

The Accelerative Learning Companion for College Students

Mind-Body Techniques to Make Your Learning Easier and Faster

Jose M. Baltazar, Ph.D.

THE CONCEPTS AND TECHNIQUES IN THIS BOOK CAN BE WORTH THOUSANDS OF DOLLARS TO THE READER. THEY COULD GIVE THE READER THE EDGE NECESSARY TO GRADUATE, PASS COLLEGE AND PROFESSIONAL TESTS, GET THAT DESIRED JOB OR PROMOTION, AND ACCOMPLISH DESIRED DREAMS AND GOALS.

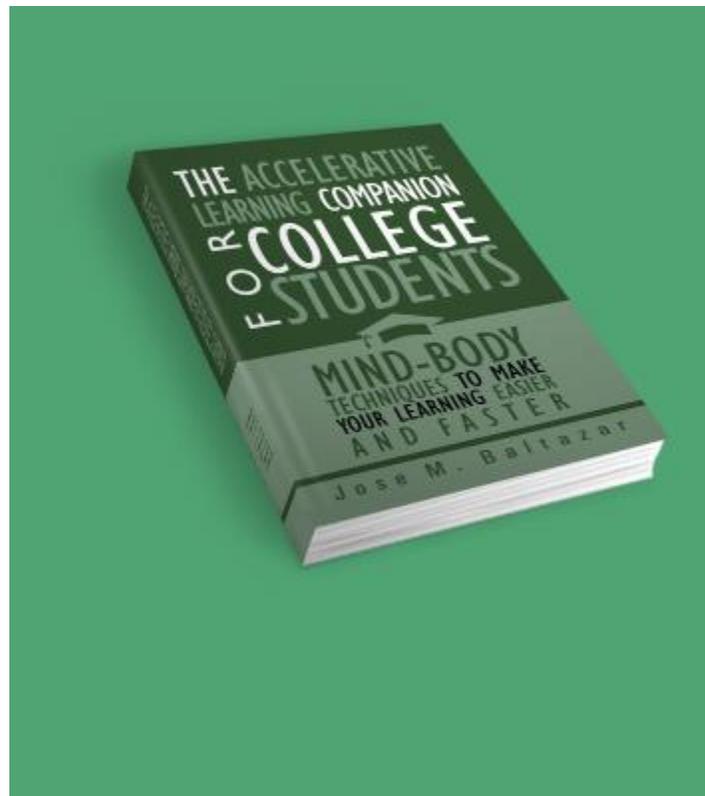
Author Jose M. Baltazar has created a dependable tool to help college students or anyone who wants to improve their memory, comprehension, and overall learning rate. Learn any subject better and faster with less stress and effort. This revealing book is a guide to learning and using Accelerative Learning and Brain Based Learning techniques which quickly improve Self-motivation to accomplish goals and desires, and comprehension and recall of information.

The book provides a total explanation of an individualized model of Accelerative Learning and presents techniques for each component of the model in a step by step approach. The author has used this model and techniques with hundreds of students and professionals to help them persist and succeed in their learning goals such as pass admissions and professional licensing tests, and graduate successfully from college or university. Presenting the concepts and techniques through real cases, keeps the reader interested and engaged. The accelerative model and the learning techniques presented are fascinating features of this book.

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LEARNING COMPANION
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INTRODUCTION

Are you a student attending high school or college and looking for ways to improve grades or scores on tests?

Are you a student who is struggling with a given subject?

Do you usually do well in school but there is a subject that you hate and makes you wish you didn't have to take it?

Are you a person who accepts and understands that education is good for you but you find the idea of studying and doing homework a drag to the point where you rather not try?

Are you a person who stopped attending school and now has returned but is finding it hard to get back on track and in to the groove of studying and doing homework?

Are you a person who wishes you could do well in school but you think that you do not have the brains or the patience to do it?

Are you considering going back to school but you are afraid that you may not make it?

Are you a person who already gets good grades and does well on tests, but you would like to make your learning easier and faster and do it with very little stress?

If you answered “yes” to any of the above questions, this book is for you! If you practice the techniques I'll teach you, I can tell you without

any reservations that learning, studying, and school will become more fun and you will cut the effort required to learn anything by at least one half of the time it would take you otherwise. Imagine someone telling you that if at the present time it takes you one day to earn \$100.00, he could show you ways by which you could earn the \$100.00 in half a day and with less effort; wouldn't you be interested? Of course you would. With accelerative learning techniques this is literally what happens. Because an education in a career that you enjoy translates to money and personal happiness and satisfaction, imagine being able to obtain it with at least half of the effort, and in one half of the time or less.

The main reason why I am writing this book is because I've seen this happen over and over again. Since I became acquainted with the field of Accelerative Learning and Brain Based Learning, which is about fifteen years already, I've been sharing these techniques with students and I've seen many of them succeed. As a matter of fact, to teach you the techniques in this book, I share with you the real stories of some of these students. Pay attention to their stories, see what happened to them, see yourself in their stories and you will see that you too can accomplish what you want and do well in school with much less effort and in much less time.

Something else that has motivated me to write this book is the frequent request I get from students after they participate in one of my workshops. They ask me if I have something in writing that will help them remember and practice more the ideas I've shared with them.

In this book I explain the principles and techniques in enough detail and give you step-by-step instructions so you can easily apply them to yourself. The students' stories are real. I have only changed their names to maintain confidentiality.

Get ready to discover and experience something different and worth doing that will help you do much better in school, and much more than that, it will help you forever in your entire personal life and whatever career you choose.

CHAPTER 1

YOU CAN ACCOMPLISH MORE THAN YOU THINK

I met Martha as a student when she came to my office one day for advice as to what classes to take the following semester. When I saw her school record I noticed her grades fluctuated quite a bit. Some semesters she would get average grades, other semesters she would get low grades. I also noticed that she had taken the same course in Mathematics two semesters already and had not been able to pass it. I asked her a few questions about why the fluctuation in her grades and what was happening with Math but I noticed that she did not want to share much with me then, so I told her that if she continued having trouble with Math, to feel free to come and see me or consider taking my Study Skills class so I could share with her some tips to help with Math.

The following semester I met Martha in the hallways of the college two or three times and I would ask her how she was doing and she would tell me, “I may have to take your class, I’m struggling with Math, again.”

I didn’t see Martha for a while. One day I received a call from the counselor in the Department for Students with Disabilities. She told me that she was referring to me a student who had just been giving a diagnostic test and that this student had gotten very shaken up by the results that were presented to her. Perhaps I could help the student pick up her composure and in addition, I was to convince her to enroll in my Study Skills course for the following semester.

The student came looking for me and when I saw who she was, it surprised me to see that it was Martha. “Martha! How are you? Come in, have a seat. Jan, your counselor, just called me and told me a student was

coming to see me but I never imagined it would be you. How can I help you? Tell me, what is happening?”

I hadn't finished my welcome, when Martha started crying. She pulled out a big yellow envelope; put it on my desk, and with tears in her eyes she said, “I have just been told by the Psychologist that I can't be a teacher. Based on this report, she said that I have so many learning disabilities and that some of them are so severe that I should feel lucky if I'm able to finish a short degree or training program. She has recommended that I look for something easier as a major. I've always had this dream of being a teacher and helping little kids with special needs learn. I don't know what to do now, I feel lost and like I have nothing to look forward to.”

Imagine yourself, being excited about a dream or a goal. This dream is the reason why you keep trying. This dream has always given you the hope to continue despite the hard work and adversities you encounter. And then, all of a sudden, someone who you hold as knowledgeable and as an authority tells you to forget it, to give it up because you are not smart enough. How would you feel?

Once Martha finished expressing her disappointment and frustration, I asked her: “Martha, do you still want to be a teacher?” “Yes, but now I don't know” she replied. “Martha, something you should never do is let someone else tell you what you are or are not capable of doing or what you can and can not be in regards to your human potential. That is only for you to find out. You must give things your best effort. You must try different approaches. Only until you can *honestly* tell yourself that there is nothing else you can try or do, should you change your goals and dreams. Can you honestly tell yourself right now that there is nothing else you can try or do in order to do well in your classes and achieve your goal of becoming a teacher?” “No, but I don't know what else to do especially after the news I got today,” she replied.

“You are doing something right now. You are talking to someone else other than who you are used to speaking to on a regular basis. Something you must do when facing obstacles, downturns, and adversity is to ask other people, new people, so you can get additional ideas and suggestions. Let me tell you Martha, I've been working in a field of teaching and learning called Accelerative Learning and one of the things I've learned in this field is that every human being has unlimited potential. You, I, and everyone else can achieve anything we desire. You have the potential to become a teacher if that is what you really want. Once you decide what you want, you can accomplish it. You just need to find out the best way that will work for you.”

“You already have one thing on your side, as a matter of fact, you already have one of the keys that will enable you to learn and do what you need to do to get what you want. This key is called *Vision*. What Vision means is that you already have a clear idea in your mind of what you want to happen in your future. You want to be an elementary teacher working with children that have special needs. There are a lot of intellectually smart people out there who can get good grades pretty easy but who do not know what they want in their future, and that alone puts them at a higher risk of failing than you. I bet you, Martha, that if you are willing to learn and try the secrets of Accelerative Learning, you will see a big improvement in your learning. Would you be willing to try these techniques?”

“Sure, I’m willing to try anything that may help me, but do you really think I can make it? You haven’t even looked at my report.” She said this as she pointed to the big envelope on my desk.

I took the report out of the envelope and looked at the summary. I noticed a long list of disabilities in which she was classified as severe. Among them were: memory retention, anxiety disorder, reading and comprehension, numerical/calculating, and concentration. I gave her back the report and said to her, “Well, Martha, like I said; you have to give it your best shot and try different things than what you’ve been trying so far. So, do you want to work with me?” (She nodded, yes).

“You’ll have to come back a few times so we can speak more. What I will do is share with you five keys I’ve learned through my exposure to the field of Accelerative Learning, and I will teach you quite a few techniques called Brain Based Learning Techniques. All this means is that if you understand how your brain, (which we also call the mind) works, then you can approach learning by studying, thinking, and concentrating in ways that are natural to your brain and to you as a human being. When you approach learning in ways natural to you, understanding and remembering information becomes hundreds of percent easier and you experience that sense of learning better and faster. **Even people who do well in their studies already will find that they can get the same good results but much, much, easier.**”

“That sounds great! How do I do it?” Martha replied. “First you need to understand why it is that you or anybody else can learn much better and easier. Once you understand why, the how becomes easier to practice. Once you understand why, you become self-motivated to get into the techniques. This is why you need to come back quite a few more times. Will you do it?” “Yes! Yes!” she excitedly replied. Hope had returned to her.

“Ok Martha, for now, we have discussed enough. I have given you two key points today. One is, **In order to improve or come up with better solutions to problems; you need to get more ideas by speaking to different people.** And the second is, **if you have a clear Vision for your future you’ve already won over half of the battle.**”

“What I want you to do is to go home and think about these two ideas, and next time we talk, come ready to explain them to me in your own words, ok? Also, what I’ll do next time is introduce you to the five keys of Accelerative and Brain Based Learning I’ve learned and used and already have seen working for many students I’ve helped before. I will also teach you three techniques that will immediately produce positive results in you studies, ok?”

I set up an appointment for Martha to come back after two days and as she left, I could see her expression of renewed hope.

CHAPTER 2

THE FIVE KEYS OF ACCELERATIVE LEARNING

Martha came to the next appointment. She came into my office that morning and I could see in her expression that something was not going well. I asked her to sit down and asked how she was doing.

“I just bombed a test in Math. This is the third semester I take the same Math course and I may fail it again. Maybe the Psychologist is right.”
“Martha, I’m not glad that you just failed a test but we can use this instance to help you understand why it is that you can be the teacher that you dream of being. I know that you are feeling down right now but I guarantee you, once we end our meeting this morning, you will have some tools to help you do better the next time you have a Math test. Tell me, did you think about the two points I mentioned to you last time? Can you explain them to me in your own words?”

“You said that in order to improve or overcome obstacles I need to speak to other people to get new ideas or techniques, and you also told me that if I had a clear vision of my future, I already had over half of the battle won.” “Explain to me what each of these point means to you, Martha.”

