Visions for education and lifelong learning

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To solve today's challenges of Artificial Intelligence, Climate change, Nuclear threatening, to provide enough healthy air, water and food for every living human, to deal with 30% more humans in the next 30 years… we urgently need education orientated in better communication, creative thinking, emotional intelligence, Life-Long Learning and mindfulness.
NLP, Hypnosis and Coaching teach better communication, creative thinking, emotional intelligence, Life-Long Learning and mindfulness.

This World Congress is dedicated to better communication, creative thinking, emotional intelligence, Life-Long Learning and mindfulness through NLP, Hypnosis and Coaching.
Our speakers on this World Congress offer, through their expertise in NLP, Hypnosis and Coaching, what each of us can do to realize a constructive present now and for a promising future. And all speakers are also experts in lifelong learning.

In today's world Live-Long Learning accompanies you now through all stages of life. In young age as well as in old age.
Nothing is as old as education and nothing needs so much renewal.
There have always been people who have learned their whole lives from a passion. Learning is a skill that we humans have at our disposal, a natural talent that, like any talent, has the potential to spark an enthusiasm within us.

At the beginning of the 60s the slogan "lifelong education" appeared for the first time at the UNESCO conference in Hamburg. It took a few more years before an almost uniform definition of this slogan developed. In the year 2000, a publication was produced in cooperation with UNESCO in which a concept for lifelong learning

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was presented that followed the vision of the United Nations (UN) .

"It develops and presents a concept for lifelong learning with the aim of enabling individual self-determination to optimally cope with all life challenges. Accordingly, this concept of lifelong learning is primarily concerned with the promotion of self-confident intelligent and creative action and not primarily with meeting the current and all too often short-sighted expectations of teachers, trainers and employers with regard to certain services (test results, selection criteria, profits).
Lifelong learning means not lifelong schooling! To reproduce it in the words of the authors Knapper & Cropley: "lifelong learning is sustainable learning in that it relies on self-directed individual initiatives rather that handing down of of knowledge from experts or a central authority."
Children have this kind of learning until they come to school. Up to the age of 6 or 7 years, they do not compare and judge. They are interested in discovering, exploring, experiencing and this they do predominantly self-confidently, intelligently and creatively. When you observe young children, when they learn to coordinate their movements, when they learn to walk and to talk, when they explore the world around them, you can easily see how much motivation and fun they have to learn.
What happens with this natural gift when you get older? How about enjoying learning in the same intense and joyful way like children enjoy to learn walking, talking and exploring the world ? How about learning in a way that is primarily concerned with the promotion of self-confident intelligent and creative action?

Life-Long Learning can be a form of happiness throughout your life at all ages. For this you need to hold up your curiosity and motivation and to stay self-confident.

The only stable factor is that everything is in a permanent development of change, within you and around you. From your first to your last breath. Wouldn't it be wonderful to enjoy this with every breath you take?

We would like to present some ideas that have been implemented in the school sector in Finland and ideas from citizens' initiatives to live ecologically and sustainably in their own communities. We are sure that there are already many, many other ideas and that they will grow over time. All these ideas are living examples of life-long learning. The great potential that every human being has: to see, hear, feel and act to preserve life, appreciate the planet, protect nature, feel responsible for the future of the next generation and enjoy life and create it!

Schools in Finland

For such challenges our children need to learn at school high creative flexibility, the confidence to question old approaches, thinking in new directions, leaving the standard procedures of how things were done for generations.
For this we need the best school system and learning approaches we can think of, schools that support our children in discovering their true selves.

Finland's school system has for many years now the highest ranking
-        They give their children nearly no homework at all!
-        They want their children to have time to play a lot and to enjoy life.
-        They do not use Multiple Choice tests – testing is not important for them.
-        Their education is child centered and very practice and project orientated.
-        The differences between the best pupil and the worst is among the smallest in the world.

Top 10 Reasons FINLAND Has the World's Best SCHOOL SYSTEM

10.   The right of every child to have daycare and preschool (they are for free).
It's a place for the child to play and learn and make friends.
9.   Top-Notch teachers with extensive trainings.
5-7 years of training, see their work as lifelong activity, high social recognition.
8.   High levels of teacher's autonomy
New curricula – partner teaching with other teachers…they teach less than teachers in other countries so they have more time to develop new teaching strategies and individually asses to the learning needs of their pupils.
 7.   Ample funds to help weak students catch up
        One of the factors that helps Finish schools perform so well is the nationwide focus on achieving equality – both among schools and among students, Finland had the smallest difference between the weakest students and its strongest students of any country in the world.
6.   Teachers don't teach to the test (Because there isn't a test)
Standardized testing isn't part of the Finnish educational system. They have optional district-level tests, but the results aren't made public.

5.   Kids start school late
Children start at 7, the preschool start at 6.
4.   Joy and play are part of the curriculum
          There's an old Finnish saying "Things you learn without joy you will forget easily".
3.   Everyone attends public school
One of the most unusual aspects of the Finnish school is the near universal-attendance of public schools. There are very few independent schools in Finland, and even those are publically financed.
2.   Finnish Kids have bright futures, tailored to their strengths and Interests
93% of Finnish students graduate from a vocational or academic high school. From 7 to 16 Finnish kids are in the same "comprehensive schools". About 43% of Students choose the vocational route. 66% of Finns continue on to higher education, one of the highest rate in the EU.
1.   Equality amongst schools
In the US schools are the same Idea of a marketplace, schools are a shop and parents can buy whatever they want. In Finland the parents can also choose. But the options are all the same.

Lifelong learning and intelligent creative solutions based on the example of the film "Tomorrow - the world is full of solutions"

The film "Tomorrow" was released in 2016. It received the César as the best documentary film and already inspired more than 1.5 million viewers in Europe.
What if there was a formula to save the world?
What if each of us could contribute? When actress Mélanie Laurent ("Inglourious Basterds", "Beginners") and French activist Cyril Dion read a study in Nature magazine predicting the likely collapse of our civilization in the next 40 years, they do not want to accept this horror scenario. However, they soon realise that the existing approaches are not enough to inspire and motivate a broad section of the population to act. So the two of them are on their way. They talk to experts and visit projects and initiatives worldwide that pursue alternative ecological, economic and democratic ideas. What they find are answers to the most urgent questions of our time. And the certainty that there may be another story for our future.

It is a film full of excellent examples of the strength and creativity that can come from lifelong learning in the spirit of the United Nations vision, that lifelong learning is primarily concerned with the promotion of self-confident intelligent and creative action.

A film full of energy and joy from people of all ages, women, men and children. In communities, companies, organizations, retail trade, agriculture, abandoned villages, the economy, in the educational sector everywhere visionaries are found who create new realities, worth living, lovable, sustainable.

Knapper & Cropley define strategies for lifelong learning in their book

Six Strategies for Lifelong Learning

•   Activity and task performance
use tasks to learn
•   Meaningful interaction
develop key skills that encourage lifelong learning
•   Collaborative Team Building
develop real life skills collaboration and team work
•   Authentic Assessment
realistic constructive feedback to encourage and improve effectiveness
•   Integration of Information and Skills
integrate information and skills from varies fields
•   Achievable Challenging Tasks
realistic challenging tasks encourage continued learning

In the activities of the visionaries in the film, there are always parts of these recommended strategies. Although Knapper & Cropley formulated them for the context of the universities, they are absolutely useful for the implementation of creative projects.

You can see the trailer under this link https://www.youtube.com/watch?v=NUN0QxRB7e0

The International Associations, the UCN and the world congress

This congress is dedicated to Joy and success today for everyone, and for the future of our children, with:

Hypnosis from   NLP from   Coaching from

- NLP as the method for excellent communication
- Coaching as the approach of how to find the right answers for you within you
- Hypnosis as the growing friendship between your conscious and your unconscious

These associations and the University stand for

- contributing for a peaceful world
- excellent communication inside people in the sense of inner peace of mind, self-actualization and living one's potential
- excellent communication between people for mutual understanding and highest results in reaching goals that are good for everyone on planet earth
- the practice of mindfulness and systemic thinking
- the culture of lifelong learning

We wish all our guests 3 inspiring congress days. All speakers burn for their topics, they are passionate experts, trainers, teachers, students, coaches and all are fascinated lifelong researchers. The connection of heart and mind, the support of teachers and students, the inspiration of theatre, Fairy tales and metaphors in search of solutions, emotional intelligence, positive education, values as the basis of education, lifelong learning in extraordinary life situations, memory, hypnosis for learning processes, being and remaining motivated, the power of communication and magic moments - all these topics are waiting for you.

Let us enjoy together our ability to learn and may this ability support us in discovering and living our true self!

Magic Moments and Feeling Alive

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Have you ever asked yourself "What is the meaning of life?" It is a question that has been considered by philosophers and probably every person on Earth at some time. Nietzsche and the nihilists suggest that "strut, fret, and delude ourselves as we may, our lives are of no significance, and it is futile to seek or to affirm meaning where none can be found" (Crosby, 2016, p. 32). This may be rather pessimistic, but it does at least open up another type of possible answer – that while life itself may have no inherent meaning, each individual has the ability to bring meaning to life

The idea that we can create and have responsibility for the meaning and reality of our own lives is a constructivist approach to life(Piaget, 1977). This constructivist approach has been developed in many ways including the self-actualizing research of Abraham Maslow (2013), the people-centered therapy of Carl Rogers(1995), Milton Erickson's recognition that people have all the resources they need to succeed (Bandler, Grinder, & DeLozier, 1996), the field of positive psychology (Seligman & Csikszentmihalyi, 2000), and in the practical work of NLP practitioners, therapists, and coaches around the world to improve the quality of people's lives.

If we accept that we have responsibility for creating our own meanings in life, perhaps a person's most fundamental responsibility in life should be to *feel alive*, yet many people spend large portions of their lives in mindless monotony or block out the feeling of life with work, television, alcohol, or other means. An old African proverb says "When death finds you, may it find you alive." But for too many people for too much of the time, death may find us already dead, not having taken the opportunity to feel alive in life. Or as the Greek philosopher Sophocles said more graphically over two thousand years ago: "When a man has lost all happiness, he is not alive. Call him a breathing corpse".

