PLT eMods™ Content Coaching

Socratic Communication and Disclosure

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

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

Table of Contents

Introduction

The fourth component of the PLT eMod Learning Process is the Content Coaching. Content Coaches add a vital accountability piece to the process. The Content Coach is responsible for reviewing and assesses the PLT eMods™ Interactive Workbooks /Study Guides, providing the client with objective feedback as well as assessing the clients progress. This provides the client with additional support and the opportunity to learn from a certified PLT eMods™ coach who cares about their growth, and has the knowledge, experience and acumen to walk them through the process providing both support, feedback and a sense of accountability.
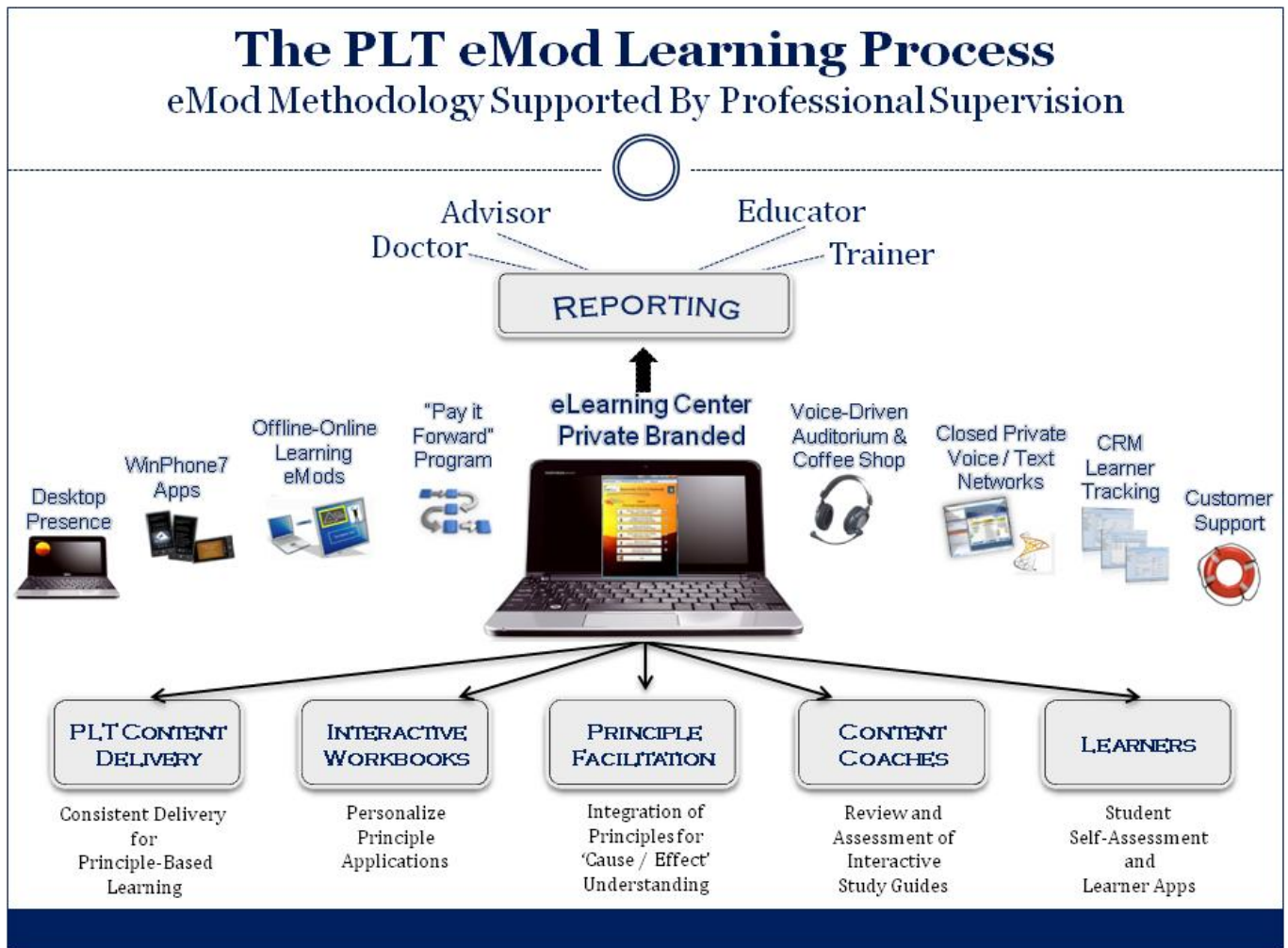
The Content Coach works with the facilitator to provide him or her with a summary of client issues, strengths and weaknesses. This allows to facilitator to be more aware of what is happening with each individual person within the group without additional work. On a side note: having a facilitator and a content coach provides an objective and balanced environment for both the team and the client, reducing the risk of burnout by spreading responsibility and providing the client with a more holistic assessment and supervision.

