THE INSIDE OUT OF AUTISM

-AND OTHER SPECTRUM LEARNING STYLES-
(Parts I and II)

AND LEARNING THROUGH PASSIONS
(See next document for this Part III)
Ins/Out Part III .pdf

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THE INSIDE OUT OF AUTISM, AND OTHER SPECTRUM LEARNING STYLES

AND LEARNING THROUGH PASSIONS

Seeing the world in a different way….

Most people have heard of Autism Spectrum Disorders, as they are the concern of so many parents, educators, health providers, and society at large. However, I assert that what we think of disorders is incorrect. I would wish that, for whatever reason you are here reading, you can open to what I hope will be a liberating new view of what is going on with these individuals in our world, the number of whom is steadily increasing.

Our interest is to try to understand the very different behaviors and abilities, and/or disabilities, that characterize the lives of so many children, autism alone now said to be 1 in every 36 children[1], and those, also, with ADD, ADHD, dyslexia and Aspserger's Syndrome. And, for all these categories, there are, additionally, the numbers of those who were former children, now young adults, and many other individuals even older.

I am using Inside/Out as the topic basis for this paper, for these words recently also titled a Disney movie of the same name, in which the inner emotional and mental processing components of a young girl's experience were illustrated as animated characters, giving the audience, young and old, a look at how we process, learn, and grow. For that reason, and *because* these spectrum individuals actually live Inside Out, this description is very applicable as we take a look at how these individuals on the ADD – autism spectrum function.

WHAT I DISCOVERED

First, a bit of background about me….

[1] Autism Innovators: Maria Rickert Hong's reference: https://www.cdc.gov/nchs/data/databriefs/db291.pdf; "Divide 1 by 36 and you get the same %."

I am a retired teacher, having taught in mainstream classrooms for many years, some before, and then again after raising our two children. My teaching career restarted in 1998, this position being in a third grade mainstream classroom in San Ramon, CA. It was earlier in that 90's decade that I had learned about something called ADD, regarding kids who couldn't seem to pay attention.

This new teaching position was now twenty years after my former classroom assignments when very little about differences or disorders was recognized or diagnosed.

As I resumed teaching again, and as the numbers, concerns, and recommended disorder treatments continued to increase from the 90's on for these differently functioning children, I just couldn't accept what the world thought was happening, or that so many children were being born, needing to be medicated. So, I began reading more, researching, as well as continuing to learn from my students.

One day I was stopped short, as I read a quote from a Dr. Castellanos, head of the NYU Child Study Center, and one of the speakers for the Frontline program, *The Medicated Child*,[2] regarding one of the difficulties for parents, and all, involved in the search for answers:

His statement:

"The idea that not all children are born perfect, is a very hard one to deal with."

And indeed, I said to myself, it is an idea that either states and accepts that many, many individuals are imperfect, or it is the driving question that compels us to look deeper. Parents are having to face this apparent imperfection more and more, and it is this assumed "imperfection" and its frequency, that made me feel we were missing what was truly happening.

Working with the students in my classroom, I always saw each student individually for who they were with their particular needs. At one point, I had a student with selective mutism, who had not spoken outside his home since preschool, yet, by December or January, I was able to get this child to speak with me and small groups of his classmates.

[2] https://www.pbs.org/wgbh/frontline/film/medicatedchild/

Of course, there are many other differences among the students of any classroom, and my inner question in my approach was how to honor each, to the best of my ability, according to their needs and how they learned, no matter what the cause.

Because of my understanding and ability to connect with these children with life and learning differences, many, many were guided to my classroom by administrators, parents and other teachers.

PART I A RIGHT/HEART BRAIN ORIENTATION

With this return to teaching, 15% or so of my mainstream class each year now had ADD, ADHD, dyslexia, Asperger's Syndrome, or autism, and it was early on in those years, that, in addition to the many difficulties these kids on the "spectrum" had, that I also saw something I had not seen or experienced before…something amazingly different about them.

This segment of my class was getting the deeper meaning of what we read and studied. They thought outside-the-box, had intuitive and insight-based perception (what I am calling connective perception), were very bright, and had an innate ability or yearning to know deeply, and to help others and the world somehow.

Instead of predominantly using the left brain, which organizes incoming information and stimuli in a sequential fashion, these individuals were aligned more with the right brain. Seeing this, and reading more about the right brain, it was affirmed that this hemisphere has particular gifts for us, which these children very strongly exhibited in a variety of combinations. I also saw that each child had their own mix of spectrum traits.

An aside here, for awhile it seemed that the word spectrum was not going to be used, and then Asperger's Syndrome became joined within the name autism, whereas I feel both "spectrum" and a differentiation for Asperger's Syndrome should continue with their descriptive meanings.

Just as there are differences in the qualities of light that we identify with our reference to the light spectrum, there ARE differences in characteristics in the

different categories referred to as being on the spectrum. ADD, ADD, dyslexia, Asperger's Syndrome, and autism, *each* have some basic characteristic differences from the other categories, while also, as I said, these qualities can show up as a mix within each individual, the individual still is mainly in one, perhaps two, of these overall groupings.

And, **differences referred to as deficits, as they are stated,** certainly gives a negative power to categories or labels. Whereas…differences seen only as that, "**differences" which accompany and empower definite gifts, are then accurate references to subtleties within individuals who are here with identifiable talents, along with sensitivities.**

Returning now to our discussion of the right brain…

This right brain orientation, and its receptive gifts, are indicated by any or all of the following; keen intelligence, a vision, a draw to, with often accentuated special abilities related to… nature, music, science, art, math, design, movement, all accompanied by a deep gut-empathic understanding of people, and of fair, and "moral" action. With this statement, I am speaking about all of the individuals on the spectrum, ADD to autism.

Further, I saw that it is the right brain that connects us spatially and inspirationally to the world and beyond, and thereby is also partially our **heart connection** as well.

Yet, importantly, while this right brain reception allows for connection, insight and great creativity, some definite difficulties also arise. And this is when I realized that, first of all, the right brain is like a satellite dish receiving wide and subtle degrees of information all at once. And, secondly, that with these kids, they do not have a left-brain filter, or information and stimuli manager, or translator, with which to filter this incoming information and stimuli, this often resulting in stimulation overload and overwhelm.

This lack of a filter also makes it very difficult for them to interact with others, for without a linear filter, it is very hard to perceive and integrate the many nuances of social communication, including both verbal and body language. Further compounding things, these individuals have very sensitive nervous systems.