“The first point means to me that if I have problems or obstacles in getting to my goal, I need to look for help from different people, especially if I’m not getting results from the ideas that people whom I usually ask are giving me. The second point means that if I have clear goals, I’ll keep trying to achieve them. If I do not know what I want it is easier to give up.” “You are exactly right about the first point, and about the second explanation for the concept of Vision, you are on the right track but there is so much

more about it. I'll explain it to you in a few minutes. For now, I notice that you are pretty down because of doing badly in your Math test, and I also sense quite a bit of discouragement in your tone of voice (she nods yes). I want you to do something for me. Please, fix your eyes looking straight up and at a thirty degree angle. Look at any object on the wall behind me that is above your straight eye level and recall your experience with your Math test. Think about the fact that you did not do well. (She follows my instructions willingly and as she looks up and thinks for a few seconds, I notice a smile in her face) what is happening Martha?" She replies "It's funny. I can think about the bad experience but I can not feel what I was feeling just a minute ago." "You can't?" "No, I can recall the experience but I don't feel bad." "Well, then, keep your eyes looking in the same direction and tell me, can you think what might be some things you could have done that would have helped you do better on the Math test?" "I think I need to be more relaxed when I study. Math makes me nervous and even if I study for a long time, I feel like restless when I am studying." "We can work on that later. Do me a favor Martha; fix your eyes looking down to the floor. Go ahead, drop your head and look down (she looks at me in wonder, but does what I ask). Now, think of your bad experience with your test and notice what happens now. While you are thinking about it, tell me; what could you have done differently that could have helped you do better on the test?" "I can't really think. All that comes to my mind is the thought of sadness and discouragement. I'm even feeling again like I may not be able to pass Math." "Now, look up at the wall again above your straight eye level for a while, and remember the bad experience with your test." (She looks up and smiles again) "Oh, I see what you're doing! How neat! By looking up I can't feel sad, and I can think better. By looking down, I start feeling pretty bad and I can not think of a solution to my problem." "That's right, Martha. Take that with you today. I don't think I need to explain more about that for now, but later I'll come back to it."

"Now that you are feeling better, let me introduce you to the five keys of Accelerative Learning (she is smiling, and nods yes while she keeps looking up). In Accelerative Learning we use these five principles to develop techniques that help people learn better and faster. You've just experienced one of the techniques, and as you can see, they do work, and fast. Right now I will briefly describe these keys to you. In this session I will cover the first principle in depth. In the future sessions I will also teach you three techniques that go with the first principle which right a way will help you learn anything much better. In subsequent meetings I'll explain

each remaining principle more in depth and I'll teach you at least three techniques with each principle.

These five principles are:

1. **Vision.** The clearer and more detailed the picture of your future is in your mind, your whole being, but more specifically your brain is capable of understanding, storing, and recalling information much better. In addition, the more you think about and see how each course you take moves you one step closer to your vision the more motivated and determined you will be to learn it and get a good grade.
2. **Self-belief.** Think of yourself as a person with no limits for learning. Believe it in your heart and in your mind, and you will start seeing improvements in your life and in your studies right away. What holds people from getting better results are limitations that they have allowed others to put on them, like the limitation placed upon you by the "expert" psychologist. You must reject that limitation because once you believe it to be true, it will turn into reality.

There are other limitations which are even more dangerous. These are the limitations that you put on yourself. Like the limitation of your own thinking "Maybe I won't be able to pass Math." Once you believe it to be true, you are done.

3. **Awareness.** Most learning happens subconsciously and all learning happens through suggestion. This is a powerful concept. You can use it to unlearn information and patterns which are not useful to you, once you identify them. You can also use it to learn new information and useful concepts very quickly. Once you understand and become aware of the power of subconscious learning and the power of learning through suggestion of different types, you can help yourself learn any type of new information very effectively and efficiently.
4. **Holistic Learning.** The mind and the body are one. Think of a typical car, Martha. If the engine runs great but the transmission does not work, will the car take you anywhere? Think of a television. The picture is sharp, the screen is big, and it can turn on and off

but the sound does not work. You can't hear what's being said. Is the TV doing its job? It is the same with people. In order for us to do an effective job at learning, the mind and the body, both, must function at their optimum levels. If one of the two is not working at optimum capacity, then the rate of learning is reduced, but if both are working at optimum levels, then your learning rate increases significantly.

5. Finally, **Optimism**. Greater optimism yields greater positive results. I've seen this concept work with many of my own students. There is plenty of research that demonstrates that optimistic people do much better in life and in school than pessimistic and so called realistic people. There are special techniques you can use to give up pessimistic behaviors related to learning as well as techniques to become more optimistic.

"Does all this make sense to you, Martha? Do you have any questions, so far?" "Yes, what are the techniques? When are you going to show them to me?"

"Be patient, Martha. I understand your eagerness, but it is very important to me, and you, that you understand why the techniques work. When you understand why they work, you will be able to later develop your own techniques. Understanding develops self-reliance and independence. If I just show you the techniques you will get the benefits but only from the easy ones. The most powerful ones require practice, and if you don't understand why they work, you won't get into them. Your level of persistence is less when you don't understand the reasons. At any rate, we are ready to get into the first concept, the principle of Vision. Shall we?" "Yeah! I can't wait!"

CHAPTER 3

THE FIRST KEY OF ACCELERATIVE LEARNING

THE POWER OF VISION IN LEARNING

“Everybody has a vision in their minds for their lives. The difference is that some people have a negative vision, others have a doubtful or unclear vision, and others have a positive and clear vision. Within each of these categories, there are degrees of negativism, doubtfulness, and positivism. What we know is that our lives reflect the kind of visions we carry in our minds. We also know that people who are more successful have more positive and clearer visions for their own future than less successful people. So, in principle, **the clearer and stronger your vision of your future is, the more successful you will be.**”

“But what does that have to do with learning, understanding, and remembering information?” “It has everything to do with learning. It’s what happens in your brain when you clearly and vividly think about, and positively imagine and reflect upon the future you want for your life. Your entire brain, including your memory, becomes activated, energized, and integrated so it can perform learning functions much better.”

“How’s that? What does integrated mean?”

“You see, Martha, our brains have two hemispheres; the right and the left hemisphere. Three functions of the left side are performing logical operations, interpret step by step processes, and synthesize information (Make sense of data). The left side functions are the ones required the most to learn in school. However, remember the principle of Holistic Learning?

Remember the example of the car? Unless all parts of the car work well, it won't do its job. (She nods "yes"). It's the same with our brain. Unless all parts of the brain work well, it won't do its job well, either. Keep in mind also, that when we talk about learning, we want to be able to learn at the highest level possible. The right side of the brain handles emotions and the whole picture so in order for the entire brain to work at its best including memory, it has to see a positive whole picture. A positive whole picture presented to the brain creates positive emotions, and when the brain senses positive emotions, the logical side, the left side, and memory work much, much better. Think of it this way, Martha; Can you concentrate well when you are feeling sad, down, disappointed, angry, anxious, doubtful, lazy, or all stressed out? Isn't it easier for you to study and concentrate when you're feeling good?"

"I see, so what you are saying is that if I want to learn well at all times I need to feel positive emotions, right?"

"Exactly! This is why the concept of positive Vision is so important. Remember, I said before that everybody has a vision for their lives in their mind (Nods, yes). People with strong and clear positive visions of their future tend to be brighter and more successful than those who don't. The reason is that their minds work so much better. People with strong vision are almost always in positive moods even when they are having problems or facing obstacles in the present. It doesn't mean that they never feel bad, but it does mean that they quickly change their state of mind to a positive one. The more consistent you are in staying in a positive state of mind at all times, the better you can learn. Literally, you become smarter because both sides of your brain (actually your entire brain) can work so much better. The skill of visualizing your future positively will translate into good grades immediately but best of all; it ensures that your future turns out much better than it would otherwise."

"But, how do I know that I'm not unreasonable with the kind of future I want. I may say that I want to be a millionaire, but is that realistic?"

"Well, only you know that. If you tell me that is what you want and you are serious about it, I believe you can achieve it. I believe everybody knows inside of themselves if they are being real or not when they think of the kind of future they want. In addition, it is much better to be over optimistic than to put limits on oneself. We will talk more about this when we get to the principles of Self-belief and Optimism."

"Another fact about the brain that answers your question is that the brain does not entirely have to make full sense of the big picture. It just needs

to see it. So if you show the brain the picture of being a millionaire and it excites you, that's good enough. Your brain doesn't yet need to understand how you'll achieve it. It only needs to see the picture and generate the corresponding positive feelings."

"And yet another scientific fact which is even more impressive is that most of the brain regions that get activated when you actually see something with your own eyes get also activated when you vividly imagine the same thing. In other words, to our brain, anything in our imagination is almost as real as if we are living it in real life. Much research has been done that points to a fact that Psychology has taught us for a long time which is that you are attracted to the things you visualize or think about consistently. So you see, Martha, having a clear and positive vision of your future and frequently and consistently thinking about it makes you more intelligent intellectually and emotionally." "Mr. Baltazar, this is good information. They should teach us this when we first start college. No wonder my counselor kept saying that I should take your class. So, how do I learn to visualize my future?"

"We'll have to make another appointment, Martha. I did not realize that we've been talking for quite a while. I have another student coming in to see me. I get excited talking about this material and I lose track of time. I want you to think about what we have discussed. Do the following homework, and bring it with you next time."

"I want you to write down what kinds of grades you would like to get at the end of this semester for each class you are taking. I also want you to write down when you expect to graduate. Just write whatever comes to your mind, ok? Do not worry if you are doing it right or wrong. Just write, ok? (She nods "yes")."

"When would you like to meet again, Martha? "As soon as possible, I want to learn this stuff. It sounds real good." "How about in two days. Is that ok?" "Yes, I'll be here. Thank you Mr. Baltazar."

VISIONING TECHNIQUES AND PROCEDURES

Martha showed up to our next appointment, and this time she came in with a big smile in her face.

"Good morning Martha, sit down, how are you?" "I am doing fine." "You are smiling today. Have a seat. Tell me, there must be something good going on." "Not really, the only thing is the technique you showed me last time I was feeling down, remember? You asked me to look up at a point on

the wall.” I nodded “yes” with a smile, and she continued. “Well, I’ve been doing that before I go into my Math class, and I’ve noticed that I do not get as nervous or anxious as before. And I’ve also noticed that I do not tell myself the stuff I used to; you know, the stuff about “This class sucks”, “I’ll probably won’t understand”, you know things like that.”

“I call that the Look up technique, Martha. I’m glad you’ve found it helpful.”

“But you know, now that I’ve been doing that, I am understanding Math a little better. I seem to follow and make sense better of what the teacher is explaining than before. It’s interesting how the brain works. I even thought that once you teach me more techniques, I’ll be able to help my kids better when I am a teacher.”

“That’s the way to think, Martha, positive and towards your future. Something good is happening. That’s why I told you at the beginning that you already had 50% chance to accomplish your college education. Having a clear and positive vision of your future is essential to your success as a student. O.k. then, are you ready for today? Did you do the assignment I gave you?”

“Yes, I did, but I don’t know if I did it right. (She shows me her paper). I listed my courses for this semester and put the grade I want by each of them, and then I wrote what you told me about my future.”

What Martha wrote goes something like this: “The grades I want to get this semester are:

Math C
English B
History B
Biology C

In four years, I’ll graduate from college and I hope I can pass my certification exam so I can become an elementary teacher specialized in Special Education. I really would like to help kids with special needs and hopefully make a difference in their lives.”

“This is good Martha, however we are going to improve it a little and you’ll learn the first visioning technique which is *Putting The Vision For Your Future Into Writing.*”

“Remember that you want to present the information to your brain in the most effective way possible. Remember also that whatever you

present to your brain, it will interpret it as truth, so you want to present the information to it in the present tense and in an affirmative way. Your writing should sound like it is happening right now. For example, this is how I would rewrite what you just showed me.”

“It is the end of this semester and my report card shows the following grades:

Math C

English B

History B

Biology C

In the year 2002 I graduate with a bachelor’s degree in teaching. My specialization is Special Education. I have my certification already since I passed my certification examination, also. I am teaching students with special needs and I’m making a difference in their lives.”

“One other thing to remember, Martha, is that your vision must elicit the strongest positive feelings possible. This will activate the right side of your brain much better and in turn your logical side, the left side, will also work effectively allowing you to understand information much better and empowering you to make much better decisions. When this happens you become much more motivated to take action towards your vision. So, it is helpful to add scenes and feelings to your writing about the grades you expect. I would add something like, “When I see these grades I feel very encouraged and I feel like I can continue doing at this level or even better in future semesters. I demonstrate to myself and other that I can be very successful in school.” “I’ll let you think about how to make your Vision more compelling and exciting to you between today and our next meeting. Something that will help you do that, is the second envisioning techniques which I call *Mind Mapping Your Vision*.”

“A mind map of your vision is an actual drawing of what you have in your mind about your positive future. The drawing does not have to be artistic but it must contain picture representations of what you see in your mind. You can enhance your picture with words, and you can decorate it as much as you want. One other feature of a mind map is that your pictures and words must be done in colors that you like. The idea is to make your mind map as clear and attractive as possible to your brain so that when you look at it, you quickly are reminded of your thoughts (your vision) and you quickly re-experience the positive feelings it creates within you. Doing this

exercise will also help you come up with more positive thoughts and scenes as well as feelings to add to your written vision. When you are done with both of these experiences, your written vision and your vision mind-map will be the same.”

“I am going to give you a box of colors and a sheet of poster size paper and I’m going to take you to our conference room so you can work on drawing your mind-map of your positive future. I’ll give you about thirty minutes so you can think and draw. Remember to include as much as you can think of related to the grades you expect to get this semester and what you expect to happen as result of graduating as a teacher.”

I see Martha’s expression. She looks like she is thinking: Thirty minutes to draw? What is this about?

“Martha, you look like you’re wondering, What is the value of this?”
“A little bit, but more than that, I’m wondering how I’m going to do it. I’m not a good drawer.”

