

**PEDIATRIC NEUROPSYCHOLOGY: THE IMPACT OF THE
ROCK SERIES ON INDIVIDUAL DEVELOPMENT**

Compiled by

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DECLARATION

I, Marlize de Beer, hereby declare that this is my own work, and that this research document has never been published elsewhere. This research document is compiled for The Rock Series.

BACKGROUND AND MOTIVATION TOWARDS THIS STUDY

This research study has been compiled by Marlize de Beer in reply to the relevant research questions, namely:

- How does The Rock Series influence the individual that uses it?
- What effect does The Rock Series have on the individual's neuropsychological system?
- Which elements in The Rock Series , in conjunction with which neuropsychological elements, result in the Rock Series being successful or unsuccessful
- What measure of development does The Rock Series offer the individual
- To what measure is The Rock Series responsible for change in the life of the individual, based on the Theo-psycho-Social Model

As there are several other products with similar product content in the market, this document also serves as motivation of choice with regard to outlay of uniqueness and functionality of The Rock Series.

Omnia ad majorem Dei gloriam

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INTRODUCTION – UNIQUENESS AND COMMENCEMENT REMARKS

A clear distinction can be drawn between a program and a system. A Program contains a product with clear structure in which certain information is made available to others. Expectations are contained from a program that the program describes a certain theme, then places a structure around this theme to make available a package, or program. Basically a system is the grouping together of programs to eventually form a whole. The programs within the framework of a system form the content, and each program has its own theme. Thus it is a grouping of various themes within the framework of a whole concept. There can also be more than one concept in a system. The more concepts there are, the larger the system.

On the basis of the above explanation, it can be confirmed that The Rock Series is a system, rather than a package of a program, seeing that the following concepts have been combined within this educational framework: mathematics, speed-reading, memory exercises, e-dictionary, as well as various brain exercises. Each one of these concepts contains a grouping together of specific well-laid out, easily obtainable data, or information, within the specific framework of the concept.

The neuropsychological connotation of any product is of cardinal importance, as this connotation can make or break the product, or break with an individual. How the individual feels about what he/she sees, determines whether he/she will examine the product. Hence color and shape within the design is very important for this reason. The gist of the message is also important, but can be seen as secondary in the grade of importance of elements of the logo, name and slogan, as the individual first takes notice of color and shape before he/she reads the message.

The colors used in the shape of the system are predominantly red and yellow. The psychological connotation behind these colors can be set out as follows: on

psychological level red is connected to passion, energy, positivity and security. On psychological level yellow is connected to stimulation of the intellect, energy, creativity and the new life the sun offers us. Thus the colors of the design are very suitable for the exit point that maintains the system, namely that it is an energetic, creative and passionate system that offers constructive and positive stimulation and security (*See Appendix A*).

When viewing the shapes or designs on The Rock Series logo and layout, it can be clearly seen that extensive use is made of curves and circles, as well as straight lines and angles. The psychological connotation associated with round lines and curves is that of softness, friendship, caring and rhythm, happiness, continuity and harmony. The psychological connotation associated with the slanted lines and angles is that of energy, resoluteness, leadership, courage, strength, dynamics, trustworthiness, security and success. Although in the minority but nonetheless present, are horizontal lines that interpret the connotation of restfulness and balance (*See Appendix A*).

So when viewing The Rock Series logo and name, the following psychological connotation can be made: The rock Series is a system that cares with passion and energy, but also offers compassion, caring and resoluteness, gives assistance with problems and offers motivation along a territory that would otherwise be a burden, thus providing for balance, success, progress and happiness for the individual.

Emotive connotations to the above elements can be made as follows:

Red, Angles and Lines: Safety or Security, Restfulness, Satisfaction, Trust, Fulfilled, Successful, Energetic and Pride.

Yellow, Curves and Circles: Creative, Joyful, Restful, Happiness, Gladness, Refreshing, Rhythm, Support, Progression and Successful.

NEUROPSYCHOLOGICAL PROBLEMS AMONG CHILDREN

When children have problems with a subject, he/she develops certain false perceptions and impressions, and depending on how accurate help is available for him/her, determines whether he/she will develop a problem with it, as well as the measure of dysfunctional thoughts and views. These thoughts and views that an individual possesses are based on experiences (events, situations, problems, etc) which the individual had already experienced previously. If a child links a negative connotation/experience to a specific concept, and he/she is not led to the positive connotation, that child will develop into a more broken adult as a result of that dysfunctional, negative perception.

Seeing children do not have the abilities to identify negative and dysfunctional thoughts and views by themselves, it is of cardinal importance for adults to provide the necessary guidance. Shoemaker agrees that if the correct guidance is offered, negative concepts will be able to be replaced by positive concepts without any trauma or further problems.

