of cultures, time zones, and social systems. If it appears a therapeutic relationship is prone to conflict of interest, misunderstanding, or compromises the learner's needs, then ease of access may prove to be a secondary consideration" (Rochlen, Zack &Speyer, 2004, p 273)	• Allows for people to learn how live by the 4 Absolutes • Instead of building a group based on cultures, race or ethnicity, the PLT eMods™ Facilitation Process group is formed on the 4 Absolutes • Online nature of this process allows for prejudices such as culture, race, religion, eye color or hair color… to be overcome and bypassed
Identity	"Verifying learners' identities can be a challenge for online therapy. This is another reason why professional online therapy often makes identifying and emergency contact information a prerequisite for intake. Most Web sites require a password before the learner can access the Web-site's interactive communication system (Childress, 1998)" (Rochlen, Zack &Speyer, 2004, p 273)	• Access to group from the learners Learning Center Control Panel • To reach the class learners need the Learning Center Control Panel on their Desktop • The entrance to the Microsoft Live Meeting room requires a password, email address and name to enter the room
Security	"Another common concern is the confidentiality of communications and learner records. Without special precautions, there are a number of key security issues in the process of online counseling (Zack, 2004). Technology has the potential to keep learner records more secure than conventional systems, but without awareness of Internet protocols and utilization of encryption solutions, online therapists may inadvertently increase the risk of divulging sensitive information (Grohol, 1999)" (Rochlen, Zack & Speyer, 2004, p. 274)	• Group process and record keeping is well organized and protected, by Awareness Communication Technology, LLC

The benefits and challenges are explored and explained in more detail below in reference to the PLT eMods™ Facilitation Process.

Benefits

Convenience and Increased Access
The online PLT eMods™ Facilitation Process provides a convenient and easy access the weekly online classes – through live online group sessions and class recordings. The Microsoft Live Meeting Rooms allow members to use the multitude of tools such as voice and chat to easily communicate. Additionally the class is facilitated using visual

aids to describe and explain concepts. The classes are recorded for participants who missed the class, to access at their convenience during the week (with accountability being assured as the members are asked to share what they have learned via email after each class).

Disinhibition and Internalization

The online nature of the PLT eMods™ Facilitation Process group decreases inhibiting behaviors and communication that could hinder group participation and contribution. "In the context of online therapy, disinhibition can encourage therapeutic expression and self-reflection (Suler, 2002b). Since the process circumvents a learner's overt persona, there are few, if any, social masks to remove, and learners tend to "cut to the chase" of core issues" ([Rochlen, Zack, Speyer, 2004](#)).

The PLT eMods™ Facilitation Process group process allows participants to understand what the problems is as well as how to resolve the problem – thus allowing people to externalize the problem and internalize the solution (Rochlen, Zack & Speyer, 2004). While providing an environment based on the 4 Absolutes that creates an atmosphere of honest, intimacy and containment.

The PLT eMods™ Facilitation Process group process also servers to provide members with an experience of equality and as such eliminate traditional power differential that are usually apparent in self-help or group processes. The environment is such where the teacher is also the student and the student is also the teacher, thus both parties have the opportunity to become creators and co-creators of insight and wisdom.

The Zone of Reflection

As defined by Suler (2002) online therapy provides the learner and the therapist to enter the "zone of reflection" (as cited in Rochlen, Zack & Speyer, 2004, p 271). This space allows for both parties to learn how to reflect on their thoughts and words in the exchange of asynchronous emails, text and dialogues. This process increases self-reflection and ownership of the therapeutic process gained through the act of writing.

The PLT eMods™ Facilitation Process provides learners with the space to engage in text chat during the group, to ask questions or reflect on their experience. Additionally each class has an accountability component that requires learners to share the lesson and value they received from the group.

Writing is Therapeutic

The therapeutic benefit of writing is well documented (Pennebaker, 1997; Murphy & Mitchell, 1998 as cited in Rochlen, Zack & Speyer, 2004, p 271). The PLT eMods™ Facilitation Process provides structured writing processes that help participants learn how to structure their thoughts and writings to develop discipline in behaviors and cognitions.

Telepresence and Transference

"When conditions on both sides of the dialogue enhance the advantages described earlier, then the text-based bond may allow the learner and therapist to experience "telepresence." This is the feeling (or illusion) of being in someone's presence without sharing any immediate physical space (Fink, 1999). Some online therapy supporters claim that text-only talk carries learners past the distracting, superficial aspects of a person's existence and connects the person more directly to the other's psyche (Suler, 2002a)" (Rochlen, Zack & Speyer, 2004).

The concepts described above can be applied to the online audio video experience of PLT eMods™ Facilitation Process where participants have reported experiencing "telepresence."   They have described a sense of

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cohesiveness and connection with the facilitator and other group members, which provides the opportunity for learning and personal growth.

Additionally as described above and in "group barriers" the online process overcomes superficial barriers that may inhibit and hinder learning, growth and change.

Hypertextuality and Multimedia
The PLT eMods™ Facilitation Process occurs in Microsoft Live Meeting rooms and allows for quick access to resources and downloads.

Challenges

Missing Non-verbals
The inability to pick up and see body language can be overcome by becoming acutely aware of language, tone, pace, inflections and clarity of speech. This process also teaches participants to become more aware of how they sound and come across to others, therefore increasing awareness.

Misreading
Because the PLT eMods™ Facilitation Process is an educational process there is no focus on analysis and diagnosis. While there may be the potential for misunderstandings in what people say, the inclusion of writing feedback provides the facilitator with a tool to assess what they heard and experienced. Additionally the learner participation in the content assessments located in the study guide as well as the online feedback assessments provides an additional cross check to fully understand where the learner is at, while providing an opportunity to pick up any inconsistencies.

Time Delay
The PLT eMods™ Facilitation Process allows for in-time feedback. The email process allows for feedback, with a time delay, however, participants never wait more than a day for email feedback.

Skill Deficiency
"Both therapist and learner must be reasonably good writers and typists, and need to be computer literate to manage the medium (Stofle, 2001; Zack, 2002). The effectiveness of online therapy could be lost on those not comfortable expressing themselves in writing. The medium appears best suited to those who value written self-expression and have the creative independence it takes to hold up their end of the written dialogue (Mitchell & Murphy, 1998)" (Rochlen, Zack & Speyer, 2004, p. 272)

While the skills deficiency is something that the PLT eMods™ Facilitation Process takes into account, the process is designed to empower people with the ability to learn and develop themselves in new areas, thus if writing and literacy are problems, the nature of the process will work with the learner to resolve the problem. Additionally PLT eMods™ Facilitation staff are available to help and support people with writing challenges.

Crisis Intervention
The PLT eMods™ Facilitation Process is a crisis prevention group that seeks to empower people with the tools to deal with and overcome crisis. The program is specific about the need for participants to be members of AA as well as have any other support systems they need to reinforce and sustain their recovery. Additionally the PLT eMods™

Facilitation teams is available in times of crisis to provide support and coaching should participants need a hand through tough times.

Cultural Clashes

The PLT eMods™ Facilitation Process allows for people to learn how live by the 4 Absolutes, hence people learn how to be with others coming from honesty, selflessness, purity of intention and reality / love. So instead of building a group based on cultures, race or ethnicity, the PLT eMods™ Facilitation Process is formed on the 4 Absolutes. The online nature of this process allows for prejudices such as culture, race, religion, eye color or hair color… to be overcome and bypassed.

Identity

Access to group is granted from the learners Learning Center Control Panel, so in order to reach the class learners need the Learning Center Control Panel on their Desktop which requires activation code to install and download. Additionally the entrance to the Microsoft Live Meeting room requires a password, email address and name to enter the room.

Security

While online can provide security risks, the PLT eMods™ Facilitation Process and record keeping is well organized and protected, by Awareness Communication Technology systems.

Conclusion

In closing the PLT eMods™ Facilitation Process provides a holistic and nurturing space for learners to learn, share, experience. The PLT eMods™ Facilitator are trained to provide a personable and safe space for people to experience and reinforce the principles into their life.

We have shown how PLT eMods™ facilitation process extends and expands traditional group therapy. The process incorporates principles of Rogers, Winnicot and Yalom to name but a few. While additionally effectively implementing group therapy principles and enhancing the emotional processing and well being of all participants.

The online PLT eMods™ Facilitation Process allows for participants to participant in a less inhibited, more open and honest way, while empowering members with the tools to change, grow and contribute to the group and their emotional and personal growth process. We showed how the online nature is beneficial in decreasing barriers to learning and placing the primary importance on what is said and not said, and what is done and not done. The educational focus of the group empowers learners to look at themselves and take responsibility for their lives without the judgment, influence and drama's of others being projected at them.

Lastly the success of the Pocket Wisdom PLUS program is testament to the success and proven effectiveness of the PLT eMods™ process as a whole.
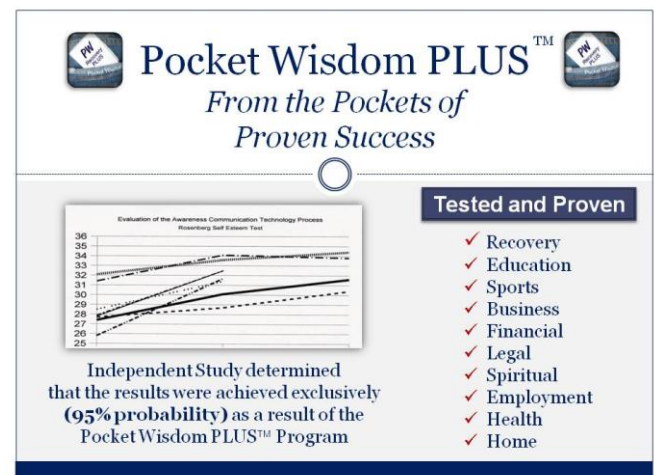
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Appendix

Appendix A: Topics, Books & Theories that Apply to PLT eMods

Topics	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 Zajaczkowski
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

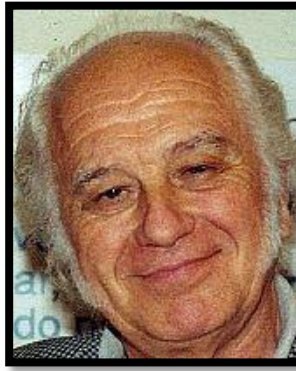| Other	
Emotions	Antonio Damasio
"Democracy and Education" and "Art as an Experience"	John Dewey
Critical Incident Stress Management (CISM) / Critical Incident Stress Debriefing (CISD)	Jeffrey T. Mitchell; George S. Everly
Collaborative Peer Learning	Linda Darling- Hammond
Conditions of Learning	Robert 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
Overcoming Organizational Defenses	Chris Argyris
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

	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.	Emotional Intelligence	Daniel Goleman
28.	Emotional Structural Authority	Richard Jorgensen
29.	Emotions	Antonio Damasio
30.	Essentials in Education and "The Golden Mean"	Aristotle
31.	Expeditionary Learning	Kurt Hahn
32.	Experiential Learning	David A. Kolb
33.	Flow: Optimal Learning	Michael Csikszentmihalyi; Edward Deming; Richard Jorgensen, Carl Rogers
34.	Gestalt	Wilhelm von Bode
35.	Group Dynamics	Kurt Lewin
36.	Interdependence and Transformation	Edward Deming; Richard Jorgensen; Joel Barker; Steven Covey
37.	Johari Window	Joseph Luft and Harry Ingham
38.	Knowledge building	Carl Bereiter and Marlene Scardamalia
39.	Language of Vision	Gyorgy Kepes
40.	Learning and The Loss Of The Stable State	Donald Schon
41.	Letting Go / 5 Stages of Loss	Elizabeth Kubler-Ross
42.	Logotherapy	Victor Frankl
43.	Lucid Learning	Richard Jorgensen
44.	Maslow's Hierarchy Of Needs	Abraham Maslow

45.	Marzano's New Taxonomy	Robert J. Marzano
46.	Optimal Learning	Michael Csikszentmihalyi
47.	Paradigm Shifts	Joel Barker
48.	Restorative Learning (Unlearning and Relearning)	Richard Jorgensen
49.	Social Development	Erik Erikson
50.	Social Learning Theory	Albert Bandura
51.	Student-Centered Education	Carl Rogers
52.	Suggestopedia/ Suggestology	Giorgi Lovanov
53.	Symbolistics	Richard Jorgensen
54.	The Zone of Proximal Development	Lev Vygotsky
55.	Transformative Education	Robert Boyd; Richard Jorgensen
56.	Transformative Learning Theory	Jack Mezirow
57.	Trust vs. Fear	Jack Gibb
58.	Waldorf Education	Rudolph Steiner
59.	Whole Brain Thinking	Ned Herrmann

Appendix B: Suggestopedia

Suggestopedia was originally developed by Dr. Giorgi Lozanov, a Bulgarian medical doctor, psychotherapist, Yogi and educator. Lozanov developed Suggestopedia as he identified a need for an effective educational system to *accelerate learning*. He saw a new way of learning as essential for human evolution in order to keep up with technological advancements. More importantly he developed Suggestopedia in order to **help learners achieve optimum mental, physical and spiritual health**.

Suggestopedia is a learning methodology that works with *relaxation, music and suggestion* to effectively overcome barriers by *lowering the affective filter* thus enhancing the learning process (Harmer, 2001). Making use of "Baroque music, relaxed alertness, positive expectation, and highly orchestrated classroom methods to achieve increased memory and to accelerate learning" (Minewiser, 2000).

"Lozanov contends that the purpose of Suggestopedia is **to liberate and stimulate not only memory and other mental functions, but the entire personality**" (in Schuster & Miele, 1978, as cited in Minewiser, 2000, p.9). Krippner (1980) notes that Lozanov claimed to have developed a system, which activates many areas of the brain, particularly the right brain and the limbic systems (as cited in Minewiser, 2000, p.9).

Krippner (1980) stated that when he was part of the "Working Group on Suggestology as a Learning Methodology" for the United Nations Educational, Scientific and Cultural Organization (UNESCO) with Schuster, Miele, and Pollack, he found that Lozanov's teachers:

> "learn how to orchestrate classroom instruction, combining all elements of
> suggestopedia harmoniously.... Suggestopedic methods involve simultaneous
> activation of concentration and relaxation, of logic and emotion, of the
> brain's left and right hemisphere, of the brain's higher and lower centers, and
> of the unification of conscious and paraconscious mental activity." (p. 133)

Lozanov's methodology was EXAMINED AND PROVEN EFFECTIVE by UNESCO who now RECOMMEND Suggestopedia Methodology for educational environments around the world.

Lozanov maintains that the objectives of Suggestopedia are to: tap memory reserves, intellectual reserves, creativity reserves, and reserves of the entire personality, to avoid tiredness, create a pleasant learning experience, help students adapt to society, and create a positive psychotherapeutic effect (in Schuster & Miele, 1978, as cited in Minewiser, 2000, p 9).

Lozanov believes that his system enables a child to go through school without trauma and stress, while retaining their innate drive for learning, as well as allowing him/her to uncover innate but hidden capacity and talent which he calls the *reserve capacities of the mind*.