“Ah, ok; don’t worry about how good you can draw. Just draw it. I use stick people to draw humans. And I only know how to draw a house in a very simple way. I’m not an artist myself. Remember that you can use words to describe or enhance your pictures. Just one more point; when you draw your mind map start from the middle of the sheet of paper and branch out from it. Let me show you a quick example:



“Do you get the idea, Martha? Put as many positive thoughts and images that come to your mind around the center and draw pictures that go with these thoughts and do it in the colors you most like. Decorate your mind map as much as you want and don’t worry if you are not so artistic in your drawings. Have fun doing it. That’s what is important. Let’s go into the conference room and you can do your own drawing.”

After about thirty minutes I check on Martha and I find her drawing with a smile in her face. “How are you doing, Martha?”

“Well, I’ve drawn and written quite a bit. Once I got started, I kept thinking and look what I’ve got.”

She shows me her drawing on the poster paper. “Wow! You’ve really done a good job. I see you have added a lot more to it than what you wrote before.”

“Yeah, this mind mapping thing is fun, and putting my thoughts down on paper became a lot easier by doing it this way.”

“There you go, Martha! What did I tell you? PEOPLE LEARN MUCH BETTER WHEN THEY SEE THE BIG PICTURE. A mind map is easier because when you do the mind map it is the right side of your brain that becomes activated. At the same time, positive emotions are registered in your brain’s right side. Looking at your big picture and experiencing positive emotions allows the logical side of your brain to also function much better. This is why, now that you’ve done your mind map, you can turn around and be able to write your vision down with much more detail. Writing logical thoughts require your logical side of the brain, but the ideas (creativity) have to first come from the right side of your brain.”

“I see, so now you’re going to ask me to write my vision again with all the detail I’ve put down on my mind map?”

“You got it!”

“But why do I have to write it down? Can’t I just leave it like this, just the mind map?”

“You could leave it like that, but I want this first step of your way to making school easier for you to be really effective. I need to teach you one more visioning technique; the most powerful one. However I do need you to write down your vision with the detail you have added to your mind map. Are you willing to do that?” “Yes, of course. I really want to learn this stuff for myself and for my kids” (She is already thinking as if she is a teacher).

“Do you think you can come in tomorrow? This way we’ll finish this part and I’ll show you the other technique you can start using right a way.”

“O.K. I’ll be here tomorrow morning. Is nine a.m. ok?”

“Yes, I will see you at nine a.m. but remember to write your expanded vision and bring it with you tomorrow. I cannot teach you the third technique without it, ok? And also bring your mind map with you.”

“Yes, I’ll have it ready. I’ll be here.”

VISUALIZING AND RECORDING YOUR VISION IN YOUR BRAIN—The third and most powerful technique.

The following day Martha showed right on time. I welcomed her and asked her to sit down. She smiled at me as she sat down and I noticed that she looked brighter than the previous times I had seen her.

“Martha, I noticed that today you are smiling more, and you look brighter than before. What’s happened? Did something real good happen to you since yesterday?”

“Not really, but I did spend quite a bit of time thinking about what I want for my future and I was able to add a few more things. Thinking about that and the possibility that it can actually happen to me, makes me feel good. I just felt very good doing this exercise. I had more fun drawing it than writing it though.”

“Did you draw it first and then wrote it, or did you do the opposite?” “I drew it first. It was easier to write once I had the pictures to look at. I even thought that when I do my writing for my English class I will first draw quick pictures of my ideas, and then I’ll start writing.”

“That’s good, Martha. This exercise has actually helped you in other areas. Mind Mapping is a good tool for learning. I will discuss this technique in more detail when we talk about the principle of Awareness and, by all means, try it in your writing class. First let’s cover what I think is one of the most powerful envisioning techniques. This technique is a meditation technique which makes the picture of your future very sharp and more permanent in your memory and your brain. By recording your future in your mind in a sharp and permanent way, it becomes much easier for you to be self-motivated because you can easily integrate your brain for full functioning. The left and right side of your brain as well as your memory will work much better. Are you ready?” “Yes I am!”

“Let me see what you drew and wrote because I’m going to guide you by using what you did.”

She handed me what she wrote and drew. Following is Martha's written vision.

Martha's Vision of her Future

MY VISION FOR MY FUTURE

At the end of this semester I get a C in Math, a B in English, a B in History, and a C in Biology. Getting these grades makes me feel like I am smart enough to get even higher grades in future semesters, and so I make A's and B's each semester until I graduate.

In three years I graduate with honors with my Bachelors degree in Teaching, and I start working as a teacher for one of the schools in the city. I make \$30, 000.00 per year and I travel to Europe and other countries every year. I take a vacation with friends and family during my time off from teaching.

I also buy a nice three bedroom house, in a nice neighborhood and my mom lives with me.

My mom is very happy for me, and she is also very proud of me. I feel very happy, successful, and satisfied with what I have accomplished. I help kids with special needs. I am one of the best teachers and my kids are happy and they learn very well with me.

I am a happy person because I've been able to accomplish my dream of being a teacher.

"WOW, Martha! No wonder you were smiling when you came in. You have done a very good job. From what I see on your mind map and reading your vision, I can tell you get good feelings from it."

She nods "yes" with a smile.

"The meditation I am going to guide you through, Martha, needs to be done in a quiet place where there won't be any interruptions. You need to be sitting or laying down. Since you are here in my office, I'll close the door to it and I will turn the ringer of my phone off. Remain seated and put your back flat against the back of the chair. Let your feet rest flat on the floor, and let your arms rest on your lap. Hold your head up straight or up in an angle about 30 degrees just like when you looked up at the wall before. Breathe slowly and evenly. Breathe deeply through your nose and into your stomach. Hold the air in for a count of four or five seconds and exhale slowly through your mouth. Keep breathing like this through the exercise. Once you've taken four or five deep breaths like that, close your

eyes and listen to my voice as I guide you through the visualization of your future. Ok, are you ready?"

She nods, "yes".

"O. K, sit like I told you and start breathing slowly and deeply. As you are doing this I will play relaxing instrumental music softly in the background (I start my cd player as I tell her this.) Just relax, Martha, as I guide you. Listen to the music, close your eyes, continue breathing slowly and deeply, and remember to keep your head up. Breathe slowly and notice how your mind and body feel relaxed almost instantly. Keep breathing slowly and deeply, and relax. Bring to your mind what you drew and remember what you wrote. Remember each positive aspect of your vision of your future and notice the positive feelings you feel in your entire being. In your body and your soul. Notice how you feel as you hold your report card at the end of this semester and you get the grades you expected and worked for. Notice the feelings of competence and personal power you get from this experience. You feel and see for yourself that you are intelligent enough to get high grades in the semesters to come. And as each semester ends you see yourself getting even higher grades in the semester to come. And as each semester ends you see yourself getting A's and B's. And as you hold each report card for each semester that ends, you feel full of hope and anticipation for the day when you graduate with your teaching degree.

And the day is here when you are walking up the stage during your graduation ceremony, and you are proud of yourself as you receive your diploma from the hands of the University President; and you hear your mom and your family and friends applaud and cheer for you. You are graduating with honors and the President of the University tells that to the entire congregation. And as you hear this and get your diploma, you can see yourself teaching children with special needs helping them be successful like you are. You have done so well in school that you already have a job offer. After your graduation, you'll be working for one of the schools in the city.

Keep breathing slowly and deeply Martha, and relax and experience all the positive feelings that come with this experience. Remember that to your mind this is already real.

The Fall semester is here and you are teaching. You have a class of special needs children, and as you teach them, you help them develop a vision to succeed, just like you have done. They are motivated to learn despite their special condition, and they and their parents, and the entire school have a special appreciation for you because your kids learn and progress so well.

You are indeed, a master and excellent teacher, and you enjoy your job and profession so much.

Your salary is 40, 000. 00 per year and this affords you the ability to buy a three bedroom house. So you look for a house to buy and you have bought a house which gives you the satisfaction you always wanted. Your mom lives with you, and you and her have a good relationship as you live together and work in harmony to fix the house the way you like and enjoy.

You've always desired to travel and know other parts of the world, and you have already bought the tickets for you and your mom to travel to France the upcoming year, and you are looking forward to it. You already envision yourself enjoying this trip with your mom, and both of you plan it and with great expectations and can already experience the sense of enjoyment.

Keep breathing slowly and deeply Martha, and notice the positive feelings and the state of hope, expectation, and desire to act to achieve your future, which to your brain and your entire being is already the present.

Keep breathing slowly and deeply. I will say three short affirmations and I want you to mentally repeat them to yourself. I will repeat each affirmation three times. Each time I repeat the same affirmation, I will stress different words. I want you to repeat it to yourself the same way.

Keep breathing deeply and slowly, and continue being relaxed. Repeat mentally after me:

My vision is reality, *now*.

My vision is reality, now.

My vision is *reality*, now.

I have the intelligence and the ability to achieve it.

I have the *intelligence* and the ability to achieve it.

I have the intelligence and the ability to *achieve* it.

And, *I do* what needs to be done, now.

And, I do what needs to be *done*, now.

And I do what needs to be done, *now*.

Keep breathing slowly and deeply, and slowly open your eyes. With your eyes open take four or five deep breaths. I'll turn off the music, and after your last deep breath, please, get up and stretch a little bit."

"How, do you feel, Martha? I noticed that during your graduation you got a little teary, and again, during your teaching and helping your students."

“Everything felt so real, specially these two things. I felt like I was actually there and everything was actually happening.”

“Close your eyes for me, Martha. Take a couple of deep breaths like before, and think again about your future.” She follows my instructions, and smiles. “What is happening?”

“God! I closed my eyes and everything came back together with the feelings.” “And what does that make you think?” “That I’ve got to keep trying. I can’t give up.”

“Good, not only do you feel more motivated, but your brain functions many times better when you are in a more positive state of mind. In addition, by consistently recalling what you are trying to accomplish in a vivid and strong way such as the way you’ve done it during the meditation, your mind moves you to look for and try different and better ways to perform actions that get you to your goals.”

“I can see how doing this visualization often, especially when I feel down for any reason, can be very helpful to lift up my spirit; and when things are going well like today it can help me feel very motivated.”

“That’s the whole point of it and I’m glad you have experienced it so well. Some people may need more than one time doing the meditation in order to capture the images and experiences and the intense feelings you felt.

I am going to give you a copy of the music cassette to take home so you can perform the meditation by yourself. Find time to do it at least twice a day. Do it one time at night as you get in bed or just before falling to sleep.

Write down the three affirmations the way I told them to you and repeat them to yourself as you finish your meditation, and let’s see what happens this week. I won’t see you until a week from today, Martha.

What I want you to do between now and the time we meet again is to do the meditation at least twice a day. I also want you to post the drawing of your vision for your future in a place where you can see it everyday. For example, you can post it near the area where you study or on the wall in front of your bed. Put it in some practical place where you can’t avoid seeing it everyday and as often as possible. In addition, carry your written vision with you everyday and read it in a quiet place by yourself at least once everyday.

I want you to do one more thing. Before you walk into each class you are taking, look up and think of the future you desire, your vision,

and quickly say to yourself the affirmation we used at the end of your meditation. This is your homework, Martha. Will you do it?”

“Yes, I will. I am already looking forward to our next meeting.”

“Thanks, Martha. I wish more students came seeking this kind of help. We would have many more students graduating and living healthier lives. This is one reason why I visit classrooms, and offer workshops in Accelerative Learning. If you have noticed, I have not told you that you have to practice more or study more time. Accelerative Learning is about managing the unlimited resource and potential you have in your brain and your entire being. When you do this you function and perform many times better, as a learner and human being. This effect causes the perception of acceleration. You can progress easier and faster.

O.K. Martha, this concludes our session. I’ll see you next week on the some day at the same time.”

“Thank you, Mr. Baltazar. I’ll be here.”

RECOMMENDATIONS TO THE READER

I’ve been in education for thirty years and to date one of the biggest concerns educators have is the large amount of students who do not complete their education. They get side tracked, and drop out. The truth is that over all, statistics have not really improved through the years. According to the U.S. Department of education statistics for 2009/2010 out of every four students in High School at the most two will succeed. In college the statistic is even more challenging. Out of every four students who start college only one will complete his studies.

With the drop out rate being so high, every student is at risk, even you. If you are in high school, you have a 50% chance of failing. If you are in college, you have a 75% chance of failing. Therefore, increase your chances of success by learning and practicing the techniques I am sharing with you in this book.

IDENTIFY YOUR FUTURE CAREER

In this chapter I have shared with you the key principle of VISION. One of the most important things that will help you define your vision for your future is to identify the career you will get into. The career you choose, identifies the major or program of study to have in college, I strongly recommend that you go through a process of career guidance at the high

school or college you are attending. If you are not yet sure of what career to study for, you definitely need to decide. If you already have identified a career and a program of study for yourself, I strongly recommended that you do the process, too. The process of career guidance provides you with information about yourself and the occupation you have selected beyond just the money and opportunity for employment. The process helps you identify the purpose of what you do, which over the long run, is more valuable than how much money you'll make. We have a lot of frustrated professionals in the world of work. Make sure you won't be one of them.