Friesen and Erikson's theories conform the fact that paediatric development on all areas are of cardinal importance, and they stipulate clearly the results of defective or dysfunctional elements within this development framework (*See Appendix B and C*)

When a child is driven through fear (of failure, for a problem, a concept, or whatever fear) instead of through love, its view, experience and reaction changes towards that concept, for reactions of love function from the front part of the brain, and reactions of fear from the rear of the brain (*See Appendix D*).

These dysfunctional thoughts and fear-driven actions result in psychosomatic symptoms, and these symptoms are often incorrectly diagnosed and treated, for in most cases attention is only paid to the symptoms, while the real problems increase in intensity when left untreated. These untreated problems lead to

further fears, stress, blocks and dysfunctional thoughts and views, until the child reaches breaking point or becomes depressed, or add to the tragic statistics of child-suicide candidates (*See Appendix E and F*).

Children who continuously experience a problem and do not get the required help, develop feelings of – among others – guilt, stress, shame, failure, abandonment and a low self-esteem. All children are born with a natural need for a social conscience and respectful actions.

Shame, among other feelings, teaches the child to display disrespectful and negative behavior, alternatively to live under chronic pressure in an effort to satisfy the adults who apply the shame in a verbally abusive manner. This shame causes children to develop dysfunctional views about themselves in their adult lives. Other typical symptoms of shame include rebelliousness, low self-esteem, low self-value and imbalance as an individual. There is also research to prove that severe cases of shame as a result of child abuse can be directly linked to adults suffering from depression, anxiety, excessive stress, disturbed eating habits, etc (*See Appendix F*).

When a child continuously encounters a problem, that child is wrongly classified and then treated accordingly. In such cases the child is described using negative words and descriptions. Because a child takes all faults and shortcomings on himself/herself, he/she also accepts these descriptions as being the truth, and in these manner dysfunctional thoughts are established. The other problematic concept of this incorrect classification is that the child experiences rejection in die worst grade, and this rejection is psychological trauma at its worst.

It is a well-known fact that anger and fear stimulate fighting or fleeing reactions, during which time the heartbeat, blood pressure and stress hormones (Cortical) are heightened. This Cortical hormone is linked to lowered immune systems, negative changes in the body, and according to Cohen, doubling the abilities of the HIV virus. Although hidden stress of a low self-esteem is not as dramatic as

the stress of anger or anxiety outbursts, this chronic underlying tenseness is nonetheless responsible for numerous physiological conditions. Not all types of stress are the same, and it is said that stress comes from the exit point and image that others have of you as individual which is strongest.

There are still unending numbers of psychological conditions that can be linked to children with problems. For the sake of limitations to this research document, we stand by these given problems.

The human is a trinity or triune person, and all components of this being function interdependently from each other. Should it happen that one of those components is out of balance, all the components (thus the being as a whole) are thrown off-balance. The moment the being then reaches this condition of imbalance, his relationship with God also suffers severe damage. For the individual to pursue the fullness of life for which he/she was created, this internal balance is of cardinal importance, with primary focus on his relationship with God. Any given problem that is left untreated, regardless of size or intensity, disturbs this balance and the suppression of this untreated problem leads to endless psychological damage as a result, with severe psychosomatic symptoms (*See Appendix F*).

In some cases the child experiences no problems with subjects, but his/her brain is just not ready to take in new data, seeing the brain goes through periods during which it absorbs data, and then at other times during which it processes this data. During the processing period the brain absorbs no new data. Hence this child has no psychosomatic problem of origin, but reactions from outside elements can have psychosomatic problems as a result.

PROBLEMATIC SUPPORT ELEMENTS OF THE ROCK SERIES

When looking at given psychological problems, it is important to find answers and solutions for these problems, simply because 'broken' children become more 'broken' adults. Negative emotional experiences linked to problems are – among others – fear, despondency, stress, anxiety, rebelliousness, anger, shame, low self-esteem, low self-value, isolation, eating disturbances, disturbed sleep, rejection, low self-confidence, etc. These types of things are what this child permanently hears from adults and other children, thus he/she sees the attitude towards him/her, they hear the world, and they feel the actions and words. On sensory level it is thus unavoidable to suppose that the individual cannot do otherwise but experience a form of brain damage when he/she is subjected to this verbal abuse.

“Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I’ll guarantee to take any one at random and train him to become any type of specialist I might select - doctor, lawyer, artist, merchant chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors – John Watson 1930”.

With Watson’s words as motivation, the Behaviour-replacement-theory is approached. This theory agrees that all behaviour is learned, and that which has been learned, can also be unlearned. The theory further agrees that negative behaviour can be replaced with positive behaviour without resulting in trauma. Behaviour is confirmed through senses (eg. Sight, hearing and touch), so the data that is absorbed through the senses, must be positively changed to replace negative data with positive data, which will eventually influence the behaviour of the individual.

The Rock Series directly addresses these needs. Easily understood lectures consist of elements that influence the sensory absorbency in question to the maximum – sight, hearing and touch.

