

Clearing Blocks To Learning

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Abstract

An effective, rapid technique for clearing blocks to learning in the context of a class or group, as a way of maximizing the assimilation of information, is described in this paper. The technique essentially utilizes a member of the group as a surrogate for the group, in order to identify emotionally charged issues that are the cause of dyslexic behaviors. Having identified the issues, standard Educational Kinesiology techniques are used to defuse them. Dramatic improvements in assimilation of information result.

Introduction

This paper will describe a very rapid, effective method of clearing blocks to learning in a Basic TFH class. The techniques were developed at the Institute For Body Mind Integration in Omaha, Nebraska. They evolved out of my partners' and my own desires to facilitate the learning process for the people in our classes. We have found that implementing these techniques results in a dramatic increase in our student's ability to assimilate large amounts of information quickly and with much greater ease.

We are aware that many people have very negative associations with learning situations. These unpleasant associations are based on emotionally charged past experiences that unconsciously condition the individual's ability to function effectively in present time. If you want to use the Educational Kinesiology model, these are really dyslexic patterns of behavior and these blocks can be defused and the patterns released through the use of various Educational Kinesiology corrections.

The way these dyslexic patterns are expressed are through verbal behaviors and through the mental behaviors, i.e. thoughts, that underlie the verbal

behaviors. Do you ever hear anyone say "I'm not very good at memorization" or "I don't think I'll be able to learn all those technical words" or "I always had a tough time in science class" or any other statement that expresses self-doubt over the person's ability to learn? What are they really telling you?

They are telling you that sometime in the past, they had an emotionally painful experience or experiences that hurt their self-image, lowered their self-esteem and caused them to distrust their ability to learn successfully. Not only that, but the present situation (your TFH class) is uncomfortably similar to the circumstances that caused that pain and rather than risk that pain again, your friend is "checking out." How can anyone be open and receptive to new information when they're coming from that state of mind?

Clearing Techniques

The clearing technique we use is essentially a group balance using a surrogate. We used to do the same balance on an individual basis but that was terribly inefficient in two ways. First, it obviously took much more time to do it on an individual basis, especially when we had a large class. Second, it's inefficient because it doesn't make use of the available power of the group energy. Any time you can focus the intention and desire of a number of people on a common goal, it can be accomplished much more easily and quickly.

You can introduce the clearing blocks to learning process very early on in the class, usually right after the housekeeping announcements (scheduling and organizational details) have been made and the introductions have been completed. Initiate a discussion on how people get switched off to learning and how all of us, at some time in our lives, accept someone else's or our own negative evaluation of

ourselves and our ability to learn. Stressing that the acceptance of that negative message is a choice and that we can make new choices is very important. I ask the group to relate from their own experiences different times that they may have accepted those kinds of negative messages.

At this point you can ask for someone who would be willing to serve as a surrogate or representative for the rest of the group. Explain that you will be using muscle testing to identify some of the negative messages that the group has "on line." First test an indicator muscle in the clear. I prefer the pectoralis major clavicular because of its relationship to emotional stress. Then go through the switching on process (check for water, switching and over energy and correct where necessary) with the surrogate.

Give a brief explanation of surrogate testing noting that you will cover the topic in depth later. Get the conscious permission of everyone in the group to test for blocks to learning. If for any reason someone chooses not to participate, graciously and respectfully accept their choice and invite them to watch. Then have everyone in the group touch the person next to them until they are all linked. Be sure the surrogate is in the chain. Again test the indicator muscle. It should be switched on. If not, do the appropriate correction for the muscle. Retest and it should be switched on.

Now you are ready to go. Using the list included below, have the surrogate make each of the statements and test after each one. These are statements about learning and working in a group that may represent the emotionally charged issues of various members of the group. **Make a note** of which ones cause the indicator muscle to switch off. You can explain that the emotional stress associated with the statement disorganizes the body's ability to respond. The source of the stress can be **anyone** in the group. Encourage the group to participate by identifying other statements that may be sources of emotional distress. This list is by no means exhaustive, but it does

represent many of the most common dysfunctional messages about learning that people have accepted. Be creative, see how many more issues you and your class can identify.