So, a right brain orientation is as we have seen, and as I have basically further described, but it is also indicated by just how difficult it is for an individual to use other left brain skills such as: to adjust to a changing schedule, to organize, to listen, and to keep their attention on a subject matter.

To expect many on the spectrum to deal with linear information, easily, is as futile, and even as abusive, as putting Chinese text in front of any student, and insisting, "Don't be lazy, read this!"…unless, of course, they can read Chinese.[3]

Further, if an assignment has been engaging enough, or the child has somehow persevered to finish a homework assignment, he or she can often fail to turn it in. This is because **their minds also need a challenge**, and anything that is not a challenge, in this case, turning in the homework, is anticlimactic and boring. Because of this, and without their choice, their mind goes on screen saver.

Procrastination can also be a characteristic, for waiting until there is little time left creates a challenge and a subsequent satisfaction with completion of the task, and often, in the meantime, creative ideas are marinating.

Additionally, adding to what we have seen so far, poor small and large motor skills can also accompany a right brain orientation, often evidenced in trouble with handwriting and a lack of physical coordination.

AGREEMENT FOUND IN THE RESEARCH

As my experience with these children informed me, I also found corroborating information in my research.

One resource I came upon was the teacher textbook: *Learning Disabilities and Related Disorders: Characteristics and Teaching Strategies.*

The first page of the preface of this text states:

> This new title reflects the shifts in the field of learning disabilities. These shifts occurred with the realization that many students with learning disabilities exhibit coexisting related disorders, such as attention deficit disorder,

[3] As seen as an example in the amazing Indian movie: *Like Stars on Earth*, Netflix.

> Asperger's syndrome, nonverbal learning disabilities, and other related conditions…
>
> Learning disabilities can impede learning to talk, listen, read, write, spell, reason, recall, organize information, or achieve in mathematics. Described as a weakness among a sea of strengths, the condition of learning disabilities is especially perplexing because each individual has a unique combination of talents and characteristics, and of strengths and weaknesses. Students with learning disabilities are found in every classroom…[4]

In *Driven to Distraction,* a book about ADD and ADHD, author Dr. Hallowell describes these gifted traits that also apply to many other "learning disorders." I have joined quotes from a few pages into this summary:

> You might describe many with ADD as having a "special something," a hard-to-pin-down yet undeniable potential… In fact, there is a powerfully positive aspect to ADD, and learning disorders in general, a positive aspect that is as yet ill defined, something good… (These individuals) can be highly imaginative and empathic, closely attuned to the moods and thoughts of people around them… They also see new things or find new ways to see old things. They are not just the tuned-out of this world; they are also tuned in, often to the fresh and the new. They are often the inventors and the innovators, the movers and the doers. Good Do-Bees they may not always be, but we should be wise enough not to force them into a mold they'll never fit… If that potential can be tapped, the results can be spectacular.[5]

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[4] Janet $. Lerner "with" Frank Kline, Learning Disabilities and Related Disorders: Characteristics and Teaching Strategies (Boston: Houghton Mifflin 2006) 165 -167.

[5] Edward M. Hallowell, M.D. and John J. Ratey, M.D, Driven to Distraction (New York: Simon and Schuster 1994) 43, 36, 37, 43-44.

THIS DIFFERENT ORIENTATION IS NOT A CHOICE

How these individuals are oriented to function is not a choice for them, for **they are hard-wired to be so**, whereas those from my generation, born in the fifties and earlier, could bail out and try to fit into and hide this orientation as they lived and worked in society, while not really understanding how and why they were different, yet continuing to be so.

What we see in these individuals is very unusual and different from our current or assumed "normal" operating patterns, for we have become a world *largely governed* by the left hemisphere of our brain, perceiving, symbolizing or representing, and managing our physical and social environments from the linear, thought-driven perspective of this part of our brain.

And, education has all but left the right brain behind, although there is now an effort to regain some use of it with the program called Common Core. This comes as No Child Left Behind, and its extension, Race to the Top, formerly focused our national education attention almost entirely on the accumulation and the testing of facts, all this a huge left brain focus.

Let me say here that equally important to the right brain *is* the left brain, which is to gather data, use linear processes, etc. to be resourced from by the rest of the brain. Working together toward a connective right brain vision or inspiration, the left brain can then shape that inspiration to bring it into a useful result, an idea or solution that informs or helps others.

As an example, I can share that in a community garden in which I work, there was a need to have many raised beds built fairly quickly since temporary approaches for gardening above ground needed to be improved upon. The below ground foundation was an old parking lot. Quickly, and with incredible, minute accuracy, a team of four or five men built one very large raised bed, each with varying acute and otherwise angles, on seven or eight sequential Saturday mornings, following the direction of one special garden member with unusually gifted spatial and mathematical prowess.

We have always accepted that certain **"artist" types** have special, spatial and creative talents that are of the right brain, and that they, therefore, may not be as purely "thinking" oriented. However, with "spectrum" individuals, this right brain connection is about something else, which I would like to share with you now.

In order to do this, we first need to look at the heart, the brain, and types of knowledge.

THE HEART, BRAIN, AND TWO TYPES OF KNOWLEDGE

In recent years it has been proven that our brain and heart work in tandem. I am not speaking of merely what we might call our sentimental heart here, but of our physical heart that modern researchers are finding has a great many neural transmitters that communicate with our brain.

The Institute of HeartMath, located in Boulder Creek, CA, is a study center that has been researching the connection between the heart and the brain since 1991. In the institute's words about their research regarding the Science of the Heart:

> At the Institute of HeartMath (IHM) Research Center, we are exploring the physiological mechanisms by which the heart communicates with the brain, thereby influencing information processing, perceptions, emotions and health…
>
> We observed that the heart was acting as though it had a mind of its own and was profoundly influencing the way we perceive and respond to the world. In essence, it appeared that the heart was affecting intelligence and awareness…
>
> The answers to many of our original questions now provide a scientific basis to explain how and why the heart affects mental clarity, creativity, emotional balance and personal effectiveness. Our research and that of others indicate that the heart is far more than a simple pump.
>
> The heart is, in fact, a highly complex, self-organized information processing center with its own functional "brain" that communicates with and influences the cranial brain via the nervous system, hormonal system and other pathways. These influences profoundly affect brain function and most of the body's major organs, and ultimately determine the quality of life.[6]

We often feel our heart's participation in our lives, and now, research evidence is confirming our heart's role is indeed significant, greater even than we thought.

