

## How to treat effectively, learning difficulties and mental situations

### Abstract

The World of mental therapy is based on the assumption that personality structures are "imperfect" and should be treated through treatments designed precisely to take care of those "imperfects"

The purpose of this article is to offer a different perspective, there is no room for concepts such as "faulty" or "damaged" or "sick", etc., with regard to the behavior of people. What you see is just the symptom and there is no point correcting it. EDUscience Method identifies these alleged "different behaviors", as rigid brain structures and aims to change these patterns, a permanent change. The outcome will be the realization of the dream we always wanted but could not materialize.

### Introduction

When a child is required to act against his will, is typically react in one of three ways:

- war – crying, screaming, hitting, etc.
- freezing – disconnecting the situation and lack of cooperation
- Escape – abandonment situation and dealing with a different subject.

To a large extent even adults would react the same, in various areas of their lives. In these three cases, this behavior eventually harms a child or an adult. The person even can know in advance that it would hurt him and still continue in the same way. So what causes us to operate, seemingly consciously, in the way that harms us?

### The challenge

In my opinion, the described structures suggests that in these cases an unbridgeable gap was created between the demands from a child or an adult, and what he can, or thinks that he can perform. This causes an insoluble dissonance.

The hypothesis that I raise is that in the case where insoluble dissonance, at any level (not necessarily the level we define as survival)

exists, it activates the most basic reflex of survival, the FFF mechanism (Fight, Freeze, flight). This survival mechanism runs three different forms of behavior when distress occurs – fighting, freezing or escape.

Quote from Wikipedia, "The fight-or-flight response (also called the fight, flight, freeze, or fawn response [in PTSD], hyper arousal, or the acute stress response) is a physiological reaction that occurs in response to a perceived harmful event, attack, or threat to survival".

What causes students who clearly have high cognitive potential, to be unteachable, to be unable to study, to develop a range of behaviors that are under the header of "learning disorders / disabilities, deprived of attention and concentration?

If a child learns well, does it mean that he has no disability and a child diagnosed with ADHD, is really imperfect?

Why it is so hard to be happy, relaxed, with confidence and self-expression and how is it so easy to fall into depression, experiencing tantrums, escape from reality into obsessive eating, sleep, and experience suffering? Does being happy and calm is actually being mentally healthy and depression, anger, etc., is just a disease?

### The solution

I would like to raise a hypothesis which its main claim is that depression, temper tantrums, ADHD and other similar behaviors are not diseases, nor disabilities and in most cases need not be addressed as such. The impact of the traditional treatment is directed only to the way that the symptom is manifested and does not actually work of the real reason and cause to the disorder. The cause is the disability to close the gap between real and ideal. This inability to close the gaps, which exist in many and parallel areas in life for all humans, is generated due to a defect in the process of learning, at different age periods.

Learning is everything that affects the structure and composition of our brain patterns. These patterns handle our feelings and behaviors

automatically and therefore they **already contain** all our limitations as is expressed in our behaviors.

The learning process is a process of creating a gap that if followed by a dissonance and the closing of the gap by building or updating brain patterns. In those brain patterns, both the memory of the experience that initiated it and the course of action "that already worked successfully", are retained simultaneously. This ensures that every time that stimulus is received, the experience (memory) we relive as well as the behavior to be activated, will be fixed and unchanging.

The importance of establishing a predictable, unchanging pattern, is also addressed at **Horace Barlow's** topic from 1990

**"CONDITIONS FOR VERSATILE LEARNING,  
HELMHOLTZ'S UNCONSCIOUS INFERENCE,  
AND THE TASK OF PERCEPTION"**

*"The formation of a conditioned reflex may be taken as a paradigm for the detection of a predictive association. To do this reliably the brain must determine that the conditional stimulus C precedes the unconditional stimulus U significantly more often than would be expected from the overall probabilities with which the two events have occurred in the past. This obviously requires knowledge of the occurrences of the sequence (U following C) and some means of estimating how often this happens, but it also requires knowledge of the past occurrences of U and C and estimates of the rates they have occurred.*

*One might question whether these three requirements must really be met, but I think it can be seen at once that predictive associations derived from less complete information would be less reliable, and that an animal using an inefficient method would be at a disadvantage compared with one that made the correct computation: it would either detect fewer of the associations that were genuinely present, or it would attach importance to accidental associations, or it would make more errors of both kinds. Detecting predictive associations can bring*

*enormous advantages, so it must be a very competitive business; of course no brain does the computation perfectly, but when considering the methods brains may use it is sensible to have in mind the requirements for the correct operation."*

The bad news is that we do not have a simple, self-managed way of modifying or eliminate the pattern. This is obtained by a malicious circle pattern strengthening the pattern, even if it is turned on, in order to cancel it. Preservation of what "has already worked", is the main imperative.

