

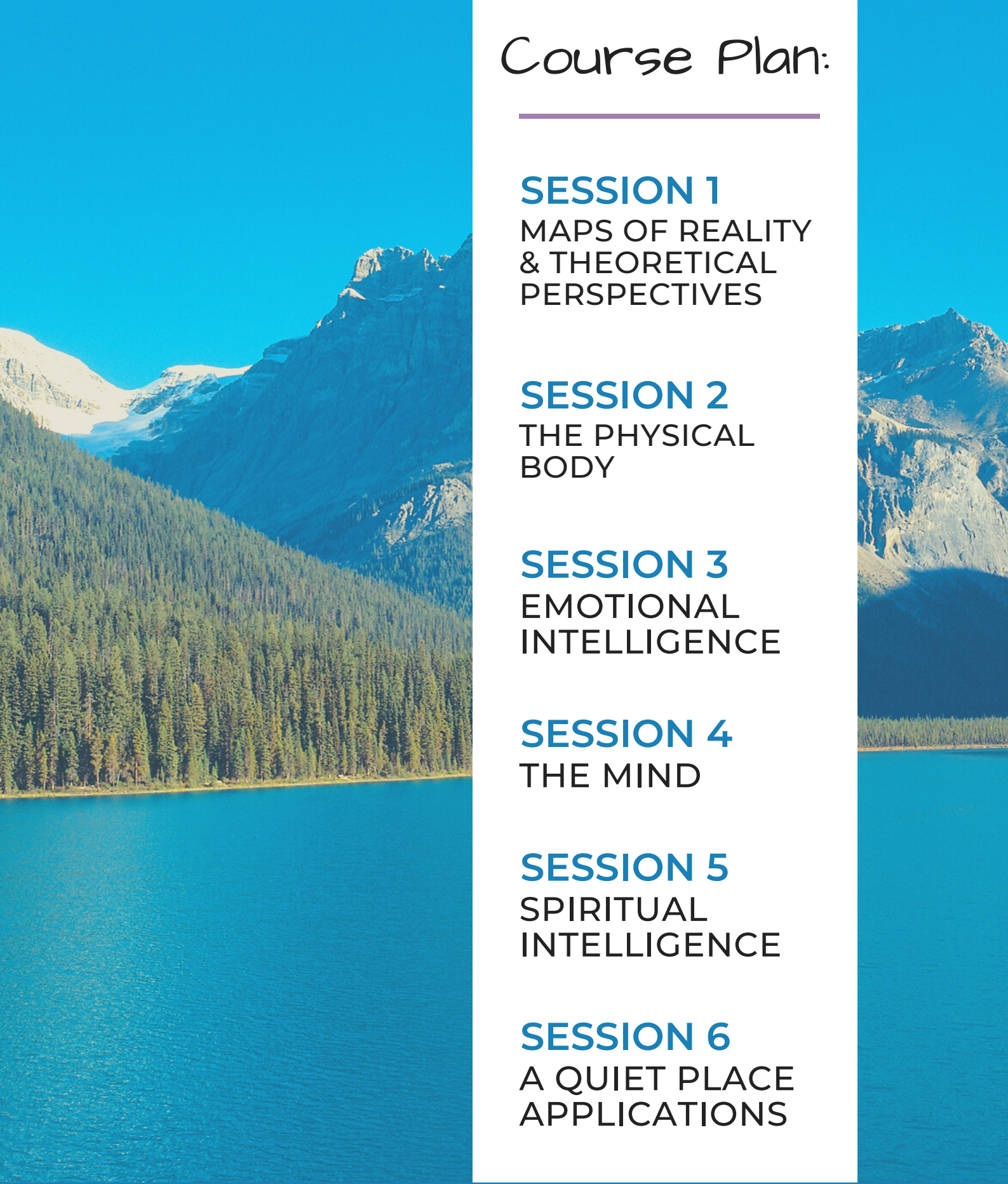
MINDSET IS THE KEY

Educational Therapeutics Online

A Personal Development Programme



A QUIET PLACE



Course Plan:

SESSION 1

MAPS OF REALITY
& THEORETICAL
PERSPECTIVES

SESSION 2

THE PHYSICAL
BODY

SESSION 3

EMOTIONAL
INTELLIGENCE

SESSION 4

THE MIND

SESSION 5

SPIRITUAL
INTELLIGENCE

SESSION 6

A QUIET PLACE
APPLICATIONS

Written Work and Reflection:

- Each piece of written work lies within your Reflective Diary:
- Personal Journal
- Observation report / Case study report



EDUCATIONAL THERAPEUTICS ONLINE

SESSION I

Maps of Reality & Theoretical Perspectives

A Personal
Development
Programme





AIMS:

1. To begin the process of understanding how we perceive the world - Mindset!
2. To see how important that is in affecting our behaviour and approaches to others
3. To become aware of the process that made us who we are today
4. To practice self-observation/reflection

By the end of this session, you will...

- Know what we mean by the phrase “Maps of Reality.”
- Understand what is meant by the term “Holistic.”
- Have pondered the question “What is a Human Being?”
- Have an awareness of techniques of self-reflection.
- Have looked at some models, ancient and modern, which have been used to define the world.



Additional Information

FOR ALL EXERCISES

All exercises are only for those doing formal training in A Quiet Place. These exercises will be surrounded by a **BLUE** border or box.

DISCLAIMER

This course was specifically designed for delivery for individuals within a safe environment please do not use it for direct delivery as supervision is required. It is mostly for personal development.

The Reflective Practitioner

Self Evaluation

Explore the concept of self reflection and reflective practice

Individual exercise: Timeline / Self Reflection

Indulge yourself in a journal to tempt you to write or choose poems, quotes, dreams to reflect upon! Define the suggested words and consider the context in which they are commonly used.

Visualisation: Self / time

Consider the events that influenced you / brought you to this time and place / caused you to be on this course etc.

Discussion:

What it is and why it's necessary.

This self-evaluation is designed to help you with the reflective process as well as assisting you in the completion of your paperwork.

It also reflects the process the child/young person/adult has to go through.

Please discuss this with your supervisor before completing the process to make sure you understand the outcomes

So, when the aliens land and ask you what you are then take a moment to consider!

It is always useful when doing any kind of personal development work to have someone with whom to discuss any issues that may arise. Personal development can occasionally bring up issues that may be uncomfortable.

Please complete this self-evaluation sheet at least 3 times, more if you find it useful:

1. At the beginning of your journey.

2. Second time after 6 weeks.

3. Third time after 6 months.

When you have answered these first set of questions and explored this section a little more write down your answer and compare the 2 comments. There is no right or wrong!

Words: Mindfulness, Mindset, Emotional Charge, Reflective Practice, Time

***This exercise is only for those doing formal training in A Quiet Place.**

Evaluation

What is modelling?

It means observing and imitating someone or something successful. E.g. training for sport, watching someone who is excellent and copying their posture, diet, lifestyle etc. It is a way of learning and applying at the moment.

What is the value of models?

A 'model' has value only if we remember that:

- A model is a map rather than 'the territory'.
- We maintain respect for the individual and their reality.
- We are not here to diagnose, judge, label, assess. Whilst it is not humanly possible to be making judgements and shifts based on your training, knowledge and experience. (As a surfer is making measurements of the wave – listening with the soles of his feet in order to make shifts to balance herself the brain has little to do with it and the less the better.)
- We remember that our 'opinion' is the reflection of the model we favour.
- The client's model (belief system) is more important than ours.
- Every behaviour has a positive intent for the individual.
- The individual is telling their truth, i.e. the layer that they are prepared to share with you at this time.
- There are many layers to the truth and whatever the client is saying comes from their creative imagination and is information. It's up to your acute observational skills to develop a rapport and allow the client space to reveal the deeper parts of their psychic map when they are ready.

Don't judge a person until you have walked a mile in their moccasins.

