

Quality (Love, Attention, Value/Importance, Safety, Appreciation, Respect, Etc ...)

"Needs/Desires/Wants" - Words/Verbal

Quality Present or Absent?

- Currently** ("Am or Am Not") - Yes No Unsure
Previously ("Was or Was Not") - Yes No Unsure

How is the Quality Tangibly Expressed? (*Suited to the Context - Time, Place*)
The Criteria - How we know ("Because") - Fruit/Behaviors/Actions/Deeds

Who is Speaking or Acting?

- Words and Actions that create our sense of being -

- | | |
|--|------------------------------------|
| <input type="checkbox"/> Vertical (Parent/child, caregiver, authority, boss/employee, leader/follower) | <input type="checkbox"/> Masculine |
| <input type="checkbox"/> Horizontal (Peer, Sibling, Friend, co-worker) | <input type="checkbox"/> Feminine |
| <input type="checkbox"/> Internal (Self) | <input type="checkbox"/> Other |

Action Phase - "Receive and Give"

Quality Given and Received through Words and Actions
(Received with Thanksgiving and Overflow with Giving)

- Has been received** - Yes No
Has been given - Yes No

- You should be able to verbalize the words and actions associated with giving or receiving the quality

In Which Identity or Role? (“As A”)

- Universal (As a person) - male or female
- Relational (Child, Sibling, Spouse, Parent, etc ...) - all have masculine and feminine expressions
- Stage of Life (As an infant, child, youth, adult, etc ...)
- Nationality (American, French, etc ...)
- Ethnicity or Culture (Midwestern, African-American, Southern, German, etc ...)
- Religion (Christian, Jew, agnostic, Presbyterian, etc ...)
- Occupation (physician, mother, mechanic, unemployed, retiree, etc ...)
- Personality (INFJ, Type A, Enneagram Type, Love Language, OCEAN type, etc ...)
- Diagnosis or label (Victim, fibromyalgia, not good enough, etc ...)
- Life event (cancer survivor, divorced woman, widower, etc ...)
- Other

Context and Blind Spots - “Check Your Mirrors”

When?
 (“Then/Now”)

Who Else?
 (“Pronouns”)

Whom/What?
 (“From/By”)

Where?
 (“Here/There”)

Verbs to Modify a Quality

- **Am** - identity
- **Feel** - am physically experiencing

- **Can (ability)** - am able
- **May (permission)** - am allowed to
- **Should (standards/conscience)** - am supposed/expected to
- **Will (resilience/determination)** - am determined to

- **Want/Desire (heart/importance)** - Love

- **Know/Understand (clarity)** - am clear/confused
- **Know (certainty)** - am confident/uncertain

Universal or Conditional Aspects

- Intrinsic/Internal (based on being/identity)
- Extrinsic/External (based on actions/envir.)
- Particular/Specific
- Global/Generalized

Common Subtypes to Modify a Quality

- **Physical**
- **Emotional**
- **Relational**
- **Sexual**
- **Spiritual**

Nuance Modifiers

- **Totality or Extent** - Completely, totally, partially, slightly, etc ...
- **Certainty or Surety** - Know, think I am, believe, may not have been, probably am, etc ...
- **Quality** - Perfectly, poorly, fairly well, terribly, etc ...

Relevant Stimuli (“Triggers”)

Sensory Items that you associate with the Presence or Lack of a Particular Quality

Basic Steps

- 1. Define the primary quality and whether it is present or not.**
 - a. Recognize a need is present. The clues below can assist. Identify what quality would solve the issue in a positive sense (i.e. I feel scared and want to be safe). In this example, in order to feel safe, I need to be and **then** feel safe. Being and safety are the desired qualities in this example, not feeling or fear.
- 2. Affirm** accurate and relevant truth in words and actions until the truth is received/internalized (as assisted or evidenced by the brainstem reflexes) with a growing awareness of the appropriate context including the giving and receiving (“acting”) parties.
- 3. Brainstem/vagal/cranial nerve stimulus options** - continue until you sigh, yawn, or swallow
 - a. Mouth stimulus along the gum lines and palate
 - b. Humming - using the A-U-M-N-G tone that mimics the oral movements of nursing
 - c. Support the back of the head (occiput) while looking to either side (Stanley Rosenberg - Unleash the Power of the Vagus Nerve)
- 4. Additional respiratory and brainstem stimulus options**
 - a. General mechanics -
 - i. Decrease the overall quantity of respiration and breathe quietly in and out through your nose - slow and quiet
 - ii. Within a particular volume of air, I can spend more time either breathing in (inhaling) or breathing out (exhaling). Breathing out is associated with slowing down and breathing in is associated with speeding up. This is separate from the total volume of air, which can be roughly associated with safety (lower volume) versus stress/threat (high volume - hyperventilation).
 - b. Chemical - allow carbon dioxide to increase by slowly exhaling and then pausing until you want to breath again - improves oxygen transport (Bohr mechanism) and blood flow
 - c. Mechanical - add an additional tightening of the chest or sharp exhale to mechanically stimulate the next **inhalation**
- 5. When a quality is not present** - acknowledge, integrate desire for the quality, consider if it is currently present, take any necessary action, look for an appropriate mechanism to receive, find an example to imitate
- 6. When you are unsure or feel that a quality is lacking** - assess your state of being and criteria
 - a. Education may be required on the criteria or tangible expression/definition of a quality
 - b. If you are unsure, you will never be confident
- 7. Compare or contrast** - situations, circumstances, people, places, verbs, and other qualities using the words BUT or AND.
- 8. Progressively integrate with words, actions, and reflexes** - build context as you go
 - a. Integrate awareness of the primary quality (when present) or your desire for it, feelings (all feelings are true in the sense of being real - whether they are accurate or inaccurate is separate), relational components, modifiers, blind spots, stimuli/triggers, and future actions **with an emphasis on actually receiving or giving the quality**
- 9. Goals**
 - a. All reflexes integrating within 3-5 seconds
 - b. Feelings and actions that are accurate and flow from a state of identity/being
 - c. Fruitful awareness and giving of the quality
 - d. Exercises integrate automatically without significant resistance
 - e. No additional memories are resurfacing and triggers have resolved

General Notes

If reflexes take a long time to integrate, then I recommend additional repetitions or increasing context and nuance.

Repeat homework regularly (every couple of hours) until it becomes automatic. It may cause you to remember experiences related to the presence or lack of the associated quality. When this happens, you should simply repeat your homework. Make on the spot corrections, as needed, for emotions that resurface. This means that you acknowledge the emotion and context of that situation and reaffirm the truth.

You (and others) cannot give something you haven't received. Receiving works better than trying harder. Receive from God. Find someone to imitate and give others someone to imitate.

Be pleasant.

Don't try to fix other people.

Don't use something good to beat people up. Be patient with others and yourself. God is patient with you.

Behaviors are not the problem. Behaviors help you understand people. They are part of the solution and context.

Love and security are important because many emotional issues stem from fear (physical fear or relational fear such as shame, pride, guilt, or worthlessness).

Ways to know that you or someone has an issue ...

- Common sense
- Avoidance or disproportionate responses
- Fear, anxiety or shame
- Extreme hunger
- Downplaying importance
- "Can't"
- "It's just my personality"
- Difficulty giving a quality to others
- Lack of nuance
- Dishonesty or insecurity
- Lack of Fruit of the Spirit
- "Looping" - Groundhog Day
- Repeated story
- Things you know but don't feel
- Judgmental or critical
- Always blaming others