The realization of the learning process, is actually made by a "Super mechanism" that runs the processes. The construction of this super mechanism is part of the learning process and as the mechanism matures, the ability to self-closing the gap, is getting stronger.

"The super mechanism" is actually a huge brain pattern, constructed during the "recording" of the learning process, which have been processed in the brain. At the start, the construction of the processes is slow and parents' task is to create the gap and dissonance, through the process of asking questions, presenting solutions and providing feedback. The gaps are on the scale that the child can close himself. As long as he is unable to close the gap, parents are closing the gap for him, follow the learning process and provide feedback. Even then, parents can see that if and when they have accidentally created too large a gap, one of three behaviors mentioned above, is realized.

When an insoluble dissonance is created, it is not possible to containable and therefore the typical behavior. Will be launched. This is present in almost all aspects of our lives and I will mention a few:

Let's assume a child whose learning mechanism has not been developed properly to his age, due to lack of proper construction by teachers (the child didn't learn to ask questions, never learned to control his focus, etc.) He is asked a question he should have known the answer. Since the answer is not in the child's grip, as well as the child is not capable of performing the operation, by himself alone, due

to poor "super mechanism", he cannot close the gap and dissonance becomes insoluble. The child will feel threatened and will take one of three behaviors. Of course, the longer he will continue to lag behind in the material, he will get less attention and "super mechanism" will not continue to evolve.

In terms of his behavior, the behavior imposed by FFF, will become permanent by revalidating the brain pattern that will continue to limit the child. This pattern which includes the memory of the experience that created it and the action taken, at the same time, so every time he would have to answer a question, he may not be able to answer, the pattern will be activated and he will enter the Mode of the FFF. The vicious circle mentioned is that as the action is repeated, the pattern that was meant to be weakened will be strengthened.

In the way the education system works, you will probably end up giving him Ritalin. It is treating a symptom which is the quintessence of the FFF, not the real cause, which is the size of the gap confronted. The correct way would be to identify the size of the real gap, to understand the size of the gap that can be managed by the child and act simultaneously on two different levels:

- divide the actual gap into several smaller gaps which the child can self-handle in the way to the complete solution.
- Teach the child to ask questions and to create self-initiated gaps, in order to develop the "super mechanism" of learning.

I believe that Ritalin may become unnecessary as new learning progresses.

Second example is a person, man or woman in search for a close companion. He or she has a picture of who the "Other" should be, but because this person seems unattainable for them, an insoluble dissonance is present and the FFF mechanism is activated. We know people who have given up on relationships or actually freeze or flee when they try to initiate contact. Is it a disease? Is this disability? How

is this different from the behavior of the student who simply did not study how to learn?

People who have experienced depression, know that even the most essential tasks in life seem too bigger to perform, when depression presents. But depressed people, when they are in action and succeed in doing and to provide solutions, suddenly the depression is not present. This is exactly the transition FFF behavior to the regular patterns that work in the medium of manageable gaps.