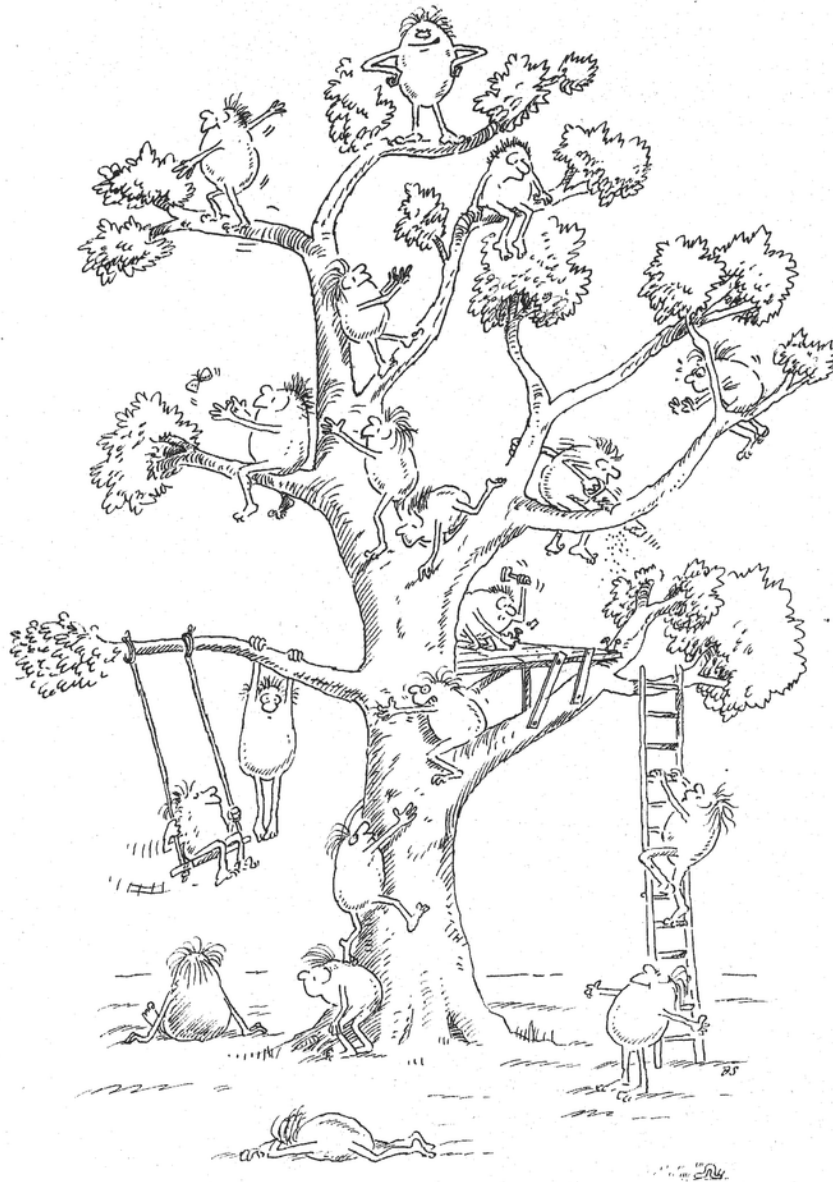
- Native American (various wordings)

Tree People

Please look at the picture and consider where you are at work and at home.

Mark each one and then write a few thoughts about why you chose these and where you would like to be and why.

This does not assume problems but the adventure of being alive and the exploration of different viewpoints on the tree.



Cartoon by [Bill Stott](#)

Notes:

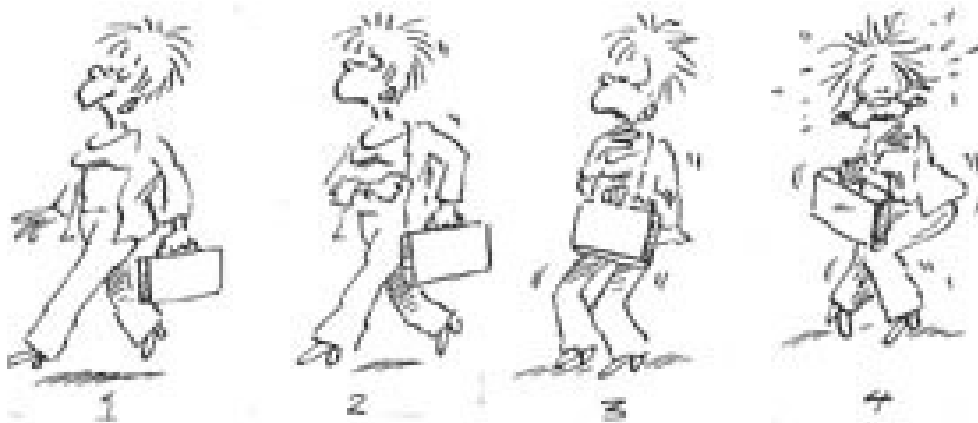
Stress Sheet

Look at the pictures and circle where you are at work and at home.

Consider why and where you would like to be.

Consider techniques to help you achieve this aim.

Work:



Home:



Cartoons by [Bill Stott](#)

The pictures above are just one depiction of **stress**. Stress can mean many different things. Here are just a few examples: anger, frustration, worry, concern, distress, feeling incapable in some way or simply of being able to cope. If you feel any of these emotions strongly about either yourself or the child/young person, then your stress levels are higher than if you do not.

Notes:

Young Minds Question Sheet

**Containing Anxiety and Stress, Problem Behaviour,
Talking and listening to children/young people/adults**

Article 1.

Many of the questions need answers of:

Strongly Agree

Mainly Agree

Mainly Disagree

Strongly Disagree

Others ask for your satisfaction rating within the scale 1 (could not be worse) to 7 (could not be better). We have called this the Worker Satisfaction Score (WSS).

Please circle your rating in each case.

Please enter any relevant comments in the boxes provided.

Article 11. 1. Containing anxiety/stress

Working with children/young people who are distressed can be distressing and painful. We all need to find ways to contain and manage feelings generated by the work.

When you leave work do you often carry with you a feeling of;

	Strongly Agree	Mainly Agree	Mainly Disagree	Strongly Disagree
1.1 Anger	☐	☐	☐	☐
1.2 Anxiety	☐	☐	☐	☐
1.3 Hurt	☐	☐	☐	☐
1.4 Confusion	☐	☐	☐	☐
1.5 Frustration	☐	☐	☐	☐

Such feelings often have an impact on:

	Strongly Agree	Mainly Agree	Mainly Disagree	Strongly Disagree
1.6 How you behave at work	☐	☐	☐	☐
1.7 How you behave outside of work	☐	☐	☐	☐

When you leave work do you sometimes carry with you feelings of;

	Strongly Agree	Mainly Agree	Mainly Disagree	Strongly Disagree
1.8 Optimism	☐	☐	☐	☐
1.9 Satisfaction	☐	☐	☐	☐
1.10 Achievement	☐	☐	☐	☐

In the last 6 months have any of the following helped you to deal more effectively with the stresses arising out of work with children/young people/adults

	Strongly Agree	Mainly Agree	Mainly Disagree	Strongly Disagree
1.11 Talking issues through with colleagues within the home	☐	☐	☐	☐
1.12 Talking issues through with other professionals outside of the home.	☐	☐	☐	☐
1.13 Talking issues through with people not connected with work.	☐	☐	☐	☐
1.14 Thinking issues through on your own.	☐	☐	☐	☐

How satisfied are you that: (WSS)

1.15 You are able to manage your feelings appropriately.	1	2	3	4	5	6	7
1.16 The level of stress you experience is acceptable.	1	2	3	4	5	6	7
1.17 You can understand what causes you stress at work.	1	2	3	4	5	6	7
1.18 You have ways of dealing with anxieties arising out of the work.	1	2	3	4	5	6	7

Comments:

Article III. 2. Problem behaviour

Problem behaviour by children/ young people can be upsetting to others and difficult to deal with.

In general, would you say that:

	Strongly Agree	Mainly Agree	Mainly Disagree	Strongly Disagree
2.1 You are able to set realistic boundaries with children/ young people/adults in your place of work.	☐	☐	☐	☐
2.2 You are able to maintain those boundaries.	☐	☐	☐	☐
2.3 The behaviour of children/young people/adults is acceptable.	☐	☐	☐	☐
2.4 The behaviour of children/young people/adults is out of control.	☐	☐	☐	☐
2.5 The behaviour of children/young people/adults is out of their control.	☐	☐	☐	☐
2.6 Problem behaviour by children/young people/adults is understandable.	☐	☐	☐	☐

Are any of the following helpful to you in managing the behaviour of children /young people/adults.

	Strongly Agree	Mainly Agree	Mainly Disagree	Strongly Disagree
2.7 Your knowledge of the children's/young people's/adult's personal histories.	☐	☐	☐	☐
2.8 Our understanding of behaviour issues in children/young people/adults.	☐	☐	☐	☐
2.9 Your ability to relate to children/young people/adults.	☐	☐	☐	☐
2.10 Your knowledge of behaviour management strategies.	☐	☐	☐	☐
2.11 Advice from specialists outside.	☐	☐	☐	☐
2.12 Advice from colleagues.	☐	☐	☐	☐

Comments:

How satisfied are you that: (WSS)

2.13 Your work has some positive influence on children/young people's/adults behaviour.

1 2 3 4 5 6 7

2.14 You are able to manage children/young people's/adult's problem behaviour.

1 2 3 4 5 6 7

Article IIII. 1. Talking and listening to children/young people/adults

Children and young people need to be able to take with adults and to be listened to but can be difficult to communicate with at the best of times.