What is it that makes people feel alive? Much of this feeling relies more on people's perception of events rather than the actual events of life. Korzybski (1958) gave us the useful axiom that the map is not the territory –events have no meanings, it is people with their mental maps that give meaning to events. As a result, two people may go through exactly the same event and one feels alive whereas the other feels only boredom or worse. What is the difference between these moments that a person feels alive and those when he or she does not? In order to answer this question, it is necessary to understand those moments when people feel more alive, to create a model of how these moments are experienced, and to ideally apply this model to create ways in which people can feel more alive for more of their lives.The difficult question of the meaning of life was discussed above, but the starting point of the research studies discussed below is the much easier and more useful question: "How can we feel more alive

The Study

In order to provide some answers to the question of how people can feel more alive, below I summarize two of my ongoing research projects.

Study A:Accessing and Sharing Magic Moments

In this study conducted with Japanese university students, participants were asked to identify a "magic moment" in their lives in which they felt reallyalive. Through an interview with another participant, the sensory components of this magic moment were clarified using simple questions such as "What did you see/hear/feel?", and this was used to write an essay about the magic moment. Participants then prepared and carried out a presentation to share the magic moment with their classmates. In these presentations, they were instructed to try to step back into that moment, to describe it as specifically as possible so that the audience would be able to experience the magic moment vicariously. The following five hypotheses were investigated

1. Participants would be able to re-experience the magic moment.

2. Participants would experience positive emotions when re-experiencingthe magic moment.

3. Audience members would experience positive emotions while listening to others.

4. Audience members would be able to experience other's magic moments vicariously.

5. Participants would feel more engaged and open to magic moments in the future.

Data from the essays, presentations, and questionnaires show strong support for all of these hypotheses. These results demonstrate that magic moments can be consistently re-experienced and lead to positive emotions, and that others can also vicariously experience those magic moments to some extent. While this study is ongoing, these are strong indications that people can easily access the feeling of being alive and can also model other people's feelings of being alive. This study is reported in detail elsewhere (Cullen & Mulvey, 2019).

Study B: Understanding the Feeling of Being Alive

Over the last five months, I have been carrying out interviews with people around the world from a wide range of cultures, ages, and socio-economic backgrounds. Each person was interviewed using the simple question: "What was a specific moment in your life when you felt really alive?". As much as possible, in order to generate a spontaneous response, the participants were not aware of the content of the interview beforehand. The interviews were videoed so that both verbal and non-verbal responses to the question could be recorded and analysed. The interviews ranged in length from 1 minute to 5 minutes with most being under 2 minutes. The participants gave permission for their responses to be used in this research project. Field notes were also taken after each interview to take account of relevant information and participant comments after the camera was turned off. This study is ongoing and just a few preliminary results and observations are noted below.

Content of the moments

Most participants identified a significant positive experience such as winning a sports game, giving birth, or skydiving. Others identified a much more everyday experience such as sitting in an armchair drinking a nice cup of coffee. A few identified experiences that could be seen as negative such as the pain of an operation, near-drowning, or a breakup in a relationship.

Nonverbal behavior

In the majority of the interviews, answering the question led to a very clear change in nonverbal behavior. In almost every case, the person's eyes defocused momentarily, presumably re-accessing the experience. Subsequently the shoulders visibly relaxed and the arms or hands began to move in much more open gestures. While the content of the magic moments varied greatly between participants, it is clear that accessing these moments is a similar process which involves opening physiologically and emotionally.

Rapport formation

While it was not an intended outcome, almost every interview led to greater rapport between the interviewer and the interviewee as evidenced by more openness in conversation and body language. It is likely that the invitation to share a deeply felt experience created greater trust and led to this enhanced rapport.

'Greater awareness of 'feeling alive

The majority of participants enjoyed the interview and more importantly expressed interest in the topic. Many of them went on to list other moments in their lives and expressed interest in asking the same question to friends and family.

This research is ongoing, but the preliminary results are encouraging in two ways. First, the responses are deepening our understanding of what it means to feel alive and hence to recreate that kind of feeling at other times. Second, the elicitation question is clearly not just a passive request for information, but can actually produce physiological, cognitive, and emotional shifts within the participant. In the section below, this is explored in more detail.

The Form of the Question

The question posed to the participants in this study was "What was a specific moment in which you felt really alive?" In the movie "A Very Murray Christmas", Bill Murray uses a similar phrasing when he explains his philosophy of love to a couple who are arguing (Coppola, 2015). He asks the elicitation question: "What was the specific moment that you knew you were in love?" In the movie, this results in the couple stopping their argument and becoming close to one another again. Murray appears to be merely asking a question about a past event, but he is actually changing their current behavior by having them access powerful reference experiences. The form of his question was selected to act as a filter on people's experience.

This kind of question can be seen as an example of a transderivational search, a psychological and cybernetics term which was commonly used in the early days of NLP(Bandler et al., 1996), meaning when a search is being conducted for a fuzzy match across a broad field. In other words, the question acts as a stimulus for a person to search through their experiences until a suitable matching reference experience is found, which in this case means an experience when the person felt really alive.

This search is directed or filtered by the form of the question and it is worthwhile to consider the kind of filter that this elicitation question places on experience. The responses of the majority of people showed that this filter of "really alive" was taken to mean a positive experience and so they found experiences like the birth of a child or falling in love. Even apparently negative experiences such as near-drowning or a relationship breakup were seen by the participant as fundamentally positive because they highlighted the importance and beauty of everyday life, and also the recognition (in retrospect) that what was a difficult experience was actually a positive stepping stone towards a better future.

To illustrate the positive psychological power of this filter, let us consider what would happen if we reversed the filter? By chance, this happened while I was interviewing a 9 year old child. After answering the question, she immediately insisted on taking the camera and interviewing her mother who was sitting nearby. The child repeated the elicitation question perfectly and then followed it up with an unexpected question: "What was the specific moment in which you felt dead?" Her mother's expression instantly changed from relaxed and engaged into a worried and frightened look, and the question had clearly and rapidly triggered a negative state. While her mother managed to evade the question somewhat, the point had been made clear that applying the opposite filter is equally powerful, if not as useful.

This question form is very similar to many NLP elicitation questions which have a person find a useful reference experience that can be utilized to produce a positive change. For example, in the process to set a resource anchor, the practitioner might ask a question such as "can you remember a specific time when you felt confident?" in order to have the client anchor a unique and specific set of physiological, cognitive, and emotional states. If the elicitation question were less specific (e.g. "What was a time when you felt confident"), the client would be much more likely to answer with a class of experiences, for example playing sports rather than a more specific experience such as scoring the winning point in a particular game. Unless the elicited reference experience is specific, the anchor will fail to elicit any one single desired response due to many different responses being associated to the trigger.

In my own work, despite the wording of "specific moment", participants still often responded with a class of experiences and I had to redirect them to a more *specific* moment. Many participants also said that there were many such moments and that it was hard to choose, so they were asked to choose one for the purpose of the interview. After the interview was finished and the camera was off, many participants gave other moments. This demonstrates an important point about transderivational searches. The search does not finish when the question is answered, but rather continues at both a conscious and unconscious level and can act as a powerful ongoing stimulus to filter past and present experiences according to whether it makes the person feel alive or not. This effect can spread further when the participants talk to friends and family about the strange question that they were asked. In this way, the simple question can have far-reaching effects on the lives of many people and even act as a positive mind virus.

Magic in the Present Moment

One thing that has become clear in these research studies is that it is possible to access past experiences of feeling alive and to raise awareness of such feelings. Simply asking the question to oneself, "What is a specific moment when I felt alive," can produce positive physiological and emotional changes. While this is beneficial, it does not necessarily translate into a person being able to experience more instances of feeling alive in the present moment or in the future. This is an ongoing research project which is expected to yield more results, but in the meantime, I would like to leave you with a simple exercise that I find useful. Some readers may be familiar with Betty Erickson's self-hypnosis technique which links sensory awareness to a self-suggestion, and this technique follows a similar pattern.

Just take a moment to consider the magic of everyday life. Because when you pause for a moment and really begin to notice the world around you, you can notice how magical life really is, how amazing things are. Even the words that you are reading now… they were conceived as thoughts in another person's mind in a distant location, translated into strange symbols and words, stored in the magnetic disk of a computer, delivered to you by paper or light emerging from a screen, and somehow deciphered into thoughts and impressions in your mind. That's pretty magical, isn't it? When you start noticing these things, that sounds like the kind of world that would be fun to live in. So here is a little exercise to help you take a moment to focus on and notice the magic in this moment of your life. You are going to link what you see, hear, and feel to the suggestion that there is magic in this moment.

Here's an example of what you might say to yourself:

…I _see_ the computer in front of me, I _see_ the walls of this room, I _see_ my guitar and there is magic in this moment

I _hear_ a car out on the road, I _hear_ someone talking on the phone, I _hear_ my own breathing…and there is magic in this moment

…I _feel_ my foot on the floor… I _feel_ the air around my face… I _feel_ my heart beating and there is magic in this moment

he exercise out a few times over the next few days and notice how you can start to notice more magic moments and to feel more alive in each of those moments.

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Memory: a Two Step Process

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Summary: Learning and memory results from a series of ongoing changes in the brain after an event. These changes occur first in the hippocampus, which keeps track of time and space coordinates, in the amygdala, which assesses the emotional impact of each event, and in the sensory cortex where the sensory details of the experience will be registered.

In the first days, (**Original Encoding**) memories are mainly stored in a buffer area of the hippocampus, and during sleep and re-accessing experiences, they are next "reconsolidated" to other brain areas. In this (**Reconsolidation**) process, procedures are stored separately, and disturbing memories are re-organized as "observer" memories. The repeated reconsolidation of memories results in them becoming increasingly less accurate to the original event, even in the case of emotionally significant "flashbulb" memories of major events. For the brain, the aim of storing memories is not to get recording accuracy but to create learned sequences of behaviour (strategies) which are triggered whenever a sensory experience similar to the original one reoccurs.