Principles of Suggestopedia

Lozanov found that learning is enhanced when tension, stress, and pre-existing concepts or beliefs are removed. Additionally he stated that true learning must engage both the analytical brain and the emotional brain, along with both states of consciousness - conscious and the unconscious. With this knowledge he formulated the following principles and concepts:

Principles Of Suggestopedia (Lozanov, 1978)

- Learning is characterized by joy and the absence of tension.
- Learning takes place on both a conscious and an unconscious level.
- The learner's reserve potential can be tapped through suggestion.

Basic Concepts Behind Suggestopedia (Integral Learning Systems LLC. Website, n.d.)

- People possess mental capacities that they seldom use under normal circumstances.

- People's response to stimuli is complex.

- The more we can do to communicate to the unconscious and the conscious faculties of the brain through effective learning, the greater our ability to break through the conditioned, automatic patterns and "open the access to the greater potential of the mental reserve.

Suggestopedia is a method that implements these principles by working not only on the conscious level of human mind but also on the subconscious level, which allows the mind to engage in a process of unlearning for the purpose of relearning. And since it works to transform learning and open the mind and brain, which are said to have unlimited capacities, one can teach more than other methods can teach in the same amount of time.

Additionally through his learning approach Lazonov's sought to equip and offer students more choices.   While placing a **great emphasis on the classroom / learning environment and atmosphere**. Lazonov expresses the necessity for the "*the students feel comfortable and confident*" in order for effective learning to occur (Harmer, 2001).

Origins of the Name: Suggestopedia

The name Suggestopedia is derived from two words – "suggestion" and "pedagogy".

Suggestion is the psychological process by which one person guides the thoughts, feelings, or behaviour of another (Suggestion, 2010.).

Pedagogy is the art, study and science of being a TEACHER or the process of teaching. The term generally refers to strategies of instruction, or a style of instruction (Pedagogy, 2010.).

Linguistically and logically speaking the term simply meant "*learning through suggestion*" (Felix, 1989, Chap. 1). The method's main concern is the *influence of suggestion in the teaching/ facilitating/ training environment* – that is to say: *What does what an educators do to 'suggest' to the learner:*

- *That learning is easy and fun? OR*

- *That learning is difficult and that mastery is impossible?*

In examining suggestions we need to examine the suggestions that people bring into the learning environment about their capabilities, intelligences and beliefs about people and facilitators. In doing so we will explore how facilitators can help learners move beyond their limiting beliefs and reinforce the positive.

Suggestopedia, Accelerated Learning, Super learning And PLT eMods™

Accelerated Learning is an educational method that that "creates an environment and teaching processes to enable learners to move beyond limiting beliefs and misconceptions and tap into their hidden potential." The method encompasses and incorporates detailed studies and research of the human mind and how it acquires knowledge.

To understand Accelerated Learning and what distinguishes it from other teaching philosophies and methodologies, it is important to go back to the roots of the method and look at its development over the years.

The aim of this section is to inform you about Suggestopedia / Accelerated Learning / Super Learning, while providing the framework for you to understand that PLT eMods™ are considered an Accelerated Learning tool, yet the technology and methodology extend and expand the concept and definition first proposed by Georgi Lozanov.

Suggestopedia

Suggestopedia is the scientific educational methodology that set the stage for the Accelerated Learning wave of the 70's and the Super Learning wave still occurring.

Lozanov developed Suggestopedia as he identified a need for an effective educational system to *accelerate learning*. He saw a new way of learning as essential for human evolution in order to keep up with technological advancements. More importantly he developed Suggestopedia in order to **help learners achieve optimum mental, physical and spiritual health**.

Suggestopedia is a learning methodology that works with *relaxation, music and suggestion* to effectively overcome barriers by *lowering the affective filter* thus enhancing the learning process (Harmer, 2001). Making use of "Baroque music, relaxed alertness, positive expectation, and highly orchestrated classroom methods to achieve increased memory and to accelerate learning" (Minewiser, 2000).

 "Lozanov contends that the purpose of Suggestopedia is **to liberate and stimulate not only memory and other mental functions, but the entire personality**" (in Schuster & Miele, 1978 Cited from Minewiser, 2000, p.9). Krippner (1980) notes that Lozanov claimed to have developed a system, which activates many areas of the brain, particularly the right brain and the limbic systems (Minewiser, 2000, p.9).

The Applications of Suggestology

"The applications of Suggestology are said to be the stimulation of often unused mental capacities, referred to as *hidden reserves* of the brain and the mind. These include "long-term hypermnesia, stimulation of creativity, and learned self-control of autonomic functions such as pain, bleeding, metabolism, etc" (Lozanov, in Schuster & Miele, 1978, p. 212, as cited in Minewiser, 2000, p19).

"Belanger (1978) proposes that the role of the unconscious during learning is to facilitate the activation of the reserves of human potential in the right hemisphere, which regulates such processes as intuition, imagination, space orientation, musical perception, and emotions "(as cited in Minewiser, 2000, p.19)

Structure of Suggestopedia

The lesson of Suggestopedia initially consisted of three phases: deciphering, concert session (memorization séance), and elaboration. However it has now expanded into four phases: introduction, concert session, elaboration, and production.

"Introduction: The teacher teaches the material in "a playful manner" instead of analyzing lexis and grammar of the text in a directive manner.

Concert session (active and passive): In the active session, the teacher reads with intoning as selected music is played. Occasionally, the students read the text together with the teacher, and listen only to the music as the teacher pauses in particular moments. The passive session is done more calmly.

Elaboration: The students sing classical songs and play games while "the teacher acts more like a consultant

Production: The students spontaneously speak and interact in the target language without interruption or correction."

HTTP://EN.WIKIPEDIA.ORG/WIKI/SUGGESTOPEDIA#CITE_NOTE-THREE-2

The 10 Elements of Accelerated Learning

From International Alliance of Learning: HTTP://WWW.IALEARN.ORG/ALELEMENTS.PHP

Knowledge about the Human Brain

Scientific knowledge and understanding of the brain supports the design of effective teaching and learning experiences. As we learn more about how the brain functions, and how that knowledge translates to classroom practices, the Accelerated Learning model adapts to integrate what we know about learning and what we do in the learning environment to support learning.

Emotional State

Without emotion, there is no learning. Our emotions powerfully influence the learning process and either hinder or enhance retention. When emotions are positive, we are open to new possibilities, our total mental capacity is available for learning, We are ready to move into new experiences. Accelerated Learning creates and maintains an environment in which each person is involved in the learning, engaged in what is happening and always feels empowered and resourceful.

The Learning Environment

Accelerated Learning aims to create a positive learning environment. One in which learners are held within an emotionally, socially and physically secure environment- one that creates an environment of relaxation and stimulation. The accelerated learning environment takes into consideration every aspect of the learning environment that can positively or negatively affect the experience, such as lighting, temperature, acoustics, seat arrangement, color, décor, as well as the emotional and mental

qualities of the environment. Accelerated Learning aims to create and maintain a fun, engaging, and rewarding environment that invites learners to experiment, discover and learn."

The Role of Music and the Arts

Because music creates emotional engagement and memorability, it is a valuable, and often overlooked, educational tool. It can influence the entire pace, mood and energy level of the learning experience. Art in its various forms facilitates self-understanding, emotional involvement and the application of knowledge to real life situations. Research shows that the arts – everything from storytelling to drama, to the visual arts enhances learning and speaks to us at both the conscious and subconscious level. AL uses all of the Arts to promote the development of the entire person and make learning inspiring and transformational.

Personal Motivation

The desire to continue learning is based on self-confidence, intrinsic motivation, and personal expectations. Accelerated Learning supports the intrinsic motivation of the learner as opposed to extrinsic awards like grade and prizes. In the AL classroom, learning is shared, cooperation stressed, and the learning community and group cohesion supports each individual in becoming the best they can be. By enabling learners to tap into their innermost desires, goals and vision, they naturally become engaged learners.

Multiple Intelligences and Learning Styles

The theory of multiple intelligences and the many theories of individual learning and processing styles are an integral part of Accelerated Learning program design. IAL subscribes to Howard Gardner's perspective. . ."to respect the many differences among people, the multiple variations in the ways that they learn, the several modes by which they can be assessed, and the almost infinite number of ways in which they can leave a mark on the world."

Imagination/Metaphors

Imaginative games and activities enrich verbal and written information with physical movement, color, depth, and positive emotions. Visualization skills enhance spelling, memory, creativity, and other abilities, and metaphors bring stronger meaning to any subject. AL uses ritual, metaphor, similies and analogies in various forms to support earning and make it more memorable.

Suggestion/De-Suggestion

Learners come into learning with many pre-conceptions about themselves, the world, the subject matter and learning. Personal suggestions, often called beliefs or mental models, sometimes enhance our ability to learn and often limit what is possible. In Accelerated Learning, the facilitator pays attention to each individual and supports him or her in moving beyond limitations. The AL facilitator designs

the program, uses both verbal and non-verbal communication carefully and intentionally to be a supporter of learning and not an added barrier. What is not spoken may often be conveyed by body language, attitude, choice of words and thinly veiled expectations. Though subtle, positive suggestions, aided by a rich variety of learning tasks, music, movement and exercise, can create a positive mental state and raise energy levels and attentiveness.

Team Learning and Cooperation

Cooperative learning activities allow participants of all abilities to benefit as mentors and learners, develop interpersonal and time-management skills, and more fully develop their creative talents. The sharing of learning reinforces individual learning and group results.

Improvement and Results

Learning expectations should be clearly defined and shared with participants and constituents so that:

- Learners are able to comprehend the relevance of the subject matter to their lives; and
- Facilitators of learning can measure progress and generate objective data that can be used to continuously improve and add value to planning, assessment, and process improvement.

Appendix C: Gardner's Multiple Intelligences

The Nine Types of Intelligence
By Howard Gardner

Logical-Mathematical Intelligence ("Number/Reasoning" Smart)

Logical-mathematical intelligence is the ability to calculate, quantify, consider propositions and hypotheses, and carry out complete mathematical operations. It enables us to perceive relationships and connections and to use abstract, symbolic thought; sequential reasoning skills; and inductive and deductive thinking patterns. Logical intelligence is usually well developed in mathematicians, scientists, and detectives. Young adults with lots of logical intelligence are interested in patterns, categories, and relationships. They are drawn to arithmetic problems, strategy games and experiments.

Linguistic Intelligence ("Word Smart")

Linguistic intelligence is the ability to think in words and to use language to express and appreciate complex meanings. Linguistic intelligence allows us to understand the order and meaning of words and to apply meta-linguistic skills to reflect on our use of language. Linguistic intelligence is the most widely shared human competence and is evident in poets, novelists, journalists, and effective public speakers. Young adults with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles.

Musical Intelligence ("Musical Smart")

Musical intelligence is the capacity to discern pitch, rhythm, timbre, and tone. This intelligence enables us to recognize, create, reproduce, and reflect on music, as demonstrated by composers, conductors, musicians, vocalist, and sensitive listeners. Interestingly, there is often an affective connection between music and the emotions; and mathematical and musical intelligences may share common thinking processes. Young adults with this kind of intelligence are usually singing or drumming to themselves. They are usually quite aware of sounds others may miss.

Spatial Intelligence ("Picture Smart")

Spatial intelligence is the ability to think in three dimensions. Core capacities include mental imagery, spatial reasoning, image manipulation, graphic and artistic skills, and an active imagination. Sailors, pilots, sculptors, painters, and architects all exhibit spatial intelligence. Young adults with this kind of intelligence may be fascinated with mazes or jigsaw puzzles, or spend free time drawing or daydreaming.

Bodily-Kinesthetic Intelligence ("Body Smart")

Bodily kinesthetic intelligence is the capacity to manipulate objects and use a variety of physical skills. This intelligence also involves a sense of timing and the perfection of skills through mind–body union. Athletes, dancers, surgeons, and craftspeople exhibit well-developed bodily kinesthetic intelligence.

Naturalist Intelligence ("Nature Smart")

Designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. It is also speculated that much of our consumer society exploits the naturalist intelligences, which can be mobilized in the discrimination among cars, sneakers, kinds of makeup, and the like.

Interpersonal Intelligence ("People Smart")

Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. Teachers, social workers, actors, and politicians all exhibit interpersonal intelligence. Young adults with this kind of intelligence are leaders among their peers, are good at communicating, and seem to understand others' feelings and motives.

Intra-personal Intelligence ("Self Smart")

Intra-personal intelligence is the capacity to understand oneself and one's thoughts and feelings, and to use such knowledge in planning and directing one's life. Intra-personal intelligence involves not only an appreciation of the self, but also of the human condition. It is evident in psychologists, spiritual leaders, and philosophers. These young adults may be shy. They are very aware of their own feelings and are self-motivated.

Spiritual/Existential Intelligence

Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.

{Content from the Blog of Dr Jonathan Moch (March 26th 2010), FOTEO: Nine brain circuits - multiple intelligences (H Gardner) retrieved from HTTP://DRJDMOCH.BLOGSPOT.COM/2010/03/FOTEO-NINE-BRAIN-CIRCUITS-MULIPLE.HTML on 5 December 2010. Overview of the Multiple Intelligences Theory. Association for Supervision and Curriculum Development and Thomas Armstrong.com}

Appendix D: Bloom's Taxonomy

In 1956 Benjamin Bloom and a committee of top psychologists identified three domains / categories / behaviors associated with learning:

- o **Cognitive**: Mental Skills and Acuity (*Knowledge*)
- o **Affective**: Growth in Feelings or Emotional Areas (*Attitude*)
- o **Psychomotor**: Manual or Physical Skills (*Skills*)
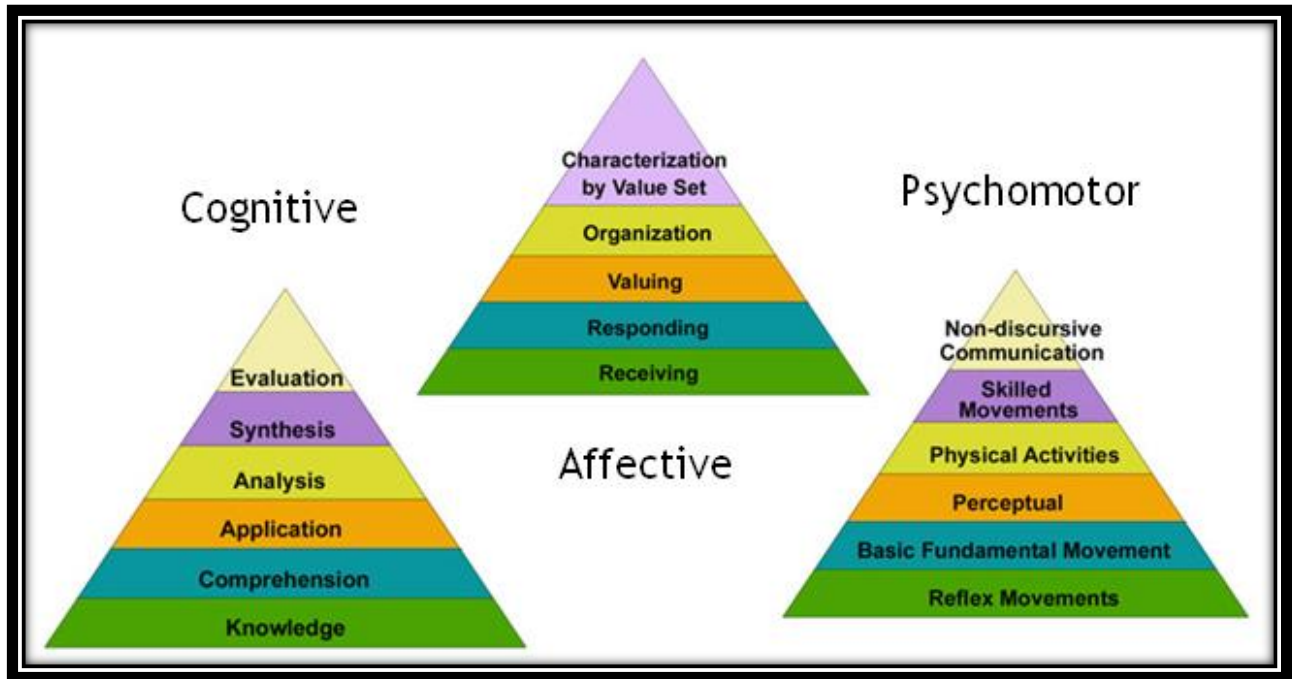
Thus in effect Bloom's Taxonomy identified that there is more than one way of learning. So the "taxonomy of learning behaviors can be thought of as 'the goals of the learning process.' And after a learning episode, the learner should have acquired new skills, knowledge, and/or attitudes."