	Strongly Agree	Mainly Agree	Mainly Disagree	Strongly Disagree
3.1 Do you talk with children/young people/adults as much as you would like?	☐	☐	☐	☐
3.2 Do you think the children/young people/adults feel listened to?	☐	☐	☐	☐
3.3 Do you think the children/young people/adults listen to you?	☐	☐	☐	☐
3.4 Do you think what you say makes a difference for the better?	☐	☐	☐	☐

Are you aware of children/young people/adults communicating with you:

	Strongly Agree	Mainly Agree	Mainly Disagree	Strongly Disagree
3.5 Through their behaviour towards you.	☐	☐	☐	☐
3.6 Through their behaviour towards others.	☐	☐	☐	☐

Comments:

Are you confident in your ability to:

	Strongly Agree	Mainly Agree	Mainly Disagree	Strongly Disagree
3.7 Talk constructively with children/young people/adults	☐	☐	☐	☐
3.8 Understand what children/young people/adults say (verbally and non-verbally)	☐	☐	☐	☐
3.9 Respond appropriately to what children/young people/adults say.	☐	☐	☐	☐

Are you able to talk with the children/ young people/adults about:

	Strongly Agree	Mainly Agree	Mainly Disagree	Strongly Disagree
3.10 Their daily experience (at school for example).	☐	☐	☐	☐
3.11 Their life experience.	☐	☐	☐	☐
3.12 Their interests (sports, activities, hobbies etc).	☐	☐	☐	☐
3.13 Their relationship and friends.	☐	☐	☐	☐
3.14 Their hopes and fears.	☐	☐	☐	☐

How satisfied are you that (WSS)

	1	2	3	4	5	6	7
3.15 Children/young people/adults feel able to share their feelings with you.							
3.16 Children/young people/adults will tell you when they are experiencing problems.							
3.17 You are able to help children/young people/adults to manage their feelings.							

Article III. 4. Additional questions

	Strongly Agree	Mainly Agree	Mainly Disagree	Strongly Disagree
4.1 My outlook is optimistic	☐	☐	☐	☐
4.2 I feel that I put myself in other people's shoes	☐	☐	☐	☐
4.3 I usually give people the benefit of the doubt	☐	☐	☐	☐
4.4 I can handle situations of conflict calmly	☐	☐	☐	☐
4.5 I consider myself to be fortunate	☐	☐	☐	☐
4.6 I can take a lot of setbacks and keep going	☐	☐	☐	☐
4.7 I am able to 'read' the feelings of others at work	☐	☐	☐	☐
4.8 I am able to 'read' the feelings of others at home.	☐	☐	☐	☐
4.9 I am very confident in my communication skills at work	☐	☐	☐	☐
4.10 I am very confident in my communication skills away from work	☐	☐	☐	☐
4.11 I am rarely demoralised at work	☐	☐	☐	☐
4.12 I am usually positive away from work	☐	☐	☐	☐

Away from work others see me as;

Strongly
Agree

Mainly
Agree

Mainly
Disagree

Strongly
Disagree

4.13 Resilient

☐☐☐☐

4.14 Empathic

☐☐☐☐

4.15 A good communicator

☐☐☐☐

**4.16 Able to manage my stress
levels well**

☐☐☐☐

4.17 Patient

☐☐☐☐

4.18 Respectful

☐☐☐☐

4.19 Kind

☐☐☐☐

4.20 Generous

☐☐☐☐

4.21 Hopeful

☐☐☐☐

4.22 Optimistic

☐☐☐☐

Comments:

At work other people see me as;

Strongly
Agree

Mainly
Agree

Mainly
Disagree

Strongly
Disagree

4.23 Resilient

☐☐☐☐

4.24 Empathic

☐☐☐☐

4.25 A good communicator

☐☐☐☐

4.26 Able to manage my stress
levels well

☐☐☐☐

4.27 Patient

☐☐☐☐

4.28 Respectful

☐☐☐☐

4.29 Kind

☐☐☐☐

4.30 Generous

☐☐☐☐

4.31 Hopeful

☐☐☐☐

4.32 Optimistic

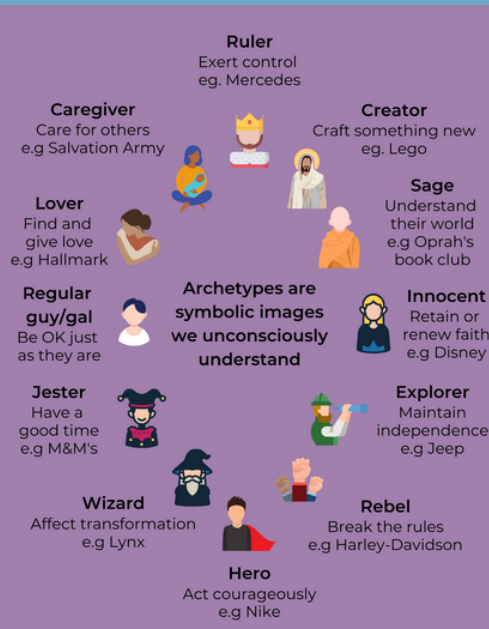
☐☐☐☐

With thanks to [Young Minds](#).

Typology

There are many ways throughout the ages that have been used to describe a human being, attempts with the knowledge of the time to understand the behaviours and thought processes of being human.

Here are a few to consider... Then what?



Extrovert:

Active

Hearty

Variety

Outer world

Expressive

Speak as they think

Social

Introvert:

Reflective

Quiet

Focus

Inner world

Measured

Think, then speak

Solitude

YOGA VEDA

Vata	Pitta	Kapha
The energy of movement Vata is cold, light, dry and mobile.	The energy of transformation Pitta is hot, oily, smooth and light.	The energy of structure and lubrication Kapha is cold, moist, heavy, dense and dull.
Vata in nature Elements: Air/Ether Seasons: Late Autumn - Early Winter Wind/Cold	Pitta in nature Elements: Fire/Water Seasons: Late Spring - Summer Sun/Heat	Kapha in nature Elements: Earth/Water Seasons: Late Winter - Early Wet/Cold
Balanced mind Energetic, adaptable, healing energy, good communication, positive spirit, creative	Balanced mind Intelligent, perceptive, warm and friendly, courageous, good leader, enlightened	Balanced mind Loving, nurturing, patient, stable, devoted, loyal, peaceful, and forgiving
Vata body Tall or very short, thin, small eyes, dull/dusky skin, good circulation, and nerve impulses	Pitta body Good metabolism, digestion, and circulation, toned muscles, ruddy lusterous skin, medium height	Kapha body Large and well-developed, usually short, can be tall/large, moderate circulation, cool damp skin
Imbalanced mind Earful, indecisive, agitated, secretive, anxious, unreliable, hyperactive	Imbalanced mind Willful, aggressive, vain, manipulating, vindictive, proud, wreckface, criminal	Imbalanced mind Controlling, insecure, materialistic, lethargic, apathetic, insensitive, attached
Imbalanced body Constipation, PMS, dry skin and hair, brittle nails, arthritis, muscle spasms, anemia	Imbalanced body Migraine headaches, skin eruptions i.e. acne, hypertension, nausea, and heartburn	Imbalanced body Obesity, allergies and sinus problems, mucus and congestion

Consider Jung's archetypes. Who do you relate to and why?

Are you an extrovert or an introvert?

What about Yoga Doshas? Or indeed?

Myers Briggs personality types: Take this free Jung personality test online at 123test.com
Now look at an ancient way of defining individuals - [Horoscope and Astrology](#)

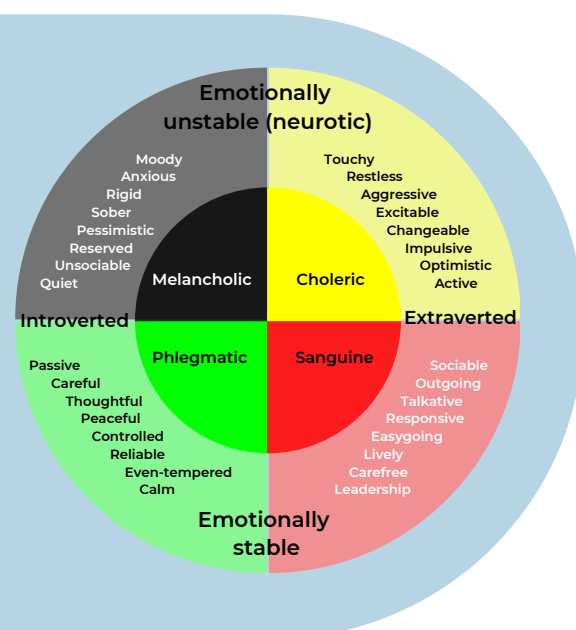
Four humours

Blood. The blood is clearly the product of food digestion. It was thought that the nutritional value of the blood was implicit to the nature of the individual

Yellow bile. Yellow bile was associated with a choleric nature (ambitious, decisive, aggressive, and short-tempered).

