

Positive Hypnosis

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Positive Hypnosis

Re-associating with
Solution-based Memories

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Writing Sensorably, Healing What's Real

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The Left Side

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Introduction

What to Expect

Positive Hypnosis outlines a solution-based format combining Hypnosis or Self-Hypnosis, Neuro-linguistic Programming anchoring, and related mind over matter concepts. The order, or protocol, of this practice is entrenched in the understanding that the brain learns through re-association of past experiences. Simple ways to manipulate brain mechanics (I use the word manipulate in the most positive sense) will be reviewed with the objective of effectively completing a learning cycle to re-adopt productive habits.

The focus is on the power of remembering versus the power of suggestion; the process is wrapped around the power of re-using what has positively served one in the past. There are countless people that are certain that they don't have any constructive memories, but it's the small experiences (sometimes mere seconds) that can be re-used to re-habit productive patterns. For instance, 70 to 80% of the time spent with clients in any given session is re-finding memories that are the opposite of the problem they want to address. So, if a client is having difficulties with certain types of relationships then the memories that are gathered, initially, are moments experienced in past successful relationships.

The key to tackling this process is patience and following the step-by-step explanations. What seems to be the most surprising to clients experiencing the *Positive Hypnosis* process is the straightforward approach

and they already have all the information to solve their problems. More than one client has said, “I knew all that,” but lacked a straightforward way of re-using the knowledge in productive ways. The complete follow-through is re-building habits that are no longer serving one’s greater good.

So, first, expect to learn about how the brain learns and why blocks occur in a healthy brain. In addition, expect clarity on why re-association is a key to individual re-thinking. Information is shared on how Hypnosis, Self-Hypnosis and Neuro-linguistic Programming are experienced every day to dispel the *woo woo*, perception of being controlled, quack-like-a-duck-on-stage misconceptions. Information on how to collect and re-use memories for problem-solving will be covered, plus methods on how to remain focused on one core need at a time for the best results. Finally, working examples and templates are provided to put all the steps together to complete learning cycles and re-adopt positive habits. Overall, what’s vital in any effort to create personal well-being in the mind over matter field is to trust internal knowing.

How the Brain Completes a Learning Cycle

Essentially, the brain isn't necessarily assigning a label or pattern as bad; the mind and body want to be safe. For instance, too much information can create chaos, chaos creates a red flag in the brain, and reasoning through processes shuts down to protect the mind and body. When thinking about machinery, chaos could be similar to a power surge during a thunderstorm. The electrical system can't handle the extra charge, so it shuts down to protect the equipment connected to the outlets. Circling back to the human mind and body, outward movement can show up as doing nothing, or action is taken without reasoning through actions (for instance, fight-flight-freeze reactions are common when reasoning is absent).

Before getting into more detail, it's helpful to understand a simple view of the physiology of learning. Brain research is becoming more and more advanced, but the concept of learning through re-association is a sound one. So, follow along, step-by-step, and the learning cycle will become clearer with each paragraph. For example, right now an action called reading is taking place. The new information goes directly to the back cortex of the brain (literally, the back of one's head) and then drops down to the temporal integrative cortex (I also call this the reflection area of the brain for simplicity) where all experiences are stored. Re-associations are occurring to make sense of every word being absorbed, but revised decisions may not be a part of motor output at the moment; however, data is being gathered and could be re-used day-to-day. The fight-flight-freeze

response that is more instinctive when in danger or stressed will be covered in more detail later in the text, but if a person's life is perfect then taking it easy in the back cortex and running on automatic is fine.

It is highly unlikely that anyone reading this book has a perfect life and has nothing more to learn, so I'll begin by saying that it's important to note that putting the word *new* in front of learning cycle would be, technically, incorrect. One either completes a learning cycle, or has no need to complete a learning cycle; life is running on automatic if there is no need to complete a learning cycle. So, moving on to completing a learning cycle, one must be able to access the frontal integrative cortex, but blocks—between the back and front cortex—may keep one from completing the process. Later, steps will be revealed on how to find a passageway between the two, but what's important to know is current research shows that the frontal integrative cortex can only hold 8 to 40 past experiences. The frontal integrative cortex (in the forehead area) is where one problem solves, makes revised decisions, creates revised mental thoughts for future action, and optimizes using left (some may call this detailed, linear information) with right (some may call this big picture, or even creative information) functions. While there may be 40 experiences in the frontal area, another filtering process occurs and only a fraction—maybe 8 memories—will be used to build a different performance, word, or idea to be used at that moment, or in the future.