Each domain has been divided into subdivisions, starting from the simplest behavior to the most complex. However, the divisions outlined are not finite thus there are numerous other systems that have been designed and theorized in the educational and training world. "But, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today."

Cognitive Domain. Bloom identified six levels within the cognitive domain. He structure the description in a hierarchical fashion with the simple recall or recognition of facts, being the lowest level, through increasingly more complex and abstract mental levels, to the highest order- evaluation. Below is a list of

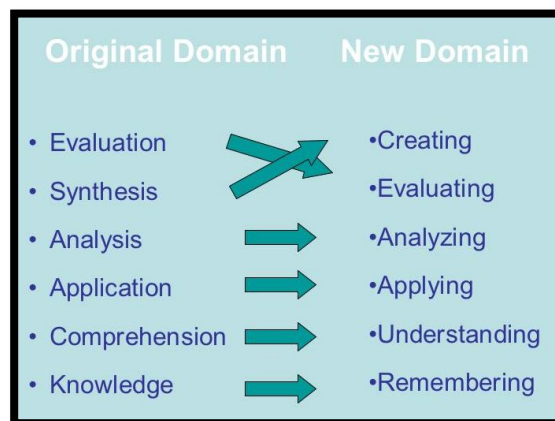1. *Knowledge*: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. *Comprehension*: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. *Application*: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

4. *Analysis*: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. *Synthesis*: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. *Evaluation*: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

Revised Bloom's Taxonomy: by Lorin Anderson, a former student of Bloom. She revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being, 1) changing the names in the six categories from nouns to verbs and 2) slightly rearranging them (Pohl, 2000).

This new taxonomy reflects a more active form of thinking and is perhaps more accurate:

Original Domain	New Domain
• Evaluation	•Creating
• Synthesis	•Evaluating
• Analysis	•Analyzing
• Application	•Applying
• Comprehension	•Understanding
• Knowledge	•Remembering

The affective domain (Krathwohl, Bloom and Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

Category	Example and Key Words (verbs)
Receiving Phenomena: Awareness, willingness to hear, selected attention.	**Examples**: Listen to others with respect. Listen for and remember the name of newly introduced people. **Key Words**: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes and may emphasize compliance in responding, willingness to respond, or satisfaction in	**Examples**: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them. **Key Words**: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.

Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	**Examples**: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about. **Key Words**: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.	**Examples**: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self. **Key Words**: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	**Examples**: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look. **Key Words**: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

HTTP://WWW.NWLINK.COM/~DONCLARK/HRD/BLOOM.HTML

The psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

Category	Example and Key Words (verbs)
Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	**Examples**: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and

	taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet. **Key Words**: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	**Examples**: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain. **Key Words**: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	**Examples**: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift. **Key Words**: copies, traces, follows, react, reproduce, responds
Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	**Examples**: Use a personal computer. Repair a leaking faucet. Drive a car. **Key Words**: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.	**Examples**: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano. **Key Words**: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.
Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.	**Examples**: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task). **Key Words**: adapts, alters, changes, rearranges, reorganizes, revises, varies.

<table>
<tr>
<td>Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</td>
<td>Examples: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.

Key Words: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</td>
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"As mentioned earlier, the committee did not produce a compilation for the psychomotor domain model, but others have. The one discussed above is by Simpson (1972). There are two other popular versions":

Dave's (1975):

- **Imitation** — Observing and patterning behavior after someone else. Performance may be of low quality. Example: Copying a work of art.
- **Manipulation** — Being able to perform certain actions by following instructions and practicing. Example: Creating work on one's own, after taking lessons, or reading about it.
- **Precision** — Refining, becoming more exact. Few errors are apparent. Example: Working and reworking something, so it will be "just right."
- **Articulation** — Coordinating a series of actions, achieving harmony and internal consistency. Example: Producing a video that involves music, drama, color, sound, etc.
- **Naturalization** — Having high level performance become natural, without needing to think much about it. Examples: Michael Jordan playing basketball, Nancy Lopez hitting a golf all, etc.

Harrow's (1972):

- **Reflex movements** — Reactions that are not learned.
- **Fundamental movements** — Basic movements such as walking, or grasping.
- **Perception** — Response to stimuli such as visual, auditory, kinesthetic, or tactile discrimination.
- **Physical abilities** — Stamina that must be developed for further development such as strength and agility.
- **Skilled movements** — Advanced learned movements as one would find in sports or acting.
- **No discursive communication** — Effective body language, such as gestures and facial expressions.

Appendix E: The 50 Strategies to Combat ADD/ADHD
by Dr Thomas Armstrong

1. Provide a balanced breakfast.
2. Consider the Feingold diet
3. Limit television and video games
4. Teach self-talk skills.
5. Find out what interests your child.
6. Promote a strong physical education program in your child's school.
7. Enroll your child in a martial arts program.
8. Discover your child's multiple intelligences
9. Use background music to focus and calm.
10. Use color to highlight information.
11. Teach your child to visualize.
12. Remove allergens from the diet.
13. Provide opportunities for physical movement.
14. Enhance your child's self-esteem.
15. Find your child's best times of alertness.
16. Give instructions in attention-grabbing ways.
17. Provide a variety of stimulating learning activities.
18. Consider biofeedback training.
19. Activate positive career aspirations.
20. Teach your child physical-relaxation techniques.
21. Use incidental learning to teach.
22. Support full inclusion of your child in a regular classroom.
23. Provide positive role models.
24. Consider alternative schooling options.
25. Channel creative energy into the arts.
26. Provide hands-on activities
27. Spend positive times together.
28. Provide appropriate spaces for learning.
29. Consider individual psychotherapy.
30. Use touch to soothe and calm.
31. Help your child with organizational skills.
32. Help your child appreciate the value of personal effort.
33. Take care of yourself.
34. Teach your child focusing techniques.
35. Provide immediate feedback.
36. Provide your child with access to a computer.
37. Consider family therapy.
38. Teach problem-solving skills.

39. Offer your child real-life tasks to do.
40. Use "time-out" in a positive way.
41. Help your child develop social skills.
42. Contract with your child.
43. Use effective communication skills.
44. Give your child choices.
45. Discover and treat the four types of misbehavior.
46. Establish consistent rules, routines, and transitions.
47. Hold family meetings.
48. Have your child teach a younger child.
49. Use natural and logical consequences.
50. Hold a positive image of your child.

HTTP://WWW.THOMASARMSTRONG.COM/ADD-ADHD_STRATEGIES.PHP

Note: Yellow highlighting are provided by the PLT eMod™ Learning Process

Appendix F: Emotional Intelligence

Development of Emotional Intelligence (EI)
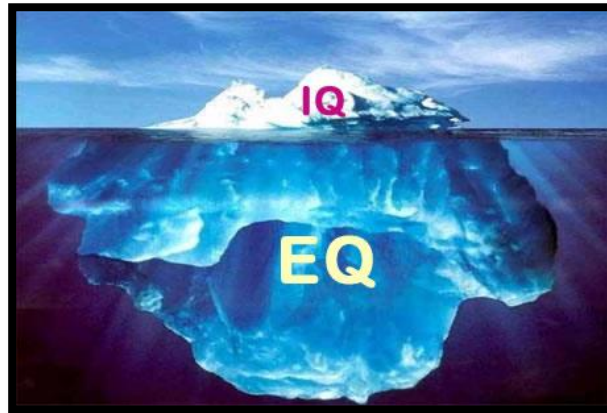
Emotional intelligence (EI) describes the individual's "*ability, capacity, skill or, in the case of the trait EI model, a self-perceived ability to identify, assess, and control the emotions of one's self, of others, and of groups.*"

"A learned capability based on emotional intelligence that results in outstanding performance at work. Our emotional intelligence determines our potential for learning the practical skills based on the five elements : self-awareness, motivation, self-regulation, empathy, and adeptness in relationships. Our emotional competence shows how much of that potential we have translated into on-the-job capabilities."

(Goleman, 1998)

The earliest reference of EI can be traced back to Darwin's work on the importance of emotional expression for survival and second adaptation. Even as far back as the 1900s researchers began to recognize the importance of non-cognitive aspects of intelligence. "For instance, as early as 1920, E.L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people."

In 1940 David Wechsler described the influence of non-intellective factors on intelligent behavior, and argued that our models of intelligence would not be complete until we can adequately describe these factors.

In Howard Gardner's book *Frames of Mind: The Theory of Multiple Intelligence* (1983), introduced the idea of multiple intelligences. Amongst these intelligences he included both *Interpersonal intelligence* (the capacity to understand the intentions, motivations and desires of other people) and *Intrapersonal intelligence* (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). Gardner's multiple intelligences clearly point to the fact that traditional definitions and measures of intelligence (IQ) fail to fully explain and assess intelligences and abilities.

Salovey and Mayer's (2005) conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Their current definition of EI is: *"The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth."*

"The ability-based model views emotions as useful sources of information that help one to make sense of and navigate one's social environment. The model proposes that individuals vary in their ability to process information

of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

1. Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
2. Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
4. Managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals."

PLT teaches the tools to help adults and children learn how to see all their choices and to make effective decisions based on their emotional, physical, social, mental, and ethical well-being. The PLT system fosters emotional intelligence by teaching people about perceptions, attitudes, thinking, feeling and behaviors of self and others. Through the PLT process people learn what it means to make adult decisions based on self-authority, self-responsibility and self-accountability.
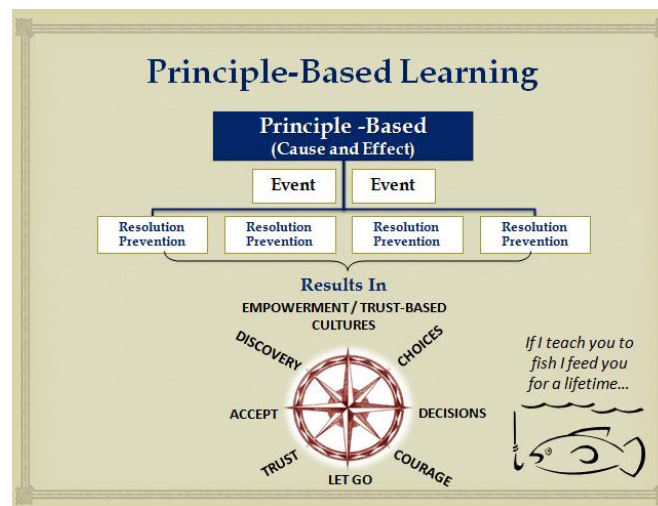
In that sense PLT fulfills all 4 requirements above, teaching people: how to perceive emotions, balance emotions, understand emotions and learn from emotions.

The Ten Habits of Emotionally Intelligent People

Extract

EMOTIONAL INTELLIGENCE & EMOTIONAL COMPETENCE

EMOTIONAL INTELLIGENCE:

A form of intelligence relating to the emotional side of life, such as the ability to recognize and manage one's own and others' emotions, to motivate oneself and restrain impulses, and to handle interpersonal relationships effectively.

- Originated by Daniel Goleman, psychologist, denoting the cluster of traits/abilities relating to the emotional side of life
- major components of emotional intelligence: knowing our own emotions, managing our own emotions, motivating ourselves, recognizing the emotions of others, and handling relationships

The Ten Habits of Emotionally Intelligent People

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High EQ people:

1. Label their feelings, rather than labeling people or situations.	"I feel impatient." vs "This is ridiculous." "I feel hurt and bitter". vs. "You are an insensitive jerk." "I feel afraid." vs. "You are driving like a idiot."
2. Distinguish between thoughts and feelings.	Thoughts: I feel like...& I feel as if.... & I feel that Feelings: I feel: (feeling word)
3. Take responsibility for their feelings.	"I feel jealous." vs. "You are making me jealous."
4. Use their feelings to help them make decisions.	"How will I feel if I do this?" "How will I feel if I don't"
5. Show respect for other people's feelings.	They ask "How will you feel if I do this?" "How will you feel if I don't."
6. Feel energized, not angry.	They use what others call "anger" to help them feel energized to take productive action.
7. Validate other people's feelings.	They show empathy, understanding, and acceptance of other people's feelings.
8. Practice getting a positive value from their negative emotions.	They ask themselves: "How do I feel?" and "What would help me feel better?" They ask others "How do you feel?" and "What would help you feel better?"
9. Don't advise, command, control, criticize, judge or lecture to others.	They realize it doesn't feel good to be on the receiving end of such behavior, so they avoid it.
10. Avoid people who invalidate them, or don't respect their feelings.	As much as possible, they choose to associate only with other people with high EQ.

EMOTIONAL COMPETENCE:

"A learned capability based on emotional intelligence that results in outstanding performance at work. Our emotional intelligence determines our potential for learning the practical skills based on the five elements : self-awareness, motivation, self-regulation, empathy, and adeptness in relationships. Our emotional competence shows how much of that potential we have translated into on-the-job capabilities." (Goleman, Working with Emotional Intelligence)

The table below lists Goleman's 5 dimensions of emotional intelligence and the 25 emotional competencies. The emotional intelligence capabilities are Independent (each contributes to job performance);Interdependent (each draws to some extent on certain others with strong interactions);Hierarchical (the emotional intelligence capabilities build upon one another);Necessary, but not sufficient (having an emotional intelligence doesn't guarantee the competencies will be demonstrated); Generic (different jobs make differing competence demands.

