

Emotional Integration™

(Including Summary of Emotional Integration, Part 1, TFH Journal 1990)

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Emotions can be viewed as a language of the body. It is the original language that we all used as infants to communicate with the world. The sounds and movements of joy, fear, anger, sadness, pleasure or frustration were signals by which we expressed how well our needs were being met. From that point of view then, no emotions are negative — they are only expressions of needs or fulfillment of needs.

As we developed more verbal skills, that primal language received more and more disapproval to the point where it is considered “immature” for adults to express any emotions directly, positive or negative. And yet as we look at the 5 Elements chart in TFH, we can see immediately that all of the basic emotions are necessary for life.



They are all an emanation of the life force flowing through all meridians and organs. They require acceptance and at least a minimum of expression to stay in balance. Someone who cannot shout is just as impaired as someone who cannot laugh.

It is also evident from the chart that blocking any one emotion will diminish the energy of the whole cycle, while expressing all of them will always eventually lead to joy.

It is beneficial to do a 5 Element balance using ESR points or Cook's posture or both,

for the goal “I accept and express all of my emotions.” While doing the exercise, go over the emotional cycle, recalling experiences when the expression was blocked. Give yourself permission to express each of the emotions.

This process, described in TFH Journal '90 is an essential first step in Healing Your Inner Child™ process. In this paper we will further explore the concept of the Inner Child and the importance of Emotional Integration™.

When we examine the traditional view of the brain functions, we can see that a child relies primarily on the right/back/bottom brain (which we will call Right brain for convenience).

LEFT	RIGHT
thinking	feeling
verbal language	non-verbal communication, movement, touch, sound
details	big picture
time	space
focused vision	diffuse vision
logic	intuition
sequential	simultaneous
conscious control	reflex
abstract	concrete

The non-verbal language described before, for example, is a Right brain function.

Verbal language integrates later, at approximately 1-2 years. Child's initial capacity is for feeling. Thinking integrates at 3-6 years. (ref. 1) Initial thinking, however, is concrete. Abstract, logical thinking often does not become fully integrated until mid-to-

late teens. A sense of time is non-existent in a child — it is either now or never (that is why children want immediate gratification). Most of us can recall how difficult it was to explain “next year” to a child. Children, however, have a great sense of space as evidenced by their games and drawings. It can be said, therefore, that the Inner Child is the Right brain.

We are born with the structure in place for both brain hemispheres, but the function of the Left brain develops later. The Right brain, then, contains our primal identity and individuality.

In the early years of life, the model for the subsequent development of Left brain skills is provided by the surrounding adults: parents, teachers, other family members. They serve as a sort of surrogate Left brain, with their verbal skills and intellectual understanding, necessary for the proper guidance and eventual integration of both hemispheres. The imprints those people make in the brain are called “introjects.”

Most of those people, unfortunately, have no acceptance for the Right brain behavior. Thence all the “don’t cry”, “don’t shout”, “don’t run”, “don’t ask stupid questions”, “don’t be a nuisance” injunctions imbedded in our brains. According to research, by the time we are 18 we have heard 148,000 negative commands and only a handful of positive ones. (ref. 2)

These introjects occupy so much space in our thinking and so distort our conscious perception that it can be said that our Left brain really does not belong to us.

And what has happened to the Right brain in the face of this constant disapproval?

- 1) It learned to pretend it was a Left brain. Children who went that way became very rational and verbal, trying to be like adults.
- 2) It went into fear and confusion. This could manifest a range of behavior from spacing out to severe learning problems.
- 3) It rebelled. This could produce behavior ranging from aggression to addictions. These

defensive postures against the Left brain so affected our behavior and self image that it can be said that the Right brain is not ours either. We lost our originality and creativity, putting ourselves down on the one hand and defending ourselves on the other one. This is the reason why there are so many people unsure of who they are and what they want to do in life. Emotional Integration™ involves liberating oneself both from the disapproving introjects and from the defensive behaviors, to reclaim one’s true creative potential.

Reclaiming Your Brain

It is a well known fact that learning and memorization are tied to emotional states. The more intense the state, the deeper the learning. A concept of “state-bound learning” explains that if we learned specific information in a specific state we may need to go to that state in order to recall it. For example, if someone learned math in a state of panic, they may need to get into the panic again to be able to do math. Similarly, the introjects were internalized in specific emotional states and those states will need to be re-experienced to let go of those messages. TFH and other forms of balancing are in a unique position to facilitate release from the body of both the introjects and the defensive postures. The process could be greatly enhanced by including more direct emotional expression.

Messages were absorbed at various levels of intensity, so some of them can be released easily. The deepest beliefs about ourselves, however, are held in place by very intense emotions and can only be released by re-experiencing these states and the original trauma.

Emotional Integration™ includes this type of release. When an emotion comes up with a correction, a client/student is encouraged to express the sounds or words that emotion brings up, following with a movement or posture that seems appropriate at the moment. Complete experiences can be recalled and released this way, adding great depth to the balancing process, and accelerating the healing.

In one example, a man complaining of a recurrent headache started to experience anger during the correction of lazy 8. Following that with words and sound in a specific visual field, he recalled a forgotten incident when as a child he tumbled down the stairs and hit his head, experiencing an emotional state that was parallel to that surrounding his current headache. The headache subsequently disappeared. In another example, a woman who has had no memories of her childhood before the age of 7, was able to recall (in that way) an incident at age 3, when her mother was shaking her violently, yelling hateful words. It helped the client validate her own feelings and understand her childhood better. There are many other examples that can be given of how Emotional Integration™ helped clients release and heal deeply buried incidents that otherwise would have remained in the subconscious, constantly feeding destructive or baffling behavior patterns.

Emotional Integration™ is not a one shot deal. The programming happened over many

years from different sources and it will take time to "get it out of the system". While each session brings measurable improvements, clients are encouraged to pursue the process for one to two years. The above examples are just single experiences in those clients' long term process. All my clients who choose to go that way got better results. Longer periods of time allow us to develop a rapport that in turn encourages work on deeper levels. While miracles are nice to have once in a while, there is no substitute for a process. I would encourage you to include the process of Emotional Integration™ in your practice.

References

1. Clarke, Jean I., *Self Esteem: A Family Affairs*, Winston Press, 1978.
2. Helmstetter, *Shad What To Say When You Talk To Yourself*, Pocket Books, 1982.