

BELONGING IS THE WAY TO PEACE FOR ALL

AND SUPPORTS OUR **FULL** HEART/BRAIN DEVELOPMENT

(Part of this paper addresses the tragedy of school shootings.)*

Responding to the general question for our educational system, “How can we create greater peace in our schools?” I have written the following piece.

I am a former teacher, now educational consultant, and know **that true peace and fulfillment in schools and beyond comes through BELONGING, a state which fulfilled, I will explain, *also becomes an actual life force* for the full development of the brain. This belonging arises as we honor all for who they are in our educational approach and in our everyday world interactions, accepting and working to understand each other.**

My doorway to honoring others first truly started when, as a teacher, I saw the giftedness of **those with ADD - autism learning differences** (ADD, Attention Deficit Disorder; ADHD, Attention Deficit Hyperactive Disorder; dyslexia; Asperger’s Syndrome; and autism). Working with these individuals for ten years as a third grade teacher, I realized early on they are **predominantly right-brained, heart-centered individuals trying to survive in a left-brain driven world.**

These students are differently oriented to this primarily right-brain functioning, hard-wired as such, and are here to help balance our world. I have renamed ADD as **Attention Differently Directed** rather than the wording which has mistakenly determined they have an Attention Deficit Disorder.

This orientation to the broad, open satellite dish nature of the right brain affords these individuals (and all of us, if used), deep intuitive and perceptive intelligences with which to receive and know from the realm of life’s principles and patterns for the well-being of all. I consider that our receptive intelligence is to the open realm of what Quantum Physics refers to in part as the Quantum Field Theory¹ of available connective knowledge; and in this way, we are open to a unified field.

Animals have instincts, but humanity, having only sucking and grasping as our two instincts, has been given this open receptive intelligence in order to receive and integrate information to keep our world in harmonious balance.

However, our world has been diverted and distracted into using primarily only **the left brain**, with its focus on linear numbers and letters, which used by themselves create separation and hierarchies of thinking and operations. These are often evaluative judgments that separate things into categories of greater and lesser value and power.

This left-brain focus sees us as separate objects also, often giving us the predominant view that we are primarily separated into categories of right or wrong, friend or foe, or also of greater or lesser value, **our focus mainly on how we are different rather than how we are all alike.**

The left brain's ability to discern differences in details and values, to sequence, categorize, etc., is very helpful and necessary when used for shaping the connective and *belonging* inspirations that are discovered, intuited, and known from the right brain.

But by themselves, the left brain's use and reuse of this linear information leaves us entirely in-the-box, we rarely venturing beyond where real inspired knowledge gives vision and impetus for solving the problems of disconnection that our societies' left-brain over-focus has multiplied. When our heart/right brain connective knowledge is applied, shaped by the left brain, the world will be brought into greater harmony.

Very important to remember additionally, is the paramount need for *nurturing and loving each individual as they are early on*, because this nurturing is the supreme catalyst of greatest importance that allows for our brain's natural, full development into its ability to explore and respond to life with the full benefits of both our connective and shaping intelligences.

It is only with *nurturing* that each heart and brain evolves through each developmental stage, into the *multi-intelligent*, creative, compassionate and problem-solving human we are equipped to be for the greater good. This would include that great percentage of the brain we are told we don't use.

This paramount important nurtured heart and brain development is explained in the work of **Joseph Chilton Pearce** (1926-2016), his last publication being *The Heart-Mind Matrix, How the Heart Can Teach the Brain New Ways to Think.*² and the work of many others, including The Institute of HeartMath in Boulder Creek, California, support these findings.

These two research sources bring forth the information that the physical heart, (not our usual sentimental understanding of the heart), and its intelligence

influences the way we perceive and respond to the world... affecting our mental clarity, creativity, emotional balance and personal effectiveness... in short, ultimately determining the quality of our lives.³

My experience of the power of acceptance and belonging was also supported by my classroom use of the work of Stephen Covey, the author of *The 7 Habits of Highly Effective People*.⁴ Covey taught, “Seek first to understand,” “Fill each others’ emotional bank accounts,” and “Agree to disagree,” and more.

The students in my class responded enthusiastically and deeply to Covey’s inspired principles, and indeed came to use these approaches with each those in class and with others in their outside lives. There are many more current programs out there that have added to this wealth of invaluable guidance.