THE EMOTIONAL COMPETENCE FRAMEWORK

Personal Competence

SELF-AWARENESS
- **Emotional Awareness**: recognizing one's emotions and their effect
- **Accurate Self-assessment**: knowing one's strengths and limits
- **Self-confidence**: A strong sense of one's self-worth and capabilities

SELF-REGULATION
- **Self-control:** Keeping disruptive emotions and impulses in check
- **Trustworthiness**: Maintaining standards of honesty and integrity
- **Conscientiousness**: Taking responsibility for personal performance
- **Adaptability**: Flexibility in handling change
- **Innovation**: Being comfortable with novel ideas, approaches and new information

MOTIVATION
- **Achievement drive**: Striving to improve or meet a standard of excellence
- **Commitment**: Aligning with the goals of the group or organization
- **Initiative**: Readiness to act on opportunities
- **Optimism**: Persistence in pursuing goals despite obstacles and setbacks

Social Competence

EMPATHY
- Understanding others**: sensing others' feelings and perspectives, taking an active interest in their concerns**
- Developing others**: Sensing others development needs and bolstering their abilities**
- Service orientation**: Anticipating, recognizing, and meeting customers' needs**
- Leveraging diversity**: Cultivating opportunities through different kinds of people**
- Political Awareness**: Reading a group's emotional currents and power**

relationships

SOCIAL SKILLS	• **Influence**: Wielding effective tactics for persuasion
	• **Communication**: Listening openly and sending convincing messages
	• **Conflict management**: Negotiating and resolving disagreements
	• **Leadership:** Inspiring and guiding individuals and groups
	• **Change Catalyst**: Initiating or managing change
	• **Building bonds**: Nurturing instrumental relationships
	• **Collaboration and cooperation**: Working with others toward shared goals
	• **Team capabilities**: creating group synergy in pursuing collective goals

The Competencies:

PERSONAL COMPETENCE

SELF-AWARENESS

1. **Emotional Awareness-- People with this competence:**
   Know which emotions they are feeling and why
   Realize the links between their feelings and what they think and say
   Recognize how their feelings affect their performance
   Have a guiding awareness of their values and goals

2. **Accurate Self-Assessment -- People with this competence:**
   Are aware of their strengths and weaknesses
   Reflective, learning from experience
   Open to candid feedback, new perspectives, continuous learning, and self-development
   Able to show a sense of humor and perspective about themselves
   BLIND SPOTS: Blind Ambition-need to win or be right at any cost
   Unrealistic Goals- sets overly ambitious, unattainable goals for group
   Relentless Striving- compulsively hardworking at expense of all else, vulnerable to burnout
   Drives Others-pushes others too hard, takes over instead of delegating
   Power Hungry- seeks power for own reason rather than for company
   Insatiable need for recognition- addicted to glory-takes credit for other's work and blames them for mistakes
   Preoccupation with Appearance-needs to look good at all costs-craves material trappings
   Need to seem perfect-enraged by or rejects criticism, can't admit mistakes

3. **Self Confidence --People with this competence:**
   Present themselves with self-assurance; have "presence"
   Can voice views that are unpopular and go out on a limb for what is right
   Are decisive, able to make sound decisions despite uncertainties and pressures

SELF-REGULATION

1. **Self-control --People with this competency:**
   Manage their impulsive feelings and distressing emotions well
   Stay composed, positive and unflappable even in trying moments
   Think clearly and stay focused under pressure

2. **Trustworthiness and conscientiousness --People with this competency:**
   Trustworthiness--Act ethically and are above reproach

Build trust through their reliability and authenticity
Admit their own mistakes and confront unethical actions in others
Take tough, principled stands even if they are unpopular
Conscientiousness --Meet commitments and keep promises
Hold themselves accountable for meeting their objectives
Are organized and careful in their work

3. **Innovation and Adaptability --People with this competency:**
   Innovation - Seek out fresh ideas from a wide variety of sources
   Entertain original solutions to problems
   Generate new ideas
   take fresh perspectives and risks in their thinking
   Adaptability - Smoothly handle multiple demands, shifting priorities, and rapid change
   Adapt their responses and tactics to fit fluid circumstances
   Are flexible in how they see events

MOTIVATION

1. **Achievement Drive --People with this competency:**
   Are results-oriented, with a high drive to meet their objectives and standards
   Set challenging goals and take calculated risks
   Pursue information to reduce uncertainty and find ways to do things better
   Learn how to improve their performance

2. **Commitment --People with this competency:**
   Readily make sacrifices to meet a larger organizational goal
   Find a sense of purpose in the larger mission
   Use the group's core values in making decisions and clarifying choices
   Actively seek out opportunities to fulfill the group's mission

3. **Initiative and Optimism --People with this competency:**
   Initiative: Are ready to seize opportunities
   Pursue goals beyond what's required or expected of them
   Cut through red tape and bend the rules when necessary to get the job done
   Mobilize others through unusual, enterprising efforts
   Optimism: Persist in seeking goals despite obstacles and setbacks
   Operate from hope of success rather than fear of failure
   See setbacks as due to manageable circumstance rather than personal flaw

SOCIAL COMPETENCE

EMPATHY

1. **Understanding Others --People with this competency:**
   Are attentive to emotional cues and listen well
   Show sensitivity and understand others' perspectives
   Help out based on understanding other people's needs and feelings

2. **Developing Others --People with this competency:**
   Acknowledge and reward people's strengths and accomplishments
   Offer useful feedback and identify people's needs for further growth
   Mentor, give timely coaching, and offer assignments that challenge and foster a person's skills

3. **Service Orientation --People with this competency:**
   Understand customers/clients needs and math them to services of products
   Seek ways to increase customers' satisfaction and loyalty
   Gladly offer appropriate assistance
   Grasp a customer's perspective, acting as a trusted advisor

4. **Leveraging Diversity --People with this competency:**
   Respect and relate well to people from varied backgrounds
   Understand diverse worldviews and are sensitive to group differences
   See diversity as opportunity, creating an environment where diverse people can thrive
   Challenge bias and intolerance

5. **Political Awareness --People with this competency:**
   Accurately read key power relationships
   Detect crucial social networks
   Understand the forces that shape views and actions of clients, customers, or competitors
   Accurately read organizational and external realities

SOCIAL SKILLS

1. **Influence --People with this competency:**
   Are skilled at winning people over
   Fine-tune presentations to appeal to the listener
   Use complex strategies like indirect influence to build consensus and support
   Orchestrate dramatic events to effectively make a point

2. **Communication --People with this competence**
   Are effective in give-and-take, registering emotional cues in attuning their message
   Deal with difficult issues straightforwardly
   Listen well, seek mutual understanding, and welcome sharing of information fully
   Foster open communication and stay receptive to bad news as well as good

3. **Conflict Management --People with this competency:**
   Handle difficult people and tense situations with diplomacy and tact
   Spot potential conflict, bring disagreements into the open and help to de-escalate
   Encourage debate and open discussion
   Orchestrate win-win solutions

4. **Leadership --People with this competency:**
   Articulate and arouse enthusiasm for a shared vision and mission
   Step forward to lead as needed, regardless of poeition
   Guide the performance of others while holding them accountable
   Lead by example

5. **Change Catalyst --People with this competency:**
   Recognize the need to change and remove barriers
   Challenge the status quo to acknowledge the need for change
   Champion the change and enlist others in its pursuit
   Model the change expected of others

6. **Building Bonds --People with this competency:**
   Cultivate and maintain extensive informal networks
   Seek out relationships that are mutually beneficial
   Build rapport and keep others in the loop
   Make and maintain personal friendships among work associates

7. **Collaboration and Cooperation --People with this competency:**
   Balance a focus on task with attention to relationships
   Collaborate, sharing plans, information and resources
   Promote a friendly, cooperative climate
   Spot and nurture opportunities for collaboration

8. **Team Capabilities --People with this competency:**
   Model team qualities like respect, helpfulness, and cooperation
   Draw all members into active and enthusiastic participation
   Build team identity, esprit de corps, and commitment
   Protect the group and its reputation, share credit

RESOURCES:

Books:
Emotional Intelligence by Daniel Goleman (1995), Working with Emotional Intelligence by Daniel Goleman (1998)

Appendix G: Music and the Brain

BRAIN STRUCTURES INVOLVED IN MUSIC PERCEPTION, PERFORMANCE, AND COGNITION.

The sound of music takes shape in our brains through the concerted activity of millions of neurons in the cerebral hemispheres and brainstem. These central auditory neurons are connected directly or indirectly to peripheral auditory neurons in the organ of Corti, which resides in the cochlea of the inner ear (see the illustration on the next page). The lateral surface of the right hemisphere is shown below; the colors indicate brain regions that may perform the music-related functions listed in boxes of the same color.
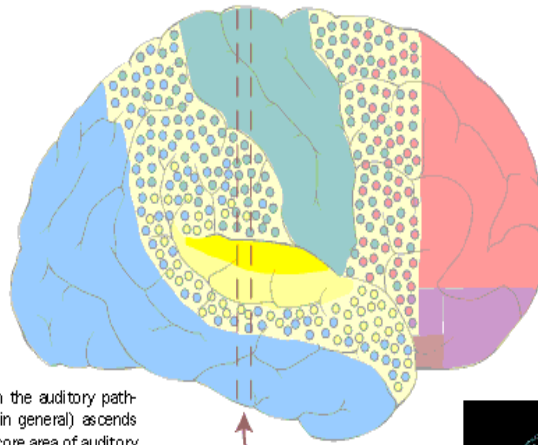
The popular notion that the right hemisphere is the "musical hemisphere" is overstated: both the left and right hemispheres are involved in music perception, performance, and cognition. Pitch perception (e.g., the ability to discern whether one note is slightly higher or lower than another) is one music-related function that does depend heavily, if not entirely, on the integrity of the right hemisphere's auditory cortex — especially its core area. This assertion holds true for most right-handers without absolute pitch ability.
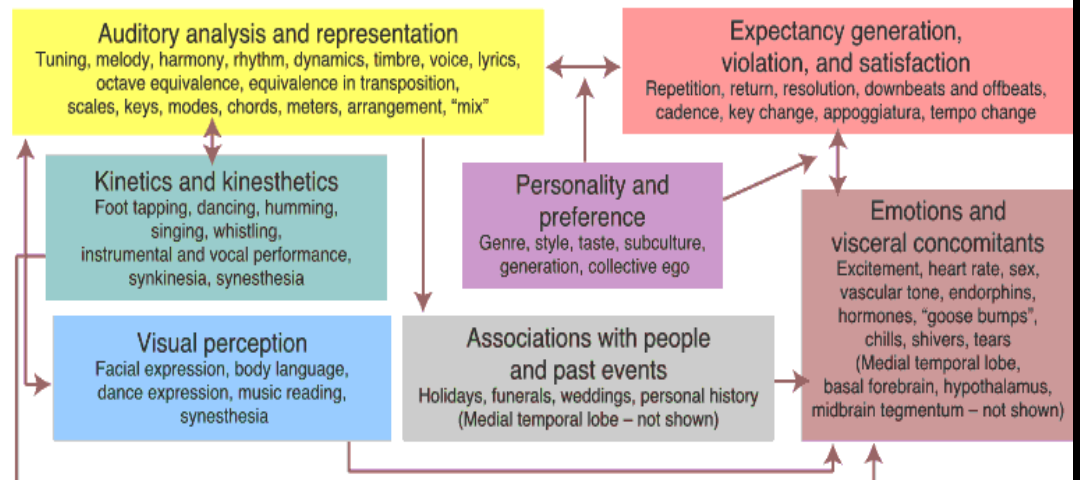
The auditory cortex is the highest station in the auditory pathway. Information about music (and sound in general) ascends from the ear to the brainstem and on to the core area of auditory cortex in approximately one hundredth of a second. Music is processed hierarchically [core to belt to parabelt to multimodal areas (colored dots) and supramodal areas (pink, purple, brown, gray)]. There is also parallel processing: some information sent from the brainstem bypasses the core area and goes directly to the belt area. Strokes, tumors, and other brain lesions that destroy the core areas in both hemispheres cause transient deafness and permanent deficits in music, voice, speech, and environmental sound perception. Lesions that destroy the belt and parabelt areas in both hemispheres do not cause deafness or loss of pitch perception but do affect melody and rhythm perception.
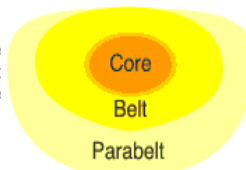
Core
Belt
Parabelt
Auditory cortex
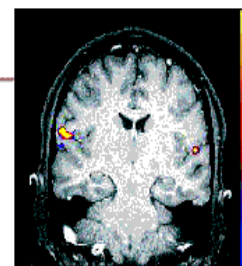
This functional magnetic resonance image (fMRI) shows where neurons are consuming large quantities of oxygen in the cerebral hemispheres of a young volunteer who is listening to Beethoven's Seventh Symphony. "Hot spots" (yellow, red) of neuronal activation are seen in the core areas and adjacent belt areas of right (R) and left (L) auditory cortex (J.R. Melcher, Auditory Neurology Unit, Eaton-Peabody Laboratory, Massachusetts General Hospital and Massachusetts Eye & Ear Infirmary)

R   L

Auditory analysis and representation
Tuning, melody, harmony, rhythm, dynamics, timbre, voice, lyrics, octave equivalence, equivalence in transposition, scales, keys, modes, chords, meters, arrangement, "mix"

Expectancy generation, violation, and satisfaction
Repetition, return, resolution, downbeats and offbeats, cadence, key change, appoggiatura, tempo change

Kinetics and kinesthetics
Foot tapping, dancing, humming, singing, whistling, instrumental and vocal performance, synkinesia, synesthesia

Personality and preference
Genre, style, taste, subculture, generation, collective ego

Emotions and visceral concomitants
Excitement, heart rate, sex, vascular tone, endorphins, hormones, "goose bumps", chills, shivers, tears
(Medial temporal lobe, basal forebrain, hypothalamus, midbrain tegmentum – not shown)

Visual perception
Facial expression, body language, dance expression, music reading, synesthesia

Associations with people and past events
Holidays, funerals, weddings, personal history
(Medial temporal lobe – not shown)

Emotion and meaning in music derive from several different types of associative brain functions. Songwriters and composers use a number of music-specific devices (e.g., appoggiatura, key changes, cadences) that affect our emotional state and effect changes in our autonomic state (e.g., a change in heart rate, "goose bumps"). These music-induced changes take shape via numerous connections between the auditory cortex (especially its parabelt area) and supramodal cortex (pink, purple, brown, gray). When we move to music, the motor and somatosensory cortices (green) influence our emotional and autonomic states. When we watch music videos, movies, and musical theatre, information processed by the visual cortex (blue; e.g. facial expressions, dance, scene design, lighting) also influences how music makes us feel. Another powerful route for evoking emotion is through associations with people and episodes in one's life. At some unknown level of interaction between sensory systems and supramodal systems, preference, personality, acculturation, and identification with different cultures, subcultures, and generations influence how we feel about the music we are listening to; evidence from neurological patients with neurodegenerative disease (e.g., frontotemporal dementia) suggests portions of the anterior frontal lobe (purple) may play an important role in deciding what music we like to listen to. Many of the structures that generate emotions and their visceral concomitants (brown, gray) lie towards the middle of the anterior hemispheres and upper brainstem and cannot be seen from this lateral view.

Appendix H: EMDR
(Eye Movement Desensitization & Reprocessing)

One day in 1987, **DR FRANCINE SHAPIRO** was walking in the park when she realized that eye movements served to decrease negative emotions associated with her own distressing / traumatic memories.   From this chance observation Shapiro hypothesized and assumed that eye movements had a desensitizing effect. She went on to experiment with this and she found that others also had the same response to eye movements. It became apparent however that eye movements by themselves did not create comprehensive therapeutic effects and so Shapiro added other treatment elements, including a cognitive component, and developed a standard procedure that she called Eye Movement Desensitization (EMD).

Shapiro wrote "a single session of the procedure was sufficient to desensitize subjects' traumatic memories, as well as dramatically alter their cognitive assessments[6]." Unfortunately, Shapiro has often been erroneously cited as claiming that "EMDR can cure [posttraumatic stress disorder] PTSD in one session (F. Shapiro, 1989)."[7] Shapiro never made this statement; what she actually wrote was that the EMD procedure "serves to desensitize the anxiety … not to eliminate all PTSD-related symptomatology and complications, nor to provide coping strategies for the victims[8]" and reported "an average treatment time of five sessions"[8] to comprehensively treat PTSD.