This paper explores the PLT eMods™ Socratic approach to content coaching. Additionally we examine the concept of a content coaching as it relates to health coaching which is prevalent in the health-care industry today. We explore the importance and relevance of health coaches and their growing importance in the medical field as well as the growing middle class in America and around the world.

3

Socratic Content Coaching

The PLT eMods™ Content Coaching process utilizes Socratic Questioning to ignite the students imagination, awareness, curiosity and cognitive reasoning skills. The Content Coach acts as both a support and a guide on the journey through the PLT eMods™ process, providing learners with consistent and Socratic feedback – which doesn't judge or threaten, but provides encouragement and challenge evoking critical thinking and self-reflection. Additionally many Service Providers are not trained or comfortable in addressing and speaking in Socratic ways to break through defenses and challenge clients, thus the PLT eMods™ Content Coaching component allows for learners to be challenged by someone other than the service provider, thus decreasing resistance towards the Service Provider, while increasing their self-knowledge and self-reflection.

Critical Thinking

"Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness…"

A statement by Michael Scriven & Richard Paul
{presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987}.

Socrates was the father of critical thinking and one of the greatest teaches and educators of all time. He taught critical thinking skills by asking questions. In Socratic philosophy, the foundation of education is based on the principle of **'ex duco',** which means to **'lead out'**, which is the root of education.

There are **six types of questions** that Socrates asked his learners, to probe and encourage them to learn how to think more critically, rationally and holistically. While Socratic Questioning can be overwhelming and annoying initially, in the long run learners, learn to appreciate the benefits of the method and their empowering effects. **"The overall purpose of Socratic questioning is to challenge accuracy and completeness of thinking in a way that acts to move people towards their ultimate goal"** (Changing minds.org).

Socratic questioning works to stimulate student thinking and hold students accountable for their thinking. The facilitator's commentary needs to be limited, as discussion inherently needs to focus on participants' developing their own answers and solutions, becoming self-empowered thinkers.

The six types of Socratic questioning are:

1. Conceptual Clarification Questions
2. Probing Assumptions
3. Probing Rationale, Reasons and Evidence
4. Questioning Viewpoints and Perspectives
5. Probe Implications and Consequences
6. Questions About the Question

(See Appendix for more details)

Content Coaches provide feedback to clients in the form of Socratic communication and questioning; utilizing the six questions that Socrates used and defined above. The Content Coaches are trained on how to provide clients with a Socratic experience. Additionally because of the written (email) format of the feedback process the content coaching provides learners with a more gentle, less threatening and less confrontational introduction to Socratic Questioning, which allows them to ponder and reflect on the questions asked without the pressure that these types of questions can usually evoke in people (ie "[Paper Chase](#)").

Health Coaching

Whether you talk to doctors, counselors, psychologist, trainers, coaches, educators, veterinarians, or a service provider of any other kind, what one will find is that they are all in the business of sharing information in one way or another.   And successful service providers share one important characteristic - the ability to impart information in a clear, concise and influential way so that people can understand, retain, associate and apply the information. Good communication skills can make or break a service provider.

"Recent health care trends and research are supporting what you may have already suspected from years…: Simply telling people what to do often does not lead to them actually doing it. *Showing* them how and *leading* them through it stands a much better chance of working" (Riekeman*,* 2011). Riekeman reminds us that *most people will not comply if they don't understand why*.

Traditional client education involves providing people with fact and figures either in written or worse verbally and then expecting the client to go home and apply the information as instructed. Yet most people are not able to retain what they hear especially if they don't understand what they have heard, and therefore it stands to reason that if one cannot retain and understand the information, there is unlikely to be any application or correct application of the information.

Riekeman states that: "A health coaching approach provides a more interactive consultation model whereby the coach and client work together to map out *care plans*. The coach proactively monitors progress, provides counseling and new strategies for navigating through rough patches, and holds the client accountable to agreed-upon goals" (2011). Additionally in "the March/April 2008 issue of *EXPLORE: The Journal of Science and Healing*, Kreitzer, et al., state that **health coaching 'differs from health education and case management in that the focus is on helping clients make choices and behavior changes that will promote their overall health and well-being'**" (Simon, 2008).

The "health coach" is therefore a person whose main aim in the immortal words of Gandhi is to walk with their client to obtain and attain the change and goals that they want in their life. In other words the "health coach" assists the client in learning how to be the change they (the client) want to see in the world.   Like the Socratic Method teaches, PLT eMods™ Content Coaches have one primary goal which is to improve the character of his or her students. Thus the PLT eMods™ facilitation and coaching model serves to provide people with the support, tools and experience needed to develop their character and achieve their goals.