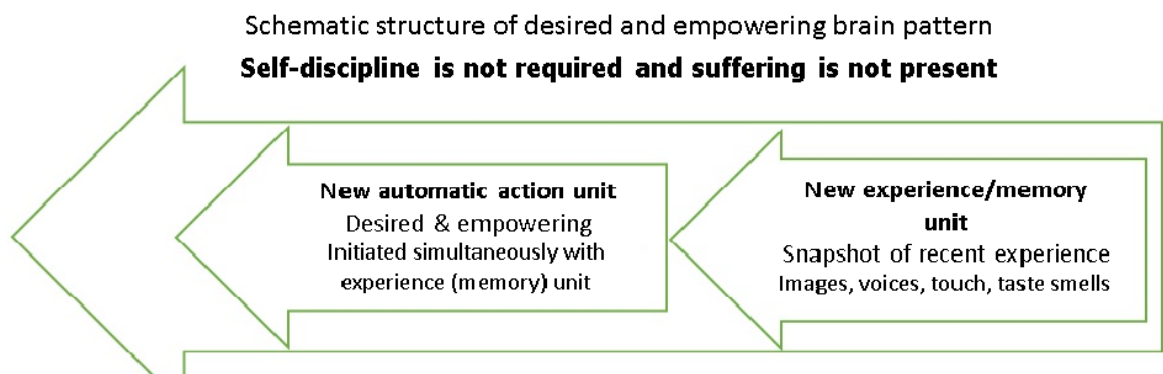
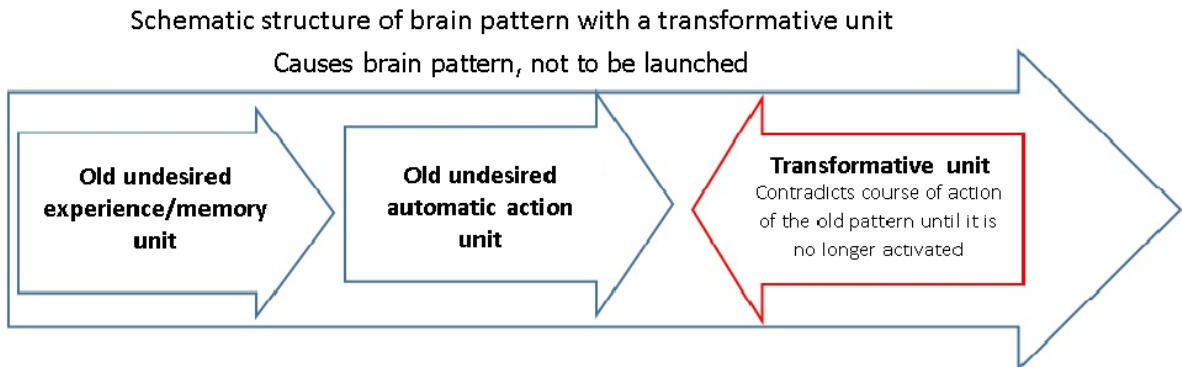
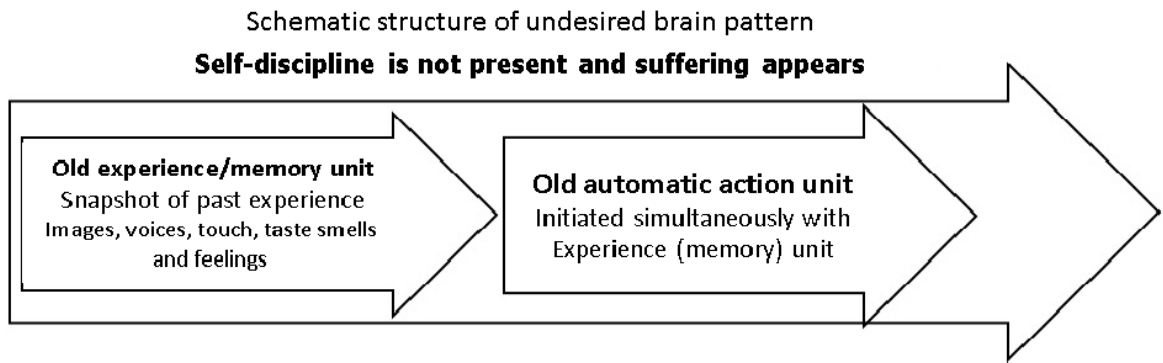
In all the examples I presented and of course everyone can identify many examples from his own life, it is clear that the treatment of the symptom, is not effective.

As an aside, we as Human beings probably are a lot more alike than different. Anyone familiar with the mathematics of chaos (Fractal) understand what is an infinite diversity of totally identical parts. This similarity cause's similar FFF reaction, to similar experiences lived by many people. This phenomenon make professionals like psychologists recognize the similarities, and assume that there is a failure which is structured and stands on its own and therefore treating the symptom rather than the root of the problem. That of course does not solve the original problem (dissonance insoluble) and cannot diminish, over time, the validity of the old paradigm and certainly not succeeded in building a new and empowering brain pattern.

### The realization

The proposed method of therapeutic work is transformative learning,

This method works on the roots of brain pattern, neutralizes the effect of the FFF reflex in old patterns, the old patterns lose their strength and begins to form a new and empowering pattern. The experienced therapist in this situation, has the possibility, in coordination with the patient, to design, the new format, so that it will be empowering and helpful.



I invite you to learn more about how you and your children can be masters in learning and gaps closing, in accommodating reality as what bit really is and give up suffering.

Please contact me on [yigalef@gmail.com](mailto:yigalef@gmail.com) and make the difference in your life and in the lives of your beloved ones.

Yigal Efrati