One of the major advantages that Martha had over many students, even those considered normal or smart, and that helped her become so successful in her studies was the fact that she knew what she wanted. Her purpose is reflected in her passionate desire to help other people with learning disabilities.

You too should feel excitement about your future career. You should know and be passionate about the benefits you will receive, and the contributions you will make to society by practicing the career you've chosen. The career guidance process helps you in this area.

Career Guidance services are usually offered free of charge at most high schools, colleges, and universities, and they are usually available through the Counseling Department.

It is known from psychological and brain research that people who achieve their goals are driven by a strong and clear vision of their future. I want you to be that student, that successful person.

In the meantime your desired grades each semester and your graduation and the ceremony should be the driving forces of your vision. Once you determine the career you'll pursue you can add the purpose for and the results or fruits of your career life.

ALLOW YOURSELF TO DREAM

When you develop your own Vision, allow yourself to dream. Let your mind tell you what to include in it. Remember that you don't have to know how you will achieve it. Just dream, write and draw.

Your brain draws from this picture the imagination and creativity necessary to set reasonable goals for yourself. This is why this principle is the key for learning. The integration that occurs in your brain automatically makes you more intelligent intellectually and emotionally.

You will see this happening to Martha as you continue reading her story. You too, have a greater potential than you can even imagine at this time. Develop and realize that greater potential in yourself through the techniques offered in this book.

CHAPTER 4

THE SECOND KEY OF ACCELERATIVE LEARNING

THE POWER OF SELF-BELIEF

YOU HAVE AN UNLIMITED POTENTIAL TO LEARN

Martha came a week later to our appointment. She arrived right on time and I noticed that she was smiling and she was dressed nicer than before. She had her hair fixed nicer than previous times. She looked much sharper than before.

“Martha! Come in. Have a seat. You are looking very sharp. Tell me, what’s been happening? Are you going to a meeting or some special function?”

“No; I just have been feeling much better than before. You know that stuff about vision and the meditation you taught me have really worked for me. I’ve been able to sleep much better at night and I do not worry anymore about what is going to happen. As a matter of fact, I just got an “A” in a math quiz the other day. I had never gotten an “A” in anything I did in Math. It seems that now that I don’t worry so much, I am doing better. I have a test coming up in Math next week and I feel pretty good about it. That stuff really works. Now I am always thinking about my future but I don’t worry about it. It’s always in my mind in a positive way.”

“Have you been doing what I taught you last week? Have you posted your vision where you see it everyday? Have you been reading your vision everyday, too? Have you done the meditation like I told you?”

“Yes, and now I feel like doing it whenever I have time. Like, if I am having lunch, I’ll pull out my notebook and read my vision of my future. Or if I am resting at home, my mind starts thinking of it and I go to my room where I have my vision posted, and I’ll play the cassette you loaned me while I look at it and think about how my future will be.”

“Are you pushing yourself to do this, Martha, or is it happening automatically?”

“The first two or three days I had to remind myself to do it, but the last few days it just comes to my mind. I like doing it. I look forward to it.”

“Great! How about the meditation? Have you been doing it?”

“Yes, I like doing it at night when I get in bed. It helps me get relaxed and it has been helping me sleep very well.”

“Have you been doing it twice a day at least?”

“Yes, but I don’t always do it when I get up. I do it at night, for sure, and during the day sometimes I do it late in the morning or in the afternoon when I don’t have class.”

“That’s ok as long as you do it at least twice a day. Keep doing this for a few more days. Eventually it will be automatic. You’ll do it without having to remind yourself. From what you tell me, the process of envisioning your future is working. You are remembering it often, and you are doing it without worry or doubt. You have seen the positive effects of this through the good grade you’ve gotten in Math. This is happening because your brain is functioning at a much higher level and at a faster rate. Your brain is working more completely. You have energized cells and regions of your brain that previously were inhibited and inactive. I told you Martha, this stuff works.”

“Yes, it does! I am surprised, and other classes seem easier, too. I hope my grades improve there, too.”

“They will Martha. They will. Let’s move on to the next key of Accelerative Learning, shall we?”

“Yes, of course!”

“The second key is the principle of **Self-belief** which states that *everyone, including you, has an unlimited potential to learn*. What does the word *unlimited* mean to you, Martha?”

“That there are no limits, like there is no end to it, or like something can not be counted, or something that has no boundaries.”

“Exactly! Now, what does the word *potential* mean to you?”

“It means, like power or ability for something, right?”

“Right! Now, do you believe this to be true for yourself, Martha? Do you believe that you have an unlimited potential to learn or to do anything else you want or desire?”

(Long pause as she thinks). “I am not sure.”

“You are trying to say to yourself that you believe it but there is something inside you, like another voice that makes you doubt it, right?”

“Yes. It’s like you’re reading my mind.”

“I don’t read minds, Martha; I just know that this is what happens to most people. Whenever we think of something that does not match our beliefs, we doubt ourselves, and we reason things out within ourselves in a way that matches our beliefs. This is why you hesitate to answer. At this moment in time, you do not believe that you have an unlimited potential to learn. This is ok. By the end of our meetings on this subject you will believe this to be true for you and everybody else on this earth.”

YOU ARE WHAT YOU BELIEVE

“There are lots of things that people want. People who go to school want to do well. Every student wants or wishes to graduate. They want or wish for good grades. Everybody wants a better life for themselves. Yet, most will not accomplish what they want or desire. The reason is that most people do not believe they can accomplish what they want. They have been lead to believe by others that they can’t, or they have lead themselves to believe that they can’t. They perhaps tried before and things did not work out well so now they tell themselves that it is not worth to keep trying, or perhaps they want to try something new but are too afraid to try so they convince themselves not to try.

Another situation that occurs is that we want something better but right now we are involved in something that is more immediately gratifying or enjoyable and therefore we make up reasons for not doing what we need to do to get that something we know will be better for us. Whatever the situation is, the reasons or excuses we tell ourselves turn into beliefs to the point whenever we think of the better things we want, we repeat the same old excuse to ourselves and we do not do what we know we should do. It’s what you believe about yourself that keeps you from doing or moves you to do what you must do to get what you desire.”

“I see, like the Psychologist who told me that I was not going to be able to be a Teacher. If I believe that, I will use it as an excuse not to keep trying, right?”

“That’s correct, but there are even other things people tell you or do to you which lead you to develop false beliefs about yourself. For example, teachers who call students “stupid”, or other people including friends and family who have told you that you will never amount to anything; or the case when you’ve expressed desires to be rich, famous, or somebody important, and they’ve told you that you are crazy or to stop dreaming and get “real.” Friends who are constantly putting each other down or inviting each other to do wrong things, also help each other without realizing it to develop false beliefs.

You know you have developed false beliefs about yourself when you think of something better or bigger you would like to have or do, and instead of asking yourself how you could accomplish it you immediately start thinking of reasons why it would not work out, or you start telling yourself “no, its too hard.”, “no, I’ve never been good at it.”, “I’m too stupid.”, “I’m just dreaming.”, or other statements like that.”

“You mean, like when I tell myself that I’m not good at Math, or that it is too hard? I mean, I still can’t believe I got an A in the last quiz. I’ve even thought that the teacher must have made it easier than before.”

“That’s right, Martha, your tendency is to doubt and underestimate yourself. The fact is you can learn Math or any other subject, and so can anyone else. You must believe this fact and to help you believe it I will give you some scientific facts about the human brain and its amazing ability to learn. According to experts in the field of brain research, we only use a fraction of our brain’s capacity to learn. Some go as far as estimating that we only use 5 to 10% of our capacity. The other 90 to 95% remains unused. They also know that people who are more intelligent, including those who are considered geniuses use only a minor portion of the total ability of their brain. Scientists also have found out that if we know how to use more of our brains, we can develop genius abilities ourselves. This is what Accelerative Learning is all about, researching different ways by which more of our brain can be used so we can learn better and faster more naturally.

The techniques I am sharing with you are ways by which you can utilize more parts of your brain more effectively. Just look at what has happened to you already just by getting your mind more used to thinking more positively about your future. The exercises in visioning you have done have started a series of changes in your brain that allow it to use more areas and perform more of its functions much more effectively. Let me explain to you what is happening in your brain through the exercise you have done.

1. By knowing clearly what you want for your life your brain can focus, hone in like a guided missile and concentrate on a big picture or target for your life.
2. By allowing yourself to think freely, without worries, concerns, or doubts about how you'll get there or whether you'll be able to accomplish it or not, you have freed up all the areas of your brain to do their work more effectively. Your entire brain functions hundreds of percent much better. You can think, reason, comprehend, concentrate, and memorize much better.
3. You have improved the chemical and biological processes in your brain very significantly. Your brain requires lots of blood and oxygen to flow to it especially the top layers in order to function more effectively. If you look at your brain from the side, you would see that it has three layers. Each layer has a function, and what is important for you to know is that in order for your brain to learn at its best in school and from life, the top two layers are the ones that are needed most because they are the ones that perform the higher learning functions such as thinking, reasoning, and memorizing.

You can see why you did better in Math. You've experienced more positive emotions created by your positive vision and that helps your memory. In addition, through the meditation exercise, you have been more relaxed through the day and most importantly lots of oxygen flow to your memory and your entire brain when you are doing the exercise.

When you become more relaxed and stop being so up tight, your vessels in your whole body, but most importantly those in your brain, get relaxed and they literally open up so that more blood can circulate through them. The blood carries the necessary oxygen and nutrients for your brain to function much better. When all your vessels open up, more blood and oxygen can flow to the top layers of your brain allowing it to function much more effectively when handling tasks.

This is why in Accelerative Learning we believe that everyone has an unlimited potential to learn. If people learn to use strategies that help their brain function better, they can learn much better and faster thus removing limits and false beliefs about themselves.

You have already experienced improvement, Martha, so at this point you are faced with a choice. Are you going to believe that you can get even better results than what you've seen, or are you going to believe the limitations that others place on you, and those you place on yourself?"

“Well, I want to believe more in myself but how do I stop doubting myself, and putting myself down when things don’t work out? I mean, I almost quit when they told me I could not be a teacher, and to be honest with you, I still ask myself if I’ll really be able to make it.”

“Look up and recall your vision for a little while, Martha. (She looks up and pauses for about thirty seconds) Do you feel better now?”

“Yes, that’s the trick you showed me when I first came to see you, right?”

“That’s correct! Did you notice what happened when you started thinking about your own doubts?”

“Not really.”

“Your eyes started looking sad and worried, and you started to tilt your head forward and your eyes looked downward. You felt better when you tilted your head back and your eyes looked up, didn’t you?”

“Yeah, I’ve been doing that whenever I catch myself feeling sad, down, or too nervous.” “This trick, as you call it, I call it the Looking Up Technique. It is an effective way to overcome negative or doubtful thoughts. You can use it to develop the habit of staying in a positive state of mind. You can also use it in combination with other techniques to develop strong positive beliefs and to eliminate false limiting beliefs about yourself. In our next session I’ll teach you three techniques that you can start using right-a-way to believe with more conviction and remove limiting beliefs about your ability to learn any subject. Before I let you go I’d like to explain one more thing about beliefs to you. Let me ask you, do you value education? Do you think education is important to you?”

“Of course, that’s why I am here.”

“Before you came with me, did you value education?”

“Yes, that’s why I started school.”

“Do you value getting good grades? Do you think that getting good grades is important or good for you?”

“Yes.”

“Ok then, why were you not getting the results you wanted? In other words, why were you struggling so much with school and your grades?”

“Because I didn’t know what to do. I kept trying harder but I couldn’t do any better. I was running around frustrated. That’s why they gave me the test that showed I had learning disabilities.”

“That is partially correct but the real truth is that you did not firmly believe that you could do it. You wanted to do it. You valued school, and

you valued getting good grades but you did not really believe you could do it. This is the root reason why you were not doing well.”

“I do not understand. What do you mean; I valued it but did not really believe it?”

“Listen, Martha, there is a fundamental difference between valuing something and believing it. A value is something you know is good or important. A belief is demonstrated through your actions and the results you get. For example, just about all students will tell you that getting an education is good. They value education. However more than three quarters demonstrate through their wrong actions and through their negative self-talk and self-doubt that they don't believe they can do it. They have the right value but the wrong belief.

In order for people to get the good results they want about any thing, they have to make their beliefs consistent with their values. I mean, look at yourself today. You value education and you value Math, also. You know education and Math are important if you want to be a teacher. In addition, you have started to make education and Math stronger beliefs. You have done actions more consistent with your value of education and Math. Some of these actions include thinking more positively about your future and yourself. And approaching studying and taking tests in a more relaxed and positive state of mind. This was the purpose of the exercises you did

before. When your actions and ways of thinking are consistent with your values, you demonstrate belief in what you value.”

“I see, what you are saying is that for as long as I go around doubting myself, putting myself down, or not doing what I need to do, I don't really believe in education for me even though I know it is important and I want to get it.” “Exactly! Valuing education is not enough. You have to believe it for yourself. Valuing yourself is not good enough; you have to believe in yourself. Do you understand me, Martha?”

“Yes. What you mean is that I need to do things that help me get my education, and I need to do things and think in ways that demonstrate that I believe in education and myself, right?”