Support for Health Coaching

"Recent studies have shown that that one in five Medicare patients who were discharged from a hospital in 2003 and 2004 were readmitted within 30 days, generating a total of $17.4 billion in hospital payments. The popular press reported these findings during the national debate over how to pay for health care reform, which will only intensify the pressure on leaders to find innovative ways to dramatically reduce readmissions"(Plsek, 2009).

Health Coaching provides a way to improve and lower these health care costs. Additionally there is increasing research that shows that better outcomes can and are achieved with the use of health coaches, unlike traditional patient education (brochures and advice). In 2008 the Agency for Healthcare Research and Quality of the U.S. Department of Health and Human Services completed a study at the Dartmouth-Hitchcock Clinic in which high-risk chronic disease patients were assigned health coaches. The coaches "provided evidence-based information to patients by telephone, during office visits, and in group class settings, with the goals of improving patient self-management skills, better preparing patients for their physician office visits, encouraging physician-patient communication and engaging patients in their care plans" (Riekeman, 2011).

"The coaching program attracted more patients than the clinic's typical, outsourced disease management program, with 77 percent of potential participants enrolling compared to the group's usual 7-13 percent enrollment rate. In addition, the readmission rate of the targeted patient group dropped from 15.6 percent to 13.7 percent and saved the Centers for Medicare and Medicaid Services $2.7 million while meeting quality measures of those organizations" (Riekeman, 2011).

The PLT eMod™ Content Coaching approach is paralleled to the concept of health coaching providing a format, structure and process to clients with the support and guidance they need to become more empowered, more sustainable and more in control of their health and wellness. The trick with both techniques is to know when to teach, advise, reflect and coach.

Teach, Advise, Reflect Emotions or Coach?

It is important that coaches learn that there is an appropriate time to teach, advise (instruct) and coach. Knowing which of these to choose is an art that comes from learning, practice, awareness, experience and intuition. Staying present and developing good listening skills assists in determining if it is appropriate- to teach, advise, reflect or coach. All of these skills fall under the umbrella of "communication and interpersonal intelligence," which are skills successful service providers seek to improve constantly (Simon, 2008).

This topic also reminds us of the importance of the temperament of the coach under the Socratic Model. Socrates believed that the most fundamental and powerful contribution to education by the Socratic Method is found not in the recitation of facts, but in the demonstration and communication of the Socratic Temperament to the students (Maxwell, 2008). This implies the importance of coaches to not only preach the information, but live it, so that learners develop a sense of trust in the coach as well as seeing the coach as a model of behavior and learning.

Many clients look to their coaches as authorities and experts. The problem with this is that clients put the Service Provider on a pedestal, and when this occurs most clients will hand their self-authority and self-responsibility over to the coaches and thereby also making the coaches responsible and accountable for their health / treatment etc.

Coaches need to work to assist the client in learning how to fulfill their own needs. In some cases Service Providers may believe that their clients need to be made aware or their emotions, or feelings that they hear and see, but the client isn't expressing. However, the problem with this approach is that the coach is interpreting what they see and not necessarily what the client is experiencing. Thus issues of codependency may occur if the client is not given the opportunity to discover and uncover experiences subjectively, and is constantly looking to the coach to reinforce who, what and why he/she is experiencing life in a certain way. This means that coaches need to be focused on empowering clients, patiently walking with them and as the Socratic Method teaches us always remaining the student, with humble and sincere ignorance seeking to understand (with probing questions) how each client understands and experiences the world.

So there is a fine line between teaching, advising, reflection and coaching, which we will explore more in the sections below.

Honesty, Selflessness, Purity of Intent & Reality

The primary goal of a health coach is to provide the client with the support and the knowledge that the coach is ready to work with the client to achieve his / her goals. In terms of the PLT eMods™ Content Coach Perspective this implies providing the client with an environment and an experience of the Socratic Method and the 4 Absolutes: honest, selflessness, purity of intention and reality (attention, respect and appreciation).

> "The first step in supporting patients to achieve their health goals is trusting that they know what they want. A patient's desire to achieve immediate pain relief instead of addressing the underlying cause of the pain may seem shortsighted to you. But being free of pain may be the only thing that matters to the patient, at least for the moment. Coaching involves honoring that patients understand not what's "best" for them, but what is important to them. Setting aside judgment and bias requires being curious about what a patient wants, what they are and aren't willing to do to improve their own health, and what their beliefs and preferences are as well"

(Simon, 2008).

The PLT eMods™ Content Coaches are trained to provide clients with the space and the guidance to be "who they are" and "who they want to be." They learn how to see the person as they are in the moment, without judgment or bias. The PLT eMods™ Content Coaches respect who the person is and value the person and process. They are cognizant of the fact that they are merely a sounding board, supporter of and cheerleader to the client. They reinforce and assist in the implementation and learning of principles, while providing them with a solid example of what it means to embody the principles of the Socratic Method and the 4 Absolutes. In this way the PLT eMods™ Content Coach like the health coach understands that their job is to provide the client with a supportive space to facilitate the change they want to attain.