Step 1. Original Encoding

Memory is a change in any system as a result of an experience. If you bend a piece of metal and then straighten it again, the metal is not the same - it carries the "memory" of the event. In a more complex way, our nervous system records changes as a result of the events we experience. In an animal such as a human being, the brain and nervous system, made up of billions of nerve cells, glial cells and other specialised cells, coordinate actions across the organism. To do this, these cells need to show history-dependent behaviour by responding differently as a function of their previous input, and this "plasticity" (changeability) of nerve cells and their synapses especially is what we usually call memory or learning. Memories, then, are changes in the nervous system's functioning which enable an animal to effectively respond to current events, based on what has been learned from past events. These changes in functioning (learnings) are only incidentally related to the structure of the real previous events which they were initiated in response to, and the idea that these changes somehow represent a faithful recording of those events is a human pretention.

So what actually changes when a memory is created? Well, firstly, there are simple changes at the synapses where nerve cells registering an event are activated, including increases in neurotransmitter release, and these changes may last for seconds or minutes. Secondly, long-lasting memory depends on wider scale changes such as the physical growth of new nerve cell connections (dendrites), and increases in the number of synaptic connections on those cells. In the outside areas of the brain (the cerebral cortex) the changes occur in the specialized areas where the sensory system data is processed (eg the visual area at the back of the brain, the somatosensory or kinesthetic area at the top of the brain, the auditory areas on the sides of the brain, and the specialized verbal or auditory digital areas mainly developed on the dominant side of the brain. These changes are all connected together based on the principle that "neurons which fire together, wire together". Otherwise there would be no memory, because each separate change would be encoded separately, so that, for example, a red square would trigger a bigger response when seen again, but there would be no way for the brain to know what the red square was related to and therefore what to do about it (Squire and Peller, 2000).

These sensory areas of the brain, altered by a memory event, are also connected to two other important areas where there are memory changes. Firstly, in certain types of memory, there are changes in the frontal areas of the brain, and when these frontal areas are changed as part of the memory, then conscious awareness of the memory tends to be reported. Secondly, and even more importantly, there are changes in the limbic system in the centre of the brain. This is an area associated with emotional responses and with identification of spatial and temporal coordinates (so it records the emotion associated with the memory, and the place and time of the memory event). To be exact, inside the limbic area, the amygdala records the emotional valence (how important it is either positively or negatively - so the amygdala responds especially to things that generate fear, anger, sexual desire, hunger etc), and the hippocampus records the spatio-temporal coordinates.

The **hippocampus** is so central to the initial structuring of each memory that if the hippocampus is damaged, new memories are unable to be laid down, even though memories in the distant past may well be intact (Squire and Paller, 2000). Initially, as a person stores a new memory, the hippocampus is the site at which many of the changes occur. It is a kind of a buffer zone where new memories can be temporarily stored until the brain transfers them safely to long term memory sites. Researchers Björn Rasch and Jan Born explain that the transfer of memories out of the Hippocampus serves an important function. The hippocampus operates as a short term buffer area and if memories were immediately transferred to other destinations new memories might run the risk of overwriting earlier memories (Rasch and Born, 2013). Over the first 7 or so days after the event, the memory is primarily stored in changes in the hippocampus, but over the next few weeks it is "consolidated", and "storage" of these changes is transferred more widely to other brain areas such as the sensory cortex and even to the

cerebellum. the cerebellum is the lower brain, which eventually stores behavioural sequences such as walking and dancing, so that these remain intact even if the original sites of these memories in the sensory cortex are damaged by Alzheimers or another condition.

The **amygdala** not only gives emotional significance to a memory, it also signals the brain about the required strength of the memory structure (telling the brain to store more important memories more vividly) and it determines whether an emotional response is strong enough to overide frontal (conscious) decision making. With a damaged amygdala, a person tends to engage in more unsafe behaviour and to be unable to assess the seriousness of danger, hunger etc. Damage to the amygdala due to drugs such as alcohol leads to faulty decision-making by heavy users of those drugs, and, by contrast, the stress of PTSD and other over-activations of the panic system lead to physical hypertrophy (overdevelopment) of the amygdala, making the person overly cautious or "phobic" and "paranoid".

Step 2: Continuous Reconsolidation

Sleep seems to be an important factor allowing for full consolidation of at least some memories. Björn Rasch and Jan Born say "Specifically, newer findings characterize sleep as a brain state optimizing memory consolidation, in opposition to the waking brain being optimized for encoding of memories. Consolidation originates from reactivation of recently encoded neuronal memory representations, which occur during SWS [Slow Wave Sleep] and transform respective representations for integration into long-term memory. Ensuing REM [Rapid Eye Movement - i.e. dreaming] sleep may stabilize transformed memories." (Rasch and Born, 2013).

It had always been known that eye movements to the sides occur during this sleep, and it was hypothesized that maybe sleepers are scanning things in their dream images. Finally, scanning people's brains while asleep, researchers from Tel Aviv University found that there was a burst in the activity of neurons that occurred just after the person's eyes flickered. This activity reflected a change of concept or scene (not image processing) during sleep. The scientists demonstrated that this was the same brain activity that occurred when awake patients were shown pictures, especially those related to their memories. "About a 0.3 seconds after the picture appears, these

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neurons burst - they become vigorously active," Dr. Yuval Nir, who co-authored the study published in Nature Communications, explained to BBC News. "This also happens when people just close their eyes and imagine these pictures, or these concepts." Dr. Nir told New Scientist magazine "Every time you move your eyes, a new image forms in the mind's eye." (Andrillon et alia, 2015). And this is exactly what NLP had been saying about eye movements.

Each time you "think about" a memory, what you do is activate the same neural network as when you first experienced it, or the network of neurons to which that memory has been transferred in the process of consolidating it. That means that you "reconsolidate" it - i.e. by activating the memory, you bring it back into a state of activation, and so over the following 15 minutes or so, the memory has new changes added to it (after all, the principle that "neurons which fire together wire together" still operates, so if you remember an event, your current experiences and thoughts are now connected to the memory of the original event). As we will see, reconsolidation can significantly and permanently alter a "memory" changing the entire emotional valence of the memory (making a memory that was fear inducing become desire-inducing, for example). There is no "undo" function in the brain by which you can go back and reverse previous edits to get to the "original" memory. Memory, then is an active and synthetic process, and memories are changed irreversibly at every "re-member-ing" of them.

Reconsolidation of memories eventually organises them into very different places in the brain. At one time in my life, I needed to use my conscious mind to tie my shoelaces. Now days, my "unconscious mind" performs that function. What do I mean when I say that last sentence? I mean that another area of the brain now runs my shoelace tying strategy automatically when it is triggered by the sight of my shoes untied. Even a person severely affected by the memory loss of Alzheimer's disease may continue for some time to be able to tie their shoelaces, because such strategies are stored in areas of the brain less affected by that condition (Schacter, 1996, p 134-137). Such memories are called "procedural memories".

Another important memory distinction in memory is the difference between Observer memory (distanced memory where the rememberer sees themselves in the memory event - what NLP calls dissociated) and Field mem-

ory (where the rememberer re-experiences the memory from inside their body - what NLP calls associated). Field memory is closer to the original experience, of course. Observer memory is obviously well "reconsolidated", and the reorganisation of an entire memory from another perspective seems to require a mature nervous system (it is a skill that young children have difficulty with). In his neurological research on observer memory and its effect, David Schachter noted that accessing a memory using observer memory removes emotional response and consequently the person will claim that the original event must have had less emotional significance. (Searching for Memory, Schachter, D.L., 1996, p 21-22). Freud called these observer memories "Screen memories" because they screen us from disturbing memories of our childhood. (Freud, 1899, p311). In NLP there are "several processes which utilise this reconsolidation of memories as observed "movies".

One type of memory that there has been a great deal of objective research about is "Flashbulb memory" - the belief that memories of powerful and emotionally significant events such as the 9/11 attack in New York (September 11, 2001) persist without much "reconsolidation". In fact, the research shows that this is simply not true. Take 9/11. "In the first year, people's memories were consistent with the initial responses only 63 percent of the time. After that, however, they only lost 4.5 percent of their accuracy per year." (Pappas, 2011).

Firstly, the emotional experience associated with the memory changes. People assume that at the time they felt the same way they feel now about the events: in fact their current feelings are often based on knowledge which they could not even have at the time of the event. Unfortunately, in their research on 9/11, the Memory Consortium found that people's confidence that they were remembering accurately was increased by the level of amygdala activation occurring as they remembered, and not by the level of hippocampal activation (that is to say, the stronger the emotion, the more convinced the person was that their memory was accurate, but the actual strength of place memories did not increase their confidence). Secondly, in the process of reconsolidation, considerable editing of the sequence of events occurs. "In the case of 9/11, people will sometimes claim to have seen live video of the first plane hitting the North Tower of the World Trade Center, Talarico said, despite the fact that such video was not broadcast until days after the attack." Their memory has (completely unconsciously) spliced in images actually seen days later and resequenced them to make sense.

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Conclusion

Learning cannot be accurately described as a one-time event, and especially not as a precise duplication of some original training experience. Memory and learning are ongoing, continuous re-evaluations of our experi-ences, designed to enable us to respond with flexibility to a complex and ever-changing "reality".

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Building teachers' psychological resilience and well- being through life coaching

AlicjaGalazka, Joanna Jarosz

Research indicates that stress and burnout are growing and pervasive problems among employees, with teachers being especially vulnerable to feeling frequent stress from their jobs. Teachers usually think about their students and how they cope with difficulties but they rarely think about their own well- being whereas there is a close correlation between the effectiveness of teaching and the level of teachers' stress. Research shows that many teachers are at crisis point. Most of them are un-der increasing pressure and they often say that their workload is "unmanageable".