Black bile. Black bile was associated with a melancholy nature, the word "melancholy" itself deriving from the Greek for depression

Phlegm. Phlegm was associated with a phlegmatic nature, thought to be associated with reserved behaviour.



Words: Archetype, phlegmatic, choleric, melancholic

Natural Development

And last but not least of course where you are on your adventure on Planet Earth?



*'Be careful
who you let
interpret your
world for you'*



PSYCHOTHERAPY:

"Understanding is a fearful binding power", he wrote "at times a veritable murder of the soul as soon as it flattens out vitally important differences. The core of the individual is a mystery of life, which is snuffed out when it is grasped. That is why symbols want to be mysterious; they are not so merely because what is at the bottom of them cannot be clearly apprehended.... all understanding in general, which is conformity with general points of view, has the diabolical element in it and kills. It is a wrenching of another life out of its own course, forcing it into a strange one in which it cannot live.... true understanding seems to me to be one which does not understand yet lives and works...we should bless our blindness for the mysteries of the other; it shields us from devilish deeds of violence. We should be connivers at our own mysteries but veil our eyes chastely before the mystery of the other, so far as, being unable to understand himself, he does not need the understanding of others."

Jung - "The Story of our Time" by Laurens Van den Post

What does this quote mean?

Words: Understanding, mysterious, binding, core, diabolical, wrenching, connivers

Mindset

A few thoughts!

Your Mindset is key to the success of your communications and development of relationships.

Unless you go on a journey of self-knowledge and understand a little about yourself then how are you to begin understanding others. If your work involves relationships and communication, then I would argue that it is essential to successful outcomes at any level.



Many choose to live life without too much thought about the where and why of it and there is an argument to say that there can be too much curiosity and over thinking of everything to almost paralyse any action whatsoever.

Balance is the answer when the 'too' syndrome takes over your life then we can get a little lost leading to extremes of cults etc.

Over thinking can be counteracted with Mindfulness.

How to find the tipping point, start with defining your terms with a dictionary, investigate the root meaning of the word even if you think you know already. Look at the example of the word 'suffer' and how it is generally understood and the context in which it serves much unhappiness. It's original meaning was to 'allow'. So, an old-fashioned dictionary may be your first port of call but careful not to get too' interested as it could become an addiction! It is as good a beginning as anything else. I have suggested some words for you at the bottom of some pages, it may be helpful.

**Nature + Nurture
= Experience**

Which in turn can 'nudge' you or 'bounce' you into making choices to go in another direction depending on energy available.

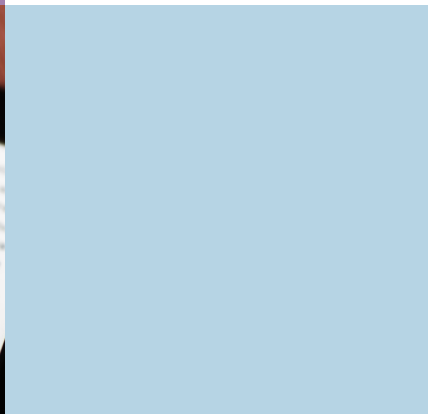
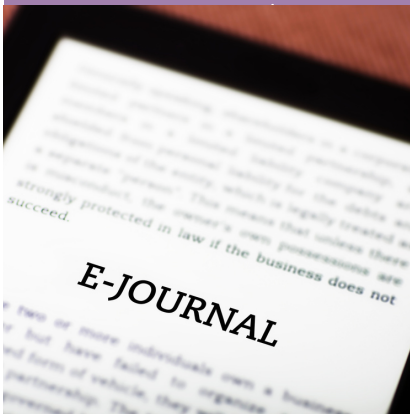
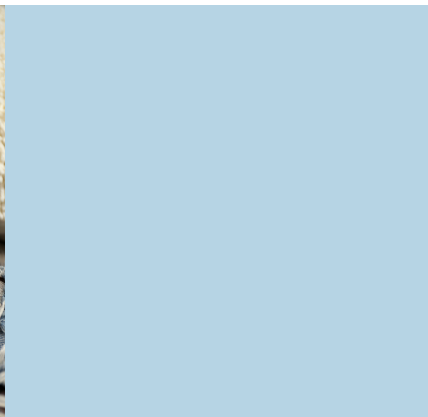
Definition of *Mindset*:

1: A mental attitude or inclination politicians trying to determine the mindset of voters It isn't only the freshness of the fruit that makes breakfast in California restaurants outstanding. It's an attitude, a morning mindset, a desire to start the day in a leisurely, luxurious manner. - Jane and Michael Stern

2: A fixed state of mind His mind-set does not allow for new situations. The German military thought they were being honourable, and this wasn't an excuse - this was their complete mindset.

Journaling

Journaling or keeping a diary is an old practice whether you are very artistic or not it can be helpful in reflecting the start of your journey to where you are at the present... It could be as much or as little as you wish, focused for example a 'dream diary' or not it can be very useful and of course there are some beautiful books to help you on your way! Enjoy...



Personal Journal

The purpose of this task is to cultivate a habit of self-reflection and to begin a process of recognising trends and patterns.

Keep a personal journal of daily entries over the next 9 weeks, focussing on the following:

Weeks 1-4:

Focus on yourself in relation to:

- > Day
- > Menstrual cycle
- > Weather and seasonal changes
- > State of health
- > Time of day when mood and energy changes
- > Time of month
- > Phase of the moon
- > Sleep and dream patterns
- > Food that you have eaten

Weeks 4-6:

Focus on yourself in relation to:

- > Relationships with close family and work colleagues
- > Clarity of mind and ability to learn
- > Emotional state and the 'triggers' to any changes in this area
- > Notice any specific words or phrases you repeat, listen to yourself and notice how you are feeling when you use them. Remember when you first heard them and who said it - especially if negative.

Weeks 6-9:

Focus on all together and notice any patterns, e.g.

- > Diurnal
- > Time of day
- > Sleep and dreams
- > Monthly cycles
- > Eating patterns
- > Weather and seasons

Weeks 9-12:

Focus on creativity

- > Notice the beauty of nature
- > Let yourself express feelings through art, poetry, prose, music or movement
- > Additionally, notice anything that occupies your attention constantly; also what you notice about others, their habits, posture, dress, etc,

Journal Report:

These reflections are personal, and you will not be asked to produce it or show it to anyone. You will, however, be expected to produce a reflective report of no more than 1500 words at the end of the nine weeks. This report should focus on the process of your reflections, rather than the content, paying attention to:

- Any patterns you noticed
- What you noticed about yourself
- The effect of this type of reflection on any aspect of your life – your feelings, the individual behaviours, thoughts or intentions

Observation report / Case study report:

The focus of this assignment will depend on your personal circumstances.

Purpose:

- To highlight the importance and value of skills of observation
- To begin to develop discrimination in observation

You will be expected to produce an observation report based on the following:

1. A period of unobtrusive observation of a child of any age, which will enable you to notice differences and similarities, patterns and/or trends. You may therefore observe the same child in different settings (enabling you to see how different environments do or do not affect their behaviour). You may observe the same child in the same setting over a period of time, enabling you to consider change and development over time. Or you may observe different children at the same time in the same setting, enabling you to consider the role of individual differences.
2. Alternatively, should you be in a position to do this, you may follow a single child through a therapeutic/developmental process, reporting on the effect of interventions or strategies on specific aspects of that child's behaviour/emotional and mental states.

In both instances, consider the impact of following, where relevant:

- Time of month
- Weather
- Health
- Nutritional status / time of day etc
- Sleep patterns
- Mood
- Physical characteristics / body language
- Your state, attitude, feelings towards the subject; towards the exercise

Unobtrusive Observation:

"Refers to the process whereby you observe without personally interacting with the subject/subjects of your observation. At best, your subject/s is unaware of being observed, or at worst, while aware of being observed, there is no involvement or interaction between you and the subject".

This necessarily implies that you cannot be responsible in any way for the children that you observe – i.e. if observing a relative child / baby, or a class or group of children, you cannot be the person who simultaneously has to care for them, or who is the figure of authority, being responsible for them in any way. The greatest value of observation lies in the capacity to observe, "What happens". If you are responsible, you influence "What happens", and cannot therefore, observe it.

Observation Report:

You will be required to produce a report of no more than 1500 words on your observation / case study. Your report should include:

- The changes, patterns or differences you noticed
- Any conclusions about these
- Reflection on your process of observation – what you noticed about how you felt, the effect of the observation etc
- Comment on anything you feel you learnt through this process

Both reports should be handed in on the second to last session.

Book List

The following represents a list of books we have found of value. It is not a required reading list. We hope you may find some of these books useful.