The Holding Process

We have explored the holding environment in many of the other papers. We bring it up again to emphasis how the PLT eMods™ Content Coach, like the viewing process, workbook process and facilitation process, serves to provide the learner with a space to learn, make mistakes, grow and develop in an optimal and nurturing way. Additionally we seek to emphasize the balance that is inherent in the design of the program and how each piece (viewing, study guide / workbook, feedback assessment, facilitation and content coaching) reinforces, supports and is interdependent to the others.

PLT eMods™ Content Coaches provide the client with a holding environment by providing feedback in a non-threatening, non-confrontational and non-judgmental way. They communicate in writing in a clear, congruent, empathetic and unconditional way – providing clients with a model of Socratic Writing and Thinking. They do not analyze or hypothesize; instead they meet the client where they are at based on their writing and disclosure as it relates to Johari Window. They provide feedback to the client in a way that is honest, kind, true and necessary based on their writings.

The feedback is written in a way that is in line with the 4 Absolutes and therefore does no harm, challenges the client while assisting in the development of a trust based relationship. Additionally words and stories are used to communicate to all 9 multiple intelligences and all learning styles, stimulating the thinking process as well as providing clients with a "role model" of writing standard and clarity (Socratic writing).

The flow of the PLT eMods™ educational learning process (viewing, study guide / workbook, feedback assessment, facilitation and content coaching) allows learners / clients to acquire a sense of ownership of the material before discussion and facilitation. Thus empowering clients to develop their own association, perceptions and experiences with the information / education before receiving external opinion. So when the clients receive feedback from the PLT eMods™ Content Coach they receive feedback based on the work they have done, in relation to the principles they have learned and not on the analysis and perceptions of a wandering mind.

Responsibility to Heal

The term "coach" often applies a relationship of inequality. As we spoke about above clients often see their coaches as superior to them. Additionally sometimes coaches see themselves as greater than their clients. This attitude is not fair to the client or the coach, and lead to a lack of accountability on the client's side and burn-out due to a sense of over-responsibility for the client on the coaches' side. Additionally this attitude of superiority is totally contrary to the principles of the Socratic Method that PLT coaches and facilitators are required to learn and foster within themselves, their environments and their clients.

The expert relationship "is often formed when the coaching relationship is based on the client being instructed and advised by the coach on what and how to achieve the desired goal" (Simon, 2008). The problems with this approach as defined by Simon (2008) are:

- "Perceptions of inequality create a space of fear and fear often inhibits learning.
- Perceptions of greater than can cause the coach to take responsibility and accountability for the client (increasing the possibility of burnout when the client fails to "listen" and act on the coaches advise and instruction).
- Perceptions of superiority create a space where the coach is focused on leading the client in the "best" direction rather than walking with the client (which means respecting the clients goals, process, learning styles and abilities in the moment)."

Therefore walking with the client with no agenda requires a lot of self-awareness and understanding on the part of the coach. It requires that the coach apply the principles of the Socratic Method (Socratic Temperament) and the 4 Absolutes: honesty, selflessness, purity of intention and reality, as mentioned above. This is often easier said than done because for many coaches and services providers one's expertise in their chosen profession has lead them to believe that they have the solution and the answer, yet we know that telling someone what to do doesn't yield consistent and reliable results. In other words often telling someone what to do without telling them why to do it often leads to non-compliance. Additionally due to prejudices and barriers to learning many people even if they are told why will not comply because they will not be able to hear, retain or apply the information they receive.

When looking at the difference between coaching, advising (telling) and reflecting emotions the best way to demonstrate this is by example:

Example 1:

Patient states: I know I should attend all the groups, but I get busy, I have too much work and then it just isn't a priority anymore.

Advising: We've discussed this before. You know that keeping on schedule, attending group is the only way to prevent relapse.

Reflecting: Your life sounds very hectic right now and you look and sound overwhelmed.

Coaching: You've said your goal is to be able to maintain your sobriety through learning about and supporting your emotional sobriety, so that you develop the emotional intelligence and maturity to deal with life on life's terms. Given that, what would help you to be more consistent with keeping up with group?

Example 2:

Patient states: I know I should go to meetings every day, but I don't have the energy.

Advising: Set your alarm clock for the meetings and force yourself to go.

Reflecting: You seem to not care about going to the meetings you look almost apathetic about it.

Coaching: What do you understand about the benefits of going to the meetings?

These examples were used to assist in emphasizing the importance of the coach to stay present and focused on the client's needs and goals. The intention of these examples was to show how giving advice merely assist clients in knowing what to do, reflecting merely provides the client with the coaches experience of the client and hence is often devoid of objectivity, where as coaching provides a more client-centered (learner-centered) approach to the service.