Research suggests that more and illnesses can be attributed to stress in some way because of the harmful effects of raised levels of toxic stress hormones which flood through your body as a result of the stress response or fight or flight reflex. Recently we have been talking a lot about personal resilience which is an ability to cope with stress and adversity, It is a "bouncing back" effect which is a very individual skill developed and correlat-ed with many other factors. Research shows that resilience results among other factors from individual skills in communication and problem solving, ability to build positive relationships, self-esteem and self -efficiency and locus of control. Life coaching is a tool which promotes development of social and meta skills and can be effectively used to stimulate psychological hardness not only among pupils but also among teachers. Different coaching techniques were used to develop teachers' well- being and equip them with some strategies of stress management. The presentation will focus on discussing the findings of the empirical studies taken this year and helps to understand the necessity of dealing with teachers emotional exhaustion

Introduction

Work-related stress among teachers is common. In education sector it was firstly identified during 1930s (Smith & Milstein, 1984). Teachers continuously face demands in their job that trigger work-related stress and lead to reduced productivity at work (Trendall, 1989; Hepburn & Brown, 2001). According to a study by Johnson *et al.* (2005), teaching is the second most stressful occupation (after ambulance car drivers) out of 26 occu-pations chosen in the study

Teacher stress has been defined as "an unpleasant experience that leads to negative emotions such as anger, anxiety, tension, frustration, or depression resulting from some aspect of their work" (Kyriacou, 2001). Stress experienced by teachers is directly related to the way teachers are expected to perform their job. Factors that cause stress are: unrealistic deadlines, unreasonably set time frames, excessive bureaucracy, and frightening inspection regimes (Montgomery & Rupp, 2005). Stress among teachers may be caused by their working environment: organizational problems, poor working conditions, noise levels, excessive workloads, administrative pressures, insufficient resources, lack of support from managers, or lack of autonomy (Hastings &Bham, 2003; Guglielmi&Tatrow, 1998). Experienced levels of stress also depend on individual characteristics of teachers: personality, age, gender, coping ability, presence of a supportive network, work satisfaction (or dissatisfaction), cognitive evaluation of stressors, or type of teaching position (Hastings &Bham, 2003; Guglielmi&Tatrow, 1998) and their locus of control.

The field of psychology and education research agree that teachers have always experienced many demands (Kyriacou, 2011). However, the way teachers respond to challenging behaviour is highly important as it affects their learners (Montgomery & Rupp, 2005). Teachers who have high levels of resilience more often promote resilience and mental health among their pupils than their colleagues with low levels of resilience (Gu & Day, 2007). It has also been suggested that good understanding of teacher resilience is crucial for setting up education environment where teachers and pupils thrive (Howard & Johnson, 2004; Gu & Day, 2007; Kyriacou, 2011).

The definition and understanding of resilience

According to the American Psychological Association (2014), resilience "*is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means 'bouncing back' from difficult experiences.*" Resilience is one of the key constructs of positive psychology and as such has the following main focus areas: social skills, internal protective strengths, and ability to maintain positive emotions (Carbonell*et al.,* 1998). It reflects individual's mental capacity for adapting and recovering after experiencing life challenges (Ryff*et al.,* 1998). According to some scientists, resilience requires negative emotional experiences or adversity (Block &Kremen, 1996). Others emphasize that the process of adaptation to the challenge needs to be successful and healthy in the presence of resilience (Oliver et al, 2006). Resilience is the reason why some people continue to reach their goals, maintain well-being and achieve positive personal and professional outcomes despite negative situations that they face (Yates &Masten, 2004).

There are many definitions of resilience. Some researchers define resilience as the ability to *adapt* successfully and positively to challenges, while others describe resilience as the ability to *maintain* a stable well-being despite ongoing stress (Luthar*et al.*, 2000; Joyce *et al.* 2018). Regardless of the definition used, the majority of them captures the 'bounce-back' feature and makes it a central characteristic of resilience (Luthar*et al.*, 2000).

According to Southwick *et al.* (2014), it is difficult to capture complex nature of resilience. Resilience can be determined by multiple biopsychosocial and cultural factors, which then determine how successful an individual is with her response to a stressful experience. Carver (1998) suggested that resilience can be therefore placed on a continuum, where low values indicate poor capacity to recover and high values indicate that after each stressful event, an individual reaches an even more superior level of functioning (Carver, 1998). Resilience may be improved, but due to its complexity and potentially high number of determinants, one most often needs to approach it on numerous levels. The following factors may affect resilience: individual, family, social, community, cultural, economic, genetic, epigenetic, developmental, and demographic (Southwick *et al.,* 2014). Each of these contexts on its own may display higher or lower resilience for the individual and higher or lower capability of supporting the individual. The response of a given person to adverse events she's facing always take place in a very complex context of interactions - never in an individual setting. Those may be interactions with others, available resources (for example wealth), organizations, societies or communities, or even cultures and religions (Sherrieb*et al.*, 2010). Resilience and individual natural capacity for resilience may therefore also change over time (Kim-Cohen &Turkewitz, 2012).

When dealing with resilience, researchers have looked not only at individual factors that create and build resilience, but also external protective factors like families, schools, services or communities to mention a few (Gilligan, 2007). According to Yates and Masten (2004) building resilience requires the following elements: promoting coping strategies, building individual strengths, and reducing the effects of adverse events.

Resilience has been associated with improved psychological state. High level of resilience, for example, lowers levels of anxiety, psychological distress and depression (Sood*et al.,* 2011). As resilience has been found to have a positive impact on one's psychological state, scientific studies suggest that there might be measurable components of individual resilience that actively addresses negative effects of adverse events, challenges and stress (Luthar*et al.*, 2000). Resilience has therefore been indicated as one of the characteristics included in a definition of well-being, along with positive emotions, optimism, engagement, life purpose, self-determination, and self-esteem (Huppert & So, 2009; Leach *et al.*, 2011; Linley *et al.*, 2010).

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Resilience as a remedy for teachers' stress

Research indicates that stress and burnout are pervasive problems among employees, with teachers being especially vulnerable to feeling frequent stress from their jobs. Burnout, a syndrome of emotional exhaustion, depersonalization, and job dissatisfaction, has been found to contribute to lower teacher classroom performance and higher absenteeism and job turnover rates. According to a recent survey done in UK, teachers are at breaking point trying to cope with the relentless pressures and many plan to leave the profession in record numbers. **82% of teachers describe their workload as unmanageable** 'The survey, carried out by the Guardian Teacher Network, found many teachers are at crisis point. Almost all – 98% – said they are under increasing pressure and 82% described their workload as "unmanageable". Around three-quarters say their workload is having a serious impact on their physical & mental health. Scientific analyses concerning the issue of resilience gain importance as one realises how much our era is permeated with coincidences and accidental choices and behaviour. For this reason, resources enabling resilience are becoming a condition necessary to live in such an era. They enable us to live a life that is more than merely the everyday, they make us prepared a life "on the edge", a life marked by the necessity of oscillating between what we know and what is tamed, and that, which is even difficult to predict. It is necessary to discuss these issues when we consider the struggle to "tame" reality, which today is the struggle of every human being, regardless of their age. If one accepts such a perspective, one might find resilience a key form of capital, necessary in a world of permanent change and contemporary forms of risk and dangers. (Bauman, 2011) calls these dangers "unnamed, unpredictable and undefinable". We ought to perceive resilience as an important factor in positive adaptation to reality, which can be observed in moderating one's life always in an active and creative way, setting up goals and facing challenges. Teachers struggle with permanent change of demands towards them and feel insecure.

Theory-based literature on teacher resilience and well-being does not name a single framework that would be most useful for understanding teacher resilience. Typically however, the focus of scientific research is around the following aspects of resilience: (1) individual factors, (2) contextual factors and (3) teachers' views on their own work. Beltman*et al.* (2011) point out that what literature is lacking is research on how teachers themselves understand the concept of teacher resilience.

Motivation, self-efficacy, commitment and confidence have been mentioned in the theory-based literature as characteristics that enhance or mediate resilience amongst teachers (Sinclair, 2008; Watt & Richardson, 2012). Motivation enhances commitment to teaching and as such has been recognized to have a positive impact on teacher resilience (Sinclair, 2008; Watt & Richardson, 2012). Other individual characteristics that enhance resilience are self-efficacy and confidence. Self-efficacy and confidence help teachers overcome challenging sit-

uations, maintain positive outlook, increase motivation as well as commitment to teaching (Castro *et al.*, 2009; Tsoloupas*et al.*, 2010). According to Klassen and Chiu (2011) work-related stress and teachers' experience are two factors that affect job satisfaction through perceived self-efficacy. The authors suggest that the relationship between teachers' experience and self-efficacy is nonlinear. Self-efficacy increases with experience for teachers in the early stage of their career and decreases with experience in the later stage of their career. Similar relationship to experience was also displayed by: ability to manage student behavior, confidence in engaging students and ability to use effective instructional strategies (Klassen & Chiu, 2011).

While researching the relationship between teacher resilience and contextual factors, Howard and Johnson (2004) identified specific coping strategies of resilient teachers. Some of them are: de-personalising stressful incidents, having a moral purpose, good behaviour management strategies, commitment of leadership teams, strong peer group support, celebrating staff achievements, enhancing competence. Further research on contextual factors indicates that teacher resilience is influenced by the ability to manage the impact of work and home context (Gu & Day, 2007). This impact has been identified to occur on three levels: (1) personal (home life), (2) situated (school life) and (3) professional values and beliefs. Teacher resilience is enhanced when core values like moral purpose are present - the original motivation why an individual decided to pursue a career in teaching in the first place. Having a moral purpose and sense of meaning increase a teacher's ability to stay emotionally strong and enhance resilience that allows them to overcome challenging situations on a daily basis (Gu. Q & Day, 2007). On a "situated" level, contextual factors that positively affect commitment and self-efficacy are: student behavior, staff collegiality, leadership of school, teacher-student relationships. Resilience is further strengthened also by professional development (Anderson & Olsen, 2006) and relationships with students (Hirschkorn, 2009).

Research on teacher resilience also lists coping strategies as one of the factors that may positively impact resilience (Castro, Kelly & Shih, 2009). Coping strategies allow teachers to overcome challenging situations and come back from adverse events. Castro *et al.* (2009) identified four categories of resilience strategies: (1) help-seeking, (2) problem-solving, (3) managing difficult relationships, and (4) seeking rejuvenation/renewal. Amongst help-seeking strategies, the following were listed: asking for help, seeking a mentor, and advocating for resources. A few examples for involving problem-solving strategy are: trial and error approach, consulting others to learn from the expertise of others, and researching alternatives. While attempting to manage difficult relationships, teachers seek buffers and allies or prepare for each encounter and document what happens. Avoidance has also been mentioned as a strategy that helps manage antagonizing relationships. Amongst rejuvenation/renewal coping strategy, the following have been mentioned: finding work-life balance,

gaining job satisfaction, attending to one's well-being outside the teaching environment, where well-being is understood on a personal, physical and emotional level (Castro, Kelly & Shih, 2009).