Goleman, D. Emotional Intelligence
Miller, A. Poisonous Pedagogy
Zohar & Marshall SQ Spiritual Intelligence; The Ultimate Intelligence
Peck, Scott The Road Less Travelled; People of the Lie
Ferrucci, What we may be
Robertson, I Mind Sculpture
Janov, A. Prisoners of Pain
Jensen, The Learning Brain
Sivananda, The Book of Yoga
Park, G. The Art of Changing
Blofeld, J. Compassion Yoga
Maxwell-Hudson, C. The Book of Massage
Houston, J. In Search of the Beloved
Tavris, C. The Misunderstood Emotion
Pinkola-Estes, C. Women who run with wolves
Campbell, J. The Hero with the Thousand Faces
Mellon, N. Story-Telling and the Art of the Imagination
Mills & Crowley, Therapeutic Metaphor with Children
Mays, Cosmic Consciousness Revisited
Jensen, E. Brain based learning & teaching
Berman, M The Re-enchantment of the World
Tisserand, M. Aromatherapy for Women
Masters, R. The Way to Awaken
Rossi, E. The Psycho-Biology of Mind/Body Healing
Laborde, G. Influencing with Integrity
Ornstein, R. The Evolution of Consciousness
Watson, L. Supernature
Dobbs, H. Dance to a Dolphin's Song
Parks, P. Rescuing the Inner Child
Singer, M. Eating for a Fresh Start

Curtis, C. How Far to Heaven
Munsch, R. Love you Forever
Ward, H. I'll Promise I'll Find You
Bowen, C. I Believe in Me
Weller, S. Yoga for Children
Garth, M. Starbright
Walsche, N.D. Little Soul and the Sun
Gibran, K. The Prophet
Walsche, N.D. Conversations with God
Rodegast, P. Emmanuel's Book
Back, R. Illusions
Hoff, B. The Tao of Pooh
Tagore, R. Collected Poems and Plays
Fynn, Mr God this is Anna
Williams, M. The Velveteen Rabbit
De Saint-Exupery, A. The Little Prince
Bates, B. The Way of Wyrld
Sams, J. 13 Original Clan Mothers
Batmanghelidi, F. Your Body's Many Cries for Water
Holford, P. The Whole Health Guide to Elemental Health
Needes, R. You don't have to feel unwell
Hillman, J. The Soul's Code
Bosack, S. Something to Remember Me By
Hanken, S. Sky Castle
Spyropoulos, D. Cornelius and the Dog Star
Paulus, T. Hope for the Flowers

Magazines:

The New Therapist/Human Givens
Positive Health
What the Doctors don't tell you (WDDTY)

Maps of Reality



We look out onto the world with maps from our personal experience and the 'emotional charge' that has come with those experiences.

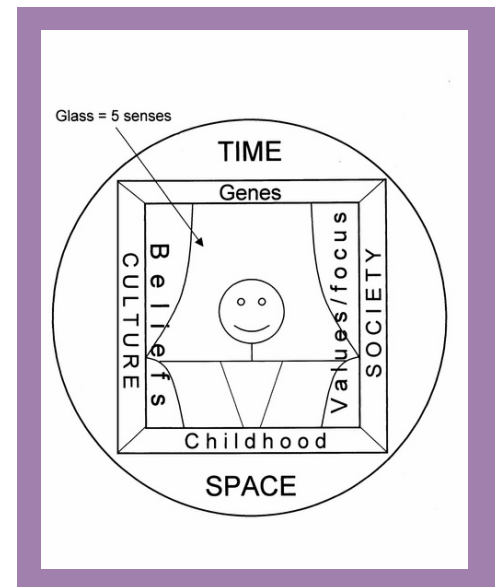
We then apply those maps to the present moment and forecast future decisions.

Each one different to the last making our expectations and emotionally charged experience nudge us along similar paths.

Think of an example in your life where you have repeated a behaviour pattern unconsciously and when the 'pain' or 'happiness' occurred then you may remember.

It is difficult to outwit oneself!

We look onto the world in this particular time and space with all the knowledge available to us at this moment with respect and non-judgementally of the knowledge available 20, 50 100 years ago. 'On the shoulders of giants do we stand' Nature versus nurture, the battle goes on but we think Nurturing nature is the way to go with different times of our lives being weighted towards one side or another. We are born into the culture of family as well as a broader society where impressions have an impact on our lives. Our experience starts before we are born, how we are conceived (through love hopefully) the health of our pregnant mother, the birth. Then at birth the experience of our own mothers mothering skills, education, mental and physical health relationships etc. etc.



Traumatic experiences will inevitably impact nudging our behaviour towards choices that may impact our future and the patterns in which we parent our own children. Language, emotional regulation that has very little about the myth of free will.

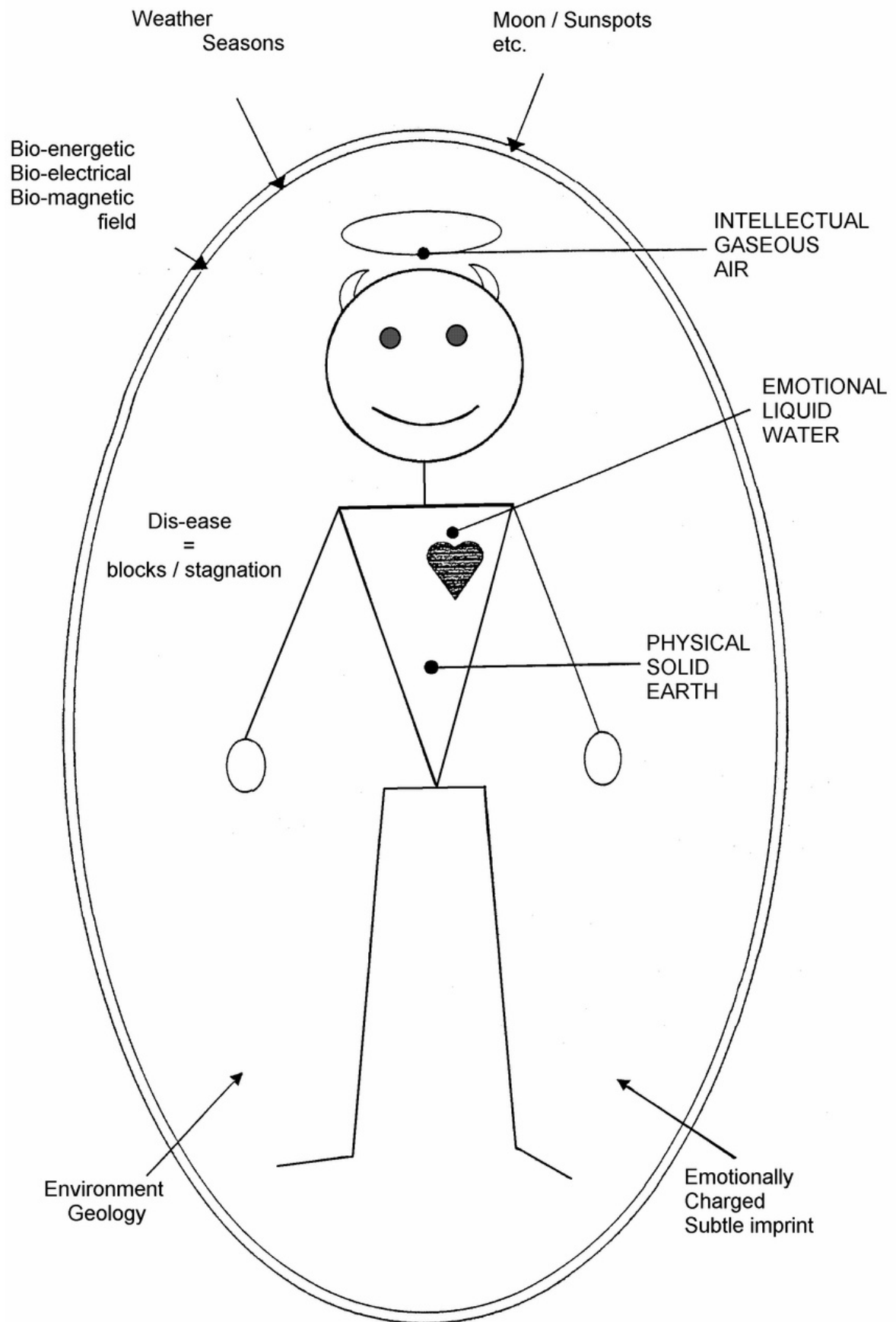
Looking out through the glass that is our 5 senses impacts on what we are able to see, hear, feel, taste or smell. It will be uniquely ours. The curtains may be open or shut and our made up from the woven colours of our beliefs or non-beliefs. The priority of what we notice dependent on our personal values and interests.