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[6] www.heartmath.org/research/science-of-the-heart/introduction.html:

The brain overall has millions of components, and functioning units, but for now, in a simple way to understand, and a way that works and that many use, I am going to speak of it in terms of the right and left brain, and of this heart that The Institute of HeartMath has been researching.

BASIC LEFT AND RIGHT BRAIN FUNCTIONS

The picture of a spinning female dancer graced the internet in a not so recent year[7] with the following question and information:

> Do you see the dancer turning clockwise or counter clockwise? If clockwise, then you use more of the right side of the brain and vice versa. Most of us would see the dancer turning counter clockwise (left brain) though you can try to focus and change the direction.

There was a listing also of basic right and left brain functions, which I will use, modified just a bit for clearer understanding: (in 2018, this listing gone at site)

Left Brain Functions	Right Brain Functions
uses logic	uses feeling, empathic
detail/linear oriented	big picture/visionary
fact-based	feeling/imagination-based
words as delineators	words as symbols and images
present and past	present and future
multi-discipline facts	multi-discipline principles
fact, detail comprehension	meaning-based comprehension
acknowledges	appreciates
linear perception	spatial perception
object label oriented	object function oriented
outward knowing	inward knowing
in-the-box strategies	out-of-the-box possibilities
practical	impetuous
safe	risk taking, impulsive at times
enjoys thought involvement	enjoys hands-on

[7] https://www.youtube.com/watch?v=9CEr2GfGilw
http://www.youtube.com/watch?v=XxSmOOaXrHk&feature=related new expanded content

All these brain functions are available to us all, and in the best situations, we would have a balanced use of our left and right hemispheres. Most of us do, however, have a predominant orientation toward either the right or the left brain.

As far as the brain, we use both the left and right hemispheres of our brain every day, each of us usually having of an inclination toward one hemisphere more than the other, but also having the ability to work toward more of a balance between the two.

TWO TYPES OF KNOWLEDGE

The left brain can be said to deal with Acquired or Distinctive Knowledge, that which it gains in observation and study of details about the "thingness" of objects and ideas.

In general, the left brain's operation is linear and verbal, used for analyzing and sequencing of what we can call separate pieces, that primarily being letters, numbers, thoughts and concepts. These discerned separate pieces can then be put into wholes.

Our mind's conceptualizing *EYE sees* with this delineating left brain, which shows us the *differences* that abound about us, also conceptualized in our thoughts, all this while also showing us what changes.

In contrast to this, the right brain processes information in an intuitive and simultaneous way, looking first at the whole picture, then patterns of details. The right brain, and the heart, as described earlier, are equipped to discover what is the same throughout our world, thus creating a different kind of *inner vision or seeing* of what can be **called Revealed or Connective (Discovered) Knowledge**, **made possible by the right/heart brain's connective perception/intelligence**.

This that the right/heart brain sees, as I will refer to them together, is revealed to it, and is discovered through a direct or integrative experience. In a direct experience something is known through direct perception such as seeing and learning that a tree is a tree, an animal, an animal.

Intuitive and subtle integrative knowing is also a part of this direct experience, such as realizing that a statue is not alive, and that animals are usually very much unlike humans, or some, somehow, very similar to us.

This connective knowledge is an EXPERIENCE and is retained, not forgotten.

Whereas the distinctive shaping details in what we see can vary and can be categorized as so. A Rodin sculpture is very different than one by Henry Moore. Or, what kind of tree is it, or even what kind of a Redwood is it? And of course, the similar distinctive details about animals: just how fast does the cheetah run as opposed to the lion or the gazelle?

If looked at in other disciplines by themselves…history, science, mathematics… details can be much harder to remember and soon lost if not integrated into some whole picture.

In our world, we presently, and for several hundred years, have focused primarily on Acquired/Distinctive Knowledge, measuring, evaluating, categorizing, and manipulating information, and with this, granted, have created a world of great outward, objective progress, overall bringing a better life, for not all, but many.

Our right/heart brain has been available to us, and we do use it for inspiration, appreciation, and the many other functions referred to above, but as far as a *balanced* use of this part of us, we have left the right brain behind in much of our lives, leaving its primary use to artists, dancers, and our right/heart experiences being with nature and what we call hands-on activities, gardening, wood working, etc.

This left-brain focus also sees **us** as separate objects, giving us the predominant view that we are primarily separated from each other, our focus mainly on how we are different, rather than how we are all alike.

***And yet*, in contrast to what usually preoccupies our distinguishing mind, we know that *more importantly than our differences*, all humans have similar basic unchanging needs: air, food, water, and care, these needs carrying over to all living things in general, thus making us connected in an important whole.**

It is the right/heart brain that is the great revealer, as well as interpreter of what is the same for all and what is part of a whole. It reads a different story about what is perceived through this ***connective perception*** that it has, that being an ability and intuition to perceive things that pertain to the whole of life, like health, beauty, well-being, and even basic underlying laws of life.

These connective components of life are the ***natural study through discovery*** of this right/heart brain, it also then working along with the detail oriented and integrative skills of the left brain. Given a return to the use of these aspects of our whole functioning, we can very importantly discover/remember/experience that we are not alone, but are connected to all and can contribute to the whole of things.

If we were to really attend to using our connective perception, this being our inherent inner, whole way of seeing things, our connective perception would flip us from being mainly separate perceivers, to dynamically being a part of the whole, perceiving human, plant, animal, and earth needs, and realizing our need to live according to reciprocal care, respect and harmony.

The numbers, letters and concepts of Acquired Knowledge, often just used within their own domain, pushed around looking for an objective explanation, solution, or fulfillment of some sort, could take on a whole different meaning and function when first arising from some connective whole picture.

Acquired Knowledge, integrated with the connective perception of Revealed/Connective Knowledge, both working together, would inform us of specifics we could do to fulfill needs as part of a reciprocal balance for all, and the planet. Being a part of it all, creates a sense of belonging and dedication to a greater purpose, something bigger than ourselves, which brings meaning to our lives.

This is truly being a human being, using all of the receptive knowledge of our right/heart brain, along with the abilities so very needed provided by the left brain regarding details, integration, and more, all in order to shape outcomes for the betterment of this world.

THE PRESSURES OF LIVING "INSIDE OUT"

So now, with this background, I will go into the details of an "inside out" explanation of how spectrum individuals not only process and function in a way

that we can examine, as in the Disney movie, but also to say that ***these spectrum individuals are actually living inside out***. **This is because their connective, perceptive heart, brain, and nervous system operations are those with which they *viscerally* meet this world. They live each day in wide open, connective perception/intelligence**.