The role of mentors has also been recognized in other studies as a protective factor that can help teachers overcome challenges in their professional environment (Fantilli& McDougall, 2009; Shank, 2005). Teacher resilience benefits from personal agency and collaboration - therefore professional and peer supportive relationships play a crucial role in enhancing resilience (Sammons *et al.*, 2007; Edwards, 2007). Other research also provides evidence that having a colleague acting as a buffer to help neutralize the impact of an antagonizing relationship, really helps manage that relationship and improve interaction with the difficult person. Good, supportive relationships with colleagues can therefore strengthen teacher resilience and increase their ability to overcome recurring setbacks coming from professional challenges (Jarzabkowski, 2002; Schlichte*et al.*, 2005). Several approaches have been indicated as successful to build stronger resilience. Literature distinguishes the following resilience interventions: cognitive behavioural therapy (CBT)-based interventions, mindfulness-based interventions, and mixed (Joyce *et al.*, 2018). One of the methods which is not widely researched is life coaching.

Life coaching

Life coaching is a relatively new industry - it emerged in the 1990s and has grown substantially since (Williams, 2003; Rock, 2001). Global Coaching Study conducted by the International Coach Federation (ICF, 2016) reported that there are over 50,000 coaches worldwide. Annually, the industry generates a revenue of nearly $2.4 billion globally (ICF, 2016).

Although its rapid growth, the definition of life coaching is not unified and many sources define it differently (Williams & Davis, 2007). Grant (2003) defines life coaching as "a collaborative solution-focused, result-orientated and systematic process in which the coach facilitates the enhancement of life experience and goal attainment in the personal and/or professional life of normal, nonclinical clients". Hudson (1999) defines a life coach as a "person who facilitates experiential learning that results in future-oriented abilities. [A coach] refers to a person who is a trusted role model, adviser, wise person, friend, mensch, steward, or guide – a person who works with emerging human and organizational forces to tap new energy and purpose, to shape new vision and plans, and to generate desired results. A coach is someone trained in and devoted to guiding others into increased competence, commitment, and confidence". ICF (2018) gives the following definition: life coaching is "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential".

Life coaches are employed to assist with many issues. Some examples are: relationship issues, life transitions (retirement, for example), career transitions (promotion). Each time, people ask to be coached in order to achieve goals they were not able to attain on their own, to make a behavioural change, or to make a lifestyle change (Green, 2004). Life coaching can be undertaken face-to-face, via the phone, remotely via a videocall. It can be conducted both individually as well as in a group setting.

Life coaching developed from helping professions (like psychotherapy or counselling), consulting and personal development training (Williams, 2000). However, it has separated itself as an industry from traditional therapeutic approaches – a life coach is a "thought partner", not an expert (Newnham-Kanas *et al.*, 2011). Coaching clients are considered healthy and capable of coming up with their own solutions (ICF, 2018). The focus is on future outcomes, not past issues, and coaches work with their clients to make sure those outcomes are successfully achieved (ICF, 2018). As a behavioural change approach, life coaching motivates people, improves well-being and helps people set better goals for themselves and attain them (Grant & O'Hara, 2006; Green *et al.*, 2006; Newnham-Kanas *et al.*, 2010).

?Is your child visually ready for school

Leo Angart
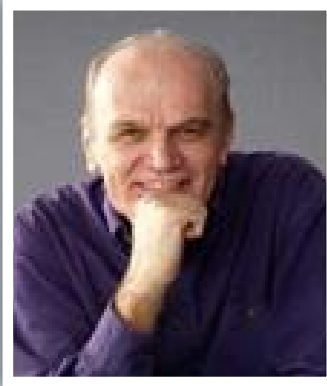
Most of a child's learning comes through the visual sense. Some researchers estimate that up to 80% of what goes on in a classroom is visual. This is perfect for the visual learners who need to first see and then they know. Other children learn by doing and experiencing what they learn. These children also find it difficult to sit still for a long time. The last group of learners likes to hear the teacher's explanation and they learn mostly through what they hear. These children are often easily distracted by external noises. However, they do well in anything that involves words and stories. Some of them have amazing memories.

They can recall long conversations or dialogue from favorite movies or lyrics from songs.

As mentioned earlier vision is not just being able to see the classroom board. Vision skills are critical for reading, spelling, memory, being organized and more.

Contrary to common belief, vision is learned, just like speaking and walking are skills acquired as the child grow up. Similar to reading, visual skills build on one another. If a child has not quiet mastered an earlier skill then it is likely there will be problems later on.

The children themselves are usually unaware of any problem, they do not know that the words are not supposed to be three-dimensional or move around.

One of the vision skills that often cause problems with reading is the way a child's eye work together. Normally the eyes will point exactly to what you look at. If you observe the eyes of someone looking at a sunset the eyes seems to look straight ahead. If you see the same person look at his watch then you will notice that his eyes now turn in so they point directly at the watch. Sometimes the focal point drifts out of alignment so your eyes might actually be pointing to somewhere beyond the object of interest. In that case what you what you see will appear blurry or double.

A child trying to read, when his eyes are actually focused on the table rather than the book will develop a lot of eye strain trying to get his or her eyes to function and do what is required. Reading ends up being a struggle because his or her eye-coordination is out of alignment.

Behavioral optometrists believe that vision can contribute to learning difficulties. A lack of visual skill development may interfere with a child's school performance and thus not reach his or her full potential.

On the other hand ophthalmologists may say there is no significant relationship between vision and learning. For them vision is ruled out as an issue as far as learning is concerned. If you can see and your eyes are healthy that's all you need.

Let's look into the research supporting the idea that vision can be a factor in learning.

According to the American Optometric Association, over 60% of children who have difficulty with learning have undiagnosed vision problems which are not detectable by routine vision screenings.

Dwyer (1992) [The prevalence of vergence accommodation disorders in a school-age population. Clin. Exp. Optom. 1992, 75,10-18] examined 150 randomly selected children and found that 34% had refractive errors and needed glasses. An astonishing 80% of them also had accommodative or focusing and eye coordination problems.

Ritty et al. (1993) [Ritty M.J., Solan H.K., Cool S.J. Visual and sensory-motor function in the classroom a primary report of ergonomic demands., J.Am. Optom. Assoc 1993, 64:238-244] found that as much as 75% of school work is spent on reading and writing and on tasks that required alternating near-to-far-to-near. For children to do this require normal visual acuity, focusing skills, eye-coordination and good eye movement.

Extend that to include home work. In Asia children often spend up to 10 hours a day doing school work. Think about how the visual system needs to be focused at roughly 30 cm for that length of time. It is no surprise that more than 80% of the children in Singapore and Taiwan are near sighted.

If we look at children who are already classified as having learning problems. Usually that means difficulty reading. Sherman (1973) [Sherman A., Reading vision disorder to learning disability, J. Am Optom Assoc. 1973, 44:140-141] found that that 76% had focusing problems such as accommodative excess (tired eyes). An astonishing 92% had binocular or eye-coordination problems. Equally astonishing, 96% had eye movement problems. No wonder they had problems reading.

O'Grady (1984) [O'Grady, J., The relationship between vision and educational performance, a study of year 2 children in Tasmania. Aust J. Optom 1984, 67:126-140] wanted to establish if there is a relationship between vision and educational performance. He studied a random sample of 227 second grade children. 16.2% were

found to have significant vision disorders. Not surprisingly the children with vision problems were also signifi-cantly poorer on educational tests.

Hoffman (1980) is breaking down the specific vision problems as follows:

Bilateral integration – the ability to use both hands in support of each other 46%.

Directionality – confusing left and right 74%.

Visual discrimination – the ability to see distinctive features of objects and letters 50%

Visual-Motor-Integration – Eye hand coordination 83%.

Research (Rosner and Gruber 1985) shows as much as 80% of children who have reading problems, including those considered dyslexic, show a deficiency in one or more basic vision skills.

More recently in 2012 researchers from Waterloo University, [Seeforlife.com/2012/10] department of optometry presented preliminary findings having examined 68 children ages from 6 - 12 years old. None of them had been tested previously. Children with glasses were excluded from the study. They found the following:

43% had reduced binocular vision - the ability to see 3D.

67% had reduced eye-movement skills at the near, which is important for reading.

30% showed signs of eye convergence problems - the ability to point both eyes on an object and hold it as the child is reading. This makes reading difficult and make the chid sleeping.

38% had focusing problems.

60% of the children showed weakness in two or more the six visual efficiency tests the made. In fact one of the three main types of dyslexia, named dysnemkinesia, which is identified when children frequently reverse letters e.g. "d" for "b". Is due to poor development of laterality and directionality skills. This is easy to identify and responds very well to vision training.

In some cases several types of dyslexia may be present simultaneously. In this case the dysnemkinesia part can be corrected with vision training.

Five of the symptoms of ADD and ADHD overlap with convergence insufficiency, Borsting E., Rouse M., and Chu R. (2005) [Measuring ADHD behaviors in children with symptomatic accommodative dysfunction or convergence insufficiency: a preliminary study. Optometry, 2005 Oct,76(10):588-92]. This is when the eyes converge in behind of what you are looking at. This will make reading very tiring and words begin to move around when you get tired. Again this problem is easy to detect and very easy to correct. Many children has this to varying degree. Unfortunately is is almost never checked. By now it should be obvious that poor vision skills impact a child's ability to read and learn.

Vision training for children include easy-to-do exercises that will align your child's eyes as well as relaxing eye strain. No more sore eyes or headaches. It's amazing how easy children can make adjustment to the way they use their eyes when given the right instructions.

Lars was a bright 10 years old, open and curious about how things worked. He wanted to be an engineer. However he struggled greatly with reading and becoming an engineer of course requite more than having good hands, one must also read a lot. Lars intensely disliked any kind of reading that did not involve pictures. Upon hearing about the Magic eyes program, Lars's dad immediately enrolled him since the daughter of an acquaintance had great results after attending a Magic eyes class the previous year.

In the Magic eyes class there is a section that check whether your eyes are coordinated or not. In Lars's case his eyes were all right except the focal point was about 20 centimetres behind the book.