To every sound that is heard, the individual links emotion and experience, and this connotation directly influences his/her view and actions. The sound of wind blowing, the sea, children laughing and birds singing are more than just mere sounds. These sounds have the ability to connect with the emotions and state of mind of the individual, thus feelings are then formed. Sound is the human effort to communicate and links this communication to emotion to form experiences – processing that takes place on physiological level through the nervous system and audiology, but which also connects to the emotive and affected aspect of the individual.

These sounds influence brain functioning and working, eg. when listening to Mozart's Sonata in D-Maj K.448 for two pianos, the listener experiences restfulness and tranquillity, which allows the brain to stay in alpha status (8 – 12 Hz), thus has maximal brain functioning as a result. (www.youtube.com/watch?v=myJOI7ia0gg). Thus there are other activities that have other brain functions as a result –Beta (12-15 Hz), Gamma (25-100 Hz), Delta (1-4 Hz), Theta (4-7 Hz). And K-Complex (begins with rapid 100 μ V, followed by slower complexes of 350 ms to 550 ms, ending with 900 ms.). Although most of the time when referring to brain function and brainwave rhythm when referring to musical sounds, it is also of cardinal importance to consider other sounds, as the brain shows the same reaction (*See Appendix G and H*).

Seeing the personal typifying of the individual plays a definite role in the absorption and processing of data and handling of problems, external elements (sound, experience, shape, atmosphere, etc) should be seen as primary motivation for these absorptions, processing and handling abilities of the individual.

A female voice is used in the lectures of The Rock Series, motivating the connotation of motherhood, caring and care giving. The voice level is restful, motivating tranquillity, while clear word pronunciation emphasizes leadership and

firmness. The level of tone of voice is well-ordained, with the result that brainwave rhythm, according to my opinion, can easily reach 8-12 Hz (according to Berger's theory).

During lectures there is continuous constructive commentary, and should the individual err during a lecture, the feedback is still very positive. The individual can repeat the lectures until he/she is totally confident with the data being introduced – once again without any negative commentary, or any other external elements that could influence brainwave rhythm negatively. Thus the problem is replaced with a constructive solution while the individual's brainwave rhythm is being controlled and positive emotive connotations can successfully be made as a result of external elements.

According to behavioral specialists the learning process can be regarded as a permanent change in the behavior of an individual, motivated by experience or exercises. The Rock Series offers these change processes in a unique manner. When Egan's Problem Solving Model is applied, it can be clearly seen that The Rock Series can be seen as a successful solution and process for continued and successful development (*See Appendix I*).

MEASURE OF INDIVIDUAL DEVELOPMENT

As mentioned earlier in this research document, The Rock Series has a powerful composition of external elements that have successful learning processing, experience and problem solving as a result.

Relationship development and promotion is promoted through the presentation of The Rock Series, as the system is designed for interaction and focused personal attention between parent and child to take place.

The modern era has no room for family relationships and development within family structure, and as individuals' maximal healing occurs within family ties, it

can also be clearly seen why problems and symptoms are confused with each other, why individuals become more broken, instead of experiencing healing, and why normal development does not take place.

Just as in the case of The Rock Series as structure that is made up of several components, and in which several elements are grouped together, so the parallel can also be drawn to the community, family and individual. Just as a structure is composed of several components, a community is also made up of components (families) grouped together; every component is made up of elements (structure within family bonds) and those elements (family structures) are made up of individuals. All elements, whether loose standing or grouped together, function interdependently from each other. When one of these elements experiences dysfunction, an imbalance is created among all the other elements.

For this research purpose, we will focus on the family structure and the role of the individual, and development within this structure. As previously mentioned, it is of cardinal importance for the individual as a triune or trinity being to experience total balance in order for him/her to develop maximally. As was also previously stressed, The Rock Series fulfils this specific need with phenomenal success. The other aspect of this specific need is then also what is under discussion – the family structure and sub-systems within this structure. With family structures that exist mostly out of sub-systems that are under pressure due to modern social demands, the influence and possibility of negative insets within these structures is much higher than what was visible in earlier generations. Most families experience situations where parents are compelled to work; children are subjected to higher stress due to peer pressure and other predominantly negative external elements; parents can no longer offer children the protective structure that previous generations were able to; children are compelled to become independent at an earlier age, and the pursuit for the right to existence causes the balance within this family structure to be totally disrupted. The results of this scenario are symptoms that are clearly visible in the community – crime is escalating among the youth; crime is escalating, disrespect is the order of the

day, marriages cannot handle the pressure from outside and end in divorce; children experience abnormal development phases, and problems are suppressed without being solved or being attended to.

The Rock Series is also involved in this area with individual development and problem solving. This system compels parents and children to spend quality time with each other, to apply building of relationships, to look into each others' eyes and listen to each other. By doing this it does not only strengthen relationships, but problems (whether educational or not) are seen and treated in time, and balance within the individual, as well as the family ties are restored and strengthened. The positive dynamics springing from healthy relationships have the result that individuals in uniqueness, but also in family relationships, develop maximally. This is the only real way to lift out homogenous qualities between individuals within family ties, and then bind these qualities via healthy borders and strong relationships together. This then in my personal opinion, is part of the heart of the success that The Rock Series maintains when it comes to individual development.