Dealing with Resistance

"It's not uncommon for patients to get excited about achieving a health goal only to face internal resistance when it comes right down to working toward achieving the goal" (Simon, 2008). Many patients may commit to the idea and agree to the work needed to attain their goal, but when it comes down to it something inside of them will hold them back from action.

"Dealing with resistance in a patient requires very simply going back to the beginning of the process by asking patient-focused questions: What do you want? Why is that important to you? What would be the benefit of working through this? What *could* you do? What *will* you do?" (Simon, 2008). This approach is primary to the PLT eMods™ process, which stands by the belief that people will change, and will commit to change, when the cost of the problem is greater than the cost of the solution. Hence when people are overwhelmed by fear and anxiety, they often lose track and focus on their goal. The questions above can help clients get back on track and help establish their goals and intentions.

Developing Coaching Competence

Coaching is an art that requires training and practice. The PLT eMods™ Content Coaching is a certified process that teaches coaches how to provide clients with:

- An optimal learning environment (Socratic Method and 4 Absolutes).
- Written feedback to stimulate and communicate to all 9 multiple intelligences.
- Written feedback that evokes Socratic thinking and writing.
- Written feedback that is true, kind and necessary.

The PLT eMods™ Content Coaches are trained in learning theories and tools to assist them in understanding clients frame of reference and preferred learning style and intelligence, so that coaches can talk to their strengths and strengthen their weaknesses. Coaches are trained to be present, curious, client-centered, non-judgmental, appreciative and valuing of all people, without allowing their experiences to cloud their experience of another. They are trained in the art of asking questions and communicating in stories and fables.

Conclusion

It was Bruce Lee who said: "A good teacher protects his pupils from his own influence". The PLT eMods™ Content Coaching element seeks to do just that, through a process of structured and supportive feedback that focuses on the principles the client is expressing rather than feelings, emotions or behaviors that are experienced by the coach. *Additionally using the technology to communicate the educational principles ensures that the message and information is standardized and free of influence* (i.e. it prevents the facilitator's beliefs (conscious or unconscious) from influencing the learners thinking and skewing their perception).

> *"A good teacher protects his pupils from his own influence".*
> Bruce Lee

The PLT eMods™ Content Coaching component provides an element of support and assistance to the client and the facilitator. The Content Coach provides feedback to the client and the facilitator ensuring that everyone is informed and on track. The Content Coach walks with the client in the obtainment and attainment of their goal, no matter what, while also providing the client we an opportunity to learn how to participate and be in a principle based relationship.