Understanding this, we may choose to change our view of them. When in the presence of some who may have what we interpret as aberrant learning and social behaviors, although very often accompanied by some rather gifted abilities, our predominant response to these learning differences has been to ***see*** **what we've determined are deficits in relating to this world.** And with this, the tendency has been to try to remedy the "problems" of these individuals in order that they function more like the world. **But if you notice, this approach and our world overall is not working all that well.**

And one very tragic related indication of how our world is not working…

"MENTAL HEALTH" RELATED TO SCHOOL SHOOTINGS

I am now updating this paper in March of 2018, it largely written in 2016. This is because the issue of "MENTAL HEALTH" has come front and center in connection with *school shootings* once again, but even more loudly now. Seventeen individuals were killed at Marjory Stoneman Douglass High School in Parkland, Florida three weeks ago, and the students there, thank goodness, are not going to let the country or the world forget it!

****Once again there were many victims of this shooting, many tragic recipients of the anger from an individual who, however, was himself, the *first* tragic victim. This discourse reveals the isolation and misunderstandings that marginalize these individuals, causing their loner tendencies to magnify and manifest into loner killers. This is all part of the discussion of the real original cause for these shootings.**

My first long paper about learning differences was written in 2009, after Columbine, where shootings were perpetrated by two young men who had asserted prior to the shootings to having been bullied for years, this description indicating, most likely, that both were on the spectrum. Virginia Tech was next, and *that* young man known to have been treated for spectrum differences. Then Sandy Hook Elementary was attacked and now it has

happened in Parkland, both these shootings by individuals on the Autism spectrum. WHY??!!

Living inside out and with no stimulation and information filter, life for most differently oriented individuals, especially autistics, can feel highly invasive, causing great physical pain, frustration, anger and reaction, and clearly creating a sense of not belonging and being broken, as we label them, and others, as disabled, or having a disorder.

And, as with any of us, the pressures and evaluative estimations of us by modern life can cause us to take on deflective, protective, or coping behaviors. And, as with all, these behaviors can further complicate our responses to our environments and our interactions. We need to remember that these, which some might call ego responses, also live within spectrum learners, right along with their basic differently oriented responses.

But, going even further in addressing what we have seen in the news, when these *inherent* differences, for any on the spectrum, are not recognized and honored, and over-sensitivities are not understood and *appropriately* remedied, (these also often exacerbated by the side effects of being on an anti-depressant or other medication), further complications can come.

Secondary symptoms can be: humiliation, rejection, low self-esteem, all potentially leading to frustration and anger, then deceit, and efforts to gain self/other control, recognition, power or escape in other ways <u>including substance abuse (as self-medication) and even violence</u>.

These can all be attempts to fit in, control, retaliate for, or self-annihilate, after many experiences, suffered through many years leading up to and including high school years, of not being understood, being labeled as disabled, not fitting in, and being shunned or outright rejected.

However. I believe, with a change in understanding, we can remedy these situations, also.

A NEEDED PARADIGM SHIFT

As I have shared with you in my opening remarks, my teaching experience

and on-going observation and research led me to the conclusion that these differently functioning individuals do not have a disorder or a deficit…

but rather that the complexities of their differences contain a hidden paradigm shift that we need to understand.

This shift is that they have an important, different, hard-wired brain orientation, which is to the right brain, and also to certain functionings of the heart, all of which is a chance that has come to help balance our world to find deeper solutions for our problems.

Were these individuals to have a left-brain filter, they would not focus in their characteristic way on the right/heart brain, their connective perception, for they then would function much like the rest of the world, leaving us with our more limited and separate estimation of things and with our limited solutions. It is their strong orientation to Connective Perception and Knowledge that can point us to our belonging and to new inspirations and solutions**, *and to the understanding that we have left behind our own connective perception.***

In a predominantly left brain, linear focusing world, we have lost connection to each other and the earth, and no amount of Acquired/Distinctive figuring alone will succeed in solving our problems. The left brain by itself, negotiating and jockeying around ideas, will always fall short if we are not connected to each other and our world, while also the rest of our capabilities of the right brain…insight, inspiration, and different perceptual answers, are not resourced for the inspired and connective solutions that can come.

GREAT PEOPLE IN HISTORY

Some of the world's greatest people, those who helped us make our best strides forward, came from deep inspiration, thinking beyond and outside the accepted norms, using perception and research abilities not found in the left brain alone, all in order to make a huge artistic, scientific, or societal contribution toward a more aware and caring world. As most people know, Einstein was dyslexic, but there are so many, many others. And most were considered slow, disabled, or retarded in some way.

In *Driven to Distraction*, quoted earlier, Dr. Hallowell reports evaluations made about several individuals who achieved greatness after performing terribly in school due to undiagnosed "learning disabilities,"[8] that is, they being not skilled with left brain focus, as most others, but instead oriented to their heart and right brain receptivity. Here naming just a few:

Mozart: distractible, impatient; innovative, creative
Einstein, Poe, Shaw, Dali…these, expelled from school
Edison: at the bottom of his class, mentally defective
Lincoln, and Henry Ford…both considered having "no promise"

The textbook also quoted earlier, *Learning Disabilities and Related Disorders*, also cites many great people who have excelled despite apparent left-brain "learning disorders."[9]

Nelson Rockefeller: severe dyslexia
Charles Schwab: reading problems
Auguste Rodin: "uneducable"
Woodrow Wilson: a non-reader until age eleven;
Albert Einstein: persistent language (reading, writing) problems throughout his life. Einstein stated that he rarely thought in words; it was only after a visual understanding came that he tried to express it in words. Temple Grandin (will discuss later) also thinks in pictures.

Instead of predominantly left-brain skills and approaches, these individuals relied on their right/heart brain gifts of insight, along with left-brain shaping, and found their own successful ways to express and excel.

A BRIEF LOOK AT ADD, ADHD, DYSLEXIA, AND ASPERGER'S SYNDROME

While my main focus in this presentation is about autism, I would like to talk just briefly first about the other spectrum difference categories, without a full description of all their varied qualities. I'll do this by sharing a few stories about these individuals, all of whom exhibit many of the qualities of this right/heart brain

[8] Hallowell: 44.
[9] Lerner: 3 - 4

Connective Perception/Intelligence orientation, with some main category distinctions.

It is important to remember that all of these different learners will have their own particular mix of larger or more subtle spectrum characteristics.