MEASURES OF CHANGE IN THE LIFE OF THE INDIVIDUAL

As was pointed out earlier, The Rock Series is equipped to provide all requirements of the development of the individual as triune or trinity – neurophysiological, neuropsychological and neurotheological areas.

Because humans are not created to function without their Creator, and The Rock Series provides quality neurotheological insets on this level, the conclusion can be drawn that when the individual spends time with the system, he/she spends time in relationship with his/her Creator. In such a case no negativity in both experience and the learning process can occur. Thus the individual then experiences neurotheological development and strengthening, which eventually branches out to behavior, viewing and reactions. This positive neurotheological inset is then the reason why the individual reacts positively on all other levels

using The Rock Series as system. With increased self-worth, self-confidence, positive views on grounds of positive experience learning, strengthened relationships and powerful principles, can and will the individual display remarkable change.

Problem solving and formulating, memory, understanding and knowledge are addressed with The rock Series, thus resulting in the individual experiences increased self-confidence and self-worth. In this manner dysfunction within thought process will not easily be confused with functionality, and the individual pursues the full life according the Theo- centric system, for which he/she was originally created.

SUMMARY

After thorough examination and setting out around effectiveness of The Rock Series, it can clearly be seen that this system is a multi-disciplinary therapy treatment, rather than purely a system to satisfy the needs of educational and problematic gaps. The Rock Series, in my personal opinion, is an inset of cardinal importance within family bonds and for individual development. There are probably other products that have some of the components of The Rock Series, but from my point of view, there is no product that possesses all the components of The rock Series. Thus it is also the composition of all these components that results in The Rock Series achieving success that can also be motivated through positive feedback from clients.

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APPENDIX A – LOGO & NAME OF THE ROCK SERIES



Source: www.rockseries.co.za

APPENDIX C – FRIESEN’S DEVELOPMENTAL PHASE THEORY

THE INFANT STAGE: BIRTH THROUGH AGE 3

(Newborns and toddlers are included here, up to the age where they can effectively say what their needs are.)
PRIMARY TASK to be completed during this stage. Learning to receive. **PRIMARY RESULTING PROBLEM** in adult life when this task is not completed. Weak or stormy relationships.

PERSONAL TASKS	COMMUNITY AND FAMILY TASKS	WHEN THE TASK FAIL
1 Lives in joy: Expands capacity for joy, learns that joy is one’s normal state, and builds joy strength.	Parents delight in the infant’s wonderful and unique existence.	Weak identity, fear and coldness dominate bonds with others.
2 Develops trust.	Parents build strong, loving bonds with infant – unconditional love.	Has difficulty bonding, which often leads to manipulative, self-centered, isolated, or discontented personality.
3 Learns how to receive.	Gives care that matches the infant’s needs without the infant asking.	Is withdrawn, disengaged, self-stimulating, and unresponsive.
4 Begins to organize self into a person Through relationships.	Discovers the true characteristics of the infant’s unique identity, through attention to the child’s behavior and character.	Has an inability to regulate emotions.
5 Learns how to return to joy from every Unpleasant emotion.	Provides enough safety and companionship during difficulties, so the infant can return to joy from any other emotion.	Has uncontrollable emotional outburst, excessive worry and depression.

THE CHILD STAGE: AGE 4 THROUGH 12

(Age 12 is the earliest age this stage can be completed.) **PRIMARY TASK** to be completed during this stage. Taking care of self. **PRIMARY RESULTING PROBLEM** in adult life when this task is not completed. Not taking responsibility for self.

PERSONAL TASKS	COMMUNITY AND FAMILY TASKS	WHEN THE TASKS FAIL
1 Asks for what is needed – can say what one thinks and feels.	Teaches and allows child to articulate needs.	Continually contrives situations and manipulates people in desperate attempts to receive poor self care.
2 Learns what brings personal satisfaction	Helps child to evaluate the consequences of own behaviors, and to identify what satisfies him or her.	Becomes addicted to food, drugs, sex, money, power, or possessions because life lacks purpose.
3 Develops enough persistence to do hard things.	Challenges and encourages child to do difficult tasks the child does not feel like doing.	Experience failure, remains stuck and undependable, is consumed with comfort and fantasy life.
4 Develops personal resources and talents.	Provides opportunities to develop the child’s unique talents and interests.	Fills life with unproductive activities despite God –given abilities.
5 Knows self and takes responsibility to make self understandable to others.	Guides in discovering the unique characteristics of the child’s heart.	Fails to develop true identity, conforms to outside influence that misshape identity.
6 Understands how he or she fits into history as well as the “big picture” of what life is about.	Educates the child about the family history as well as the history of the family of God.	Feels disconnected from history and is unable to protect self from family lies or dysfunctions that are passed on

THE ADULT STAGE: AGE 13 TO BIRTH OF 1ST CHILD

(Age 13 is about the earliest age at which adult – level tasks may be accomplished.) **PRIMARY TASK** to be completed during this stage: Taking care of two people simultaneously. **PRIMARY RESULTING PROBLEM** when the task is not completed: Lacks the capacity to be in mutually satisfying relationships.