“Exactly, and that's what I'm sharing with you. Accelerative Learning Techniques that help you do better actions and think better thoughts consistent with your value of education. This consistency keeps your value and belief of education in agreement, and when they are in agreement what you can expect is the kind of results that you want. So, shall we start

strengthening your belief in yourself and in your education next time we meet?”

“Yes, of course.”

“Can you come in the day after tomorrow, at the same time as today?”

“Yes, I can.”

“Great! In the meantime, think about our discussion and keep doing what you have been doing so far, ok?”

“Ok”

“Thanks Martha; I’ll see you next time, and have a great day.”

CHAPTER 5

STRENGTHENING YOUR SELF-BELIEF

REMOVING SELF-LIMITATIONS IN LEARNING

PROCEDURES AND TECHNIQUES

Martha showed up to our next appointment on time. I could see her expression of expectation in her whole body, and after inviting her in to sit down and greeting her, she immediately expressed her desire to start the session.

“I have a Math test coming up next Monday, and I have been doing what you’ve told me so far. I have been staying positive by thinking about my future a lot. However, I just had a quiz in History and I didn’t do too well. I have also been doing my meditation about my future every night when I go to bed, but I’m still having problems remembering things like dates and events in History. What should I do? I hope you can show me something today to help me with this.”

“I noticed that when you recalled the fact that you did not do well in your History quiz, you got a bit anxious, and when you said “What should I do?” and then used the word hope in expressing your desire to learn something today that will help you, your voice sounded doubtful.

You are doubting yourself again, Martha. This is normal after something does not work out the way you expected it. What is not normal is that you dwell in your self-doubt for a long time. These thoughts of continued doubting set limits on your self-belief and continue to hold you back. You have to let go of these thoughts and replace them with thoughts of self-confidence and self-assurance even when the immediate results are not those you expected.

Today I'll show you three ways by which you can exercise control over your mind and your feelings so that you can remove limiting thoughts and beliefs about yourself. Practicing these techniques will help you learn any subject much easier and faster."

DISPUTING LIMITING BELIEFS

"This technique requires that you catch yourself when you start thinking limiting thoughts and immediately replace them with positive thoughts and expectations. Through this technique you develop the habit of positive thinking and the attitude of self-confidence. This technique requires that you remain very conscious throughout the day about the kinds of thoughts and conversations you carry out with yourself and especially at times when things don't turn out the way you expected them. For example, in the case of your History quiz, you may think:

Oh man! If I can't do good on a quiz, imagine how I'll do on the real test. Maybe the stuff Mr. Baltazar has been teaching me doesn't really work and here I was thinking that I will do well in my Math test coming up next week. I probably won't do that well. Maybe I should quit and settle for a shorter and easier degree. Maybe the Psychologist was right. I can't be a Teacher."

"You are pretty close. I have been thinking that maybe things won't work out no matter what I do, and I felt like not keeping this appointment with you, but I finally told myself to come and maybe you could give me other ideas."

"You did well. You caught yourself thinking negatively and you decided to continue. This is the goal in any adverse situation or anytime you feel incapable, unable, or not smart enough: To keep trying and not give up. You can not continue if you keep thinking negatively for too long. Eventually you'll give up.

The goal of the Disputing Limiting Beliefs technique is to learn to change your train of negative thoughts as quickly as possible so you can change your physical and emotional states to positive ones immediately. This will help your brain function at peak capacity, otherwise the longer you dwell in your negative and limiting thinking the worse you will do in your learning and functioning as a human being.

Again, the idea is to catch yourself quickly and immediately turn your thinking into positive, hopeful, faithful thinking. This ability comes with repeated practice until it becomes a natural habit. Until it becomes an

automatic habit you need to do it in steps. To demonstrate it we'll use your experience with your History quiz.

First, here are the steps in the Disputing Limiting Beliefs Process.

1. **CHECK**—Check your thoughts frequently. Is what you are thinking limiting, negative, or doubtful? Notice how your thoughts make you feel in your body and your emotions. If you don't feel good and positive, you need to change your thoughts.
2. **STOP**—Once you determine that your thoughts need to be changed, tell yourself "STOP, I need to think positive about this situation." Speak to yourself with strength and assertiveness.
3. **BREATH**—When you give yourself the command to STOP, raise your head up like we learned before and take as many deep breaths as you need (usually 4 or 5) until you feel the tension being relieved, and tell yourself "I am replacing my negative thoughts with positive ones." Speak to yourself calmly and in an assertive tone.
4. **REPLACE**—Continue breathing deep as you look up and talk positively to yourself about the problem, obstacle, or adversity you may be going through.

Repeat this process through the day as you catch yourself dwelling in thoughts that are limiting or negative until it becomes automatic."

Martha looks at me with an expression on her face that's saying "Does this really help?"

"Let's practice with your experience with the History quiz, ok?"

"Ok!"

"I want you to start thinking about the fact that you did badly in your history quiz. Bring the experience back to your mind and repeat the kinds of thoughts you had and the kinds of feelings you experienced. Pretend I am not here and this time say your thoughts as you are thinking them."

"You mean, speak them out?"

"Yes. I want to hear what you are thinking, and remember to feel the way you were feeling. I want you to show your feelings through your body, also."

"Ok, it went something like this: Damn! I blew it; and I thought I was doing good with this stuff of Accelerative Learning. I guess I just was lucky with my math quiz. I'll probably blow the Math test next week, too. That stuff doesn't work, forget it, I'm not going to those appointments anymore. Maybe the psychologist was right. I don't have the brains to be a teacher."

“Stop right there, Martha! You really were on a roll. If you noticed, your emotions are a mix of anger, disappointment, doubt and sadness. Feeling like that is not bad but let me ask you; how long and how frequently have these thoughts been? Have they happened often and for long periods of times?”

“Well, it seems that I’ve been thinking like this since it happened. Even when I think about my vision and do my meditation, just before, I’m thinking that maybe those things don’t work, but I still do them.” “Aha! You see, Martha, you have been entertaining these limiting thoughts for a long time. This is what’s bad. It’s not that the techniques don’t work. It’s that you are dwelling on limiting thoughts for too long which create limiting beliefs about yourself and in turn produce unsatisfactory results.

Let’s continue with your own experience. Go back to thinking negatively again and as soon as you start, say out loud to yourself and with strong conviction the phrase STOP, I need to think positive about this! and immediately start taking deep breaths the way I showed you before so you can relax and look up and lean forward a bit and start saying positive thoughts, instead. Are you ready?”

“Yeah”

“Ok, start” (she gets into the negative thought pattern. She looks up, thinks for a few seconds, and says assertively “Stop! I need to think positive about this.” And starts verbalizing her thoughts.

“I am being too negative about this.”

She looks at me, then looks up like looking for what to think next and continues.

“Next time, will be better. I’ll study more next time. I was kind of nervous when I took the quiz. Next time I’ll relax more when I study and when I take the test.”

She looks at me and says “I don’t know what else to say. My mind wants to go back to thinking negatively. I even feel anxious because my mind wants to get back into thinking negative thoughts.”

“I could see and sense that in your eyes and in your body. I did not say anything. I wanted to see how long you could go saying and thinking positive thoughts. It didn’t last too long. You have a pattern of thinking which is mostly negative and pessimistic. This is demonstrated by the fact you stay thinking negatively for too long and by the fact that you have difficulty changing quickly to positive thoughts. But this is ok. It takes practice and repetition to change your pattern of thinking. What is

important is that you remain alert from now on and catch yourself when you are in a negative train of thought.

By the way, when you are trying to come up with positive thoughts, and your mind goes blank or wants to argue with you and take you back to negative or doubtful thinking, keep taking deep breaths and bring to your mind your vision for your future. This will generate thoughts of positive hope and expectation, and will bring to your mind additional positive thoughts.”

“You know, that’s actually what happened to me. When I’ve been thinking negatively a long while, my vision of my future and my mind map come to my mind and then I tell myself that I have to keep trying. That’s actually what convinced me to keep trying and continue coming to see what else I can learn from you.”

“Very good! You see, it works! Again, the idea is to catch yourself quickly and change your pattern of thinking quickly also. As you become more aware and stay more alert about limiting and negative thoughts you will get better and more used to the *DISPUTING LIMITING BELIEFS* process. Remember to:

1. CHECK—Check your thinking frequently.
2. STOP—Tell yourself “STOP!” when you catch yourself thinking limiting or negative thoughts.
3. BREATH—Start and continue breathing deeply, slowly, and calmly.
4. REPLACE—Replace the negative thoughts with positive ones by looking up and continuing to breathe deeply, slowly, and calmly.

Your assignment is to repeat this procedure as many times as necessary from now until next week when you take your math test; ok?”

“Ok, I’ll do it.”

GETTING LEVERAGE

“Let’s continue, Martha. I’ll teach you the second technique to gain more confidence in yourself and get rid of limiting thinking and negative beliefs about your ability to do well in school. This procedure is called *Getting Leverage*.

Everybody faces situations in which we doubt that we will be able to do well. This happens because we have never done it, or we have had one or

more negative experiences when we tried it before, or it is a situation that even though we've done well in it before, it makes us nervous every time we face it. This happens to a lot of us, for example, when we take tests, or when we get a teacher that has the reputation of being hard."

"Oh good. This should help me for my Math test coming up."

"That's right and if you combine it with the other techniques you've learned already, you'll find yourself doing better as you practice them."

This procedure is simple and requires the following steps; let's use your Math test coming up as an example to demonstrate it. Here are the steps:

1. **RELAX** by taking a few deep breaths and sitting comfortably. Remember to breathe in through your nose, slowly. Hold the air for a count of four seconds, and exhale through your mouth slowly.
2. **RECALL** a previous instance similar or related to the one you are going to face in which you were successful. Takes as much time as you need to recall the experience." "The one I can remember is the last time I told you I had gotten an A in my math quiz." She smiles as she says this. "Good! Remember the experience as if you were going through it again. Re-live it again in your mind and feel the way you felt back then. You can close your eyes if you want. This way makes it easier to re-live the experience. The idea is to remember and re-live that positive experience as vividly as possible, and feel what you felt back then, also as strongly as possible." She closes her eyes, and a smile appears on her face. She takes a very deep breath, tilts her head forward, and sits up more upright than before,
3. **AFFIRM:** Ok, Martha, now that this experience is vividly in your mind, talk to yourself positively about the upcoming Math test making reference to your successful experience. For example, you can tell yourself I've done it before. I can do it again. I've been in class. I've paid attention. I've taken notes. I've done my assignment, and I have reviewed for the test. I'll do good on it.

Use your own words and your own language but talk to yourself in a positive assertive way as you continue breathing deeply and relaxing. After two or three minutes of relaxed affirmation, you can take one last very deep breath, open your eyes and continue talking to yourself positively and you can get up and stretch if you want."

She leans forward and stretches her arms and smiles.

“I feel real good. I could take that Math test right now.”

“Good! You can do this procedure frequently between now and the time you take your test. You can even do it in the Math classroom just before you start on your test or just as the teacher is handing out the test. If you practice it you’ll see that you can do it quicker and the effect is just as good.

Remember, the steps for GETTING LEVERAGE are: *Relax*, *Recall* a successful experience, and *Affirm* yourself.”

As I mention the steps, I can see that she is going over what she just did in her mind.

MENTAL CONDITIONING

“The third procedure I’ll teach you, I call Mental Conditioning. We have done this before. This is the procedure we use to visualize and record your vision in your brain, remember? I called it a meditation back then and that’s what it is, but today I’ll explain to you what happens in your brain in more detail so you understand the science behind it and why it works. Like I said before, this is perhaps the most powerful procedure and technique that you’ll learn from all the sessions we have.

I use Mental Conditioning on myself and recommend it to you and others to develop new or better behaviors. Practicing it regularly will give you long lasting benefits in any area of your life that you want to improve. We will use it here to help you develop stronger and more powerful beliefs about yourself, ok?”

She nods, yes.

“Let me explain to you the steps or components to the process of Mental Conditioning:

1. **DEEP BREATHING**—I’ve already explained what happens in your body and your brain when you practice deep breathing but let me mention it again. With deep breathing your blood circulation normalizes. Your vessels open up so blood and oxygen flow through them normally. This means you are allowing much more blood and oxygen to your entire brain which translates to much better functioning of thinking, reasoning, memory, and comprehension as well as much better emotional functioning. Remember also that to take deep breaths correctly you inhale slowly through your nose;

hold the air in for a count of four or five seconds, and exhale slowly through your mouth.

2. **RELAXING INSTRUMENTAL MUSIC**—This is the music I gave you on the cassette before and which you have been using to do your visualizing of your future.

Relaxing music is helpful to reduce stress and anxiety in our mind and body. Listening to this music naturally helps you relax even when you are under a lot of stress or pressure. Being able to stay calm and relax under pressure helps your brain stay focused on the task at hand as well as concentrate and avoid distractions thus increasing your learning and memory abilities.

3. **POSITIVE VISUALIZATION**—In this step you visualize as detailed as you can and as vividly as you can the outcomes you want. For example, since you want to become more self-confident in learning' you can visualize yourself studying, doing assignments, reviewing for tests, and getting 100's in the subject you are taking. When you visualize you need to put yourself in the picture and add color and action just like if you were in a movie.