So, the steps of the learning cycle include:

- experiences being collected—see, hear, feel, taste, and smell,
- those experiences are then stored in the temporal integrative cortex (Reflection area),
- an interest in re-reasoning prompts up to 40 past experiences to move into the frontal integrative cortex,

- and the last step in the learning cycle is motor output (also considered a part of frontal brain area)—where any type of body movement or the decision to make no movement resides.

The key here is that a conscious decision has been made; the learning cycle is completed.

When the Learning Cycle is Blocked

When feeling blocked from effectively thinking through a situation, memories could be anchored in the brain as too chaotic. For example, let's say a parent is being bombarded by her children saying, "Mom, I need... Mom, can you take me... Mom, Jane won't stop hitting me..." and then all of a sudden she can't take it anymore, she has to make it stop. Some might call this fight, flight, or freeze and memories in the back cortex won't be permitted to move into the frontal cortex for rebuilding or re-reasoning, she reacts by saying nothing, walking away, or yelling "STOP!"

The brain is doing what it should do; the brain is protecting itself from overload. Chaos is not connected to recalibrating patterns or completing a learning cycle; overloads like chaos, many times, result in automatic responses associated with quick decisions without reasoning. In other words, just make the event stop! Now! There is no brain space to reason.

James Zull, a professor in biochemistry and biology, explains how to improve human learning in his book, *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*. I became interested in his work during graduate school to gain a better understanding of how I could elevate my abilities to teach college-level English, but I realized that I could also apply this learning to my wholistic practice as a Hypnosis and Neuro-linguistic Programming professional. As a result, *Positive Hypnosis* integrates the brain learning process with mind over matter techniques.

Figure 1 is a basic graphic depiction of how I interpret brain processing for clients to gain an understanding of how to complete a learning cycle.

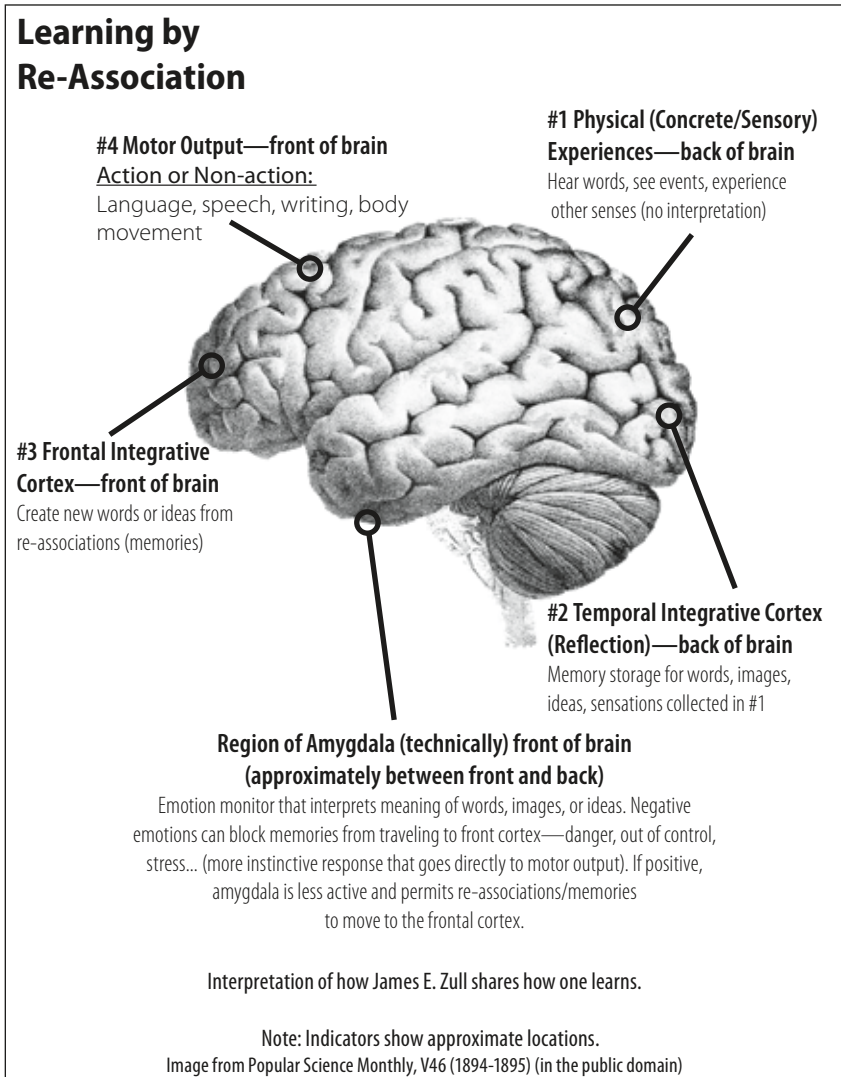


Figure 1. The four steps of how the brain learns through re-association.