What amazing and intriguing creatures we like to think we are...and in fact we are full of unimagined potential

Words: Nature versus nurture; free will, unique, values, potential

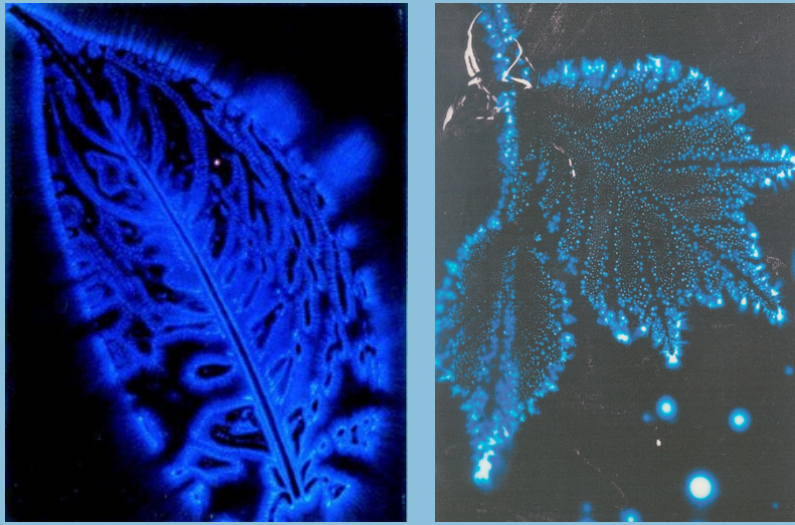
The Individual

The Holistic Model



Mysterious Human

Some people more than others are susceptible and sensitive to actual physical places as well as our posture.

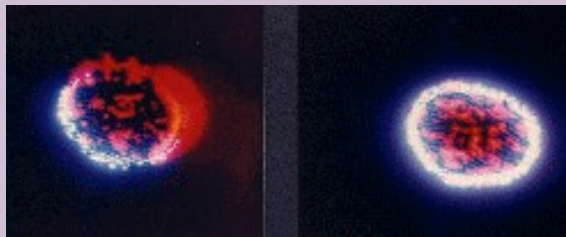


Kirlian photographs of a leaf, when initially broken off loses its dancing light a little while later...

Full hand and fingertips before and after acupuncture



Before
↖

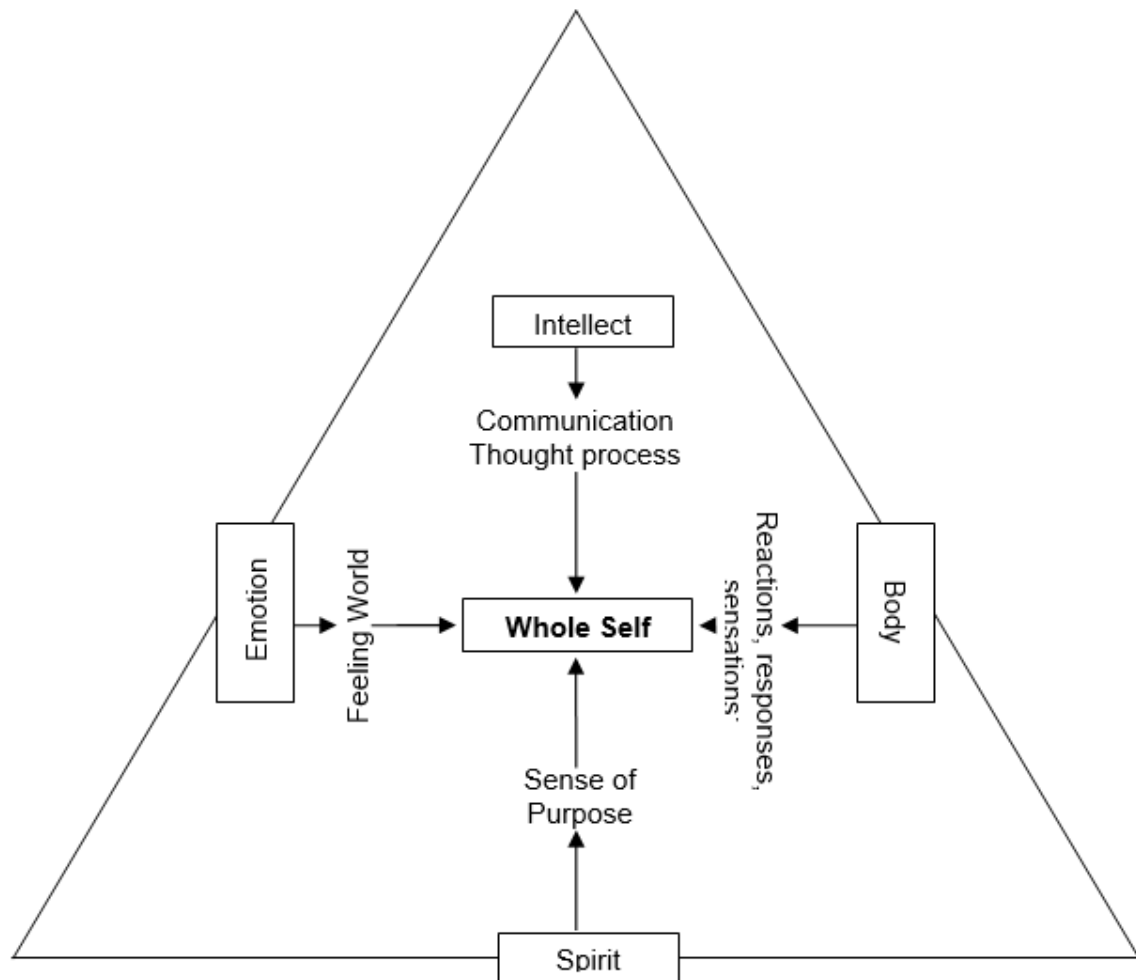


After
↘

We are susceptible to the actual place where as well as how we stand on the earth, some more than others look up:

- > Glen Coe
- > Rosslyn Chapel
- > Stonehenge
- > Cathedrals and other places of Pilgrimage
- > Sacred sites in nature Yew Trees for example
- > Pollution

The individual exists within its whole environment... and there is so much more we have yet to learn!



Other models:

Throughout history we have attempted both to define and control our reality via models of reality.

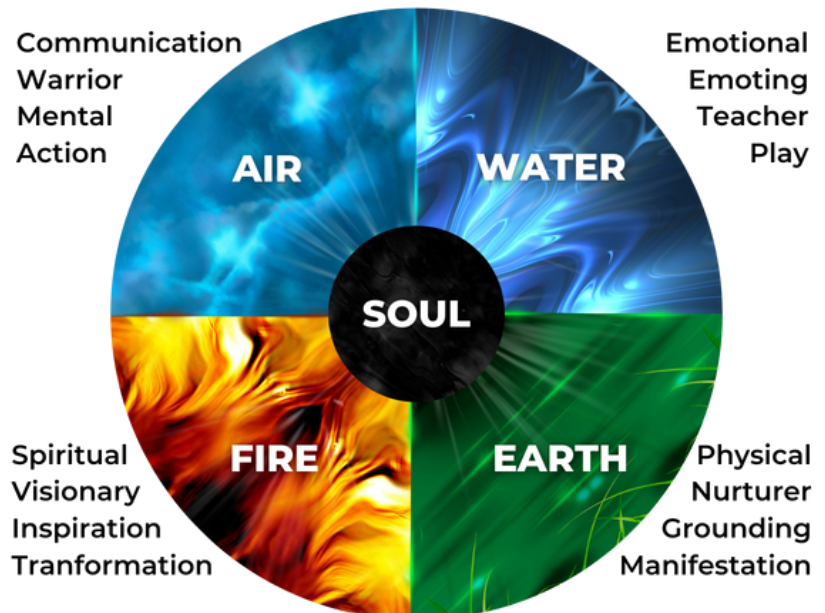
Discussion of a series of models – choose from the following:

- NLP
- Psychodynamics
- Person Centred Therapy
- Transactional Analysis
- Gestalt Therapy
- Behaviourism
- Transpersonal Theory
- Trauma Therapy
- Educational Therapeutics

1. Air
2. Water
3. Food
4. Warmth
5. Security
6. Touch
7. Stimulation
8. Communication

Elemental Love:

Awakening the genius of the soul



Maslow's

Hierarchy of Primary Needs:

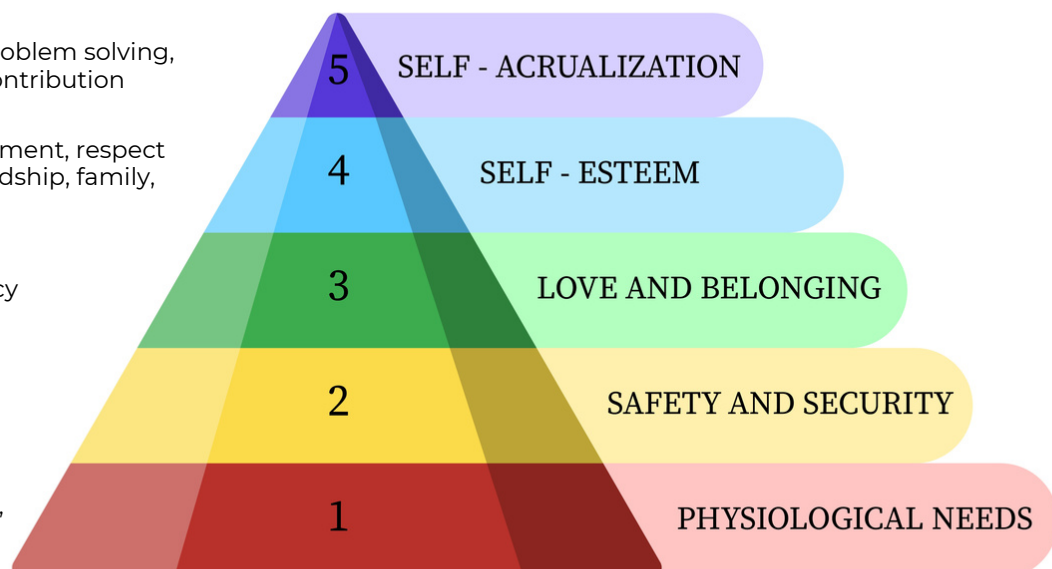
Morality, creativity, spontaneity, problem solving, discovery, acceptance of facts, contribution

Self-esteem, confidence, achievement, respect of others, respect by others, friendship, family, sexual intimacy

Friendship, family, sexual intimacy

Security of: body, employment, resources, morality of the family, health, property

Breathing, food, water, sex, sleep, homeostasis, excretion



Words: Transcendence, elemental, soul, self-actualisation, manifestation, grounding

Gregory Bateson: Steps to an Ecology of Mind

Defined by Knight in 'N.L.P. at work'

Logical Levels of Change:

Environment.....Where?

Behaviour.....What?

Capabilities.....How?

Belief Systems and ValuesWhy?

Identity and Mission..... Who?

Spirituality and Purpose..... Who/what else?

Sayings:

- Number is different from quantity.
- **The map is not the territory** - the relationship between symbol and object-- is one of the lasting philosophical quandaries.
- There are no monotone "values" in biology.
- Logic is a poor model of cause and effect.
- Language commonly stresses only one side of any interaction.
- Bateson defines information as "a difference that makes a difference", "knowledge is a difference that makes a difference that makes a difference".
- **The Double Bind**. This refers to his theory that part of the **Etiology** (alternately "aetiology") is the study of causation and reason. In medicine it specifically refers to the occurrences, reasons, and variables of diseases or pathologies. The term is also used in philosophy, physics and biology in reference to the causes of various phenomena. Apart from its medical definition, it is also a study of why things occur, or even the reasons behind the way that things act or do.
- There is no such thing as failure, only feedback.

Therapy: Psychoanalysis

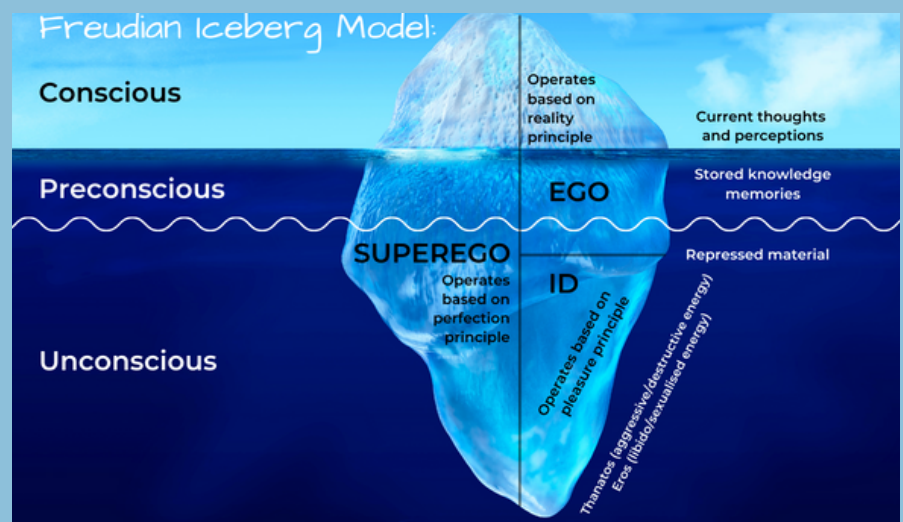
Person:
Freud

Theory

Mind has levels and structures: Unconscious: unknown and unknowable; Pre-conscious – currently unknown, but can enter awareness; Conscious – what we know about Freud grew dissatisfied with these divisions – suggested three structures or force fields: id, ego & superego. Id: biological bedrock of motivation, containing raw sexual and aggressive impulses. Pleasure principle. Ego: common-sense – reality principle– compromise. Super-ego: conscience Stage development model. Libido = energy from id, chiefly sexual in nature. Gratification focuses on mouth, sucking & biting during ORAL stage, anus, retaining or letting go during ANAL stage, genital during PHALLIC stage: OEDIPUS COMPLEX:

Boy: attracted to mother, fears father's retaliation (castration anxiety [i.e. girls = castrated boys]); renounces his incestuous claims and enters the latency period. Girl: incestuous feelings for mother, sees father as rival, fears his retaliation. Sees clitoris as a stunted penis, envies male organ. Why?

Because having penis = having mother. Feels inferior – can't compete for mother, blames mother for this, and despises her for not having a penis herself. Original attachment becomes strained. Substitutes wish for baby for wish for penis finally into an incestuous wish for the father. Strong daughter / father bonds due to absence of castration anxiety. Collapse of Oedipal complex coincides with the establishment of the superego, opposing incestuous and impulses.



Wellness

Psychological health is equated with the ability to handle such intense inner states adaptively and creatively.

Disturbance

When unmanageable levels of conflict occur between structures. Earlier material from stages of development are often triggered and exert force on consciousness. Personality is literally torn apart by its own contradictions. Through defending against inner conflict, the person treats a distressing internal state as though it were an external danger and flees from it.

Disturbance occurs when there is:

- > Severe psychological conflict
- > Deployment of defence*

*A defence is one of a number of devices used to keep material 'unconscious'. (E.g., denial; repression; projection; etc)

Back to Wellness

AIM: For the person to reach an understanding of previously unconscious aspects of themselves, transforming symptoms into insights producing a richer life. NOT to deal with presenting symptom as such. Process involves listening, using analysis of dreams, slips of tongue, free association, etc.

Person does not necessary feel better as a result – they just know why they are miserable.

Therapy: Spiritual aspects based on Psychoanalytical theory

Person:
Jung

Theory

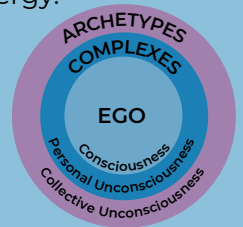
Carl Jung drew inspiration from many sources when he developed his psychological theory. Beginning with his close partnership with Freud he moved onto trusting his own life experiences as a child of Swiss pastor who thought more about a spiritual underpinning to his work. Best Known for his categories of human behaviour including the Extrovert versus the Introvert and all stages between including, thinking, feeling, sensing and intuition. Freud's psychoanalytic method, of course, influenced him greatly. Additionally his own experiences and his time spent as a therapist in a hospital also had an impact. Jung was an avid reader with a wide range of interest in ancient times and other civilisations including astrology and tarot.

Wellness

Ocean of the unconsciousness which as an energy field contains everything out of which we all individuate as separate beings made from the same energy.

Understanding that this energy is sentient and could be described as love i.e., the development of the potential of the individual wellness is moving towards an understanding that we are all connected and draw on the collective energy and archetypes which manifest through our personal unconscious mind to be expressed through our conscious mind in the material world.

Carl Jung's theory (peoplemaps.com)



Disturbance

Lack of understanding our inner potential as being a part of the creative energy with all its gifts. Use of story using ancient myths can help us understand our negative behaviours and thus change them where possible.

Back to Wellness

Has 3 main goals:

- To relieve/accept symptoms and resolve problems with various coping strategies
- To help expand their view on the world and change underlying patterns.
- To begin the journey of discover the purpose of the soul on this particular journey

Notes:

Therapy: Person Centred Therapy

Person:
Rogers

Theory

There is an instinctive movement towards fulfilment of potential.
Self – underlying real, unique self; drives towards fullest potential.

Self-concept – conceptual construction of self. Dependent on attitudes of significant others – e.g., conditions of worth – I will love you if you don't cry. Conflict arises between needs of real self and self-concept. Results in lack of correspondence between ideal (real) self and self-concept.

Wellness

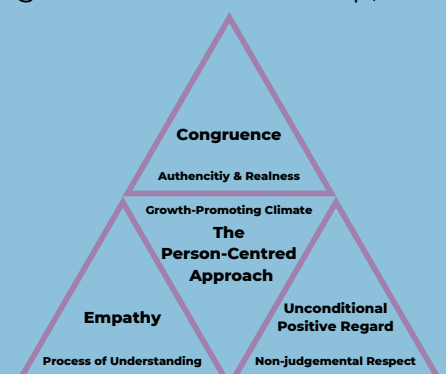
When there is no significant difference between real self and view of self and all functioning is towards self-actualisation – the achievement of highest potential.