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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
nsformative Education	Robert Boyd; Richard Jorgensen
nsformative Learning Theory	Jack Mezirow
Educational Psychology Theories	
Adult Learners	Malcolm Knowles
Attachment Theory	John Bolwby
ribution Theory	Fritz Heide; Harold Kelley; Edward E. Jones; Lee Ross.
haviorism	John B. Watson
haviorism: Thorndike's Theory of Learning	Edward Lee Thorndike
ssical Conditioning	Ivan Pavlov
gnitive Constructivism	Jean Piaget
nscious Based Education	David lynch
nstructivism	Jerome Bruner; Lev Vygotsky
logical Systems Theory	Urie Bronfenbrenner
w	Michael Csikszentmihalyi; Edward Deming; Richard Jorgensen; Carl Rogers
stalt	Wilhelm von Bode; Fritz Perls
up Dynamics	Kurt Lewin
ting Go / 5 Stages of Loss	Elizabeth Kubler-Ross
gotherapy	Victor Frankl
nufacturing Victims	Tana Dineen
slow's Hierarchy Of Needs	Abraham Maslow
erant Conditioning	B. F. Skinner
cial Development	Erik Erikson
cial Learning Theory	Albert Bandura
ggestopedia / Suggestology	Giorgi Lozanov
e Gift of Therapy	Irvin D. Yalom
e Zone of Proximal Development	Lev Vygotsky
eory 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
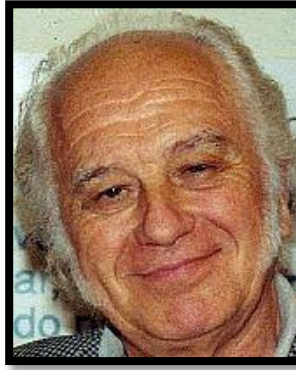
Suggestopedia was originally developed by Dr. Giorgi Lozanov, a Bulgarian medical doctor, psychotherapist, Yogi and educator. Lozanov developed Suggestopedia as he identified a need for an effective educational system to *accelerate learning*. He saw a new way of learning as essential for human evolution 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*)
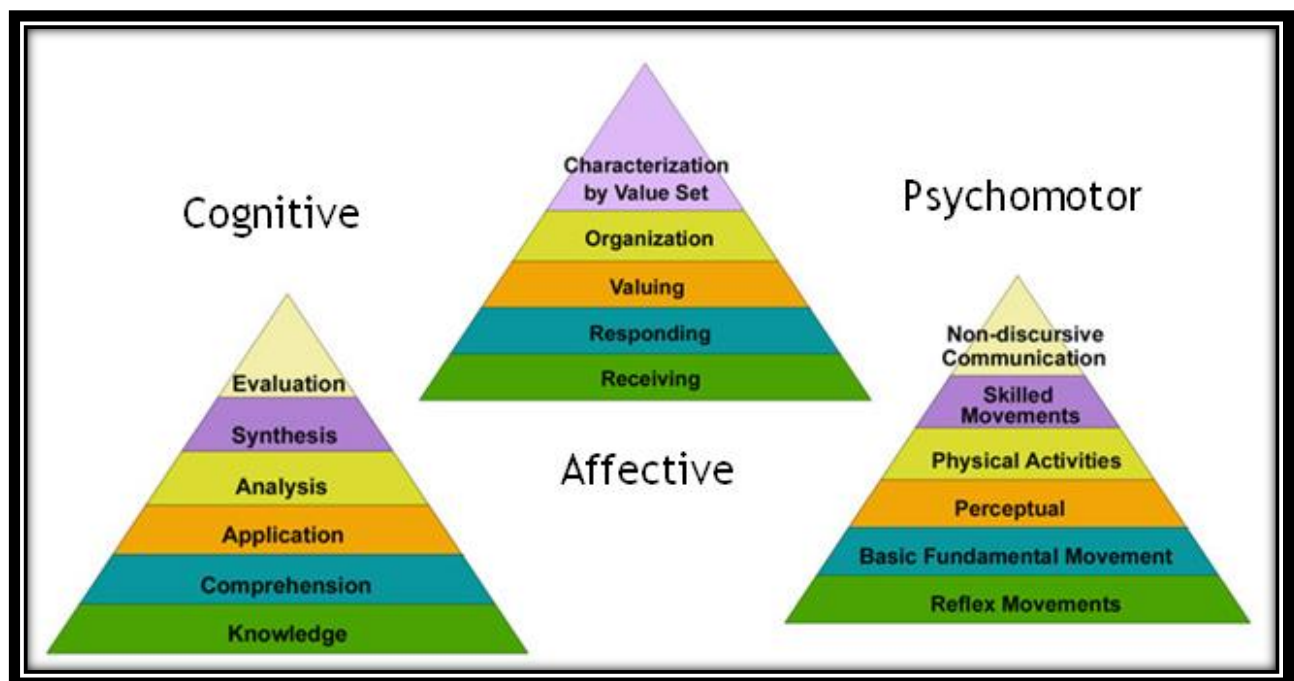
Thus in effect Bloom's Taxonomy identified that there is more than one way of learning. So the "taxonomy of learning behaviors can be thought of as 'the goals of the learning process.' And after a learning episode, the learner should have acquired new skills, knowledge, and/or attitudes."

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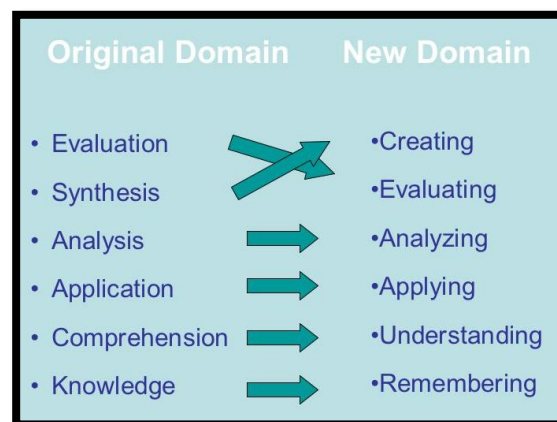
The affective domain (Krathwohl, Bloom and Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

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 responding (motivation).	**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.

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.
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	**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.

http://www.nwlink.com/~donclark/hrd/bloom.html

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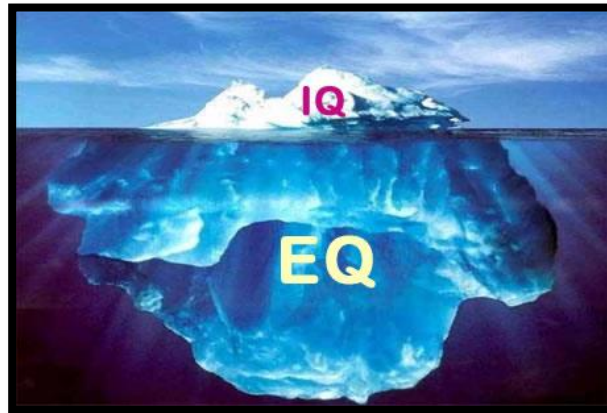
Emotional intelligence (EI) describes the individual's *"ability, capacity, skill or, in the case of the trait EI model, a self-perceived ability to identify, assess, and control the emotions of one's self, of others, and of groups."*