So in order to read Lars has to use a lot of energy to keep the text in focus and as a result he had developed a very short attention span when it came to reading. He thought it was way too difficult and found thousands of ways to avoid this unpleasant task. I showed Lars what his eyes were doing and immediately taught him a neat way of getting his eyes to point perfectly on the page.

Two days later Lars's dad was amazed that his son now wanted to read his sister's Harry Potter book.

In some countries like Austria children's vision is not checked in school. In Germany only a few schools check pupils vision. German ophthalmologists are very critical of the school vision tests. However, this test is mostly to establish if the child can see an eye chart at 6 meters. If the child can see the 20/20 or 20/30 line they are OK. If not they are referred to an optometrist. Unfortunately this test is only for about 5% of vision skills needed.

Parents may believe that their children received a thorough eye exam. Unfortunately this is not the case. Even

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if the child is seen by an optometrist they are likely to just fit glasses to correct near or far sight. However, in most cases vision is only checked for seeing at the distance.

Near vision, eye-movement, eye-coordination as well as focusing efficiency is most likely omitted. The high street optometrist is focused on selling glasses and generally do not take the time to do a thorough test. In fact most of them may never have bee trained to do so.

As far back as 2001 a conference was held at Harvard Graduate School of Education the topic was "How vision impacts literacy" . It was noted that traditional school screenings pick up a relatively low percentage of children with vision problems. Therefore school screenings need to be modified to test children's visual function not only for distance but also for reading, general visual efficiency and visual processing skills, which will uncover visual deficiencies that may interfere with learning.

The logical place to test is at school since all children will attend school. At least in the early years. However, educators and public health officials need to wake up to the fact that thousands of children struggle in school because they have untreated vision problems. Some estimate that 20% of children currently attending school have one or more vision problems that adversely interfere with their school work. One teacher told me that these children are easy to detect. You just have them deliver their assignments in the order they are finished. The last third are likely to have vision problems interfering with their work.

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So what should be tested,

(.Distance vision: being able to see the classroom board. (Additional tests that needs to be included

.Near vision: being able to see the book clearly

Focusing efficiency: being able to maintain clear vision for reading as well as be able to see the classroom board.

Eye-movement skills: being able to move the eyes accurately across the page when reading. Deficiencies here makes reading very difficult.

Eye-hand coordination: being able to control hand movement. Lack of development here makes writing very difficult.

Eye-coordination: being able to have eyes converge on what's seen. Convergence insufficiency, where the eyes converge closer than what is viewed, is present in up to one third of children with ADHD.

Phoria or double vision: detect small misalignment between the eyes causing double vision at near or far.

Cerebellum - vestibular function should also be included, since this is the root of many learning problems.

Primal reflex assessment will be a good addition since retained reflexes can have a major impact on a child's abilities.

Visual processing skills: how the brain use the information from the eyes. Problems is this area are linked to the type of dyslexia where letters or words are reversed as well as visual dyslexia.

Deficiencies in any of the above areas will lead to poor school performance. Checking the above is especially important the first few years. This is the time where the problems show up. Early detection and intervention is key.

School principals may say this kind of testing is beyond what a school nurse can do. The above test takes maybe 20 to 30 mins. per child when done by an experienced practitioner. The impact may be for life.

NLP Interfaces In Teaching & Learning
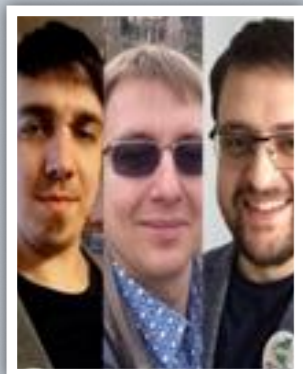
Evgeny Zolotarev[1], Viacheslav Balyberdin[2], Andrey Tyulenev[3]

 Correspondence : RightingTheModeling@gmail.com

There are 7kinds of NLP interfaces in teaching: to increase the efficiency of teaching; to manage the motivation to learn; interface of multilevel development (in accordance with Graves); interface for the optimization of online education, and 3 more

All interfaces are engineered based on the experience, acquired during many years' practice

Each interface functions as a focal point for many things which enhance the efficiency of teaching. And each . such interface for a teacher, who applies it, is a developmental practice of excellence, which is nonlimited both in its time span and in its effects. However, only brief period of time and minimal training is required in order to become familiar with the initial six interfaces of the following ones and to start using it immediately.

What is an interface?

NLP Interface. Internal/external NLP-interfaces of a teacher

Since the development of the New Code of NLP the term "conscious-unconscious interface" (CUI) is spreading. From the first perceptual position, i.e. from the position of "conscious awareness" of a subject, conscious-unconscious interface is a neuro-linguistic programming tool of influence on the unconscious. It is a combination of methods, rules and algorithms for the assertion and management of the interaction between conscious and the unconscious.

Conscious-unconscious interfaces of classroom teacher is a sequence of mandatory internal representations [VAKOG(in)], which are activated in accordance with specific algorithm. When it's required, conscious-uncon-

scious interfaces of a teacher could be supported by a framework of external means [VAKOG(ex]).

1. Primary classes interface (PCI)

Interface for the primary classes obliges a teacher to see each of his or her students as a living begins capable of unlimited development, regardless of a student's initial abilities with which they come to the first grade and class. Formally, PCI accounts for 30% increase in intellectual metrics of students by the end of their first academic year — as considered on the background of typical pedagogical activities of the teacher[4].

It its core PCI is a stable, specifically idealized "self-image" of a student (a subject), which is formed in an operator's (teacher's) mind. It is worth noting that "self-images" are widely utilized in NLP techniques. During regular teaching activities any operator permanently involuntarily utilizes psychological projection of a student's "self-image" onto the real student. Primary classes interface activates general resources of child's age development, especially for first grade students.

2. Timeline interface (TLI)

Timeline interface has two purposes: a) to form interpersonal rapport between a teacher and his or her students; b) to conform semantic categories of remembrance and imagination. Timeline work is elaborated in the designs and notions of S. & C. Andreas[5]. An individual's timeline is easily transformed into group (collective) "timeline interface", which structures all of the classroom space.

"Timeline interface" delineates areas of "the past", "present" and "the future" in a classroom space. Teacher supports this interface with his systematic expression. During his or her narration of a lesson's content the teacher puts, marks and/or moves some or another chunk of the lesson's content into the appropriate space of "the past", "present" or "the future". Timeline interface (TLI) literally creates ordered time-space structure to support perception, remembrance and further utilization of lesson's materials by the students. Timeline interface has two complimentary forms: VAKOG(in) and VAKOG(ex).

To summarize, "timeline interface" establishes specific kind of rapport between students and their teacher and enables appropriate "packaging" of lesson's content into students' time frames.

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3 M.S. in Applied Mathematics and Computer Science

4 R. Rosenthal and J. Lenore, 'Pygmalion in the classroom', The urban review, vol. 3, no. 1, pp. 16–20, 1968.

5 E.g. C. Andreas and S. Andreas, Change your mind--and keep the change: advanced NLP submodalities interventions. Moab, Utah: Real People Press, 1987.

(To-you" expression (TYE" .3

The "to-you expression" interface was called in such way due to its specific orientation towards the manage-
.[(ment of a student's mental processes. Most significant in this interface is its external counterpart [VAKOG(ex

The purpose of the "to-you expression" interface (TYE) is the following. Firstly, to form a specific rapport and
to enable appropriate activation of eye accessing cues (EAC) modalities of students as they apprehend some
or another specific lesson's content. Secondly, TYE is used to order and structure VAKOG-content of taught
.knowledge in accordance with students' modalities

Uptime interface .4

In the most general sense, the idea of uptime interface was suggested by J. Grinder & R. Bandler in the book
"Frogs into princes"[6]. Unlike aforementioned interfaces the uptime interface has extended purpose and func-
.tions

Uptime interface" could be fit for very generic goals of development, e.g. those mentioned in section 1, "Pri-"
mary classes interface". And at the same time, "uptime interface" could be designed for a very particular and
specific teaching & learning task. For example, a teacher can activate specific uptime interfaces which are built
for a one single lesson — which are fit for the solution of specific problems for the particular lesson on a partic-
.ular subject

Uptime interface exists in two complementary forms: external and internal [VAKOG(in/ex)]. Technically, to im-
.plement an "uptime interface" a teacher requires only minimal set of special skills

(Motivational value hierarchies' interfaces (MVHI .5

Motivational value hierarchies' interfaces" (MVHI) are specific case of "value hierarchies' interface". It was"
introduced by S. Andreas in "Change your mind — and keep the change" book as a therapeutic technique
"Shifting the importance of criteria"[7].In addition to the "interface of motivational value hierarchies" a specific
interview algorithm is attached. The purpose of this algorithm is to elicit values which control students' motiva-
.tion on a lesson

.R. Bandler and J. Grinder, Frogs into princes: neuro linguistic programming. Moab, Utah: Real People Press, 1979   6

C. Andreas and S. Andreas, Change your mind--and keep the change: advanced NLP submodalities interventions. Moab, Utah: Real People   7
Press, 1987, pp. 61-87

MVHI could gradually adjust students' motivation in a wide range of time frames: for a single lesson, until a
long mid-day break, until the end of the study day; for the first half of a study week; motivation for the end of a
.study week; for the end of a semester; for the end of an academic year

(Interface of personal development (as per Graves) in teaching & learning (IPDG .6

In 1959-78 professor of psychology[8] from the US, Clare W. Graves[9], and then his followers, Chris Cowan, Don
Beck and Ken Wilber had developed new social-economic theory. This theory was eventually called "spiral dy-
namics"[10]. Developmental levels in C. Graves' theory is represented as value complexes which encompass a lot
in themselves: from spiritual beliefs, cultural and moral principles, models of teaching and learning, and up to
.elements of behavior and sensory experience

Introduction of NLP models into C. Graves' developments — first and foremost, "value hierarchies" (VH) de-
veloped by S. Andreas (see "Change your mind — and keep the change") — puts C. Graves' theory into the
.fertile ground of concrete phenomenology of pedagogical practice