How does this helps you? I already explained it before. To the brain, what it physically and materially sees is almost the same as when it imagines it. By showing to your brain in your imagination how you want to be and what you want to accomplish with belief and positive feelings makes it think it's real, so your mind moves you in the direction and into actions that will turn it into reality.

4. **POSITIVE SELF-AFFIRMATION**—Through deep breathing and the relaxing music, you achieve a state of mind which is very receptive to understanding and recording new information in your brain. This state of mind is registered on instruments which monitor the brain electronically, and is called the *Alpha* brain frequency.

Many scientific experiments have been done that demonstrate that people can remember much greater amounts of information and with much better comprehension when the information has been studied in the Alpha state. It stands to reason then, that when you give your brain positive affirmation that reinforce what you are vividly visualizing while in the Alpha state; this information will be recorded in your memory very

strongly thus creating in your mind the new belief you want to develop in yourself much quicker.

I have seen this procedure work for many students already but I specifically remember the case of a Nursing student whose self-confidence had been shattered because she was having a terrible time with her Biology classes. She had so much information to understand and remember but no matter how hard she tried, she was not successful. Even though she would study for long hours and take copious notes which she would review over and over, she was still scoring low on her tests.

I taught her just the Mental Conditioning procedure, nothing else, and at the end of the semester she came to thank me because she had passed all her courses with grades of “A”. She attributed it to doing the procedure every day, and also before she started to study, plus she would do her reading and reviewing by continuing to take deep breaths and playing the relaxing music in the background. Best of all, Martha, this lady looked so healthy and calmed. When I first saw her she looked pale, anxious, and distraught.”

“Wow! Really?”

“I tell you, Martha, this stuff works! Are you ready to try it?”

“Yeah!”

“Sit comfortably with your feet flat on the floor and your back flat against the back of the chair. Let your arms rest over your laps and keep your head straight as if you were looking straight forward and gently close your eyes.

Start taking deep relaxing breaths. Inhale through your nose slowly. Breathe into your stomach, not into your chest, and let your stomach expand as you breathe in. Hold the air in for a mental count of five seconds, and exhale through your mouth. Continue breathing this way through the exercise.”

After she takes the first four deep breaths, I start playing the relaxing music at a comfortable volume level.

“Continue taking slow deep breaths, Martha. As your brain starts picking up the music, notice the calming effect it has on you.

And now, Martha, visualize yourself taking your Math test, and continue breathing deeply. Notice that you are answering all the questions as you are able to remember what you studied and you know that you are choosing the correct answers. Visualize yourself later getting the test back from your teacher and on the top of the first page you see a score of 100 on it, and notice how you feel and what happens as you see this in your mind.

She smiles slightly.

Now I will say three positive affirmations, and you repeat them silently to yourself.

I am *fully* prepared for this test.

I am fully prepared for this test.

I am fully *prepared* for this test.

I remember the information for it.

I *remember* the information for it.

I remember the *information* for it,

I am *confident* and sure of myself.

I am confident and *sure of myself*.

I *am* confident and sure of myself.

Take three or four more deep breaths and slowly open your eyes. Get up and stretch a bit and sit down again. How do you feel?"

"I feel like I can do it. I want to go study right now. I feel like I am going to do o.k. on the test."

"It's kind of the same effect that you felt before when you visualized your future, isn't it?"

"Yeah! I can't believe how quickly my feelings changed. I'm really going to study and prepare for the test."

"Ok, Martha, your homework is to do this exercise between now and before you take the test. Here, take the phrases with you so you remember them. I wrote them down for you as I was guiding you."

"Yeah, I'll do this exercise as often as I can, and just like the lady you told me about; I'll do it before studying and I'll study with the music and will also do the deep breathing as I am studying."

"Do you want to come after you take the test? We'll see what happened then."

"Ok"

"Remember to use the other two procedures I taught you also as often as you can between now and the day of your test. Remember to *DISPUTE YOUR LIMITING THOUGHTS* by *CHECKING* your thinking; tell yourself *STOP* when you catch yourself thinking negatively; relax by *BREATHING DEEP*; and *REPLACE* your negative thoughts with positive ones. remember to *GET LEVERAGE* by *RELAXING* first by taking a few deep breaths. Then *RECALL* a successful experience you had before, preferably similar or related to the one you are facing; otherwise just remember any previous successful experience. And lastly, *AFFIRM* yourself by talking positively to yourself about the experience you are facing.

In addition, continue doing your visioning meditation about the future you want, ok?”

Martha agrees and we set the next appointment for the latter part of the week after her Math test.

TO THE READER

Continue reading. You'll be amazed by what happens to Martha. And what's more important, this can happen to you, too. Martha is just one example. I've seen these techniques work for so many other people I have worked with.

Most of the improvements and success you want for yourself must first happen in your mind. This is what I have taught Martha up to this point. And this is not just to psych yourself into doing what needs to be done but it is also for biological reasons. Your brain needs to be tuned up regularly to work at its best just like any other thing you want to keep working well. Through the techniques you have learned so far you keep your brain energized, integrated, balanced, and fed with lots of blood and oxygen and positive emotions. This translates to a much greater ability to learn which means you can observe, comprehend, and remember information at a much faster and more efficient rate.

CHAPTER 6

AWARENESS

THE THIRD KEY OF ACCELERATIVE LEARNING

SUGGESTIVE AND SUBCONSCIOUS LEARNING

Martha came in on time to the following appointment. This time she was looking much more, energetic and with a big smile on her face.

“Good morning Mr. Baltazar!”

She sits down immediately, before I even invite her in and doesn't even give me a chance to greet her back.

“I can not believe it, Mr. Baltazar! I got a perfect 100 in my math test! I am so happy but most of all very surprised.”

“What did you do differently this time, Martha? What do you think happened?”

“I did what you taught me last time we met. Whenever I caught myself feeling nervous or talking negatively to myself, I would right away stop, relax, and start telling myself instead that everything was fine and that I would do well on my test, and I also would see in my mind this test with a score of 100 and after that I would feel much better right a way.”

Is that all you did Martha? “Well, at night, but I didn't do it every night, maybe I did it four or five nights; as I got into bed I would play the slow relaxing instrumental music.”

“I would play it and start relaxing with deep breaths, and then I would see myself getting my test back with a score of 100, and then I would tell myself the phrases you taught me last time.”

“And . . . Is that all you did?” “No, I also did my homework and my studying for the test like you said last time. I would first relax and see in my mind that I would do well on my assignments and on my test, and I also studied with the relaxing instrumental music playing very softly while I studied.”

“Did you feel any difference compared to how you studied before?”

“Oh yeah! I mean, before, I would dread starting to study. Even after I forced myself to study I would feel nervous thinking that I probably would not understand all the problems. Then as I started running across some difficulties I would start feeling desperate and impatient and I would start talking trash to myself about math and myself. You know, I would call myself dumb, stupid, or blame it on the teacher.”

“Since I’ve started coming to see you I’ve been more calmed and now, but especially this past week, I’ve been more positive about myself, school, and my subjects; but the thing I notice is that I find it easier to understand the teachers, the books and the math problems I have to solve. Every subject seems a lot easier. But I’m really surprised about my math test!”

“Surprised that you got an A, you mean?”

“Yeah!”

“Did you spend more time studying this time than before?”

“Not really. I mean I studied about the same amount of time, but before I would spend a lot of time talking negative to myself as I was trying to study that I would waste my time. Many times I would feel like I had spent time studying but I had not learned anything. Like it wasn’t going into my head.” “That’s what I mean when I say that Accelerative Learning has to do with better utilizing your resources, Martha, and not necessarily with having to study more time or reading and reviewing longer or more times. Many times you even need less time than otherwise by using Accelerative Learning techniques. All you are doing now is conditioning, preparing your mind better than before. In addition, you are being able to focus and concentrate better as you study by practicing the techniques you have learned. Your new ability to focus, concentrate, relax, and understand what you study is fueled by your own self-motivation which is renewed and re-energized by knowing and frequently visualizing your vision of your future. There is a phrase in the bible that reads “Without vision, people perish.” That phrase is totally true, Martha.

What you have learned so far, are very powerful ways to positively affect your mind, your brain, and your entire body biologically and psychologically

so you can perform your learning tasks much more effectively and efficiently than before.

You see Martha, one of the most difficult tasks for human beings is to motivate themselves to act towards and persist until they achieve what they want. A lot of people start but very few complete what they started. This is true in all areas of life. Nobody starts the journey towards a goal with the intention to fail. Everybody wants to succeed but most lack the wisdom and the skills to complete goals successfully. Two skills that develop self-motivation and persistence are the skills of developing a strong vision for yourself, and then firmly believing that you can accomplish it. That's what you have been working on for the past few weeks since you came in for the first time. Now, Martha, what is different in how you have learned to develop these two skills and other traditional ways is the fact that you have learned to do it in ways which are most powerful for your brain. As you continue to do the exercise you've learned so far on a consistent basis, you continue to condition and access your entire brain including your memory. One of the reasons why other ways are not as effective is that they only affect parts of your brain. These procedures strongly access the higher thinking areas of your brain as well as your emotional areas thus making the understanding and recording of information in your memory much easier and natural. Learning becomes easier.

"I guess it all works because I had never done this well in a Math test."

"Remember the GETTING LEVERAGE procedure I taught you, Martha? Did you use it?"

"That's the technique where I am supposed to relax first, then remember an experience in which I did well before, and then I speak positive to myself, right?"

"Yes, did you use it?"

"To be honest with you, not really."

"That's ok but now you have a perfect experience for getting leverage in the future. From now on, before you take any other test, remember vividly this experience you just had with this math test. By vividly I mean relax and remember how well you have done and feel again the way you are feeling right now. This will put you in a state of mind of self-confidence and self-belief, and will activate your entire brain for better learning and functioning.

Aren't you feeling right now much better about yourself?"

"Yes! I feel like I can do it. I'm feeling more positive about my future semesters, and about being able to do well in math and other subjects. I feel excited. This is why I'm here today. See what else I can learn from you."

“Great! That means we’ll have another good session today. Are you ready?”
 “Yeah!”

“O.k. in this session and the next I’ll share with you three techniques related to the third key principle of Accelerative Learning. The third key says that we learn everything through suggestion and that most of what we learn in life happens subconsciously. I call this the principle of **Awareness.**”

“What’s that?”

“Sounds weird, huh? We are used to thinking of the word “suggestion” as an opinion from some one; like when we ask, What do you suggest? Or do you have any suggestion? But that’s not all this word means. When I say that we learn everything through suggestion, I mean we learn from everything that we are exposed to through our senses and our emotions. We learn from what we hear, touch, taste, smell, see, and from how we feel about what happens around us and within us.”

“I don’t get it. What do you mean?”

“Ah, you see? This is why I call this concept the principle of AWARENESS; because most people do not realize this. They are not aware of how they’ve learned what they know, and how they have become the kind of person they are. When I become *aware* of the fact that everything is suggestion and that most learning is subconscious then I become more selective and discriminating about what I learn. I can choose what I want to learn and what I don’t want to learn. But in addition, I have more power and control to learn things I want to learn much easier and without painful effort.

I’m not talking just about school learning but also about life learning Martha, do you understand?”

“Not, really.” “You are the kind of person you are because you have learned to be the way you are. If you think about it most of what you’ve learned, you’ve learned without you consciously sitting down and deciding that you were going to learn it. It just happened. You didn’t even know you were learning to be who you are. For example, did anybody sit you down every day to teach you how to be a nervous, self-doubting person? Did you one day decide to be that way?”

“I see, what you mean. I’ve learned to be the way I am through experience, right?”

“That’s right. But the important thing to realize here is that rarely did you sit down and said to yourself “O, this experience is teaching me how

to be nervous and self-doubting. I'm going to take it and learn to be that way." No. You were not *aware* and it happened through time and through repetition, perhaps. I say perhaps because what determines how quickly and strongly you learn from an experience is the level of impact and effect it has in your mind. The more impactful the experience, the quicker you'll learn and the less likely you are to forget.

If you think about your own life, the experience you remember most are those that have deeply affected your emotions positively or negatively. Otherwise, when experience are not very impactful then it takes a lot of repetition to learn but you do learn over time. And you don't even know it. You are being fed suggestions and you are not aware that these suggestions are teaching you to become the person you are. You are indeed learning subconsciously (unaware) and you are always learning through suggestion. For example, Martha, when I was little, I remember this terrible auto accident. I saw it happened and then I went to see what had happened to the drivers and their cars. There were a lot of people gathered at the scene and since I was little I was able to get through the crowd and get to the very front. What I saw was so impactful to my whole person; my mind, my body, and my emotions. I saw the heart of one of the drivers bouncing on the pavement. It was alive still, but it was out of the body to which it belonged. Man!, that was an impactful suggestion. And what I learned subconsciously, because at that point in time I did not sit down to think and consciously evaluate what I was learning, was to be a careful driver. On the other hand, when I was little, I used to hate going to school. I even used to cry and beg my mom not to send me. I don't know why I used to hate doing homework, reading, writing, and even carrying my books. Today, I love learning and sharing with others how they can enjoy it whether it be learning from life or in school.