"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.
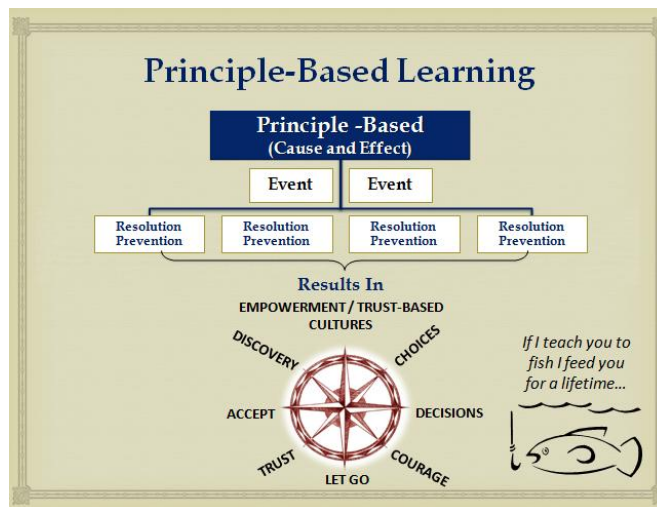
In that sense PLT fulfills all 4 requirements above, teaching people: how to perceive emotions, balance emotions, understand emotions and learn from emotions.

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)

44

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.
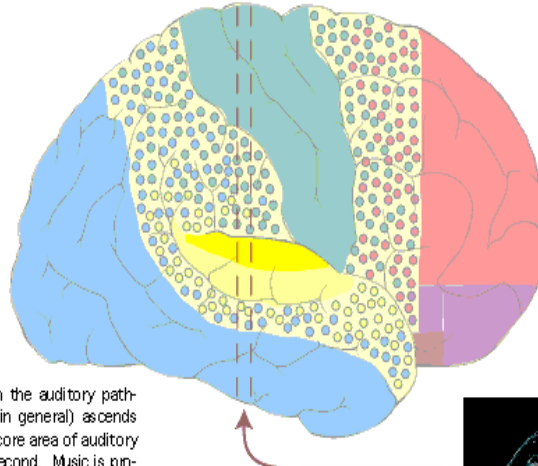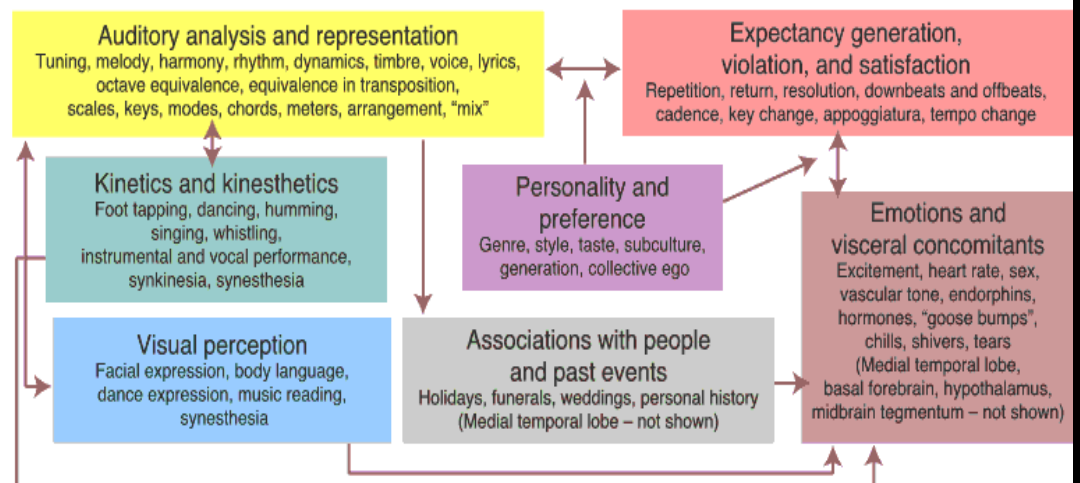
The popular notion that the right hemisphere is the "musical hemisphere" is overstated: both the left and right hemispheres are involved in music perception, performance, and cognition. Pitch perception (e.g., the ability to discern whether one note is slightly higher or lower than another) is one music-related 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
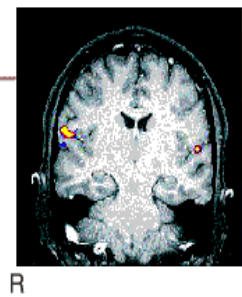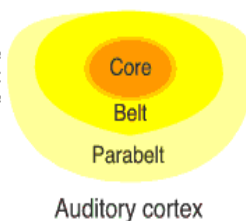
This functional magnetic resonance image (fMRI) shows where neurons are consuming large quantities of oxygen in the cerebral hemispheres of a young volunteer who is listening to Beethoven's Seventh Symphony. "Hot spots" (yellow, red) of neuronal activation are seen in the core areas and adjacent belt 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., appogiatura, 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

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.