PERSONAL TASKS	COMMUNITY AND FAMILY TASKS	WHEN THE TASK FAIL
1. Cares for self and others simultaneously in mutually satisfying relationships	Provides the chance to participate in group life.	Is self – centered, leaves other people dissatisfied and frustrated.
2. Remain stable in difficult situations, and knows how to return self and others to joy.	Affirms that the young adult will make it through difficult times.	Conforms to peer pressure, and participates in negative and destructive group activities.
3. Bonds with peers, develops group identity.	Provides positive environment and activities where peers have time to bond.	Is a loner, with tendencies to isolate shows excessive self-importance.
4. Takes responsibility for how personal actions affect others, including protecting others from self.	Teaches young adult that their behaviours impact others and impact history.	Is controlling harmful, blaming and unprotective to others.
5. Contributes to the community articulates “who we are” as part of belonging to the community.	Provides opportunities to be involved in important community tasks.	Does not become a life-giving contributor to the community, is self-absorbed and uses others – drains society.
6. Expresses the characteristics of his or her heart in a deepening personal style.	Holds the person accountable, while still accepting and affirming the aspects of his or her true self.	Is driven to “play roles” prove self to the world, get results, and seek approval.

THE PARENT STAGE: BIRTH OF 1ST CHILD UNTIL YOUNGEST CHILD BECAME AN ADULT

PRIMARY TASK to be completed during this stage: Sacrificially taking care of children. **PRIMARY RESULTING PROBLEM** when this task is not accomplished: Distant or conflicted family relationships.

PERSONAL TASKS	COMMUNITY AND FAMILY TASKS	WHEN THE TASK FAIL
1. Protects, serves, and enjoys one’s family.	The community gives the opportunity for both parents to sacrificially contribute to their family.	Family members are (1) at risk, (2) deprived, and (3) feel worthless or unimportant.
2. Is develop to taking care of children without expecting to be taken care of by children in return.	The community promotes devoted parenting.	Children have to take care of parents, which is impossible and often leads to (1) child abuse/neglect and/or (2) “parentified” children – this actually blocks their maturity instead of facilitating it.
3. Allows and provides spiritual parents and siblings for their children.	The community encourages relationships between children and extended spiritual family members.	Children are vulnerable to peer pressure, to cults, to any misfortune, and are less likely to succeed in life’s goals. Parents get overwhelmed without extended family support.
4. Learns how to bring children through difficult times, and return to joy from other emotions.	The community support by giving them encouragement, guidance breaks, and opportunities to recharge.	Hopeless, depressed, disintegrating family units develop.

THE ELDER STAGE: BEGINNING WHEN YOUNGST CHILD HAS BECOME AN ADULT
PRIMARY TASK to be completed during this stage: Sacrificially taking care of the community **PRIMARY RESULTING**
PROBLEM when this task is not accomplished: The overall maturity of the community declines.

PERSONAL TASKS	COMMUNITY AND FAMILY TASKS	WHEN THE TASK FAIL
1. Established an accurate community identity, and acts like self in the midst of difficulty.	The community recognizes elders in the community.	There is meaninglessness disorder loss of direction, and disintegration of all social structures from government to family.
2. Prizes each community member and enjoys the true self in each Individual.	The community provides opportunities for elders to be involved with those in all of the other maturity stages.	Life-giving interactions diminish along with life-giving interdependence, stunting the community's growth Fragile at-risk people fail to heal or survive.
3. Parents and mature the community.	The community creates a structure to help the elders do their job, which allows people at every stage of maturity to interact properly with those in other stages, and listen to the wisdom of maturity.	When elders do no lead, unqualified people do, resulting an immature interactions at every level of the community.
4. Gives life to those without a family through spiritual adoption.	Places a high value on being a spiritual family to those with no family.	When the "falmilyless" are not individually taken care of, poverty, violence, crisis, crime, and mental disorders increase.

Source: Friesen, J.G., Wilder, E.J., et al. 1999. Living From The Heart Jesus Gave You. California: Shepherd's House.