ADD individuals are said to have attention Deficit Disorder, whereas **I have renamed ADD as "Attention Differently Directed."** When a student with ADD sits in class listening to what can be primarily linear instruction or directions, they receive it unfiltered and can feel overwhelmed. These individuals then turn away from the input, looking away, out the window or turn to conversing with a friend.

Thus *when they are supposed to be attentive and quiet*, they can be seemingly daydreaming, or distracted into talking, especially if they sense a friend needs some help, or even needs to be warned, "You're supposed to be paying attention." !

ADD individuals can have many of the spectrum differences, and fit the overall descriptions of very bright, thinking outside the box, needing a challenge, drawn to nature, music, or some deeper interest, as well as having some linear skills difficulties.

These kids are very gut-empathic regarding others, especially anyone who is an underdog, and they love to collect little critters at recess, for example, rather than playing a competitive team sport. They can generously share the critters with some of the other kids, who might then go ahead and step on them, breaking the hearts and trust of those who gave. This example and these other stories come from my experiences with my students.

Characteristically, it is the depth of intuitive, beyond-their-age knowings and gut-empathy that signals a right brain orientation, for it is the right/heart brain that joins us to a broader perceptual knowledge and also to others in deep connection.

A story I would like to tell is of a very sweet and cooperative young man, again a third grader I had, who could ***not*** pay attention, no matter what I tried, me not knowing then as much as I do now, while he, also, and his parents, were looking hard for a solution. This very difficult situation continued on for him as he moved to 4th and 5th grades, as I followed his progress.

One day, as I was working late in my classroom after school, it being a time of playground free activity for those kids in the after school daycare program, I heard this amazing trumpet playing, like there was an actual virtuoso outside on the playground. I looked out, and to my amazement and great, great pleasure, I saw it was this young man of whom I have just spoken.

Knowing he and his family continued to be troubled with his academic performance, I called him over and said, "Do not worry about yourself; just do the best you can, for your life is going to be about your music." Many years later, I randomly met the music teacher he had had in high school. This teacher also saw his giftedness, and relayed to me that this young musician had invented, I'm not sure what it would be called, but maybe like an instrumental lick, or some amazing technique, that had never been known before.

Moving on….

ADHD individuals can share some of the same qualities as ADD, and they often need to move, for movement for the ADHD individual could be enhancing their ability to attune to their inspiration, or the learning at hand, and/or to "shake off" the over stimulation of linear input in general.

Many ADD and ADHD individuals are known to work better doing two things at once…the second, self-directing activity allowing them to focus more on the first. Examples would be: needing background noise, such as music or TV, in order to focus on homework, and drawing or doodling in class in order to pay better attention to lectures. Moving could also be an anti-boredom measure, stimulating the brain with movement at times when linear input could be overwhelming or boring, causing their brain to attend elsewhere, or to go on "pause."

Needing music as an insulator, and/or stimulator, in order to focus on an interest or passion was seen recently in **the film, *The Big Short*, about Michael Burry**, an Asperger's individual who bet against wall street's huge bubble in the subprime-mortgage bond market, winning big for himself and his clients. In the movie, we saw him drumming with headphones on, surrounded by the din of very loud music, as he had before, and continued, to integrate and explain to others his accurate and successful analysis of the financial crash as it was happening, and as he had understood it all prior to the actual crash events.

Dyslexics are three dimensional thinkers, that is many can think in pictures and are very spatially oriented. And, although having letter reversals and other major

spelling difficulties, enigmatically, many are drawn to creative writing and can excel at this, given the right support.

A very famous dyslexic screen writer named Stephen Cannell[10] had a successful early personal strategy: he dropped any college class out of a list of seven he had signed up for whose teacher would not support his writing because of poor spelling. Interesting also is his statement, "My writing is a right brain activity, for it is something that comes out of nothing." His support for his, also, dyslexic children was to advance them through high school with tutors or whatever needed, as a means to get them on the road to their true passions.

As I mentioned, Albert Einstein was also dyslexic. He had painted his front door red so he could find his house, due to trouble reading numbers, and way beyond this, he envisioned sitting on a light beam and thereby understood the principles of what was to be $E= MC^2$. Not linearly number-talented, Einstein's brother helped him write his findings in the actual equation form.

And, I met a young man in a paint store who could "see" the underlying variety of mixed colors that made up any one paint sample. On a hunch and out of the blue, early on in my experience with all of this, I asked him: "Are you dyslexic?" And, sure enough, he was.

Another story I would like share is about a student who was both ADD and dyslexic. This young man loved to cartoon, and would spend stolen moments doing so in class when he should have been attending to other academic priorities. I found that allowing him time to cartoon, before, and also as part of a project, or as a reward for finishing the other tasks, he would do much better.

The 4th grade teacher after me had also taught the gifted kids, and when this boy landed in her general education 4th grade class, she maximized his academic achievements by supporting his cartooning gifts, even more than I had.

Come 5th grade for him, and as I would stand yard duty on the playground, I suddenly saw him, very uncharacteristically reclusive from all the kids, and most of the time, almost frantically striding, alone, around and around the perimeter of the playground. I enquired as to what had changed, and was told that the approach

[10] "Interview with Stephen J. Cannell," Dyslexia E-Newsletter for Bright Solutions for Dyslexia, Fall 2007 http://www.brightsolutions.us

in 5th grade was that he was too old to be spending time on cartooning. (Sponge Bob creator, also dyslexic).

Asperger's Syndrome individuals are very sensitive and, like others on the spectrum in varying degrees, need predictable schedules which insulate them from sudden change.

Those with Asperger's, along with other characteristics, have an expansive ability in relation to taking in knowledge, especially of a higher, or more in-depth level, particularly in accordance with a special interest, or arena of knowledge. They then, can also be very talented at putting this information into use. It is additionally true that they often rather insist on doing things "their way," and resist being "put in a box."

I've already mentioned Michael Burry, almost literally the only man willing and able to read all the complicated language of the many bank mortgage loan agreements that proliferated and led to the demise of the economy in 2008. Burry had predicted and bet upon this demise, helping his stock market investor clients, for his knowledge of the faulty loan agreements made the crash certain to him.

Burry's Asperger's abilities enabled him to do and know all this. Those clients who stuck with his advice made a gain of 489.34 % as the market crumbled, whereas the S&P 500 returned just a bit more than 2 %.[11]

And another poignant example of Asperger's Syndrome:

One of my third graders with Asperger's had many qualities, both the gifted, and also the more difficult. He was an avid reader of adventure and inspiring books, but when it came to his writing skills for the district year-end test on expository writing, which we had worked toward all year long, he tediously, and with great effort, followed the structure he had learned for writing a multi-paragraph expository composition, struggling with basic words, misspelling many, remembering some periods and capitals, while forgetting others, etc.