VHs are always based on a kind of "alternatives" of human behavior. Delineation of alternatives for each of
Graves' developmental levels allows to suggest specific NLP practices for each level. We refer to them as "in-
terfaces of personal development". All these techniques: meta-model questions, core transformation process/
feelings/steps, applied aspects of Skinner's/Pryor's operant conditioning[11]; inversed meta-model and "Preci-
sion" model; individual practice of elicitation and comprehension of value hierarchies — all of these are not
only NLP techniques fit to solve some or another "adult" problem. These techniques are also transformable into
practical steps, applications and skills, which are comprehensible and learnable even by school students, and
which lead to the development of corresponding Graves' levels due to the elaboration/development of the corre-
.sponding/isomorphic alternatives of human activities

Optimization of the interfaces of virtual (online) teaching and learning with NLP .7

Professionals in the sphere of online education have developed a huge number of topics to date[12]. It is worth

https://en.wikipedia.org/wiki/Clare_W._Graves   8

C. W. Graves, 'Levels of Existence: an Open System Theory of Values', Journal of Humanistic Psychology, vol. 10, no. 2, pp. 131–155, Oct.   9
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.P. D. E. Beck and C. C. Cowan, Spiral Dynamics: Mastering Values, Leadership and Change. John Wiley & Sons, 2014   10

.K. Pryor, Don't shoot the dog: how to improve yourself and others through behavioral training. Bantam Books, 1999   11

E.g., see eLearning Trends of 2018 – 57 Experts Share Their Predictions:https://elearningart.com/blog/elearn-   12

Apport de la PNL, de l'hypnose et du coaching
Pour l'éducation et la formation continue

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noting that aforementioned topics don't contain anything which is a part of agenda of NLPers who are part of educational community. It would be false hope to assume that e-learning professionals and IT specialists, who are better equipped technically, would resolve NLPers tasks for them. The question arises, what tasks should be resolved first. Let's consider very relevant in a context of online education so-called "personalized learning", wherein the complexity of problems is varied in accordance with the progress of a student.

To give a single example, it is our opinion that a special kind of "agent program", which would communicate with a student, should be introduced in a process of online learning. Such kind of agent program will implement several functions of a NLPer.In particular, it will use: meta-model and "Precision" model in therapeutic and educational format, mirroring, activation of so-called "EACs of learning", calibration of conventional non-verbal signals, left-right (lateral) expression, anchoring, secondary languages, and so on.

"World Congress of Tunisia 2019 " EDUCATION

Psychology of Human Motivation with A. Maslow: How to achieve your Goals?

By Fatiha Mabrok

Introduction: Education is a lifelong process. Education has different faces. School, also called formal education, remains the main source of education worldwide. It is supposed to give young people essential skills, it develops critical thinking and self-confidence, creating a healthy foundation for everyone to succeed in life. School contributes to helping you to build knowledge.

However, something essential seems to be missing. Life-long learning process with success resides in the motivational pathway

Using psychology theories such as Maslow's hierarchy of needs, we'll understand what the psychology of motivation is and we'll learn how to achieve Goals with the SMARTE NLP Goal setting Modell.

Abraham Maslow founder of Humanistic Psychology: the psychology of being

Abraham Maslow (1908-1970) was an American psychologist, well known as one of the founders of humanist psychology and for his famed hierarchy of needs.

Humanist psychology emerged in the 1950s in response to the psychoanalysis and behaviourism that prevailed in psychology at the time. Maslow published "Toward a Psychology of Being" (1962), in which he described humanistic psychology as the "third force" in psychology. Humanist psychology is a perspective that emphasizes the examination of the individual as a whole and emphasizes concepts such as free will and self-realization.
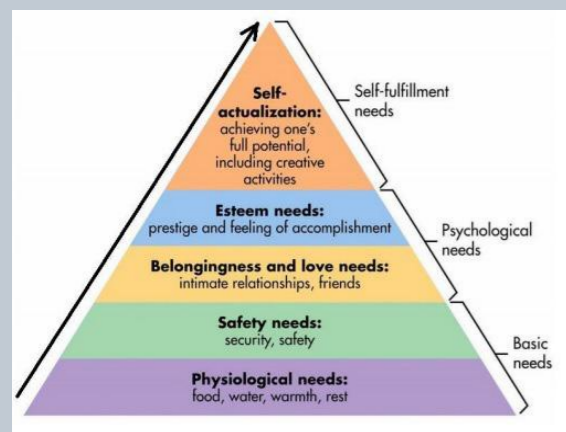
Theory of Human Motivation: Maslow's Hierarchy of Needs

Maslow first presented his concept of a hierarchy of needs in his 1943 article "A Theory of Human Motivation" and in his following book titled "Motivation and Personality". Maslow's hierarchy of needs is a theory of human psychological development.

Maslow was eager to learn what makes people happy and what they are doing to achieve this goal. Maslow as a humanist believed that people have an innate desire to be actualized.

There are five different levels of Maslow's hierarchy of needs

Source: researchgate.com

Maslow's hierarchy is generally represented in the form of a pyramid. The lowest levels of the pyramid are constituted by the most basic needs, while the most complex needs are at the top of the pyramid. Each level represents a Motivation in other words a driving force of human behaviour.

The needs at the bottom of the pyramid are basic physiological requirements, including the need for food, water, rest and warmth. Once these lower-level needs have been met, people can move on to the next level, which is safety and security.

As people progress through the pyramid, needs become more psychological and social. Next, the need for love, friendship and intimacy become important. Higher up in the pyramid, the need for self-esteem and a sense of accomplishment are priorities.

At the top of the hierarchy of needs, Maslow and Carl Rogers (1902-1987) emphasized the importance of self-actualization, which is a process of growth and development as a person in order to attain one's potential as an individual.

Self-Actualization Needs

In the context of our topic on education life-long learning, the top of Maslow's hierarchy: the need for self-realization, is the most interesting. "What a man can be, he must be," Maslow said, referring to people's need to realize their full potential as human beings (including creative activities).

According to Maslow's definition of self-realization:

"It may be loosely described as the full use and exploitation of talents, capabilities, potentialities".

Self-realization can be considered similar to words and concepts such as self-discovery, self-reflection and self-exploration.

Maslow used the term self-actualization to describe a desire that could eventually lead to the realization" of his abilities. Maslow did not feel that self-actualization determines a person's life, but rather that it gives them the desire or motivation to achieve their emerging ambitions". (Gleitman; Fridlund and Reisberg, 2004).

Self-actualised people are self-aware, concerned about their personal growth, less preoccupied with the opinions of others, and willing to realize their potential.

The Key Focus of Humanistic Psychology and impact

What can we draw from Maslow's hierarchy of needs to be able to answer the main question: How to achieve your goal?

What is often ignored in Maslow's pyramid is the context and the psychological movement in which it was created. Indeed, to understand Maslow's pyramid it was necessary to understand 6 important criteria about humanist psychology:

1. Humanist psychology concentrated on healthy mental individuals.

2. All individuals are unique.

3. People are inherently good

4. People mental and social problems' are due to deviations from this natural way of thinking.

5. People have an innate need to make themselves and the world better. In other words, they are motivated to grow and are able to develop.

6. The heart of humanist psychology is namely the concept of human beings' free will: the freedom of choice (personal agency)

People are constantly looking for new and innovative ways to evolve, improve, learn and experience psychological growth and self-actualization (Maslow 1943 and 1954). Free will means power over our destiny in making decisions.

Consequently, the first step toward an answer to the question of how to achieve your goal, in the context of a healthy person who accepts the concept of free will, can be summed up in one word: decide. Decide to achieve your goals.

How to achieve your goal with NLP SMARTE

By considering Maslow's pyramid, we could consider that all human life is focused on setting and achieving goals. Goal setting is a prerequisite to successfully achieve your purpose in most areas of life such as area predefined in Maslow's hierarchy of need. Objectives are part of all aspects of life: how you want to live, how you manage your relationships, what you want to achieve at work, how you use your free time..... It all boils down to priorities and what you would like to accomplish in all aspects.

For achieving your goal and to self-actualize you need to take a decision. The best decision has to be structured with concrete steps such as The NLP SMARTE Goal setting. How? The NLP model allows us to go beyond simple "goal setting" to the effective "programming" of our minds in order to lead us towards our desired objectives. The "S.M.A.R.T.E" creates a clear path toward the goal with clear doable milestones. Once the big goal was set, the "S.M.A.R.T.E" clarifies the steps to be taken which build intermediate steps toward the final Goal (big picture) into realisation and existence.

S.M.A.R.T.E.'s goal setting clarifies the difference between "I want to be an author" and "I want to write one page a week for the next 10 months for creating a novel". For a precise outcome, the following questions should be considered: What exactly do I want to achieve? Who or with whom? Where? How? When? Why? What are the pros and contras?

We'll explain the acronym S.M.A.R.T.E. (K, Nielsen; N, Nielsen, 2011, C.18) with the example of someone who would like to be a writer:

S- Specific Situation

A specific situation has to be defined, asking what exactly do you want to achieve in positive terms and without comparison. The more precise your description, the more likely you are to get close to your purpose. The visualization of the goal help define the faculties needed. E.g. I want to be an author for children novel for that purpose I need acceptable writing skills to be able to write a page every day for 10 months.

M- Measurable

A measurable goal means that you identify exactly what it is you will experience. You'll need a clear and detailed image of your goal in your mind to make it easy to reach. The image can be refined along the path. E.g. I want to be an author for children novel for that purpose I need to write a page every day for 10 months. And I have an image of me holding proudly the finished book in my hand.

A- Attractive

An attractive goal means that you identify exactly what it is you will experience through your senses (VA-KOG) when you reach your goal. Image, visualize the details and define the physical manifestation you would like so that you can feel the motivation of the Goal. E.g. to be happy to be an author is not enough. To be proud to hold your published book after having written a page a week for two years and see the children reading your book giving you shiver of happiness. That's how you measure your Goal and feel if it's attractive enough.

R- Realistic

Is your goal attainable? Make sure that the final goal and the purpose of each step can be reached by your own endeavour. You can plan training or getting certain resources if you notice deficiencies. Furthermore, the most important question we can ask: is the intended purpose in line with the expected result? E.g. I want to be an author for children novel for that purpose I need to write a page every day for 10 months. Is your writing suitable for children?