Disturbance

When difference / distances between self image and real self cause difficulties in life: locus of control; experience of reality does not correspond with experience of self: severe conflict & distress.

Back to Wellness

Original self concept formed by interjected values of significant others (i.e., by relationship) Healing occurs via relationship; the presence of Core Conditions of Empathy (understanding on all levels), Unconditional Positive Regard (Acceptance) and Congruence (being real) provides a new experience, a change to adjust the self concept, and reduce the anxiety. Always driven towards wholeness by the Real self. Listening skills are key as in particular in counselling.



Notes:

Therapy: Behavioural Therapy

Person:
Watson

Theory

All behaviour is learned from the environment after birth. Behaviour is a reflection of overall state of being. We react and respond to our environment, conditioned by a process of associating responses and neutral stimuli.

Via a process of positive and negative reinforcement, and of punishment, behaviour is conditioned. Social and biological factors play a role in the formation of responses, because they determine what will be reinforced. This is useful at a certain level and many people have heard of [the conditioned response and Pavlov's dogs](#). However between Skinner and Watson the application could become quite inhumane times.

Wellness

Predominating patterns of behaviour determine norms. Behaviour that corresponds with those norms = healthy, those that do not correspond are maladjusted. Psychological well-being is viewed in terms of control over environment, and good adjustment in social, interpersonal, work, sexual & leisure activities. The healthy individual elicits a high rate of reinforcement and has the ability to evaluate events and situations appropriately.

Disturbance

Symptoms are pieces of behaviour resulting from faulty learning. A distorted stimulus response link causes an inappropriate response to a neutral stimulus. A series of factors e.g. genetic predisposition, coincide to produce the tendency to be sensitised to certain stimuli. A process of reinforcement perpetuates the response, resulting in learning.

Socio-cultural factors also play a part. Positive reinforcement leads to perpetuation of the symptom.

Back to Wellness

Wellness is restored via a schedule of extinction of 'wrong' responses and reinforcement of 'right' responses until desired behaviour is firmly entrenched.

Notes:

Therapy: Cognitive Behavioural Therapy / Trauma Informed

Person:
Beck; Ellis

Theory

Within the behavioural tradition, an internal process, namely cognition, fills a place between stimulus and response. Basic assumptions: Human being is active agent, interacting with world; interaction takes place through interpretations, inferences & evaluations. Change is possible because the results of these cognitions are available to the conscious mind. A behavioural response depends on the cognition – what the person thinks about something. EMDR has also been successful in some cases with relieving symptoms of trauma. Find out more about EDMR [here](#).

Wellness

Functioning as rational problem solvers most of the time; having the ability to use the skills or reality testing to solve personal problems as they occur.

Disturbance

The result of some malfunction in the process of interpreting and evaluating experience – making prediction of experience difficult. Revert to primitive thinking which prevents them functioning as problem solvers. There is a distortion of thinking. Early learning, traumas, & chronic stress can make a person vulnerable to disturbance.

Back to Wellness

Has 3 main goals:

- › To relieve symptoms and resolve problems
- › To help client acquire coping strategies
- › To help modify underlying cognitive strategies, so that same situation does not recur.

The how of therapy is a learning exercise in which new skills are acquired. Done via exercise & homework.

Notes:

Therapy: Transpersonal Theory

Person:
Plato, Maslow,
Hillman, William James

Theory

Transpersonal or Sacred Psychology accepts as its province the full range of human development, especially those elements that are personal as well as transpersonal, reaching through, across, and beyond the human personality. As a major orientation in psychology, a transpersonal perspective exercises educational, scientific, and clinical methodologies with personal, social, and spiritual understanding. It is concerned with full human awareness, the integration of psychological and spiritual experience, and the transcendence of self.

Wellness

Functioning as a whole person means that all of life is a purposeful journey. Every thought feeling and action is connected. There are layers upon layers of meaning only awaiting the time and our vision to unfold and reveal the mystery that is our unique individuality. There is sense of responsibility and therefore power to reframe any situation in a positive light.

Disturbance

The result of our inability to remember who and what we really are. Our spiritual amnesia causes a difficulty in the process of interpreting and evaluating experience. It can lead to superstition and ritualistic behaviours in the propitiation of imaginary negative 'spirits' and a passive acceptance of 'fate' and 'karma' which is not useful. This can mean a reluctance to take responsibility and act from choices available.

Back to Wellness

Has 4 main goals:

- › To relieve/accept symptoms and resolve problems
- › To help client acquire coping strategies
- › To help modify view on the world and change underlying patterns of behaviour.
- › To discover the purpose of the soul on this particular journey

"When mind is still, then truth gets her chance to be heard in the purity of the silence."

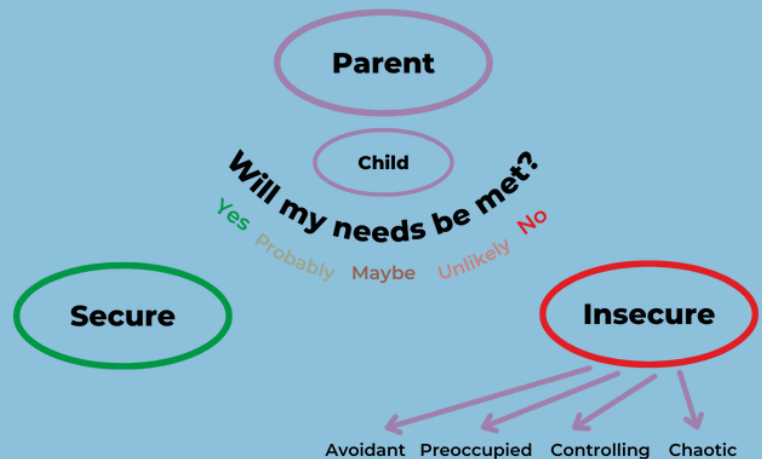
- Sri Aurobindo

Therapy: Attachment Theory

Person:
Bowlby, Ainsworth,
Rutter, Klein

Theory

Attachment is defined as the formation of a psychological and emotional relationship between a primary caregiver and a child, not necessarily the child's biological parents. Different styles of care can produce differing abilities to develop successful relationships later on. Style a child develops for their caregiver can be Secure, Avoidant, Resistant/ambivalent/Anxious, and disorganized.



Wellness

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Educational Therapeutics

Origin of the term:

Latin:

- “Educere” - to draw / lead out, “educare” to bring up, rear
- Therapeutic from the Greek word “therapeutae” - those who served in the temple where people came to be healed

Assumptions:

- The client is the expert on their own life
- Parents, where children are the client group, have done their best given their own experience
- Therapist/Facilitator is a skilful companion in the process of the client moving towards self knowledge and self healing
- Client and Therapist/Facilitator work together towards an effective outcome
- No blame model, therefore, non stigmatised friendly alongside approach
- Educational therefore not a forensic model
- Mind your own Business therapy

- Working from a model of health and well being involves the application of a range of therapies based on the philosophy of ‘what works’
- Works within the context of the whole community, supporting all concerned in their ability to make informed choices, based on an awareness growing self awareness
- Acknowledges the ACE principle, that awareness, choice and ENERGY are prerequisites for change
- Takes place within an appropriate and nurturing environment
- Seeks to nurture and support practitioners in line with the principles of holism and
- Educational Therapeutics

Emotional Intelligence: refers to the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from, but complementary to, academic intelligence or IQ.

- (Daniel Goleman E.I)

Aims:

- To provide effective, sensitive, respectful and holistic client centred therapy within the education system or other organisation
- To provide monitored, short term therapeutic interventions in creative and innovative ways
- To focus on the positive present, latent or potential resources of the client
- To work with other services in order to provide continuity of effective intervention for the client

Words: Extrovert and introvert behaviour, resilience, empathy, self-awareness, communication both verbal and non-verbal, denial, trauma, clinical, inferences, distorted, genetic predisposition, norms, strategies, stigmatising

ON CHILDREN

Your children are not your children,
They are the sons and daughters of Life's longing
for itself,
They come through you but not from you,
And though they are with you yet they belong not
to you.

You may give them your love but not your
thoughts,
For they have their own thoughts,
You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow,
which you cannot visit, not even in your dreams,
You may strive to be like them,
but seek not to make them like you,
For life goes not backward nor tarries with
yesterday.

You are the bows from which your children
as living arrows are sent forth,
The archer sees the mark upon the path of infinite,
and He bends you with His might
that His arrows may go swift and far,
Let your bending in the archer's hand be for
gladness;
For even as He loves the arrow that flies,
so He loves also the bow that is stable.

- Kahlil Gibran