Dr. Shapiro studied this effect scientifically and, in 1989, she reported success using EMDR to treat victims of trauma in the *Journal of Traumatic Stress*.

1989 was the first year that controlled studies investigating the treatment of PTSD were published. Besides Shapiro's article, three other studies were published. Shapiro continued to develop this treatme nt approach, incorporating feedback from clients and other clinicians who were using EMD. In 1991 she changed the name to Eye Movement Desensitization and Reprocessing[1] (EMDR) to reflect the insights and cognitive changes that occurred during treatment, and to identify the **INFORMATION PROCESSING THEORY** that she developed to explain the treatment effects.

Since the initial studies were published in 1989, hundreds of case studies have been published, and there have been numerous controlled outcome studies. These studies have demonstrated EMDR's effectiveness in PTSD treatment and EMDR is now recognized as efficacious in the treatment of PTSD [See **EFFICACY OF EMDR** and **SUMMARY OF PTSD STUDIES**].

Despite its demonstrated effectiveness, similar to most new approaches in psychotherapy, EMDR has been surrounded by controversy. While some critics have labeled EMDR a "**PSEUDOSCIENCE**" others have commented that these conclusions are based on misinterpretations of the literature [see **"CONFUSION, MISINFORMATION, AND CHARGES OF "PSEUDOSCIENCE"**]. Another area of debate is the role of eye movements in EMDR [See **EYE MOVEMENTS AND ALTERNATE DUAL ATTENTION STIMULI** and **WHAT HAS RESEARCH DETERMINED ABOUT EMDR'S EYE MOVEMENT COMPONENT?** In the Commonly Asked Questions section.

The therapy process and procedures are according to Shapiro (2001)

Phase I

In the first sessions, the patient's history and an overall treatment plan are discussed. During this process the therapist identifies and clarifies potential targets for EMDR. Target refers to a disturbing issue, event, feeling, or memory for use as an initial focus for EMDR. MALADAPTIVE beliefs are also identified.

Phase II

Before beginning EMDR for the first time, it is recommended that the client identify a safe place, an image or memory that elicits comfortable feelings and a positive sense of self. This safe place can be used later to bring closure to an incomplete session or to help a client tolerate a particularly upsetting session.

Phase III

In developing a target for EMDR, prior to beginning the eye movement, a snapshot image is identified that represents the target and the disturbance associated with it. Using that image is a way to help the client focus on the target, a negative cognition (NC) is identified – a negative statement about the self that feels especially true when the client focuses on the target image. A positive cognition (PC) is also identified – a positive self-statement that is preferable to the negative cognition.

Phase IV

The therapist asks the patient to focus simultaneously on the image, the negative cognition, and the disturbing emotion or body sensation. Then the therapist usually asks the client to follow a moving object with his or her eyes; the object moves alternately from side to side so that the client's eyes also move back and forth. After a set of eye movements, the client is asked to report briefly on what has come up; this may be a thought, a feeling, a physical sensation, an image, a memory, or a change in any one of the above. In the initial instructions to the client, the therapist asks him or her to focus on this thought, and begins a new set of eye movements. Under certain conditions, however, the therapist directs the client to focus on the original target memory or on some other image, thought, feeling, fantasy, physical sensation, or memory. From time to time the therapist may query the client about her or his current level of distress. The desensitization phase ends when the SUDS (Subjective Units of Disturbance Scale) has reached 0 or 1.

Phase V

The "Installation Phase": the therapist asks the client about the positive cognition, if it's still valid. After Phase IV, the view of the client on the event/ the initial snapshot image may have changed dramatically. Another PC may be needed. Then the client is asked to "hold together" the snapshot and the (new) PC. Also the therapist asks, "How valid does the PC feel, on a scale from 1 to 7?" New sets of eye movement are issued.

Phase VI

The body scan: the therapist asks if anywhere in the client's body any pain, stress or discomfort is felt. If so, the client is asked to concentrate on the sore knee or whatever may arise and new sets are issued.

Phase VII

Debriefing: the therapist gives appropriate info and support.

Phase VIII

Re-evaluation: At the beginning of the next session, the client reviews the week, discussing any new sensations or experiences. The level of disturbance arising from the experiences targeted in the previous session is assessed. An objective of this phase is to ensure the processing of all relevant historical events.

Appendix I: Socratic Method
Essential Components of the Socratic Method
Extract from http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=810

It is from the newsletter, Speaking of Teaching, produced by the Center for Teaching and Learning (CTL), Stanford University , http://ctl.stanford.edu/Newsletter/ Fall 2003, Vol. 13, No.1. Speaking of Teaching is compiled and edited by CTL Associate Director Mariatte Denman at [mdenman@ stanford.edu.]

1. **The Socratic method uses questions to examine the values, principles, and beliefs of students.**

   Through questioning, the participants strive first to identify and then to defend their moral intuitions about the world which undergird their ways of life. Socratic inquiry deals not with producing a recitation of facts, or a questioning of the logic of various and sundry abstractions which are held up for comparison, but demands rather that the participants account for themselves, their thoughts, actions, and beliefs. Socratic inquiry aims to reveal the motivations and assumptions upon which students lead their lives. Thus, practitioners of the Socratic method may want students to know facts, but they want to focus more on what the student thinks about these facts, not what others think! It's no use citing authorities.

2. **The Socratic method focuses on moral education, on how one ought to live.**

   Socratic inquiry necessarily proceeds in an ad hominem style. That is, rather than making arguments or asking questions designed to convince any or all people, all comments in a Socratic inquiry are directed at specific participants in the discussion. The subject of inquiry is not what is thought or said about the world in general, but what each participant thinks or says about the world. The goal is not to consider depersonalized propositions and abstractions, but to probe the underlying values and beliefs of each inquirer.

   Since the substance of Socratic inquiry is the belief and value system of the participants, when those beliefs or values are challenged, or refuted, it is nothing less than the coherence of the lives of the people that is at stake. As Socrates says often in Plato's dialogues, he is primarily concerned with how one ought to live. In Plato's Gorgias, Socrates says, "Do not take what I say as if I were merely playing, for you see the subject of our discussion- and on what subject should even a man of slight intelligence be more serious?-namely, what kind of life should one live . . ."

   Refutation of one's beliefs about how best to live delivers an implicit verdict that, to paraphrase Rilke's poem, "The Archaic Torso of Apollo" (1908), you must change your life. Socrates is famous for saying "the unexamined life is not worth living." Equally true, though less appreciated, is the fact that the unlived life is not worth examining.

3. **The Socratic method demands a classroom environment characterized by "productive discomfort."**

   In the best of Socratic dialogues, there is real tension among the interlocutors. The stakes are high. Will one be called on, be called to account?

4. **The Socratic method is better used to demonstrate complexity, difficulty, and uncertainty than at eliciting facts about the world.**

Bertrand Russell once wrote, "As usual in philosophy, the first difficulty is to see that the problem is difficult. If you say to a person untrained in philosophy, 'How do you know I have two eyes?' he or she will reply, 'What a silly question! I can see you have.' It is not to be supposed that, when our inquiry is finished, we shall have arrived at anything radically different from this un-philosophical position. What will have happened will be that we shall have come to see a complicated structure where we thought everything was simple, that we shall have become aware of the penumbra of uncertainty surrounding the situations which inspire no doubt, that we shall find doubt more frequently justified than we supposed, and that even the most plausible premises will have shown themselves capable of yielding implausible conclusions. The net result is to substitute articulate hesitation for inarticulate certainty."

Socratic Questioning and Facilitation
Adapted from: http://changingminds.org/techniques/questioning/socratic_questions.htm

The Six Types of Socratic Questions In Detail:

1. Conceptual clarification questions

Facilitators help people to think more about what they are asking and thinking. Encourage people to prove the concepts behind their argument. Basically the purpose of conceptual clarification questions is to ask people 'tell me more' questions that get them to go deeper. For Example:

- *Why are you saying that?*
- *What exactly does this mean?*
- *How does this relate to what we have been talking about?*
- *What is the nature of ...?*
- *What do we already know about this?*
- *Can you give me an example?*
- *Are you saying ... or ... ?*
- *Can you rephrase that, please?*

2. Probing Assumptions

The facilitator needs to probe the participant's assumptions to assist them in becoming aware of the presuppositions, inconsistencies and unquestioned beliefs they may not hear. This way of questioning is a way to challenge participants without attacking them, and coming from a place of… "help me understand what you are saying…." For Example:

- *What else could we assume?*
- *You seem to be assuming ... ?*
- *How did you choose those assumptions?*

- *Please explain why/how … ?*
- *How can you verify or disprove that assumption?*
- *What would happen if … ?*
- *Do you agree or disagree with … ?*

3. Probing Rationale, Reasons and Evidence

People will often give unclear, dissociative, un-thoughtful or weak support for their arguments. When this occurs the facilitator needs to ensure that she/he is understands the rationale, reasoning and cause of the information being given. If the facilitator is not clear on either the rationale, reasoning or evidence she/he needs to probe for deeper understanding, ask for specific examples to more clearly understand (for both the participant and the facilitator). When they give a rationale for their arguments, dig into that reasoning rather than assuming it is a given. For Example:

- *Why is that happening?*
- *How do you know this?*
- *Show me … ?*
- *Can you give me an example of that?*
- *What do you think causes … ?*
- *What is the nature of this?*
- *Are these reasons good enough?*
- *Would it stand up in court?*
- *How might it be refuted?*
- *How can I be sure of what you are saying?*
- *Why is … happening?*
- *Why? (keep asking it -- you'll never get past a few times)*
- *What evidence is there to support what you are saying?*
- *On what authority are you basing your argument?*

4. Questioning Viewpoints and Perspectives

Most people argue from a singular particular point of view. In other words it's "their way or the highway." The facilitator needs to show the participants that there are other, equally valid, viewpoints. For Example:

- *Another way of looking at this is …, does this seem reasonable?*
- *What alternative ways of looking at this are there?*
- *Why it is … necessary?*
- *Who benefits from this?*
- *What is the difference between… and…?*
- *Why is it better than …?*
- *What are the strengths and weaknesses of…?*
- *How are … and … similar?*

- *What would ... say about it?*

- *What if you compared ... and ... ?*

- *How could you look another way at this?*

5. Probe Implications and Consequences

Facilitators can also probe the implications and consequences of proposed arguments to increase the participant's awareness and understanding of cause and effect. To assess if what they say makes sense and if the desired results are achieved. For Example:

- *Then what would happen?*

- *What are the consequences of that assumption?*

- *How could ... be used to ... ?*

- *What are the implications of ... ?*

- *How does ... affect ... ?*

- *How does ... fit with what we learned before?*

- *Why is ... important?*

- *What is the best ... ? Why?*

6. Questions About the Question

Facilitators can be even more challenging by getting reflexive and turning a participants question in on him/herself. In a sense the facilitator is using their attack against themselves, and "bounce the ball back into their court." For Example:

- *What was the point of asking that question?*

- *Why do you think I asked this question?*

- *Am I making sense? Why not?*

- *What else might I ask?*

- *What does that mean?*

Changing minds.org http://changingminds.org/techniques/questioning/socratic_questions.htm

As A Socratic Facilitator The Goals Are To:

1. Create an environment conducive to discussion, debate and open-ended communication.
   a. Develop a trust relationship based on the 4 Absolutes before expecting extensive participation in discussion. Note: students are more likely to participate if they feel they are among friends.
   b. Learn all the students' names
   c. Take the time to chat with each client individually and informally.

2. Keep the discussion focused by providing questions that advance the discussion (see above).

3. Be respectful of each person's contributions. And be responsible by dealing carefully and fairly with contributions from every member of the class.
   a. Show respect of and for each person's contribution and opinion.
   b. By modeling this behavior as the facilitator, students will learn how to show respect for their peers' thoughts and opinions.

4. Stimulate the discussion with probing questions *("what," "how," and "why" questions are open-ended and further discussion; "can," "are," and "do" questions are closed)* (see above).
   a. By modeling these questions, this style of communication and reasoning becomes internalized by students, who learn how to ask themselves the same questions.

5. Periodically summarize what has and what has not been dealt with or resolved in regards to the discussion.
   a. This assists participants in the discussion by providing to guide the rest of the dialogue.

6. Include as many participants as possible into the discussion.
   a. If everyone feels that his or her contributions to the discussion are valued and respected, participation will become more naturally.

7. Take a position of the 4 Absolutes: nonjudgmental attitude, listen, share something of yourself, and be honest.

The Socratic Temperament
by Max Maxwell
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The most basic goal of Socrates' work as a philosopher and teacher was not, through questioning, to induce a person to realize a particular fact or to cause a person to rethink an idea. For Socrates, the Socratic Method was just a means to an end. The end that Socrates sought was the excellence of human character. Excellence of character and the quality of living that results from good character was the holy grail of Socrates' quest. Socrates believed that a continuous journey of self-improvement was essential for every person. He believed this self-improvement is to be realized through the acquisition of knowledge. It is the fundamental goal of the Socratic Teacher to improve the character of her students. This is done by making them more receptive to and effective in the process of acquiring knowledge and increasing their understanding.

Prior to looking at the structure of Socratic Dialogue, we must look at the most important foundation for Socratic teaching, which is the personal temperament of the Socratic Teacher. In order to be effective at using the Socratic Method, the Socratic Teacher must be able to live and model positive attitudes regarding the discipline of inquiry and must also be experienced in the practice of her own self-examination. A teacher, who is completely lacking in what I call the Socratic Temperament, will have a difficult time bringing the Socratic Method to life in the classroom.

Characteristics of the Socratic Temperament:

1. **The Socratic Teacher loves to discover her own errors**. There is no shame in discovering that we are in error or are lacking in understanding. The Socratic Teacher embraces the discovery of error as a joyful moment. Even if the realization of her fault causes difficulties, the Socratic Teacher cherishes this moment of realization because a step towards knowledge and understanding is taken with every error and lack of knowledge we uncover. It is important that you are able to naturally express this positive attitude about the discovery of your own lack of understanding. The aggressive, thorough and productive examination of your own knowledge and ideas is the hallmark of an excellent thinker. It is also the hallmark of the Socratic Teacher. The capacity to examine our own cherished ideas and beliefs without the fear of replacing them with something better is an essential part of the Socratic Temperament and the Socratic Method. Students learn this best by watching their teachers live it. If you cannot develop the capacity to model a positive attitude about discovering and dealing with your own lack of knowledge, you cannot be a Socratic Teacher. Errors pave the grand highway that leads to understanding. The Socratic Teacher treats the discovery of error as an essentially valuable asset in the journey to gain knowledge. In contrast, the fear of having your worldview challenged is the greatest inhibition to developing excellence in critical thinking. A teacher who is afraid of such challenges will telegraph this fear to her students, and do great damage to the value of the use of the Socratic Method in the classroom.