When all the suggestions appear to be exhausted, test the final statement which says "There is something else on line to clear." You will probably get a switched off response which means that the statement is false and that all the issues have essentially been covered. If the indicator muscle stays switched on, test the next part of the statement which says "We need to identify it." Again, you will probably get a switched off response which means that the statement is false. This happens because even though there may be more issues on line, they are similar enough to ones already stated that they don't have to be separately identified. If not, brainstorm with the group to identify more issues. Continue until you have identified all the necessary issues and the indicator muscle switches off on the final statement.

The group has now identified its significant blocks to learning. Ask the class if they would like to defuse the various issues involved. Get the conscious assent of each of the group members. Facilitate the awareness that they are making a **new choice** for themselves just like they chose to accept the negative self-perception initially. With the conscious permission of each of the members of the class, you are now ready to proceed with the defusion.

The process I recommend is two-fold and I like it because its fun. Have the group form a tight circle facing inward. Have the entire group turn to the left so they each have someone in front of them and someone behind them. Instruct the group to hold the ESR points of the person in front of them and while doing so, have them take several deep breaths. While they are doing the deep breathing, explain to them that they are releasing inappropriate messages that in the past have interfered with their ability to learn. Ask them now to clearly choose something else for themselves, e.g. to believe that all learning is easy and fun.

After this is complete, have everyone spread out and do the lazy eight exercises. I explain that this is an integration right and left hemispheres of the brain for their new choices and new awarenesses. This completes the defusion process.

Now, you are ready to retest the statements that earlier caused the indicator muscle to switch off. Have the group reform its circle and have the each participant come back into touch contact with the person next to them. Make sure the surrogate is in the chain. Ask the surrogate to say each statement that caused a switched off response and retest after each one. You will find (and from my experience I'm tempted to say invariably) that each of the formerly switched off responses is now switched back on!

The process is fairly simple, but the ramifications are profound. I've found that if I stay focused and on purpose, I can easily complete the process in about 20 minutes. I view that 20 minutes of class time as an investment that pays for itself many times over. In a two day class, we get all the way through how to muscle test, the 14 basic muscles and the five correction techniques comfortably in the first day. The second day is devoted to balancing time and additional techniques. Everyone acknowledges the volume of information covered but no one is overwhelmed. The confidence of the students is heartwarming. Statements like, "This is a lot easier than I thought it would be", are common.

I strongly encourage you to give these techniques a try. We are entering a period in which everything seems to be happening more quickly and there never seems to be enough time. It's important to do things as easily, effortlessly and efficiently as possible and reclaim our birthright of joy.

List of Potential Blocks to Learning

1. It's okay to be testable.
2. It's okay to touch others.
It's okay to be touched.

3. It's okay to heal with touch.
It's okay to be healed with touch.
4. It's okay for me to work with everyone in the class.
- *** If indicator changes go to:
 - a. It's okay for me to work with males in the class.
 - b. It's okay for me to work with females in the class.
5. It's okay for everyone in the class to work with me.
- *** If indicator changes go to:
 - a. It's okay for males in the class to work with me.
 - b. It's okay for females in the class to work with me.
6. It's okay for me to learn this material quickly, easily, effortlessly and joyfully.
7. It's okay to not know this material.
8. It's okay to be smart.
9. It's okay to trust my ability to learn.
10. It's okay to be free of the fear of being unable to learn.
11. It's okay to be excited and enthusiastic about learning this material.
12. It's okay for learning to be fun.
13. It's okay for me to trust my ability to be muscle tested.
14. It's okay for me to trust my ability to muscle test.
15. It's okay for me to trust the information I receive through muscle testing.
16. It's okay for me to trust my body.
17. It's okay to be free of overwhelm.
18. Other: "There is something else on line to clear." If yes, "We need to identify it."