I remember I was in the fifth grade when I stopped complaining and I started to learn in school more willingly. This learning did not happen from one day to the next like in the experience with the car accident. This learning happened slowly but without me realizing also. I received a lot of positive suggestions (repetition). My mom and dad were very patient with me. They would tell me to try, that I was smart, and that they did not want me to grow up having to do physical work all my life. I had very loving uncles who would encourage me to go to school in a patient way. I had cousins who were doing good in school and would offer to help me. In school, I remember Ms. Sapien who even though I was not being

responsible in her class, she took a liking of me, and would encourage me so much. I even developed a “crush on her.” (We laughed).

“You were lucky, Mr. Baltazar.”

“Thank God for it. But do you see my point, Martha. As I was going through this experiences, I never sat down and consciously analyzed what I was learning. I learned it subconsciously and entirely through suggestions of different types. It took longer because the experiences were not as impactful, but I learned nevertheless.

“I can see how this happens for life experiences, but what does this have to do with learning school subjects?” (I can see in her face an expression that says “I don’t get it. How is this useful to me?”)

“It has everything to do with learning school subjects, Martha. You can intentionally make the experience of coming to school more impactful and you can use different kinds of suggestions to help yourself learn subjects faster and easier. If it work for learning in life, it must work for learning subjects because learning in school or not, is also a life experience. Don’t you agree?”

“Yeah, I guess, but how can I use this to help myself learn Math better, or History, or any other of my classes?”

“That’s where being aware and knowing some techniques will help you. Are you ready to learn some more techniques?”

“Yes, for sure!”

“I’ll teach you the first one today and then we’ll set up another appointment to cover the rest, ok?”

“Ok.”

Acknowledging Your Subconscious

“The first technique is a mind management technique, Martha. Through this mental procedure you increase your belief of being able to learn any subject. To demonstrate it I’ll use Math as the subject in which you want to improve your ability to learn.

Sit comfortably and bring your vision of your future to your mind as you close your eyes and start taking deep breaths. I’ll start the relaxing instrumental music so you can relax. As you continue to relax and you see your future as being reality already. Tell yourself the following affirmations as I read them to you:

I can learn any subject easily and effortlessly (3 times).

By staying relaxed in my Math lecture, my subconscious learns better and faster (3 times).

By staying relaxed in my Math lecture, my subconscious understands and accepts my teacher's explanations (3 times).

My subconscious accepts all positive suggestions and rejects all negative suggestions that any of my teachers or other people may say or do (3 times).

Although I may not realize it right now, my subconscious knows that all subjects are important for my life and career success (3 times).

Continue relaxed and let your subconscious process and accept the suggestions I've given you. Notice also that as I repeated each suggestion three times; I emphasized a different word each time. This is the same as before in the meditations you learned earlier. Slowly open your eyes and take one last very deep breath, stand up and stretch a bit, and sit back down. How do you feel?"

"I feel at ease and at peace. I don't feel doubtful about my Math test right now."

"I won't see you until after you take your Math test. Is your teacher having a review before the day of the test?"

"Yes, as a matter of fact, we have one tomorrow, Friday and the test is on Monday."

"Good! What I want you to do between now and just before your review, is the exercise we just did. Do the exercise tonight and tomorrow morning, and then again just before your review. Will you remember how to do it? I'll write the affirmations for you right now so you can read them as you relax and think about your future."

"I should be able to do it if you give me the affirmations. I am already used to the breathing, relaxation, and seeing my future in my mind."

"Ok, Martha, do you want to come next week after you take your test?"

"Yes, how about Thursday? The teacher said he'll give us our test back on Wednesday. That way I'll know how I did on the test."

"Ok, next Thursday at the same time?"

"I'll be here."

"Good luck on your test Martha. I know you'll do good. I'll see you Thursday."

CHAPTER 7

SUGGESTIVE AND SUBCONSCIOUS LEARNING

THE THIRD KEY OF ACCELERATIVE LEARNING (Cont'd)

Martha came to our following meeting right on time and I could see through her physical expression that things were going well.

“Hello Martha, come in and have a seat. How did your test go?”

“It went very well Mr. Baltazar. I think I’ve finally gotten over my problem with Math. All of a sudden I’ve started to understand Math problems and operations much better. I got another “A” in the last test, and now I look forward to going to Math class. I really think that I will get my desire of being a teacher.”

“You bet Martha, I have no doubts of that. You need to be sure of that yourself. Are you?”

“Yes, I am. Since I started coming to see you I’ve done much better in all my classes and I know that if I keep practicing what you have taught me, I’ll keep doing well in my classes.”

“Great Martha! Keep thinking that way. Today I’ll teach you two more techniques, and I will not make any appointments but I will strongly recommend that you take my full-semester class to reinforce what you have learned and pick up a few more techniques that will help you. Is this ok with you?”

“Yes, I know you can not see me individually forever. I will take your class next semester, but if I feel that I need more help I can come to see you.”

“Of course, Martha, my door will always be open for you, you know that. Let’s start our session today, shall we?”

“Yes, I am looking forward to what I’ll learn today.”

“Ok Martha, as I said before, I’ll teach you two additional techniques that develop your ability to learn subjects in school more subconsciously which translates to being able to learn subjects more automatically. If you practice these two techniques, through repetition, you will notice their positive effects rather quickly. Subjects will become easier to learn, and you will find it easier to get into them, specially those subjects you have not found interesting. The following technique is called *Multisensory Reframing*.

Multisensory Reframing is a powerful technique that trains your conscious and subconscious mind to naturally like or dislike anything. This is a helpful technique that creates change in you very effectively. In your case, Martha, you can learn to like school subjects better and stronger so that when you want to learn them, you will find it very easy because we learn much better subjects we like or enjoy. Isn’t this true?”

“Yes, that’s true, but is it possible to learn to like anything specially after hating or disliking it?”

“Of course, shall we try? What subject would you like to make easier to learn besides Math?”

“Ok, lets try with Biology. This is the other subject that’s been hard for me.”

“Alright, Martha let me first walk you through the steps and then I’ll guide you. Multisensory Reframing takes various steps because it takes into consideration the five senses plus positive emotions to make the learning stronger. *First*, sit in a relaxed position and start playing the slow relaxing music very softly. *Second*, start taking deep breaths until you feel completely relaxed. *Third*, once you feel relaxed; think of something or some experience that when you think about it, you get very pleasant feelings, and that you can remember very clearly. *Fourth*, as you are seeing this positive memory in your mind and experiencing positive emotions, put the happy memory in a big frame just like a picture. *Fifth*, as you contemplate this beautiful picture, and as you reexperience the positive emotions it evokes, you do the *Sixth* step which is to experience the beautiful picture frame with each of your senses. *Seventh*, as you watch and observe this pleasant picture, now you create a picture of the subject you want to learn to like better that will fit in exactly the same frame where your pleasant memory is. *Eighth*, right on top of the pleasant picture you will place the picture of the subject you

want to learn to like. *Ninth*, as you observe the new picture in the same frame, you experience this new picture with your senses and your emotions. *Tenth*, notice that your feelings toward the new subject have turned more positive and slowly open your eyes.

This is a long procedure Martha, but the positive change you'll experience will be strong and permanent, and as you repeat the procedure, you'll notice that the subject you did it with will become much easier to learn. Let me guide you through the process, then."

1. "Sit comfortably with your back straight and flat against the back of the chair, your hands over your laps, and your feet flat on the floor. I'll start the slow relaxing music and set it to play softly."
2. "Take four or five deep breaths . . . do you feel relaxed, Martha?"
"Not yet. I think I'm a bit nervous wondering what is going to happen?"

"Ok, keep taking deep breaths until you are relaxed. Let go of these feelings, and feel at ease . . . do you feel more relaxed, now?"

"Yes, I do."

3. "Ok Martha, now I want you to think of something, someone, or some experience that when you think about it you can relive it and feel it very clearly."

"Ok I am thinking of the time when I got my first "A" grade ever in Math, just four weeks ago."

Good, Martha, I want you to really see it. See it in full and living color. See yourself again getting your test back, and feel again what you felt when you saw it."

"Yes, I am." (I can see it in her body posture and facial expressions.)

4. "Ok Martha, now as you keep watching this picture and keep feeling what you are feeling, I want you to put this picture in a big frame like a nice big picture that you want to keep and hang in your room . . . Tell me when you have done this, Martha."

"Ok I got it."

“Good.”

5. “Now, contemplate and observe this nice picture for a few seconds and notice how it looks and how you feel as you do this. Hold the picture still and notice how beautiful it is and how positive you feel.”
6. “Now, I want you to see yourself touching the picture and tell me how the surface of the picture feels to you.”

“It feels smooth and soft. It is very bright and is very colorful. The frame is of wood and it is also very smooth and shiny. I feel grooves that are soft and some of the items on the picture are raised so I can feel their shape. For example the “A” grade I got is white and shiny and raised up and when I trace it with my fingers I can feel its shape.”

“Very good Martha, so far you have used your senses of sight and touch. Do you hear any sounds as you watch the picture?”

“No, not really. I only hear the relaxing music playing and it makes it more pleasant for me as I watch my picture. It feels very nice.”

“Ok Martha, can you on your own get your senses of smell and taste involved to better experience your picture?”

“You mean, add smell and taste in the picture itself, or outside of the picture as I am watching it?”

“Either way is fine but it’s better if you add it to the picture itself.”

“As I watch the picture, the air around me is fresh and cool and as I breath in, it feels cool and clean in my nose, and as I breath in there is a taste like chocolate in my mouth and it all feels so good. Mmmmm!”

“Alright, notice how you feel, Martha as you are experiencing this picture.”

7. "As you continue to observe this very pleasant scene, now I want you to create a picture of the subject you want to make easier to learn. You said before that you wanted to work with Biology, so please create a picture of "Biology" in your mind. Take a few seconds to do this . . . Do you have it, Martha?"
"Yes."
8. "Fine, Martha, what I want you to do is to enlarge or reduce your Biology picture to the same size as your pleasant picture so that it fits in the same frame. Place it over your pleasant picture so that both pictures are on the same frame the pleasant picture is now underneath the Biology picture. Notice what happens to your feelings towards the Biology picture now that its over your pleasant picture. Tell me, Martha, what do you see? How do you feel?"

"I see this picture and it has turned brighter and more pleasant. I feel more at ease and I do not feel anxiety or fear. I feel relaxed and at peace, and I even feel like I want to touch and feel the picture."

9. "Good, let's do that. I want you to experience the picture with all your senses and positive emotions. You are already seeing and feeling positive about this picture; now experience it with your senses of touch, hearing, smell, and taste. Describe to me how you are getting these senses into your picture."

"The picture is a picture of my science lab. There is Biology equipment, my teacher is there, and so are my classmates. I also see a big "A" on top of the picture. I am tracing the "A" on the picture with my finger and it feels soft and smooth. I hear the voice of my teacher and he is showing us how to use the microscope and I understand what he is explaining. The lab has the usual aroma, like mixed chemicals, but is more pleannt to me than before, and the taste it leaves in my mouth is kind of neutral. I do not mind the smell so the taste in my mouth is not bad anymore."

10. "Ok Martha, continue to contemplate and experience your picture of Biology for a few seconds more, and notice how your emotions toward this subject have become more positive . . . Take two or three deep breaths and slowly open your eyes."

“Stretch a bit Martha and tell me how you feel.”

“Wow, I feel much more positive and confident about Biology. I can’t wait to get to my class. I feel so positive about understanding it and getting a better grade in it.”

“This is a very powerful procedure, Martha. I know it will help you learn Biology much better. You have affected your subconscious very positively towards this subject and in a very short period of time. Even the steps to do this procedure have been recorded in your mind that to repeat it, you will remember how when you want to do it. I say this because you must repeat this procedure on your own at least three more times to make its effects stronger and more permanent. Will you do that?”

“Yes, I will. This will help me remember when I want to do it for other subjects.”

Exactly, that’s the idea.”

Subconscious Observation

“The third technique I’ll teach you, Martha, is a technique I call Subconscious Observation. This technique uses three components and to introduce them to you I want to ask you some questions, ok?”

“Ok”

“Alright, Martha, lets say that your television set breaks down today and you have to buy a new one, and money is no obstacle. In other words, you can buy any t.v. you want. Let’s say that you go to the store and look for a t.v. to buy. Describe the t.v. that you would buy for me, Martha. Remember that money is no object.”

“Well, I would buy a color t.v., flat screen, and I think is called a plasma t.v. to get the best picture possible.”

“So, you would not buy a black and white t.v. Martha?”

“No, I want to see the picture in color.”

“Ok, would you buy the t.v. with the smallest screen possible?”

“No way. I’d buy the largest screen possible that fits in my room and that looks nice.

“Ah, I see. So you would buy the t.v. in color, with the sharpest picture possible, and the largest picture comfortable to you, is that right?”

“Sure.”

“Now Martha, think about your notes from your classes. Aren’t they in small writing and usually in blue or black ink? Sometimes they have

corrections and scratches or stuff that we line or cross out and then we study from them that way, isn't that true?"