Some of those I refer to as the individuals on the ADD-autism spectrum are now referred to as having Autism Spectrum Disorder. Regardless of what I feel has become a less precise naming and articulation of some learning differences, ***all on this spectrum lack a left-brain filter*** with which to take in and sequence linear and sensory information. With no filter and also ***having a very sensitive nervous system***, these individuals are easily overwhelmed by information and/or sensory overload, and also chemical toxicity.

These differences not understood by others, are added to by the fact that these students tend to be ***more ‘reclusive’ or more at ease in small groups*** with those more like them, or with those who are accepting. Why?

These students are shy or deterred from communication in larger groups because, lacking that left-brain filter, they also have great difficulty with the linearity of language, with comprehending the nuances of idioms and other wordings, and have added trouble reading the subtle messages of body language used by others in everyday communication. This makes it very uncomfortable and even frightening for them to try and socialize in what others see as normal conversations.

***Therefore, most often ADD-autism individuals** are not met with acceptance and belonging, but **are seen as loners with learning problems, not differences,** these limiting perceptions adding to the already great personal diminishment and failure they feel due to these labels of deficits and disorders. **This makes them the first victims of what then can even lead to horrific school shootings and the victimization of others.**

From my paper written in 2009, updated again now in 2018:

When these learning differences are not recognized and honored early on, after years of being misunderstood and shunned, secondary symptoms can arise: low self-esteem, frustration, anger, deceit, and efforts to gain self/other control, acknowledgement, power, or escape in other ways including substance abuse and even great violence towards others and self (such as at Columbine, Virginia Tech, Sandy Hook, and now Parkland). These are all attempts to fit in, control, retaliate for, or totally self-annihilate after many experiences of not fitting in and feeling very painfully mistreated.

There is now more talk of *what are the signs* that will alert us to their troubles, as the “**mental illness**” of shooters is being considered more intently. However, if we wait until they are old enough that we recognize the signs when they are on the absolute edge, we are far too late. The system has then already abused and lost them.

We must understand what we do not see, or incorrectly perceive about them early on, for some of their behaviors, misunderstood, are the very reason that they become exactly what our fears project on them, ‘loners with problems,’ who then retaliate, as we mislabel and marginalize them from the very beginning.

But, by honoring these individuals for the differences they have, the accommodations they need, and the contributions they are here to **make as well as doing so with all others for their learning and/or living styles, a sense of BELONGING AND PEACE can land for all.**

When each and every individual in our educational approach is *allowed* exploration and personal integration of what is desired, discerned, and learned, they then are free and guided to discover their unique drives and passion, and for each, their personal expression of contribution.

This altogether becomes the deep sense of *belonging*, a life phenomenon that naturally empowers us to live to our fullest intelligence and caring for each other and our world, for belonging comes from the fullness of ourselves in life-supportive relationship with what surrounds us. **This is how we are integrally equipped to be an important part of the balance of nature.**

And it is important to know that **PASSIONS** *are our heart's life directive and the brain's natural path*, and when supported and nurtured, will bring forth the inspirations we each can individually share with our world.

Following individual-inspired passions will bring forth a world with the peace of connection, the belonging in community, and sharing by giving and receiving. The powerful focus of technology, now in nearly every person's hands, would not just be on products or acquisition, but on addressing the needs of people and this planet, ending violence through recognized **belonging**, and **deeply celebrating the realization that indeed we are all one.**

NOTES

¹ Wikipedia, "Quantum Field Theory," last edit 12 October 2018, accessed 16 October 2018, https://en.wikipedia.org/wiki/Quantum_field_theory.

² Joseph Chilton Pearce, *The Heart-Mind Matrix, How the Heart Can Teach the Mind New Ways to Think* (Rochester, Vermont 2010, 2012), 15-18.

³ Older 2006 reference incorporated here: An Overview of Research Conducted by the HeartMath Institute, *Science of the Heart: Vol. 1 (1993-2001)*, "Exploring the Role of the Heart in Human Performance," accessed 18 November 2011, <https://www.heartmath.org/resources/downloads/science-of-the-heart/>.

⁴Stephen R. Covey, *The 7 Habits of Highly Effective People*, (New York, 1989).