However, there in the middle of it all, his accelerated ability to take in words, and meaning, in deep literary engagement, along with his empathic connection to the story's underdog, all suddenly flooded forth: **"Annie's heart blossomed like a**

[11] Michael Lewis, *Betting on the Blind Side*, excerpt, Vanity Fair, April 2010, 24 Jan. 2011 http://www.vanityfair.com/business/features/2010/04/wall-street--excerpt-201004

lotus flower in the spring." (The original story theme was about self-assurance, and this writer was thrilled Annie had succeeded against the apparent odds.)

Autism: One of our earliest public exposures regarding learning and processing differences was in the movie, "Rain Man," which was about the life of Kim Peek, and about whom I will share more later.

There is so much to share and to say about all of these individuals, with many, many stories to tell, but, there can be other times for that.

However, all these types of learners I have mentioned here, need to be understood and supported, and there are many, many approaches for each individual and in these general categories of individuals, that can help them make a connection to family, school, and their career or service in this world.

Part II FOCUSING ON AUTISM

Now, how to support the gifts and address these difficulties of all these individuals, of course, becomes our major focus, particularly in the enigmatic realm of autism.

***And, what I am to share about the potential different abilities of these learners, *can apply to all of education in general, as well.* We must change our approach in education, for nearly all children start out in right/heart and left brain balance.**

My "inside out" look proposes how spectrum children function, and the main part of this, *I will restate, is that the way they function is due to their actually living inside out*. Their most sensitive and receptive brain and heart operations are those with which they meet this world, for they live each day in connective intelligence.

DEALING WITH HEIGHTENED AND GIFTED SENSITIVITES (including a start of the discussion regarding vaccinations)

Most autistic children evidence interest and behavioral differences early on, like focusing on door hinges, on light and shadows, on patterns, lining things up orderly, physically fitting their bodies into small spaces, flapping their hands or

having other repetitive, or what are called stimming actions, like spinning around, or repeating words or phrases (Rain Man's, "Who's on first"…repetitive statements in new situations).

Many of these autistic children can make perhaps less than normal, but some amount of the usual baby/young child emotional eye and body connections with family. This can then, very painfully to families, greatly diminish at about age 2 or 2 ½, the child turning inward even more, seeming lost to the world, and absorbed fully in some away place or behavior.

The big question and issue remains for some as to whether ***vaccinations***, administered in prior months to this new, more reclusive behavior, are the "cause of autism." The recent research continues to find no concrete and verifiable evidence of this**.**

I do not know the answer. However, what I do see is that these children, and the others on the spectrum, born with a right/heart brain orientation and its connective perception, are living openly, without a filter, while also having very sensitive nervous systems, **<u>which could be affected by vaccinations.</u>**

Autistic children can be very sensitive to sounds, colors, rapid movement, abrupt change, and stimuli and information overload. The now famous and autistic, Temple Grandin, famous due to her books, her continuing life contributions, and the movie about her life: *Temple Grandin, Different, But Not Less*, has said in the case of some sensitivities that they can be as intense as a dentist's drill hitting a nerve, like sandpaper on extremely sensitive skin, or perhaps fingernails on a chalkboard. Remember our original picture of the satellite dish, and these receptively open individuals.

If you are unfamiliar with the life of Temple Grandin, let me give you a thumbnail sketch. She, now 70 years old in 2018, was one of the first, with whom we are familiar, to be diagnosed with autism. I will add more details as I go forward, but with Temple's then very negative autistic diagnosis, and as autistic parents do, her mother went all out to find solutions for her.

Very sensitive to life, and by the way, living before the large number of vaccinations that are now given, Temple had any number of the typical autistic behaviors, but also, as is the case most often, was obviously very intelligent.

Here is a beautiful quote on the back of her book: *Emergence*,[12] Temple's autobiography of her early life:

> Temple Grandin longed for affection but feared human contact. Unable to experience reality as other children could, she was quick to anger, easily over-stimulated, and isolated. Facing ceaseless waves of terrifying nerve attacks, she was a child heading into a dark abyss of autism. But within her lonely world, Temple harbored a creativity, intelligence, and yearning for self-expression that refused to die.

Temple's greatest advocate, her mother, made every effort to support her daughter, helping her build her skills to connect to the world, (which I will describe more later), also finding her an alternative high school to attend. There, Temple was mentored and highly inspired by a kind and perceptive science teacher. Dr. Karlock, who had formerly worked at NASA, **focused Temple's attention on challenges and experiments to solve**, these inviting her to use her natural thinking in pictures and pattern finding abilities, which enabled her to excel.

Highly sensitive to change and stimulation, and subject to frantic meltdowns, as the book cover and inside story described, Temple was having such a meltdown while staying at her aunt's cattle ranch. Temple begged her aunt to put her in the cattle squeeze, used for inoculating. Temple had seen that the cattle were not just restrained by this method, but were also greatly calmed.

When her worried and frenzied aunt finally relented, putting her niece in this restraint, Temple's highly provoked sensory alarm system quieted, much like when we swaddle a baby. Subsequently building four such squeeze machines for herself, Temple found that in this self-enhanced calm she could understand things she had not been able to before, such as her mother's love for her, and, in this calm and quiet, she saw new solutions for her life's problems and even the world's challenges.

Going through new doors, this once literally frightening to Temple, soon became her symbolic, physical, and emotional way forward, leading eventually to her graduating college, and later getting her Ph.D. Along the way, using her intuitive awareness of stresses for cattle and their preferred style of movement as a herd, she

[12] Temple Grandin, PhD and Margaret M. Scariano,, Emergence: Labeled Autistic (New York: Warner Books, 1986).

designed new systems for their handling before slaughter, revolutionizing the industry, winning over old, inhumane ways of thinking and practice.

"Temple Grandin, living with autism, revolutionized livestock handling by using her ability ***to see the world in a different way*** to develop a deeper understanding of animal behavior."[13]

So, from Temple and through other experiences, it is known that with intense stimulation overload, the use of compression on the individual's body, as Temple did with her own squeeze machines, and as others do in a variety of other ways, helps to calm these individuals and even afterwards can open them to greater learning and often easier interactive experiences. This, along with many other helpful understanding and approaches, can honor these individuals for who they are and how they function.

With this knowledge from her own experience, and in working with others, Temple Grandin has also become a world-wide lecturer on autism.