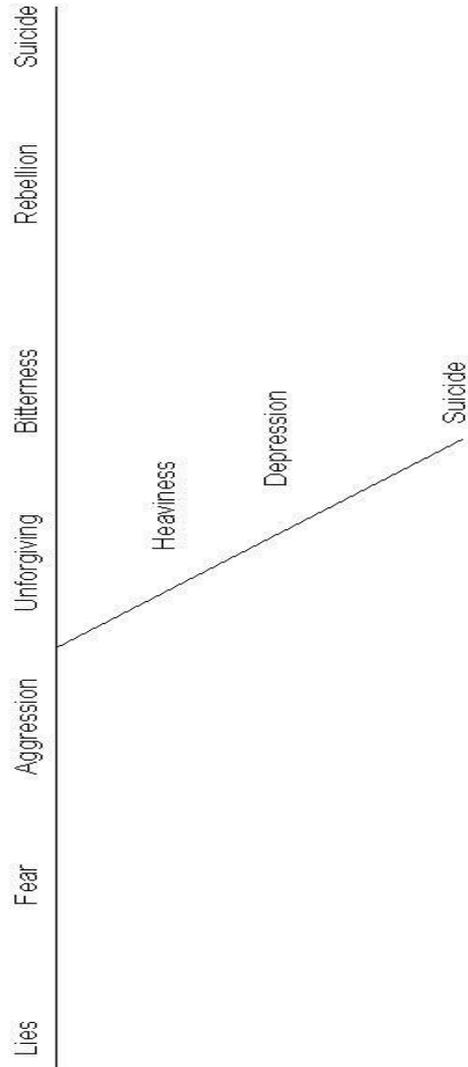
APPENDIX D – FRIESEN’S LOVE AND FEAR BONDS SCHEDULE

Love bonds vs Fear bonds in Relationships

LOVE BONDS	FEAR BONDS
1 <u>Based on love</u> and characterized by truth, closeness, intimacy, joy, peace, perseverance and authentic giving.	1 Based <u>on fear</u> and characterized by pain, humiliation, desperation, shame, guilt and or fear of rejection, abandonment, or other detrimental consequences.
2 Bond is <u>desire driven</u> . (I bond because I want to be with you.)	2 Bond is <u>avoidance driven</u> . (I bond because I want to avoid negative feelings or pain.)
3 Love Bonds grow stronger both when we move closer <u>and</u> when we move farther away. (When we move closer, I get to know you better. When we move farther away, I am still blessed by the memory of you.)	3 Fear Bonds only grows stronger by moving closer <u>or</u> moving farther away. (The closer we get, the scarier it gets, so I have to avoid the closeness or the farther away we get, the scarier it gets, so I have to manipulate closeness.)
4 We <u>can</u> share <u>both</u> positive and negative feelings. The bond is strengthened by this truthful sharing.	4 We <u>cannot</u> share <u>both</u> positive and negative feelings. The bond is strengthened by (1) avoiding negative feelings, <u>or</u> (2) by seeking only negative feelings or seeking only positive feelings.
5 Participants on both ends of the bond benefit; the bond <u>encourages</u> all to act like themselves.	5 Participants on only one end of the bond actually <u>inhibits</u> people from acting like themselves.
6 <u>Truth</u> pervades the relationship.	6 <u>Deceit</u> and pretending are required
7 Love Bonds continually <u>grow and mature</u> people, equipping them to find their hearts.	7 Fear Bonds increasingly <u>restrict and stunt</u> growth, keeping people from finding their hearts.
8 Love Bonds operate from the front of the brain (the joy center), and govern “how do I act like myself?”	8 Fear Bonds operate from the back of the brain, and govern “how do I get what I want?”

Source: Friesen, J.G., Wilder, E.J., et al. 1999. *Living From The Heart Jesus Gave You. California: Shepherd’s House.*