5. **The Socratic Teacher is in touch with her own ignorance.** Socrates said that the only thing he knew was that he knew nothing. This disavowal of knowledge, which became known as Socratic irony, was more than a rhetorical stance designed to make the Socratic Method function. Because the Socratic Teacher knows that her ignorance touches every area of life, student participation and answers are naturally treated with respect. This awareness of ignorance is much more than just acknowledging that there are some things you do not know. The Socratic Teacher knows that her ignorance touches every thought she has and every fact she knows. For example, if a student told you that "one plus one equals four," there is no doubt that you would recognize this simple error. Many teachers would naturally be inclined to assume that this is absolutely and always wrong. However, did you know that sometimes one plus one can equal four? If you add two triangles together as left helix and right helix, you will get a six edged tetrahedron with four triangle faces. In this case one plus one equals four. (Buckminster Fuller, [Synergetics 108.02)](#) The Socratic Teacher realizes that her ignorance touches even her understanding of the possibilities of something as simple as one plus one. There is always an abiding knowledge in the heart of the Socratic Teacher that she is ignorant in some way that touches every word she speaks, every thought she has and every perspective she embraces. The realization of her own ignorance fosters humility about her status as a teacher, inspires empathy for her students and provides an illustration to her students of the most important psychological reality of a quality thinker (i.e. the self knowledge of our own ignorance). This also helps the Socratic Teacher to see her students as teachers and to embrace a love of learning from them. Because the Socratic Teacher knows that her ignorance touches her understanding of even the simplest facts, she feels a profound awe in wondering what depths of ignorance are in her mind pertaining to more complex subjects. Just as it is possible for the teacher to be ignorant about some aspect of one plus one, the Socratic Teacher knows that it is possible for the students to be wise in unexpected ways. This realization makes it easy for the Socratic Teacher to treat all students as living sources of understanding, who have the power to teach the teacher. This is most commonly expressed in attitude and good manners. The Socratic Teacher realizes she is more ignorant than not and thus always expresses a positive, open and earnestly seeking attitude when dealing with disagreements of fact or interpretation. The Socratic Teacher's vivid awareness of her own ignorance makes it natural and easy to communicate respect and appreciation to her student's for their class participation.

The Socratic Teacher is always looking for opportunities to grow under the tutelage of her students.

3. **The Socratic Teacher models the joy of hard work in the quest for knowledge.** The Socratic Teacher sees knowledge as a great treasure for all humanity. Obtaining knowledge is a goal of the utmost importance and worthy of every effort. The Socratic Teacher experiences a joyful satisfaction in working hard to gain knowledge. The Socratic Teacher knows when she is found to be wrong in some way that this is actually a sign she is on an active and successful journey towards knowledge (as opposed to those who do not even know they lack correct knowledge). Thus, the Socratic Teacher does not allow any measure of failure to get her down and expresses patience, persistence and a positive attitude while working to gain knowledge. The Socratic Teacher knows that, without knowledge, her students will live miserable and destructive lives. She feels an extraordinary urgency to ensure that her students will be successful in learning. Thus, the Socratic Teacher takes opportunities to demonstrate and communicate the value of hard work to her students and the joy that can be found in the work of learning.

4. **The Socratic Teacher experiences deep curiosity and the desire for self-improvement.** It is impossible to value knowledge so greatly yet remain uncurious. A teacher that is not curious cannot be a Socratic Teacher. A lack of curiosity is a lack of insight into the tremendous value of knowledge. This lack of curiosity can result from the self-satisfaction of being out of touch with your own ignorance. A lack of curiosity can also result from not being willing to live the patience and hard work needed to gain knowledge. The Socratic Teacher is deeply curious and always desires to improve her understanding. The improvement of understanding is seen as an essential self-improvement. This means that the Socratic Teacher is not content to remain stagnant and actively works to improve herself throughout her life. The Socratic Teacher usually has some personal project or subject that she is engaging for the purpose of improving herself. The Socratic Teacher makes opportunities to present her deep curiosity and passionate desire for self-improvement as a model for the students.

Some readers may wonder at the extent to which they do not recognize themselves in the above description of the Socratic Temperament. These characteristics were at home in the natural temperament of Socrates, but may not be completely descriptive of your natural inclinations. Do not worry. If you are at all open to positively embracing the discovery of your own lack of knowledge and have any desire at all for self-improvement, then you will be surprised at how much good you can do by applying yourself to increase the quality of your understanding and the productivity your living. Just realize that you must earnestly stoke the fires of your heart with the desire to grow and improve. Combine that fire with work and you can forge yourself into fine form. If, on the other hand, you have no desire to productively engage your errors and failures and want to avoid applying yourself to the task of self-improvement, then perhaps teaching is not for you. How well you know this or that subject matter is not even relevant. The failure of a teacher to be alive to her own journey of growth in life will completely destroy the very best she has to offer her students.

When a teacher has a well developed Socratic Temperament and uses the Socratic Method, this combination brings an extraordinary power of inspiration to the classroom. As I wrote in the introduction on the home page, "Without true Socratic irony (Socratic Temperament), the Socratic Method can easily become an exercise in shallow manipulation that lacks the power to inspire." When a teacher uses methods that have the power to bring the process of learning alive in the minds of her students, this very important awakening must be conducted with humility and grace. If you always need to be the one who is right, always think of yourself in terms of what you know and have achieved, are lazy about the acquisition of new knowledge in your own life, have no curiosity and no desire for self-improvement, then you will never be able to use the Socratic Method for even 1/100th of what it is worth.

The first step in learning the Socratic Method is to open yourself to the task of developing your own Socratic Temperament.

The Necessity of the Socratic Temperament

The most fundamental and powerful contribution to education by the Socratic Method is not as a method to communicate specific facts. It is in the demonstration and communication of the Socratic Temperament to the students. To cultivate the Socratic Temperament in the students is to lay the ultimate foundation for the development of superior critical thinking later in life. Deep curiosity, fearless questioning, productive critical thinking and a lifelong quest for self-improvement are the fruits of the Socratic Temperament. The opportunity to develop their own Socratic Temperament is the finest gift you can give to your students. This is done best by teachers who are living the Socratic Temperament in the classroom. It is absolutely necessary to develop the Socratic Temperament in students. The fear of having their own beliefs and assumptions challenged must be replaced with joy. Students must learn to take joy at questioning everything, especially their own ideas. If a student remains uncomfortable in questioning their own ideas, they will be emotionally handicapped with regard to the development of their capacity for critical thinking and their ability to face the uncertainties of life in a productive and reasoned manner. As Plato wrote, "The unexamined life is not worth living."

* On a side note, the law school version of their so-called Socratic Method is not compatible with the Socratic Temperament as demonstrated by Socrates. This is not to say that law school professors do not have a Socratic Temperament or employ such temperamental characteristics in their teaching. Although there is nothing genuinely Socratic about the violently contentious law school version of the method, the fact that a law student's exposure to this very intense type of questioning will often break her down and force her to dig deep and perform better does have something of the flavor of the Classic Socratic Method. The purpose of this style of questioning in law school is to prepare students for the extremely rough environment of courtroom litigation. Even though the law school form has the flavor of the deconstructive nature of the Classic Socratic Method, the actual structure of Socratic Dialogue and the nurturing gentleness, which was characteristic of Socrates and his method, are absent. The law school form of the method is not what will be discussed in future essays, nor is it appropriate in most educational contexts. If you want to see a balanced presentation of law student's reactions to the "Socratic Method" used in law school, check out this video.

Appendix J: Group Therapy

Extracted from Center for Substance Abuse Treatment, 2005b, p6-23.

GROUPS COMMONLY USED IN SUBSTANCE ABUSE TREATMENT

Substance abuse treatment professionals employ a variety of group treatment forms, which TIP 41 divides according to their *model*, *type*, or *purpose*. In the hands of a skilled leader, each form of group treatment can provide powerful therapeutic experiences for group members.

Five Group Therapy Models

TIP 41 describes five *models* of group therapy that are effective for substance abuse treatment:

- Psychoeducational Groups
- Skills Development Groups
- Cognitive–Behavioral/Problem-Solving Groups
- Support Groups
- Interpersonal Process Groups

1. Psychoeducational Groups

Psychoeducational groups are designed to educate clients about substance abuse and related behaviors and consequences. This type of group presents structured, group-specific content, often taught by means of videotapes, audiocassette, or lectures.

Psychoeducational groups provide information that aims to have a direct application to clients' lives, such as instilling self-awareness, suggesting options for growth and change, and prompting people using substances to take action on their own behalf.

Some of the contexts in which psychoeducational groups may be useful are

- Helping clients in the precontemplative or contemplative stage of change to reframe the impact of substance use on their lives, develop an internal need to seek help, and discover avenues for change.
- Helping clients in early recovery learn more about their disorders, recognize roadblocks to recovery, and deepen understanding of the path they will follow toward recovery.
- Helping families understand the behavior of a person with a substance use disorder in a way that allows them to support the individual in recovery and learn about their own needs for change.
- Helping clients learn about other resources that can be helpful in recovery, such as meditation, relaxation training, anger management, spiritual development, and nutrition.

Principal characteristics.

Psychoeducational groups generally teach clients that they need to learn to identify, avoid, and eventually master the specific internal states and external circumstances associated with substance abuse.

Leadership skills and styles.

Leaders in psychoeducational groups primarily assume the roles of educator and facilitator.

Techniques.

Techniques for conducting psychoeducational groups are concerned with (1) how information is presented and (2)

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how to assist clients to incorporate learning so that it leads to productive behavior, improved thinking, and emotional change.

2. Skills Development Groups

Skills development groups teach skills that help clients maintain abstinence, such as

- Refusal skills
- Social skills
- Communication skills
- Anger management skills
- Parenting skills
- Money management skills

Principal characteristics.

Because of the degree of individual variation in client needs, the particular skills taught to a client should depend on an assessment that takes into account individual characteristics, abilities, and background.

Leadership skills and styles.

In skills development groups, as in psychoeducation, leaders need basic group therapy knowledge and skills, knowledge of the patterns that show how people relate to one another in groups, skills in fostering interaction among members and managing conflict that inevitably arises among members in a group environment, and helping clients take ownership for the group.

Techniques.

The specific techniques used in a skills development group will vary depending on the skills being taught.

3. Cognitive–Behavioral Groups

Cognitive–behavioral groups are a well-established part of the substance abuse treatment field and are particularly appropriate in early recovery.

Cognitive processes include a number of different psychological activities, such as thoughts, beliefs, decisions, opinions, and assumptions. A number of thoughts and beliefs are affected by an individual's substance abuse and addiction. Some common errant beliefs of individuals entering recovery are

- "I'm a failure."
- "I'm different."
- "I'm not strong enough to quit."
- "I'm unlovable."
- "I'm a (morally) bad person."

Principal characteristics.

Cognitive–behavioral therapy groups work to change learned behavior by changing thinking patterns, beliefs, and perceptions. The group leader focuses on providing a structured environment within which group members can examine the behaviors, thoughts, and beliefs that lead to their maladaptive behavior.

For example, one model of a cognitive–behavioral group for individuals with posttraumatic stress disorder (PTSD) and substance abuse is designed to:

- Educate clients about the two disorders
- Promote self-control skills to manage overwhelming emotions
- Teach functional behaviors that may have deteriorated as a result of the disorders
- Provide relapse prevention training

The group format is an important element of the model, given the importance of social support for PTSD and substance use disorders. In addition, group treatment is a relatively low-cost modality, so it can reach a larger number of clients.

Leadership skills and styles.

Some cognitive– behavioral approaches focus more on behavior, others on core beliefs, still others on developing problem-solving capabilities. The level of interaction by the counselor in cognitive–behavioral groups can vary from quite directive to relatively inactive. Perhaps the most common leadership style in such groups is active engagement and a consistently directive orientation.

Techniques.

Specific techniques may vary by the specific orientation of the leader but, in general, include the ability to (1) teach group members about self-destructive behavior and thinking that leads to maladaptive behavior, (2) focus on problem-solving and short- and long-term goal setting, and (3) help clients monitor feelings and behavior, particularly those associated with substance use.

4. Support Groups

Many people with substance use disorders avoid treatment because the treatment itself threatens to increase their anxiety. Support groups bolster members' efforts to develop and strengthen their ability to manage their own thinking and emotions and to develop better interpersonal skills as they recover from substance abuse Principal characteristics. The focus of support groups can range from strong leader-directed, problem-focused groups in early recovery, which focus on achieving abstinence and managing day-to-day living, to group-directed, emotionally and interpersonally focused groups in middle and later stages of recovery.

Principal characteristics.

The focus of support groups can range from strong leader-directed, problem-focused groups in early recovery, which focus on achieving abstinence and managing day-to-day living, to group-directed, emotionally and interpersonally focused groups in middle and later stages of recovery.

Leadership skills and styles.

Support group leaders need a solid grounding in how groups grow and evolve and the ways in which people interact and change in groups. The leader facilitates group discussion and helps group members share their experiences and overcome difficult challenges. The counselor provides positive reinforcement for group members, models appropriate interactions between individuals in the group, respects individual and group boundaries, and fosters open and honest communication.

Techniques.

Counselor interventions in support groups are likely to be more interpretive and observational and less directive than in many other groups. The goal is not to provide insight to group members, but to facilitate the evolution of support within the group.

5. Interpersonal Process Groups

Interpersonal process groups use psychodynamics, or knowledge of the way people function psychologically, to promote change and healing. All therapists using a "process-oriented group therapy" model continually monitor three dynamics:

- The psychological functioning of each group member (intrapsychic dynamics)
- The way people are relating to one another in the group setting (interpersonal dynamics)
- How the group as a whole is functioning (group as-a-whole dynamics)

Principal characteristics.

Interpersonal process group therapy delves into major developmental issues, searching for patterns that contribute to addiction or interfere with recovery.

Leadership skills and styles.

In interpersonal process groups, content is a secondary concern. Instead, leaders focus on the present, noticing signs of people recreating their past in what is going on between and among members of the group.

Techniques.

In practice, group leaders may use different models at various times and may simultaneously influence more than one focus level at a time.

Three variations of the interpersonal process group are

- Individually focused groups. This group concentrates on individual members of the group and their distinctive internal cognitive and emotional processes
- Interpersonally focused groups. In these groups, members evaluate each other's behavior. The group leader monitors the way clients relate to one another, reinforces therapeutic group norms, and works to prevent contratherapeutic norms.
- Group-as-a-whole focused groups. In this group, the group leader focuses on the group as a single entity or system.

For more information on these group models, see Chapter 2 of TIP 41.

Three Group Therapy Types

There are three specialized types of groups that do not fit into the five model categories, but which function as unique entities in the substance abuse treatment field:

- Relapse Prevention Groups
- Communal and Culturally Specific Groups
- Expressive Groups

1. Relapse Prevention Groups

Relapse prevention groups focus on helping a client maintain abstinence or recover from relapse. This kind of group is appropriate for clients who have attained abstinence, but who have not necessarily established a proven track record indicating they have all the skills to maintain a drug-free state.

Purpose.

Relapse prevention groups help clients maintain their sobriety by providing them with the skills and knowledge to

anticipate, identify, and manage high-risk situations that can lead to relapse while also making security preparations for their future by striving for broader life balance.

Principal characteristics.

Relapse prevention groups focus on activities, problem-solving, and skill building. They may also take the form of psychotherapy.

Leadership skills and styles.

Leaders of relapse prevention groups need to have a set of skills similar to those needed for a skills development group, along with a well-developed ability to work on group process issues.