T- Time-bound

When exactly do the final goal and the goal of each step need to be achieved? E.g. I want to be an author for children novel for that purpose I need to write a page every day for 10 months. Each day from 7.00 a.m. to 8.00 a.m. I'll write a page of my future book. I start the first of February and will be finished in November, the 30th.

E-Ecology

Ecology refers to the impact of the decision on your life. What are the possible impacts of the goal in your life when you have reached it? Imagine your future (future pace) with the achieved goal. This means to

verify, if the objective and the results are really acceptable to you. What do you give, what do you receive. Is there a balance? E.g. If to become an author for children novel implicates that you give up your job. How does it feel like? The journey is the destination. Scientific research confirms that those who mentally enhance their motivation on the way to the goal are much more successful than those who only intensify their visualization of the goal. Therefore, we focus on the goal-oriented forces that can accompany us on (the road.' (K, Nielsen; N, Nielsen, 2011, C.18

Conclusions:

The heart of humanist psychology theory is namely the concept of human beings' free will. Maslow's hierarchy of needs is based on the assumptions that people are basically good, and have an innate need to make themselves and the world better. All individuals are unique and are motivated to achieve their potential. The top of the hierarchy refers to self-actualization.

According to the stream of thought in humanistic psychology, the answer for achieving your goals resides in decisions a person takes in his life. To self-actualize is a journey, it's not static and for that we need to decide on goals in your life. NLP SMARTE is the most effective technique to plan and achieve your goal.

Therefore, the answer to how to achieve your goal is: decide it and plan it with the NLP SMARTE.

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Picture: https://www.researchgate.net/figure/Maslows-hierarchy-of-needs-represented-as-a-pyramid-with-the-more-basic-needs-at-the_fig3_324279637

World Congress of Tunisia 2019 " EDUCATION"

EmotionSync® and EMDR+ the fast and sustainable way of hypnosis to change our mental processes and remove blockages from learning.

By Christian Hanisch, Fatiha Mabrok

Introduction

Emotions such as fears and blockages are stored as neuronal thought patterns in our brain. The ultra-short time method emotionSync® can help to change such unwanted emotions sustainable and within the shortest time.

What are the emotional blockages?

Emotional blockages such as fear of flying, fear of altitude, stage fright, and anxiety on the examination (school, driving licence and meeting) are not innate but result from reference experiences. These are stored as neural thought patterns in our brain. Consciously or unconsciously. We all experience situations in which we act differently from what the mind tells us, we're acting in an inappropriate way. It is, therefore, possible for e.g. that the upcoming presentation to the board management may lead to nervousness or sleepless nights, although one is well prepared for it. Or the visit to the dentist becomes overwhelming. The fear of spiders, mice, dogs, seems unbearable. Fear is real for people with negative neuronal conditioning and it is located in the neck, on the shoulders or in the chest. Our intellect - reason - seems powerless in this situation. The good news is that such feelings of blockage can be changed in a short period of time through neuro-coaching concepts, i.e. techniques that work at the level of neurons.

emotionSync: the most recent short-term Neuro-coaching method

emotionSync® is the method by which we can decouple negative conditioning through the neuronal system in the brain. It's scientifically validated. Every reproach, self-reproach or received as well as indefinite anxiety adversely affects our lives.

We can hardly deal with such problems through classic therapy and coaching methods. The reason is that negative emotion is a problem stored differently in the memory than cognition, a simple recall. Therefore, talk therapy and behavioural therapy work by emotions rather poorly. emotionSync® is the quickest coaching technics that enable to decouple the negative neuronal conditioning (the neuronal thought patterns) and make the desired change possible. The method allows the relief of negative emotions and unties the resulting behaviour. For this result, there are two different steps. First, we always have to decouple the negative emotional memory in the brain through the neuronal system and then we should also change the cognitive memory. That's what emotionSync does: the synchronization of emotions and the release of unwanted stored pattern in the brain which drives people to unwanted behaviour.

How does it work?

The brain is primarily electrically controlled and only secondarily chemical. Memories are stored via an electric field in the synapses like in a condenser. In the over- or understeering state, the chemical system is informed by the glands, which then, for example, cause an increased adrenaline level, which then feels like anxiety and blockage. The neuro-coaching method emotionSync makes use of the body's own energy: by means of anchor acceleration, neuronal electricity is activated so strongly, up to a "neuronal short circuit". Thus unpleasant emotions can be "electrically neutralized". emotionSync was developed in 1998 by Dr Christian Hanisch of the Emotion Science Institute in Germany, continuously optimized and scientifically validated in 2015 with a dissertation (see link at the end of this article). emotionSync was presented for the first time at the World Congress 2012 for Coaching, NLP and Modern Psychology in Croatia.

The concept in brief

As with other coaching concepts, emotionSync precisely detects the causes of stressors with a simple and reliable muscle energy test from kinesiology. Together with the client, the emotion is defined, which is associated with the unpleasant situation: Is it about fear, powerlessness, disgust, helplessness, anger, grief, shame or guilt? The muscle test can help us. During the coaching process with the client, it is important to find out which of the five sensory channels is used to store the memory in the neuronal system (VAKOG: visual, acoustic, kinaesthetic, olfactory or gustatory).

emotionSync has five basic interventions: clapSync, pushSync, eyeSync, tapSync and moveSync. Depending on the client and the coaching topic, emotionSync can be used individually or in combination, this allows strong emotions to be erased on several levels. As an example, the unpleasant scream of the mother at the sight of a mouse can be processed visually and acoustically. The following three emotionSync interventions can be used in emotionSync coaching for most topics: eyeSync and pushSync for visual and clapSync for acoustic stressors or blocking beliefs (e.g. "I'm not good enough", "I don't deserve it"). But as in other coaching methods, the challenge with emotionSync is not in the intervention itself, but in finding the memories, the stressors and the associated emotions with accuracy.

Simple and flexible application, effective and sustainable effect

Here is an example from our therapeutic diaries relating an experience (without the description of the basis of therapy like pacing, relation):

Context:

A 21-year-old medical student comes to see us for blackouts. His current semester in medical studies is in jeopardy. He is helpless. So far he has been quite successful but within a few weeks, his learning behaviour has become not effective. Because of its difficulties, he is unable to go on with his studies and he is afraid about an important exam next week. He is nervous and worried about the consequences of a possible failure in this particular exam.

The origin of the problem:

The origin of the problem was easy to find and to understand: a teacher tells him that it is rare to be a child of poor parents and to become a medical practitioner. A simple statement becomes a verbal trap for the brain: immediately the client declares himself "unfit and unable to become a physician".

The belief:

With the help of the muscle energy test, we develop the belief behind the blockage: "I am incompetent". I ask the client what this sentence looks like in his mind, what are the colours and shapes of the letters and I ask him to write this sentence on the flipchart. He describes his emotions with "not being competent enough" and "helplessness ". So I ask him what sentence he would like instead? He spontaneously chooses "I am competent", and I then ask him what competence means to him. We are working on the new sentence "I am competent enough and I can do it".

Wellness scale and permission for the intervention

Using the scale, I learn that he likes this sentence and that its value is 8 out of 10 in the "wellness scale" and it has has a quite incredible effect on him at the moment. To solve the "I am incompetent" blocking sentence, I suggest the clapSync intervention to the client, explain what it means and ask permission to get rid of blockage. He agrees and is curious to know what will follow.

The intervention with emotionSync:

ClapSync (acoustic sensory channel)

Then I ask the client to imagine the sentence with his eyes closed and give in to his unpleasant feeling. He closes his eyes, nods and says the sentence: "I am incompetent". I start and clap my hands as I repeat his sentence. I accelerate the pace until it is difficult for me to pronounce the whole sentence and understand only "incompetent" between two claps. This acoustic stimulus - the acceleration of the anchor - accumulates neural energy. As soon as I can no longer go faster, I give a short impulse: a tap on the client's forehead, a moment of shock, a joke, a funny word, a distraction. Then comes the silence. Sigh. Breathing. His face shines. When he looks at his sentence on the flipchart, he laughs. The sentence no longer suits him. It seems ridiculous to him. The muscle energy test confirms it.

PushSync (visual sensory channel)

Immediately, I ask the client for a photo adapted to his sentence: "I am enough and I can do it". He spontaneously offers me a picture: he holds his medical degree in his hand. He wants to take this picture with him and we anchor him. For that I use the emotionSync pushSync intervention: I place my open palm about a meter in front of his eyes and invite him to present my palm as his personal cinema screen. I ask him to project his scene onto my palm. He radiates and feels visibly strengthened by his image. Now I slowly start to put my hand against his face. Shortly before the hand touched the tip of her nose, I slowly pulled it back. From front to back. Thus, I become faster and faster (anchor acceleration) and I accumulate energy. As soon as I can't go any faster, I ask the customer to close his eyes and internalize his strong image with the corresponding sentence "I am enough and I can do it". He seems to appreciate the peace and quiet and I leave him alone for a few seconds, observing only the expression on his face. It seems to work: it radiates. After about half a minute, he opens his eyes without question and agrees. Finally, I ask him, using the wellness scale, how he assesses his emotions on the subject and I check again with the muscle energy test. His new sentence stands, the old one is deleted. He has changed his attitude and is now confident about his next exams, which was not the case when he arrived.

emotionSync : scientifically established

The advantages of the emotionSync method lie in its simplicity of use and its effectiveness. Unpleasant emotions and memories can be neutralized on several sensory levels. The five basic interventions of emotionSync can be combined with other familiar coaching formats according to the client's needs. The feedback from the clients and the long-term effect are convincing: even after weeks and months, the people concerned experience the topics dealt with more positively emotionally than before the coaching. Also in the context of Dr Hanisch's dissertation, the subjects were subjectively interviewed immediately before (t0) and after the intervention (t1) as well as 3 months later (t2) with a "multidimensional state questionnaire" (German: MDBF „Mehrdimensionalen Befindlichkeitsfragebogen") and physiologically measured using biofeedback. The differences were significant. Details on the methodology can be found in the dissertation.

Conclusion:

emotionSync® is the quickest coaching technics that enable to decouple the negative neuronal conditioning (the neuronal thought patterns) and make the desired change possible. It is composed of five techniques, which solve problems very quickly. emotionSync® is an essential tool in the context of ultra-brief therapy and neuro-coaching.

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