APPENDIX E – GILDENHUYS' DIAGRAM



SATAN IS THE FATHER OF ALL LIES – JOHN. 8:44

SHOULD HE BE ABLE TO DESTROY YOUR LIFE, HE SUCCEEDED IN HIS ULTIMATE GOAL

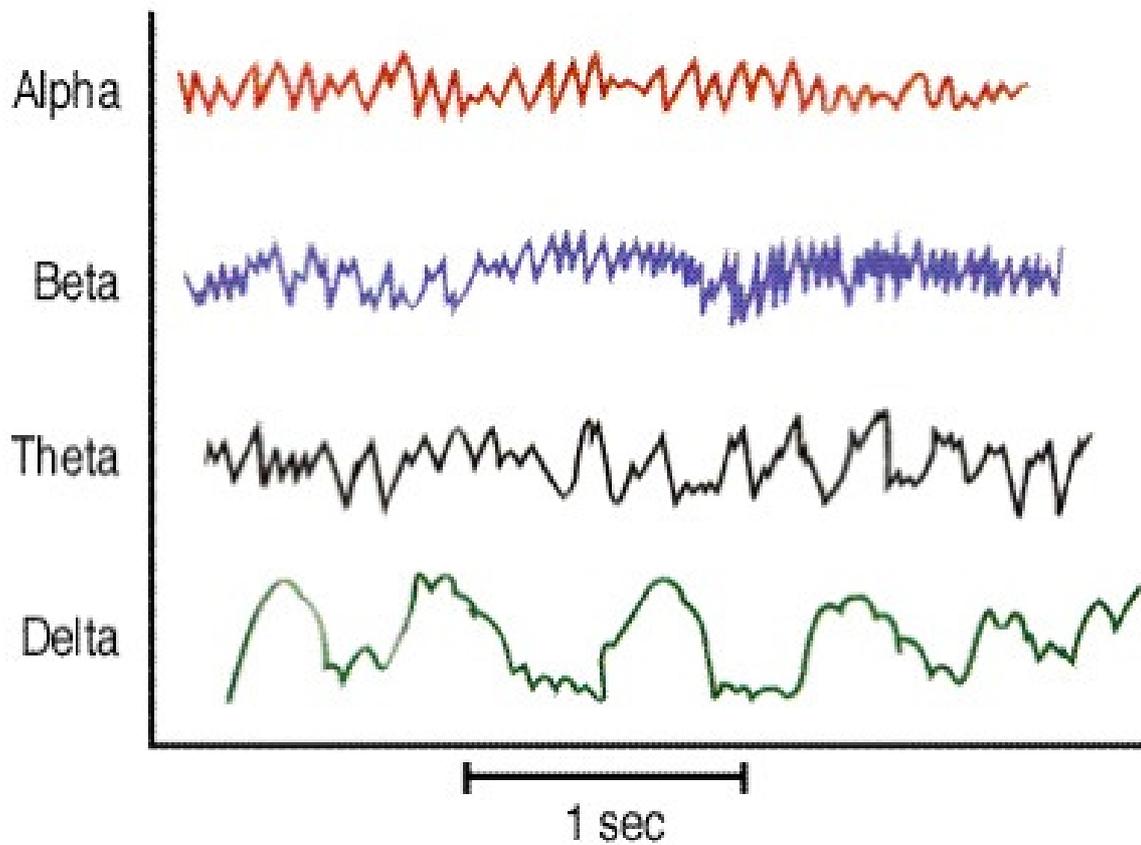
Source: Gildenhuis, T. 2006. *Identifiseer Die Leuen*. [DVD]. AICM Productions.

APPENDIX F – JONKER’S PSYCHOSOMATIC SCHEDULE

Soma (Body)	Psycho (Mind)
Arthritis	Lack of Happiness
Eczema	Tension
Hypertension	Underlying Anger
Heavy Sweating	Emotional Pain of the Past
Migraine	Intense Psychological Need
Stomach Ulcer	Guilt
Chronic Tiredness	Personal Relationships
Heaviness	Marriage Tension

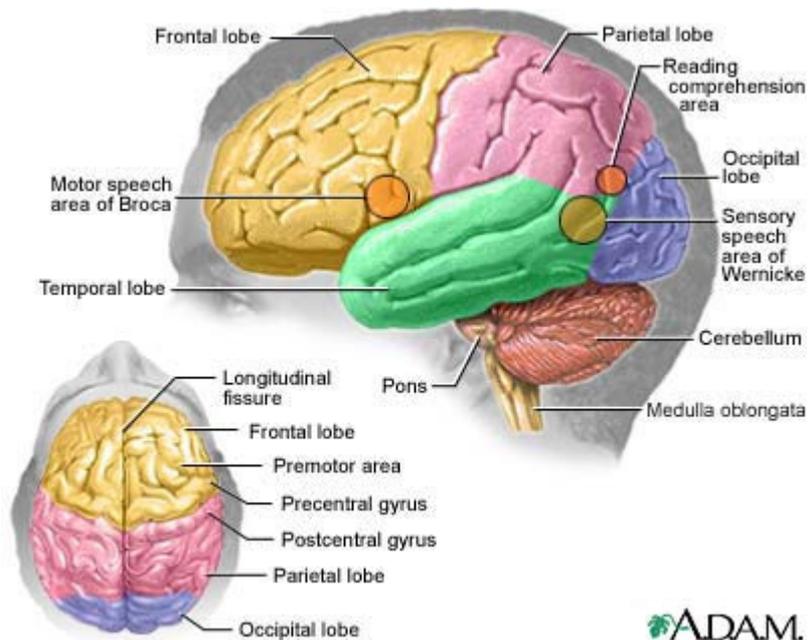
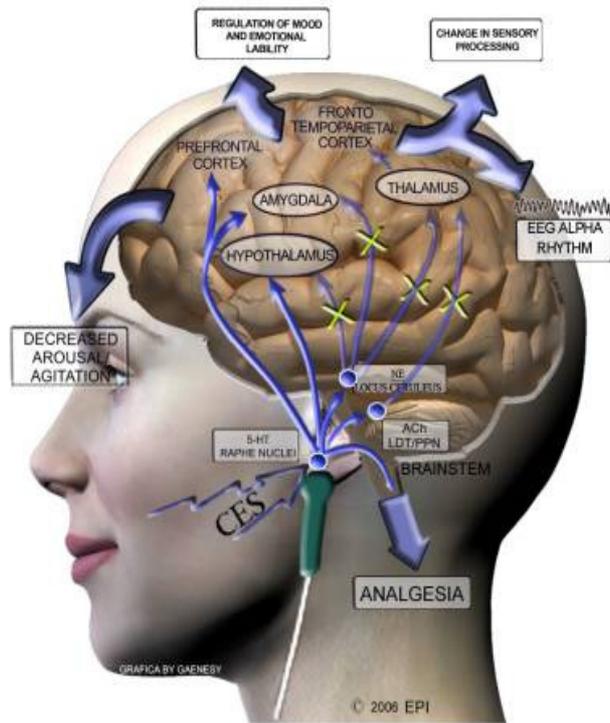
Source: McClintock, J. 2000. Verhoudingstrauma. Kaapstad: Trinity International Bible University.