Group leaders need to be able to monitor client participation to determine risk for relapse, to perceive signs of environmental stress, and to know when a client needs a particular intervention. Above all, when a group member does relapse, the leader should be able to help the group process the event in a nonjudgmental, nonpunitive way.

Techniques.

Relapse prevention groups draw upon techniques used in a variety of other types of groups, including the cognitive–behavioral, psychoeducational, skills development, and process-oriented groups.

2. Communal and Culturally Specific Groups

Communal and culturally specific wellness activities and groups include a wide range of activities that use a specific culture's healing practices and adjust therapy to cultural values. Such strengths-focused activities can be integrated into a substance abuse treatment program in several ways:

- Culturally specific group wellness activities may be used in a treatment program to help clients heal from substance abuse and problems related to it.
- Culturally specific practices or concepts can be integrated into a therapeutic group to instruct clients or assist them in some aspect of recovery. For example, Hispanics/Latinos generally share a value of personalismo, a preference for person-to-person contact. Alternately, a psychoeducational group formed to help clients develop a balance in their lives might use an American Indian medicine wheel diagram.
- Culturally or community-specific treatment groups may be developed within a services program or in a substance abuse treatment program serving a heterogeneous population with a significant minority population of a specific type. Examples might include a group for people with cognitive disabilities, or a bilingual group for recent immigrants.

Purpose.

Groups and practices that accentuate cultural affinity help curtail substance abuse by using a particular culture's healing practices and tapping into the healing power of a communal and cultural heritage.

Principal characteristics.

Different cultures have developed their own views of what constitutes a healthy and happy life. These ideas may prove more relevant to members of a minority culture than do the values of the dominant culture, which sometimes can alienate rather than heal.

Leadership characteristics and style.

A group leader for a culturally specific group will need to be sensitive and creative. How much authority leaders will exercise and how interactive they will be depends on the values and practices of the cultural group. The group leader

should pay attention to a number of factors, all of which should be considered in any group but which will be particularly important in culturally specific groups. Clinicians should

- Be aware of cultural attitudes and resistances toward groups.
- Understand the dominant culture's view of the cultural group or community and how that affects members of the group.
- Be able to validate and acknowledge past and current oppression, with a goal of helping to empower group members.
- Be aware of a cultural group's collective grief and anger and how it can affect countertransference issues.
- Focus on what is held in common among group members, while being sensitive to differences.

Techniques.

Different cultures have specific activities that can be used in a treatment setting. Some common elements in treatment include storytelling, rituals and religious practices, holiday celebrations, retreats, and rites of passage practices.

3. Expressive Groups

This category includes a range of therapeutic activities that allow clients to express feelings and thoughts–conscious or unconscious–that they might have difficulty communicating with spoken words alone.

Purpose.

Expressive therapy groups generally foster social interaction among group members as they engage either together or independently in a creative activity.

Principal characteristics.

Expressive therapy may use art, music, drama, psychodrama, Gestalt, bioenergetics, psychomotor, games, dance, free movement, or poetry.

Leadership characteristics and style.

Expressive group leaders will generally have a highly interactive style in group. They will need to focus the group's attention on creative activities while remaining mindful of group process issues.

Techniques.

The techniques used in expressive groups depend on the type of expressive therapy being conducted. Generally, these groups set clients to work on an activity, and client participation is a paramount goal if the therapy is to exert its full effect.

Groups Focused on a Specific Purpose

In addition to the five models of therapeutic groups and three specialized types of groups discussed above, groups can be classified by purpose. The purpose-focused group is a specific form of cognitive–behavioral therapy used to eliminate or modify a single problem, such as shyness, loss of a loved one, or substance abuse.

Purpose.

The primary purpose of a group focused on a specific problem is to target, alter, and eliminate a group member's self-destructive or self-defeating behavior. Such groups are usually short-term and historically have been used with addictive types of behavior (smoking, eating, substance use) as well as when the focus is on symptom reduction or behavioral rehearsal.

Principal characteristics.

Groups focused on a purpose are short (commonly 10 or 12 weeks), highly structured groups of people who share a specific problem. The group's focus, for the most part, is on one symptom or behavior, and they use the cohesiveness among clients to increase the rate of treatment compliance and change. These groups are particularly helpful for new clients; their focus helps to allay feelings of vulnerability and anxiety.

Leadership characteristics and style.

The group leader usually is active and directive. Interaction within the group is limited typically to exchanges between the clients and the group leader; the rest of the group acts to confront or support the client according to the leader's guidance.

Techniques.

In practice, group leaders may use different models at various times, and may simultaneously influence more than one focus level at a time. For example, a group that focuses on changing the individual will also have an impact on the group's interpersonal relations and the group-as-awhole. Groups will, however, have a general orientation that determines the focus the majority of the time. This focus is an entry point for the group leader, helping to provide direction when working with the group.

Appendix K: Advantages of Group Therapy

Some of the numerous advantages to using groups in substance abuse treatment are described below (Brown and Yalom 1977; Flores 1997; Garvin unpublished manuscript; Vannicelli 1992). Extracted from Center for Substance Abuse Treatment (2005) http://www.ncbi.nlm.nih.gov/books/NBK26210/

- *Groups provide positive peer support and pressure to abstain from substances of abuse.* Unlike AA, and, to some degree, substance abuse treatment program participation, group therapy, from the very beginning, elicits a commitment by all the group members to attend and to recognize that failure to attend, to be on time, and to treat group time as special disappoints the group and reduces its effectiveness. Therefore, both peer support and pressure for abstinence are strong.

- *Groups reduce the sense of isolation that most people who have substance abuse disorders experience.* At the same time, groups can enable participants to identify with others who are struggling with the same issues. Although AA and treatment groups of all types provide these opportunities for sharing, for some people the more formal and deliberate nature of participation in process group therapy increases their feelings of security and enhances their ability to share openly.

- *Groups enable people who abuse substances to witness the recovery of others.* From this inspiration, people who are addicted to substances gain hope that they, too, can maintain abstinence. Furthermore, an interpersonal process group, which is of long duration, allows a magnified witnessing of both the changes related to recovery as well as group members' intra- and interpersonal changes.

- *Groups help members learn to cope with their substance abuse and other problems by allowing them to see how others deal with similar problems.* Groups can accentuate this process and extend it to include changes in how group members relate to bosses, parents, spouses, siblings, children, and people in general.

- *Groups can provide useful information to clients who are new to recovery*. For example, clients can learn how to avoid certain triggers for use, the importance of abstinence as a priority, and how to self-identify as a person recovering from substance abuse. Group experiences can help deepen these insights. For example, self-identifying as a person recovering from substance abuse can be a complex process that changes significantly during different stages of treatment and recovery and often reveals the set of traits that makes the system of a person's self as altogether unique.

- *Groups provide feedback concerning the values and abilities of other group members*. This information helps members improve their conceptions of self or modify faulty, distorted conceptions. In terms of process groups in particular, as specific themes emerge in a client's group experience, repetitive feedback from multiple group members and the therapist can chip away at those faulty or distorted conceptions in slightly different ways until they not only are correctable, but also the very process of correction and change is revealed through the examination of the group processes.

- *Groups offer family-like experiences.* Groups can provide the support and nurturance that may have been lacking in group members' families of origin. The group also gives members the opportunity to practice healthy ways of interacting with their families.

- *Groups encourage, coach, support, and reinforce as members undertake difficult or anxiety-provoking tasks.*

- *Groups offer members the opportunity to learn or relearn the social skills they need to cope with everyday life instead of resorting to substance abuse.* Group members can learn by observing others, being coached by others, and practicing skills in a safe and supportive environment.

- *Groups can effectively confront individual members about substance abuse and other harmful behaviors.* Such encounters are possible because groups speak with the combined authority of people who have shared common experiences and common problems. Confrontation often plays a part of substance abuse treatment groups because group members tend to deny their problems. Participating in the confrontation of one group member can help others recognize and defeat their own denial.

- *Groups allow a single treatment professional to help a number of clients at the same time.* In addition, as a group develops, each group member eventually becomes acculturated to group norms and can act as a quasi-therapist himself, thereby ratifying and extending the treatment influence of the group leader.

- *Groups can add needed structure and discipline to the lives of people with substance use disorders, who often enter treatment with their lives in chaos.* Therapy groups can establish limitations and consequences, which can help members learn to clarify what is their responsibility and what is not.

- *Groups instill hope, a sense that "If he can make it, so can I."* Process groups can expand this hope to dealing with the full range of what people encounter in life, overcome, or cope with.

- *Groups often support and provide encouragement to one another outside the group setting.* For interpersonal process groups, though, outside contacts may or may not be disallowed, depending on the particular group contract or agreements.

Appendix L: Benefits and Challenges of Online Therapy

Extract from: Rochlen, A. B; Zack, J.S; Speyer, C. (2004). Online Therapy: Review of Relevant Definitions, Debates, and Current Empirical Support. Journal of Clinical Psychology, 60: 269–283

Benefits

Convenience and Increased Access

One of the most frequently cited benefits of online therapy is convenience and increased access for both clients and therapists. Online therapy also has the potential to serve people with limited mobility, time restrictions, and limited access to mental health services. Besides people living in remote locations or areas that lack access to an appropriate therapist, there are people working, traveling, and relocating in countries where they would not consult a mental health professional due to language barriers. People who are physically disabled, or their caretakers, represent another group with significant barriers to visiting a psychotherapist. In addition, potential consumers who feel stigmatized by the counseling process may be more likely to seek help online if they feel the initial shame is diminished when they are not in the therapist's physical presence (Mitchell & Murphy, 1998).

Disinhibition and Internalization

The disinhibiting effect of online communication has been discussed extensively by observers of Internet behavior (Joinson, 1998). In the context of online therapy, disinhibition can encourage therapeutic expression and self-reflection (Suler, 2002b). Since the process circumvents a client's overt persona, there are few, if any, social masks to remove, and clients tend to "cut to the chase" of core issues. Some online therapists report anecdotally that relating through text-based self-disclosure can have the effect of inducing a high degree of intimacy and honesty from the first exchange of e-mail. At the same time, the power differential can be diminished, as both parties become co-authors of client insights. To this end, the presenting problem can be externalized while the helper is being internalized. Both these time-honored therapeutic values are naturally enhanced by the medium and the closeness/distance of those engaged in it. The client can always (even years hence) re-read, rehearse, and reinforce the solutions and resolutions contained in the correspondence.

The Zone of Reflection

Online therapy communications may have the potential advantage of enhanced self-reflection and ownership of the therapeutic process gained through the act of writing. Once ongoing contact between client and therapist has been established, there is an opportunity for both parties to enter what Suler (2002b) called the "zone of reflection." For example, in an asynchronous e-mail exchange, the normal process of therapy is mediated by the text, allowing both writers to pay close attention to their own process while still engaged in a dialogue. There also may be an enhanced sense of emotional containment, as the client is able to set the pace, tone, volume, and parameters of self-disclosure (Suler, 2000).

Writing is Therapeutic

The contemplative process of writing about one's problems or conflicts may in and of itself be therapeutic for some clients (Murphy & Mitchell, 1998). In fact, Pennebaker (1997) provided empirical evidence that writing about emotional experiences is generally helpful. This research can logically be extended to a possible advantage of online therapy practice. As one online practitioner observed, "In an in-person session, you may talk for an hour and not get

to the heart of the matter. In contrast, an online therapy client may sit in silence for an hour and then say more in one typed line than she has ever revealed to anyone."

Telepresence and Transference

When conditions on both sides of the dialogue enhance the advantages described earlier, then the text-based bond may allow the client and therapist to experience "telepresence." This is the feeling (or illusion) of being in someone's presence without sharing any immediate physical space (Fink, 1999). Some online therapy supporters claim that textonly talk carries clients past the distracting, superficial aspects of a person's existence and connects the person more directly to the other's psyche (Suler, 2002a).

Hypertextuality and Multimedia

Another advantage of online therapy is the ability to use the power of the Internet to feed relevant supplementary material to clients quickly and easily. Links to informational Web sites, video clips, documents, and assessment tools are readily supplied via all online therapy modalities. Whereas traditional therapy takes place in the therapist's office, limiting the therapist to whatever resources he or she has on the bookshelf, online therapy always takes place in a context with limitless resources (Grohol, 2000).

Challenges

Missing Non-verbals

One frequently noted challenge to the process of online therapy is the lack of visual cues. There is no access to the nonverbal behaviors (besides reported ones) that are undeniably important ingredients in the counseling process. This limitation may rule out highly experiential therapeutic approaches that necessitate in-person presence (Alleman, 2002).

Misreading

In addition, online therapy creates a potential for misunderstanding in the absence of spontaneous clarification. Clients with poor ego strength or paranoid tendencies may suffer from the loss of reassuring visual and auditory cues. For therapists lacking appropriate training in text-based communication, important information about the client may remain "between the lines," with the real issues evading assessment. The increased room for error in online assessment makes traditional diagnosis virtually impossible and limits the clinician to making provisional hypotheses (Childress, 1998).

Time Delay

Another technical challenge is that online therapy conducted by e-mail, for instance, is asynchronous and has a built-in time delay altering the nature of the counseling process. Clients may wonder about the meaning of unexplained delays in a therapist's response. Ultimately, although time delay can be good (time to think about and digest responses), it also can increase anxiety, leading to what Suler (2002a) called the "black hole phenomenon."

Skill Deficiency

Both therapist and client must be reasonably good writers and typists, and need to be computer literate to manage the medium (Stofle, 2001; Zack, 2002). The effectiveness of online therapy could be lost on those not comfortable expressing themselves in writing. The medium appears best suited to those who value written self-expression and have the creative independence it takes to hold up their end of the written dialogue (Mitchell & Murphy, 1998).

Crisis Intervention

Another debatable concern noted about online therapy relates to how therapists deal with crisis. Some authors have suggested there are significant problems that can surface when a client becomes suicidal/homicidal or the therapist is otherwise concerned about the client's safety (Mitchell & Murphy, 1998). These authors note that there can be no certainty of an immediate e-mail response from the therapist, so the ability to reliably deal with crisis is challenging, if not impossible. In contrast, Fenichel et al. (2002) concluded that there is no evidence suggesting online therapy cannot be done with clients in crisis nor is it more difficult in locating a client in online therapy compared to telephone hotline clinical work.

Cultural Clashes

Technology could lead some therapists to adopt a "carte blanche" approach to the indiscriminate crossing of cultures, time zones, and social systems. If it appears a therapeutic relationship is prone to conflict of interest, misunderstanding, or compromises the client's needs, then ease of access may prove to be a secondary consideration.

Identity

Verifying clients' identities can be a challenge for online therapy. This is another reason why professional online therapy often makes identifying and emergency contact information a prerequisite for intake. Most Web sites require a password before the client can access the Web-site's interactive communication system (Childress, 1998).

Security

Another common concern is the confidentiality of communications and client records. Without special precautions, there are a number of key security issues in the process of online counseling (Zack, 2004). Technology has the potential to keep client records more secure than conventional systems, but without awareness of Internet protocols and utilization of encryption solutions, online therapists may inadvertently increase the risk of divulging sensitive information (Grohol, 1999).

Appendix M: The Oxford Group
The 4 Absolutes: Honesty, Selflessness, Purity of Intention & Love

Please note: The reference to the 4 Absolutes express its origins. The fact that they stem from the Oxford Group and are now used in Alcoholics Anonymous (AA) by no means limit its application to other religions and beliefs. The PLT eMods™ Learning Process apply these principles to the progress in their most basic and universal context, with no religious connotations or references, yet within all religions these principles are stressed and valued.