VACCINATIONS, REACTIONS TO CHEMICALS, AND FOOD ALLERGIES

In addition to sensory overload for autistics, other sensitivities are also to chemicals and foods, autistics being **like canaries in a coal mine**.

Being born with a right/heart brain orientation, and its characteristics, can account for those symptomatic early signs of focusing and ordering/patterning behaviors of what we call autism, *even before the vaccinations come later*. And, if these signs do appear early, then this might be an important indication that this very sensitive, and behaviorly-different individual would do better with vaccinations administered in two groups, until we know more.

Chemicals and food allergies can create an ***uninvited*** **shutdown** of an autistic's interactive abilities. Food allergies for some are to gluten, casein, products containing dairy, and other things that cause inflammation, which interfere with their system, inhibiting their *ability* to interact with those around them.

[13] http://www.ashoka.org/fellow/temple-grandin

With great sensitivities, autistics can react as others do who just have sensitive systems, without being autistic. SPD or Sensory Processing Disorder, is said to describe neurological disorders due to "toxicity," gut dysbiosis, immune dysregualtion, nutritional deficiencies, inflammation and hormonal imbalances."[14]

If your child is highly prone to illnesses, perhaps also having asthma, or other conditions, and is greatly inhibited in many ways, you might want to look more into all of this. For a very in-depth discussion of these things, take a look at the book just referred to: *Almost Autism, Recovering Children form Sensory Processing Disorder*, by Maria Rickert Hong, as well as other resources.

THEIR UNUSUAL BEHAVIORS, INNER JOURNEY, AND GIFTS

Going on, but remembering this possible chemical impact of vaccinations on these kids that seem the most sensitive on the differences spectrum**, I have long thought that these autistic individuals, co-relatedly, could also have an even more *profound* connective perception and discovery ability than others.**

Thinking outside the box as to what possibly could be going on with their very unusual behaviors, I came to the conclusion that these individuals are up to something else with their perception, which is ***enabled and enhanced*** **by their different and unusual behaviors.**

I have asserted, and it is now being corroborated that their deep fixations, or unusual fixations, and repetitive, stimming body movements, including repeated phrases or soundings, are all to shut out the world's over-simulation in order to feel more insulated and calm, but also to enter that quiet in order to delve deeply into what they want to focus upon…their inherent explorations.

As Temple described, some of her early stimming behaviors, such as flapping her hands, and loving to spin around, which act as sensory insulators and focusers,

[14] Maria Rickert Hong, CHHC, AADP, Almost Autism, Recovering Children from Sensory Processing Disorder, (Westport, CN: Maria Rickert Hong 2014) 5.

allowed her, and allows other individuals, to access their inner protected calm and quiet, and their connective perception.

The lining up toys, fascination with shadows and light, along with, for example, the ability to memorize and recite long portions of songs, commercials, license plate numbers, or whatever, even before having real speech as a habit, are actions, abilities, or tendencies related to the connective right brain.

The right brain explores and discovers patterns and relationships, and, at times, is like a replicating film, allowing for easy memorization, sometimes even acting like photo film from which some can later read, as Temple can, while others, savant-like, can capture the picture, but then also integrate and process all of the received information into their knowledge bank. (Rain Man, Kim Peek).

Having this different perception, autistics, since birth, are equipped to explore, even research, ***subtle laws of relationship,*** including having a penchant for scientific terms and disciplines. Jenny McCarthy, who very passionately spoke of her personal experiences with her autistic son, shared that when she asked him to say door, he said rectangle, and when asked to say stop sign, he said octagon. This when he was three years old[15], and he not verbalizing the words door or stop sign.

Another three-year-old, when refusing to part with a highly technical college-level astronomy textbook he had come across on the floor at Barnes and Noble, which thus was bought, proceeded to drag it around for a couple of years until it fell apart. This young star enthusiast, named Jake Barnett, diagnosed with autism at two years old, not many years after, was taking university classes at age eight.

It turned out Jake is a math and science genius, and his story is a fascinating one which you may have seen on 60 Minutes[16]

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[15] Jenny McCarthy, Louder Than Words: A Mother's Journey in Healing Autism (New York: Dutton, 2007) 121.

[16] www.youtube.com/watch?v=yBPiY0bKoks, or you may have seen his Ted Talk: "*Forget What You Know*" (www.youtube.com/watch?v=Uq-FOOQ1TpE).

Jake's story is unique because he does have an amazingly high IQ, but his everyday autism life, and his daily challenges, fully chronicled in the book by his mother, called ***The Spark***,[17] can help us see things more clearly.

Formerly, I read that Jake, now 19 years old, I believe, was researching Loop Quantum Gravity and Quantum Foundations at the Perimeter Institute for Advanced Theoretical Physics in Waterloo, Canada, as a doctoral student, perhaps now having already received his Ph.D.

After recently studying with the research team at OIST (Okinawa Institute of Science and Technology), it is said Jake has returned to his study at the Perimeter Institute (Google it, fascinating). Jake's work in these accelerated academic years, has related to his initial fascination with light and shadow as a mere three-month-old baby.

In regard to this apparent reclusive and particularly deep inner journey that autism individuals can take, since birth, and soon even deeper around two years old, Katherine Barnett says about Jake:

> When we thought he had just been staring at the shadows on the wall, Jake had been making real scientific discoveries…My beloved boy hadn't been missing after all. He'd just been working.[18]

Jake remarks**: "Children with autism are not missing. Instead they are off making discoveries."[19]**

This inner journey is natural to autistic individuals, but remember, it can also be intensified by their sensitive nervous system's reaction to chemicals and foods.

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[17] Kristine Barnett, The Spark: A Mother's Story of Nurturing Genius (New York: Random House, 2013).
[18] K Barnett: 94.
[19] Barnett, Jacob. www.jacobbarnett.com/. n.p., n.d., Web. 10 June 2015; Barnett, Katherine. the-art-of-autism.com, n.p., n.d., Web. 2 March 2018.

SO, WHAT IS AUTISM?

So, after all this, *what is autism*, with its intensified spectrum characteristics, of both gifts and difficulties? To me autism is a connective perception orientation that exhibits a natural inner inclination to explore life's patterns and relationships, this sometimes being cause for hand flapping jubilation, as well as other stimming behaviors to quiet the outer world in order to explore inwardly.