2. **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) 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.

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Honesty

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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.

Appendix J: Writing Exercise Examples

Two exercises specifically help to facilitate change through personal experience and learning value and gratitude are:
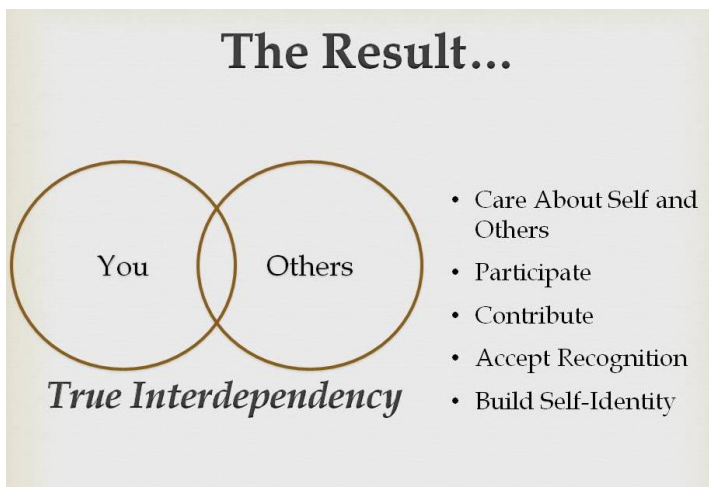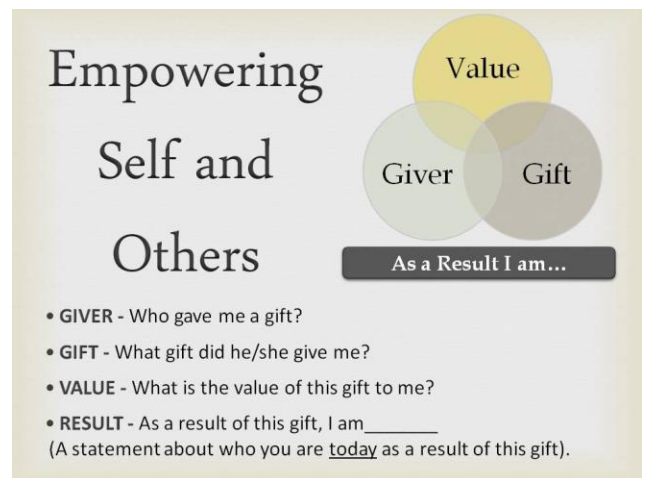
1. RichEarl Acknowledgement Process™
2. RichEarl Awareness Thinking Process™

The RichEarl Acknowledgment Process™: Moving from Awareness to Acceptance to Resolution

The "RichEarl Acknowledgement Process" nick named "GGVR" encompasses and teaches many aspects of Emotional Maturity such as:

- Growing Self-Identity, Self-Perception without Growing Ego
- Grows Emotional Maturity
- Provides a Formal Process towards the Letting Go Process for Resolution
- Creates an Awareness of Value
- Creates the Process for True Acceptance
- Facilitates the "Transitional Passage"

Empowering Self and Others

- **GIVER** - Who gave me a gift?
- **GIFT** - What gift did he/she give me?
- **VALUE** - What is the value of this gift to me?
- **RESULT** - As a result of this gift, I am_____ (A statement about who you are <u>today</u> as a result of this gift).

This "simple" exercise is not easy, particularly the Finding Value step. To see why something is valuable to oneself requires real self examination and reflection to go beyond surface talk and assistance in the place of acceptance. Finding "Value" is a difficult task for most people… why is it important to oneself.

The Result…

You / Others

True Interdependency

- Care About Self and Others
- Participate
- Contribute
- Accept Recognition
- Build Self-Identity

Additionally the ability to state what one is going to be able to do as a result of the give bring and one to a place of deeper acceptance and integration into one's life moving from awareness to acceptance to resolution.

The RichEarl Awareness Thinking™ Process

The RichEarl Awareness Thinking Process™ (sometime known as the 6-step process) provides a tool and measure on one's ability to identify examine ones beliefs (including un-truths) and though this process and begin to apply the principles to those beliefs and reconstruct beliefs and how to practically implement the change including what to stop doing and what to start doing. This process is wrapped up with a GGVR acknowledgement sealing in the awareness, acceptance and resolution process.