(From a booklet distributed by Cleveland Central Committee of AA, n.d.. Retrieved from
http://www.barefootsworld.net/aaogfourabsolutes.html)

Foreword

Spelled out as such, the Four Absolutes are not a formal part of our AA philosophy of life. Since this is true, some may claim the Absolutes should be ignored. This premise is approximately as sound as it would be to suggest that the Bible should be scuttled.

The Absolutes were borrowed from the Oxford Group Movement back in the days when our society was in its humble beginning. In those days our founders and their early colleagues were earnestly seeking for any and all sources of help to define and formulate suggestions that might guide us in the pursuit of a useful, happy, and significant sober life.

Because the Absolutes are not specifically repeated in our Steps or Traditions, some of us are inclined to forget them. Yet in many old time groups where the solid spirit of our fellowship is so strongly exemplified, the Absolutes receive frequent mention. Indeed, you often find a set of old placards, carefully preserved, which are trotted out for prominent display each meeting night.

There could be unanimity on the proposition that living our way of life must include not only an awareness but a constant striving toward greater achievement in the qualities which the Absolutes represent. Many who have lost the precious gift of sobriety would ascribe it to carelessness in seeking these objectives. If you will revisit the Twelve Steps with care, you will find the Four Absolutes form a thread which is discernible in a sober life of quality, every step of the glorious journey.

The Four Absolutes
Honesty.......Unselfishness....... Purity....... Love

We walked into this large group of which we had heard so much, but had never attended. From the vestibule we saw a placard on the corner of the far wall which said **"Easy Does IT".** We turned left to park our coat. We turned back and there on the other corner of the same wall was a twin placard which said, **"First Things First".** Then facing to the front of the room, high above the platform we saw in the largest letters of all, "But for the Grace of God". Then as our eyes descended, there directly on the front of the podium was another with four words, **"Honesty, Unselfishness, Love and Purity ".**

In the next ten minutes as we sat unnoticed in the last row waiting for the meeting to start, many thoughts tumbled through a mind that was really startled by this first face to face meeting with the four Absolutes for a very long time.

We started to grade ourselves fearlessly on our own progress toward these Absolutes through long years of sobriety. The score was a pitiful, lonely little score. We thought of a fine lead recently heard in which a patient

humble brother had told his story, and had mentioned his overwhelming sense of gratitude as an important ingredient of his fifteen years of sobriety.

And in listing things for which he was so grateful, he mentioned how comfortable it was to be completely honest. Certainly he meant nothing prideful. He simply meant that he told his wife and friends the truth as best he could, had no fishy stories to reconcile, was honest with money and material things, etc.

This was a truly grateful, humble fellow. Certainly he did not resemble the man pictured in the cartoon, speaking to a large audience, pounding on the table and with a jutting chin proclaiming in a loud voice that he had more humility than anyone there and could prove it.

But just think of "complete honesty". Is it not the eternal search for the truth which is endless, and in which none achieve perfection?

What do the four Absolutes mean to most of us? Words are like tools. Like any other tools they get rusty and corroded when not used. More importantly, we must familiarize ourselves with the tools, understand them, and ever improve our skill in their use. Else the end product, if any, is pathetically poor.

We thought of a dear friend in the fellowship, prone like other alcoholics to move quickly from one hobby or interest to another, without really doing much with any of them. (Does that sound like someone you know?) Once this friend decided that working with his hands would solve some problems, quiet his nerves, perhaps help him to achieve serenity and balance. So he reviewed an impressive collection of tool catalogues with friends already addicted to the woodworking hobby.

He bought a large expensive collection of tools, and a lot of equipment. He hired a carpenter to build a shop in his basement, install the equipment, and make custom-built racks to house the tools. But in the end not one shaving and not one tiny bit of sawdust graced its floor. The idle tools serve just as will did to keep our friend occupied while he doesn't go to meetings, do Twelfth Step work or engage in other happy activity in AA.

How many of you will be completely honest and admit that you have put the four Absolutes in the attic, a little rusty from non-use perhaps, but none the worse for wear? Give or take a little, how many of us who still maintain the workshop for the Absolutes, will admit that not too many shavings or much sawdust from our activity have ever graced its floor? Or even assuming that the activity has persisted, how many will admit that the end product did not win a prize for its quality?

Such lack of quality can only mean lack of objectives or lack of all-out effort toward such objectives. We must recognize the Absolutes as guideposts to the finest and highest objectives to mortal man. But recognition is not enough. We must use the tools.

Honesty

Over and over we must ask ourselves, "Is it true or is it false?" For honesty is the eternal search for truth. It is by far the most difficult of the four Absolutes, for anyone, but especially for us in this fellowship.

The problem drinker develops genuine artistry in deceit. Too many (and we plead guilty) simply turn over a new leaf and relax. That is wrong. The real virtue in honesty lies in the persistent dedicated striving for it. There is no relaxed twilight zone, it's either full speed ahead constantly or it's not honesty we seek. And the unrelenting pursuit of truth will set you free, even if you don't quite catch up to it. We need not choose or pursue falsity. All we need is to relax our pursuit of truth, and falsity will find us.

The search for truth is the noblest expression of the soul. Let a human throw the engines of his soul into the doing or making of something good, and the instinct of workmanship alone will take care of his honesty. The noblest pleasure we can have is to find a great new truth and discard old prejudice. When not actively sought, truth seldom

comes to light, but falsehood does. Truth is life and falsity is spiritual death. It's an everlasting, unrelenting instinct for truth that counts. Honesty is not a policy. It has to be a constant conscious state of mind.

Accuracy is close to being the twin brother of honesty, but inaccuracy and exaggeration are at least "kissing cousins" of dishonesty. We may bring ourselves to believe almost anything by rationalization, (another of our fine arts), and so it's well to begin and end our inquiry with the question, "Is it true?" Any man who loves to search for truth is precious to any fellowship or society. Any intended violation of honesty stabs the health of not only the doer but the whole fellowship. On the other hand if we are honest to the limit of our ability, the basic appetite for truth in others, which may be dormant but not dead, will rise majestically to join us. Like sobriety, it's the power of example that does the job.

It is much simpler to appear honest, than to be honest. We must strive to be in reality what we appear to be. It is easier to be honest with others than with ourselves. Our searching self-inventories help because the man who knows himself is at least on the doorstep of honesty. When we try to enhance our stature in the eyes of others, dishonesty is there in the shadows. When falsehood even creeps in, we are getting back on the merry-go-round because falsehoods not only disagree with truth, they quarrel with each other. Remember?

It is one thing to devoutly wish the truth may be on your side, and it is quite another to wish sincerely to be on the side of truth. Honesty would seem to be the toughest of our four absolutes and at the same time, the most exciting challenge. Our sobriety is a gift, but honesty is a grace that we must earn and constantly fight to protect and enlarge."Is it true or false?". Let us make that a ceaseless question that we try to answer with all the sober strength and intelligence we have.

Unselfishness

At first blush, unselfishness would seem to be the simplest of all to understand, define and accomplish. But we have a long road to travel because ours was a real mastery of the exact opposite during our drinking days.

A little careful thought will show that unselfishness in its finest sense, the kind for which we must strive in our way of life, is not easy to reach or describe in detail. In the final analysis, it must gain for us the selflessness which is our spiritual cornerstone, the real significance of our anonymity.

Proceeding with the question method of digesting the absolute, we suggest you ask yourself over and over again in judging what you are about to do, say, think or decide, " How will this affect the other fellow?"

Our unselfishness must include not merely that we do for others, but that which we do for ourselves. I once heard an old timer say that this was a 100% selfish program in one respect, namely that we had to maintain our own sobriety and its quality before we could possibly help others in a maximum degree. Yet we know that we must give of ourselves to others in order to maintain our own sobriety, in a spirit of complete selflessness with no thought of reward. How do we put these two things together.

Well, for one thing, it points up that we shall gain in direct proportion to the real help we give others. How many of us make hospital calls simply because we think that we need to do it to stay sober? Those who think only of their own need and who reflect little on the question of doing the fellows at the hospital some genuine good, are missing the boat. We know, for we used to make hospital calls in much the same way that we took vitamin pills.

Then one day in our early sobriety, we were asked to call on a female patient. There weren't enough gals to go around in those days and the men were called in to help. Never will we forget the anxiety on the way to that nursing home. And after nearly two hours of earnest talk we left one of the noblest women we will ever meet, worried about whether we had helped, or hurt, or perhaps had accomplished nothing at all. Some of her questions stayed with us. We thought of better answers later on, and returned to see her several times.

We are helped on our long journey to unselfishness by our great mission of understanding which sometimes seems as precious as the gift of sobriety itself. But the quality cannot be confined alone to that which we do for others. We must be unselfish even in our pursuits of self-preservation. Not the least of our aid to others comes from the examples of our own lives.

Is there any protection against that first drink which equals our thought of what it may do to others, those whose unselfish love guided us in the beginning, and those whom we in turn guided later on? We are again reminded of the lat verse of an anonymous poem:

"I must remember as I go
Though sober days, both high and low,
What I must always seem to be
For him who always follows me."

Purity

Purity is simple to understand. Purity is flawless quality. Gerard Groot in his famous fourteenth century book of meditation, has an essay entitled, "Of Pure Mind and Simple Intention", in which he says, "By two wings a man is lifted up from things earthly, namely by Simplicity and Purity. Simplicity doth tend towards God; Purity doth apprehend and taste Him."

Purity is a quality of both the mind and the heart, or perhaps we should say the soul of a man. As far as the mind is concerned, it is a simple case of answering the question, "Is right, or is it wrong?" That should be easy for us. There is no twilight zone between right and wrong. Even in our drinking days we knew the difference. With most of us, knowing the difference was the cause or part of the cause of our drinking. We did not want to face the reality of doing wrong. It isn't in the realm of the mental aspects of purity that our problem lies. We can all answer the question quoted above to the best of our ability and get the correct answer.

It's in the realm of the heart and spirit that we face difficulty. We know which is right, but do we have the dedicated will to do it? Just as a real desire to stop drinking must exist to make our way of life effective for us, so we must have a determined desire to do that which we know is right, if we are to achieve any measurable degree of purity. It has been well said that intelligence is discipline. In other words knowledge means little until it goes into action. We knew we should not take the first drink, remember? Until we translate our knowledge into the action of our own lives, the value of it is non-existent. We are not intelligent under such circumstances. So it is with the decency of our lives. We know what is right, but unless we do it, the knowledge is a haunting vacuum.

In discussing unselfishness we mentioned that it includes more than just doing for others. We repeat that it includes all that we do, since much of our help to others comes through our own example. Nowhere is this more true than in the decency and rightness of our life. Were we to contemplate the peace and contentment that a pure conscience would bring to us, and the joy and help that it would bring to others, we would be more determined about our spiritual progress. If our surrender under the Third Step has not been absolute, perhaps we should give the Eleventh Step more attention. If you have turned your will and your life over to God as you understand Him, purity will come to you in due course because God is Good. Let us not just tend toward God, let us taste of him.

In Purity as in Honesty the virtue lies in our striving. And like seeking the truth, giving our all in its constant pursuit, will make us free even though we may never quite catch up to it. Such pursuit is a thrilling and challenging journey. The journey is just as important as the destination, however slow it may seem. As Goethe says: "In living as in knowing be intent upon the purest way."

Love

We often learn more by questions, than by answers. Did you ever hear a question that caused you to think for days or even weeks? The questions which have no easy answer are often the key to the truth. However, in this series on the four Absolutes, we are concerned with the questions we should be asking ourselves over and over again in life. The integrity of our answers to these questions will determine the quality of our life, may even determine the continuance of our sobriety.

The old song tells us that love is a many splendored thing. In giving it we receive it. But the joy of receiving can never match the real thrill of giving. Consider that this great mission of love which is ours is seldom experienced by the non-alcoholic, and you have a new reason for gratitude. Few are privileged to save lives. Fewer have the rich experience of being God's helper in the gift of a second life. Love is a poor man's beginning toward God. We reach our twelfth step when we give love to the new man who is poor today, as we were poor yesterday.

A man too proud to know he is poor, has turned away from God with or without alcohol. We have been there too. But if he has a drinking problem, we can show him the way through love, understanding and our own experience.

When we live for our own sobriety, we again become beggars in spiritual rags, blind once again with the dust of pride and self. Soon we shall be starving with the hunger of devouring ourselves, perhaps even lose sobriety, Love is "giving of yourself" and unless we do, our progress will be lost. Each one owes the gift of this second life of sobriety to every other human being he meets in the ceaseless presence of God, and especially to other alcoholics who still suffer. Not to give of himself brings the desolation of a new poverty to the sober alcoholic.

When we offer love, we offer our life; are we prepared to give it? When another offers us love, he offers his life; have we the grace to receive it? When love is offered, God is there; have we received Him. The will to love is God's will; have we taken the Third Step? Ask yourself, "Is this ugly or is it beautiful?" If it's truly beautiful then it is the way of love, it is the way of A.A., and it is the will of God as we understand Him.

The Absolutes - A Summary

Our consideration of the absolutes individually leads to a few conclusions. The Twelve Steps represent our philosophy. The Absolutes represent our objectives in self-help, and the means to attain them. Honesty, being the ceaseless search for truth, is our most difficult and yet most challenging objective. It is a long road for anyone, but a longer road for us to find the truth. Purity is easy to determine. We know what is right and wrong. Our problem here is the unrelenting desire to do that which is right. Unselfishness is the stream in which our sober life must flow, the boulevard down which we march triumphantly by the grace of God, ever alert against being sidetracked into a dark obscure alley along the way. Our unselfishness must penetrate our whole life, not just our deeds for others, for the greatest gift we bestow on others is the example of our own life as a whole. Love is the medium, the blood of the good life, which circulates and keeps alive its worth and beauty. It is not only our circulatory system within ourselves, but it is our medium of communication to others.

The real virtue is in our striving for these Absolutes. It is a never-ending journey, and our joy and happiness must come each step of the way, not at the end because it is endless. Cicero said, "if you pursue good with labor, the labor passes and the good remains, but if you court evil through pleasure, the pleasure passes and the evil remains." Our life is a diary in which we mean to write one story, and usually write quite another. It is when we compare the two that we have our humblest hour. But let's compare through our self-inventory and make today a new day. Men who know themselves, have at least ceased to be fools. Remember if you follow the Golden Rule, it's always your move

too. To love what is true and right and not to do it, is in reality not to love it, and we are trying to face reality, remember? The art of living in truth and right is the finest of fine arts, and like any fine art, must be learned slowly and practiced with incessant care.

We must approach this objective of the Absolutes humbly. We pray for these things and sometimes forget that these virtues must be earned. The gates of wisdom and truth are closed to those wise in their conceit, but ever open to the humble and the teachable. To discover what is true and to practice what is good are the two highest aims in life. If we would be humble, we should not stoop, but rather we should stand to our fullest height, close to our Higher Power that shows us what the smallness of our greatness is.

Remember our four questions, "Is it true or false?", "Is it right or wrong?", "How will this affect the other fellow?", and "Is it ugly or beautiful?". Answering these queries every day with absolute integrity, and following the dictates of those answers one day at a time, will surely lead us well on our journey toward absorbing and applying the Absolutes.