And yet, also, *being the sensitive canaries in the coal mine*, an autism orientation can give rise to intense physical reactions to outside influences…chemicals, foods, stimulations, and also, which we need to add here, the world's pressuring misunderstanding of them, all of which greatly contributes to their strong reactions, health complications, and very often a sense of fear, and a greatly diminished sense of self-worth.

*****Because of the evidence of their varying, heightened, perceptive and gut-empathic abilities and interests, I feel strongly that we have been misunderstanding and misdiagnosing very intelligent and giftedly perceptive individuals.***

To see a mirror example of just such an "autistic" experience of the quiet, calm, and inspiring inner experience of the right brain, while also, at times, the pain from invasive stimulation coming into this unfiltered right brain orientation, watch the moving TED Talk by Jill Bolte Taylor about her left-brain stroke, which she calls her ***Stroke of Insight***.[20] She vividly experienced the opposing gifts and difficulties of a purely right brain orientation, but came to this overall conclusion:

> "I believe the more time we spend choosing to run the deep, inner peace circuitry of our right hemisphere, the more peace we will project into the world, and the more peaceful our planet will be."

[20] "Jill Bolte Taylor: http://www.kidneynotes.com/2008/03/

THE EFFECTIVENSS OF THERAPIES AND SPECIAL DIETS

Many therapies and special diets are out there that can help normalize the lives of autistics, and it is said that it is best to try these before a child is five years old. Hours spent every week with speech, occupational, physical and/or developmental therapists, as well as ABA (Applied Behavioral Analysis) work, some preferring a therapy called Floortime to ABA, can all be helpful. Yet, it is also known that they can help some, or many, while some others not at all.

(As parents and teachers, be sure to read the last portion of this writing which covers the effect of amplifying inherent passions, for integrated skills of all kinds.)

What seems to be true, and is also Temple Grandin's advice, is that if a child is going along well enough with a type of therapy, it can be helpful. However, if they are resisting or are repelled, and are not thriving with this work, it is better not to engage them in that activity.

****These therapies *can also* be the hope to "recover" a child from autism**, and certainly, anything that can remedy their sensitive physical and emotional reaction to whatever interferes with or aggravates their natural way of existing, and/or **kindly enhances their learning and interactive skills, I believe should be tried.**

I am seeing any number of very good teaching and therapeutic approaches that are offering exactly that, very important supportive work that hopefully frees them from agitations and limitations, leaving them, thus, as who they giftedly are.

****However, I do not believe we should be looking for a *recovery* from autism, or from the other so called disorders, since these are essentially a different orientation. Spectrum differences, including autism, I believe, are about changes that have arrived in brain functioning at a time when humanity must return to connection perception/intelligence to help solve our world problems**.

The left brain, when you come down to it, could be called the wheels of our doership, whereas the right/heart brain is the engine, or power, this being the context of inspirations, values for good, and the answers that are needed to direct our meaningful actions.

SUPPORTIVE MEASURES

-Autism individuals, and others on the spectrum, are all helped if they can be taught **basic social skills**, giving them tools that connect them to others around them. These can be called **bridging skills**.

Temple Grandin's mother made sure that Temple, raised in the 1950's, had interactive and coping skills with which to meet the world. These included activities like walking to the post office to post a letter, playing cooperative board games with others, and having good manners including a polite greeting with which to meet others, Temple's being, "Hello, my name is Temple Grandin. How do you do?" which she emphatically repeated with every new meeting. (It is said, part of Kim Peek's repeated greeting contained, "Hello. You are beautiful!")

We saw bridging skills in the movie *The Imitation Game,* if you saw it, when Alan Turing, an Asperger's individual who created a machine to decode German attack codes, was directed by a co-worker to befriend rather than shut out his team members. The young adult Turing started by bringing them all an orange after the next lunch, which began to mend a former rift between them, helping Turing's work to continue faster. (Asperger's in some ways is closely related to autism, but I believe it should remain its own category, for the differences from autism are significant).

I am in part using Temple Grandin's and Turing's lives as examples, even though there are so many other stories out there, because *their* life stories are chronicled for us, Temple's available in the movie about her life, *Temple Grandin, Different But Not Less*. In the movie*,* we can see, in detail, her spiral of success that resulted from her orientation and abilities and the supportive measures of others in her life.

-As mentioned before, **we must reduce the pressures** of our expectations for these individuals, **and stop negatively labeling them as having disorders and deficits**, for all this represses their sense of self-worth and their inner natural workings, making them feel broken, hugely fearful, and tense. How well do *we* learn and perform when we are hugely fearful, and how would we act with others? Kim Peek was much more at ease, even with large crowds, once he had gained renown from the movie about him, Rain Man. Belonging brings wondrous results.

Dr. Meg Fields, living in the East Bay of the San Francisco area, has run two-week long camps for Asperger's individuals in Tahoe.[21] She shares that once they are there and settled, they soon are learning things that have been hard to learn before, riding a bike, interacting more, packing a backpack for a two or three-night away hike, skills they were not able to acquire due to outside expectations and pressures in their everyday living.

-We must **be like horse whisperers**, just as sensitive as we are/were with infants, assessing and fulfilling their every day and changing needs. As with a seed, we need to nurture, watch, and support what allows them to thrive. (Kristine Barnett started her own PreK program in her home for small groups of autistics. More about her later in this paper).

-Other Supports: meditation, being around animals, horses in particular…

-END for PARTS I and II-

Be sure, now, to read the last portion of this writing which covers the effect of amplifying inherent passions, for integrated skills of all kinds.

For ease of access and reading, I have separated this one long original document into two parts. **Please read now the important further information** that can **help all individuals** to use the brain in the most supportive fashion for both Connective and Distinctive intelligences developing together in an optimal way**, this bringing great answers and approaches for those on the ADD - Austism Spectrum.**

Inside Document: Insd/Out Part III PDF

PART III PASSIONS: THE BRAIN IS A DISCOVERY MACHINE

With these section titles:

-Our Amazing Brain
-Embracing and Honoring Passions, Other Skills Can Follow

[21] https://aspennetwork.net/megs-vision/

-Following Passions Can Bring A Reduction In Sensitivities and Draws Others Into the Harmony of A Greater Knowledge
-The Brain's Response to Magnified Passion Immersion !!
-An Uncommon Understanding of the Brain
-Essential, Healthy Outer Immersions
-Seeing the World In A Different Way
-An Embrace and Increased Appreciation for Where We Began, As We Return

There, in conclusion:

Connection and belonging afford us the aptitudes and abilities for inspiration, beauty, inclusion, care, meaning, generosity, joy, and the ability to bring forth well-being solutions for all.

Thank you!

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