APPENDIX G – BRAINWAVE RHYTHM DIAGRAM



Source:: www.idratherbewriting.com/2007/11/01/brain-waves-and-the-stimulation-of-motivationcreativity/

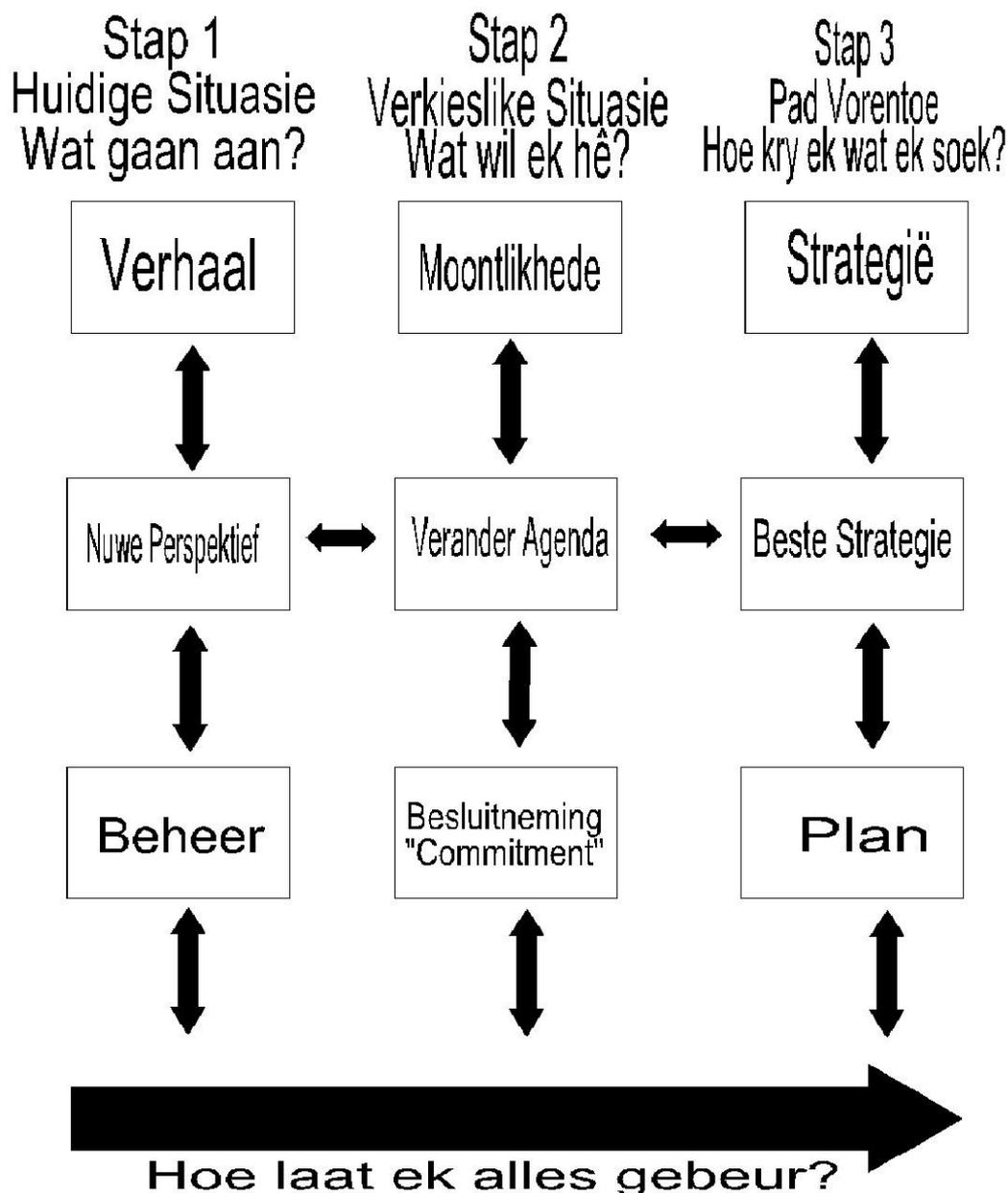
APPENDIX H: THE BRAIN & FUNCTIONS



ADAM.

Source: www.clarian.org/ADAM/doc/PediatricCenter/2/1074.htm

Hulpverleningsmodel van Egan



Source: Egan, G. 2007. *The Skilled Helper*. USA: Thomson Books.