"Yes."

What we do not know or forget is that information presented to the brain this way, makes it more difficult for the brain to learn it. Imagine watching t.v. in black and white and on a screen the size of the face of your watch. Do you think you would like it better that way?"

"Of course not."

"Exactly! What you need to realize is that it is your brain, your mind, guiding you to make the choice that is most appealing. Therefore, your mind learns much better and easily if you present information to it in a way which is more pleasant to it. Another thing about t.v. is that you connect much better with the programs and even with the commercials when you watch them in a way that is more pleasant and satisfying to you such like you said earlier in full color, sharp screen, and a size screen appealing to you. Have you noticed that you also tend to enjoy and relax more with what you watch on a t.v. that meets your watching needs? This happens because your mind watches with less effort and stress."

"Are you saying that I have to write everything in color and bigger?"

"Not really although that's the ideal but I use and recommend this technique for specific things I want to make easier to learn, or things I have difficulty understanding and remembering. You know how within a given class or subject there are some concepts that take us longer or are more difficult to understand, right?"

"Yeah."

"These are the instances when subconscious observation can be very helpful, and here is how you do it:

1. Copy or write down exactly what you want to understand and/or memorize. For example, a Math formula or an example of a problem using such formula step by step, or facts or definitions you want to memorize, or science formulas and/or facts, etc.
2. Then copy the information onto a poster in large letters and/or numbers and using color markers or crayons pleasing to you.
3. Post the poster in a location where you can quietly and in a relaxed way observe it for a few minutes at a time through the day and before you fall to sleep.
4. When you observe the poster simply relax, take deep relaxing breaths as you observe it, and let your mind observe the information and/or steps.

When you observe information this way, you will notice that when your teacher explains the concepts in class you will understand them much much easier. You learned the information subconsciously and all you are doing is bringing it to your conscious awareness.”

“It makes sense, but is that all there is to it? I mean, does one really learn this way?”

“If you mean does one learn in life subconsciously? The answer is yes. Most of what we learn, we learn subconsciously. If you mean can one learn in school using the techniques I just shared with you? The answer is yes, also. I adapted this technique from a book entitled *Super Learning 2000*. The authors document in this book that a teacher in Engineering in Japan has his students conduct a few minutes of relaxed observation of the concepts and principles he will cover before starting his lectures. He projects slides and transparencies he will use to explain them to his students and without explanation he lets his students relax and observe them. Once they do that he proceeds to explain and demonstrate them, and he has documented significant improvements in comprehension of and performance in applying the concepts from his students. All I can say is try it, Martha. You may surprise yourself.”

“I’ll use it with Math, also since this is where I have the most problems.”

“Okay Martha. Since you are doing much better in your classes and you will register for my class; I will conclude our sessions for now but I want you to be sure that if you need to come and meet with me, I’ll be glad to do it. Is this fine with you?”

“Yes, this is fine with me, and I am looking forward to taking your class. Thank you Mr. Baltazar. I really appreciate how much you have helped me. I’ll see you in your class next semester.”

I saw Martha in my study skills with Accelerative Learning course the following semester, and to my surprise she had gotten “A’s” and “B’s” in all her courses for final grades the previous semester. Her overall grade average had surpass the “B” mark. Throughout the semester in my class Martha passed the test required by the state of Texas for acceptance into the teaching program at the University of Texas, and had become the president of the Honors Program at our college.

Martha is an example of the many students I have instructed in Accelerated Learning Techniques. By now, if you have practiced the techniques I’ve shared so far, you too, have experienced the benefits. Please, let me know how they’ve helped you. You can contact me through my website listed on the back of this book.

In the following chapters I will share with you other real life cases as I share additional techniques with you.

CHAPTER 8

HOLISTIC LEARNING

THE MIND AND THE BODY ARE ONE

THE FOURTH KEY OF ACCELERATIVE LEARNING

WATER AND NUTRITION

So far, all the techniques that I have shared are designed to have the most effect on the mind. These techniques in themselves are very powerful. If you combine them with techniques that physically help your brain function much better, learning becomes even easier. When you combine mental techniques with physical techniques the speed of learning does not double but triples, quadruples, or is even faster than that.

Physical strategies include nutrition and exercise. The recommendations I include here are specific strategies that help the brain improve thinking and learning. I share these strategies through another real case I have worked with.

Rose was a student referred to me by her Reading instructor. She came to me with a letter from her instructor requesting that I work with her to help her with her attention, concentration, and comprehension in a Reading course. According to the teacher, Rose could not maintain focus and attention as she read, and this was interfering with her comprehension levels.

After speaking to Rose during our first meeting, I also found out that she was enrolled in a G.E.D. preparation course and that in general she was also struggling with the subjects covered in this course, and in her

own estimation she probably would not pass the G.E.D. test even after completing the preparation course.

After gathering information about Rose from her, I made a second appointment. During this appointment I found out what were Rose's strongest desires and dreams about her future and just like with Martha, I taught her deep breathing and about the concept of Vision, and guided her in conducting a Visioning mental exercise about her future. I also taught her the Mental Conditioning procedure and how to use it based on her own needs. After this appointment I made a new one, and told Rose that for the next two appointments I would spend time teaching her some physical movements that help the brain gain more focus and concentration, and improve memory and comprehension, and some nutritional practices that would help her brain work much better for her learning tasks. Following is the approximate script of our conversations:

"Hello Rose, good morning, come in and have a seat."

"Good morning, Mr. Baltazar."

"How are you? Tell me, how you've been doing so far?"

"Well, I have been practicing my visualizations of the future I want, but mostly I've been visualizing myself passing my G.E.D. test, getting my diploma, and going on to my college level classes and getting good grades."

"Great, keep doing that. Even if sometimes you don't get the results you want, keep doing it. Remember that doing this gets your brain better prepared to learn, ok?"

"Sure, everytime I do this exercise I feel very positive and helpful and this makes me keep on trying and not give up."

"Ok then, today I am going to give you some helpful tips that are nutritional in nature and that are very helpful to your brain for learning anything a lot better. Most people do not take this aspect into consideration to improve their learning. Our mind is a physical part. It is our brain. Our brain is our central computer. It controls our mental and physical activities so we must do physical things that help it work better. The better it works, the better we learn. Does this make sense to you, Rose?"

"Yes, it does. I guess it is like a car. If I want my car to keep running well, then I need to take care of it, right?"

"That's a good way of seeing it. You have to take good care of your brain if you want it to work better for you, so let's talk about what you can do to help your own mind work a lot better so you can learn much better and easier, ok?"

"Ok (she has an expectant expression in her face and body)"

“Let’s talk about water first. Our brains are over 80% water. If you squeeze out the water from the brain it will shrink like a raisin. One thing that keeps the brain full and vibrant is giving it the amount of water it needs, otherwise the brain can not perform the functions it needs to perform in order to maintain good health, good processing of information, and good memory. Water provides energy to the brain and energy translates into improved learning functions. Unfortunately most people do not take the appropriate amount of water needed on a daily basis. Let me ask you Rose, how much water do you drink each day? I mean water, not coffee, pop sodas, or other types of mixed drinks.”

“Maybe, two glasses at the most.”

“Only, two glasses! Do you see, Rose? You are not even having one third of the water you need each day. Most people are not getting enough water.”

“How much do I need? I’ve heard that people need eight glasses of water per day, is that right?”

“That is right. Every adult person should take at least eight twelve-ounce glasses of water every day distributed throughout the day, not all at once. That’s about 96oz. of water per day. Just providing your brain and your body the amount of water it needs, will help you improve learning any subject much better and easier. In your case, your reading and comprehension skills will improve but so will your ability to learn other subjects.”

“Is that true? I did not know that I could do that. Do you really mean that? Will I be able to read better and comprehend what I’m reading?”

“Yes, you will, specially in your case since you are drinking very little water.”

“I think I’ll buy me one of those empty plastic bottles they sell at the store. I will definitely start drinking more water.”

“Great! Just increase your water intake gradually, perhaps over a week or two until you go up to the 90-96 oz. you need. This will help your body get used to greater amounts of water without you having to run to the restroom very frequently.”

“Alright, Rose. When we meet next time, I expect you to report to me that you have been drinking more water on a daily basis. You will feel the difference in your body, and in your mind almost immediately. Will you do that?”

“Yes, I’ll start right away.”

“Great! Let’s move on to other simple but powerful things you can do from the nutrition stand point to help your brain function a lot better.”

HEALTHIER FOODS

“Most people do not know or ignore the fact that a healthier diet is also helpful to the brain and therefore helpful for learning. When people think about dieting or eating better foods they usually think of preventing illness or preventing an illness from getting worse, keeping a nicer shape, losing weight, or living longer. Wouldn't you agree with me?”

“I don't know but what I thought about right a way was losing weight.”

“That's what I mean but you see; you must also relate it to learning better and since life is about learning and learning is a function of the brain, so should everyone else whether they are going to college or not. If you eat better, your brain functions much better. If your brain functions much better you will automatically learn much better, and if you learn much better you'll automatically experience better health, live longer, have a better looking body, prevent diseases, and your grades will improve. All these are good results or side effect of taking care of your main computer—your brain.”

“I had never thought of it that way. So what you are saying is that eating better foods will help me learn better in college. So, will I become smarter? Will this help me with my reading problem?” “Of course it will, specially if you also drink plenty of water, do your Visioning Meditations and use deep breathing as well as the other techniques I've shown you.”

“I know you are going to tell me to eat more salads and eat less junk but the way you explain things helps me to understand. I want to get smarter, so tell me (she smiles).”

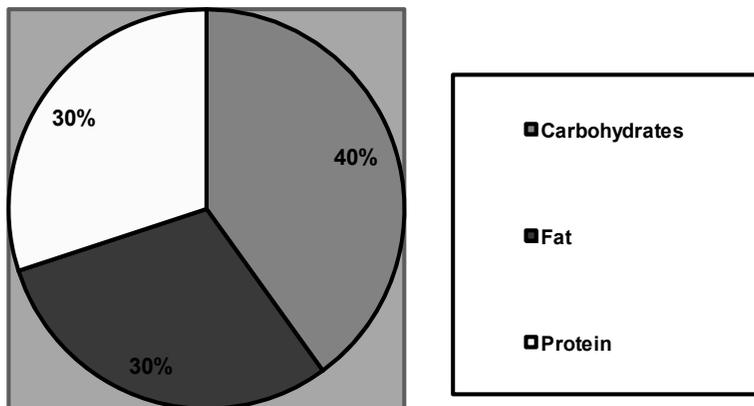
“Alright then, let's go ahead.”

A BALANCED DIET

“Just like the case with water, most people do not eat a healthier and balanced diet. By simply adding healthier foods to your daily eating routine you will experience noticeable results in your ability to stay alert, focused, and energized. You do not have to entirely give up foods that you enjoy and at the same time you do not have to make eating better so complicated. I think this is one of the reasons why people do not watch what they eat. Most experts make it so difficult to understand and implement better eating habits.

I like Dr. Barry Sears, author of the book “Staying in the Zone.” He draws a very simple chart of a balanced diet and he recommends that you

imagine that this chart is a plate of food. Whenever you eat a meal these are the percentages of each category of foods that your meal should have. You also imagine your day and what you eat through the day as one single plate and you do a mental account of each category of foods to check if you've stayed within the recommended percentages. You do this so that if you can not balance each individual meal you should at least balance the percentages through the day."



"I am not a dietitian or nutritionist Rose but I think common sense tells us what we should eat in order to stay healthier and help our brain work much better. Dr. Sears helps me balance my meals through the day. I just need to know some basics as to what foods provide protein, carbohydrates, and good fat. Are you familiar with that?"

"Not really."

"Ok I'll keep it simple and give you a short list of each. For example, to get protein you can eat beef. Just try to eat beef that does not have too much fat or grease. Chicken without the skin, and fish and other seafoods are much better. Eliminate completely, or eat very little of the fatty or processed meats like hot dogs, cold cuts meats, bacon, salami, etc. These meats contain too much fat and/or salt. Their nutrition value is not that great.

For good carbohydrates you need to eat more vegetables, grains and nuts, and whole grain breads. Eat a variety of them.

For getting healthy amounts of fat use olive or canola oil to cook. Meats, chicken, and fish have healthy amounts of good fat, and so do nuts. In addition, things like mayonnaise, butter, sour cream, cottage cheese, and milk provide you with fat as long as you use them in moderation."

“I know I need to eat better but because I am overweight. I never thought of eating better to help my mind work better and do better in school. I am going to definitely start eating more fruits and vegetables and nuts, and cut down on bad foods. Most of the time I just grab whatever there is to eat to fill myself up and stop being hungry. I am going to start thinking more about what kind of foods I am eating.”

“I guarantee you, Rose, you will feel a lot better, you will even loose some pounds, but most of all, you will notice the improvement in your level of energy, and your alertness when you study, and in your classes.”

OTHER HELPFUL TIPS

“Ok Rose let me close today’s session by giving you a couple of tips that will help you when you are in class, or studying on your own, or when taking tests:

- a) Always have a bottle of water with you. Make sure you take a few sips before class, studying, or taking a test. Drink water as you are going through any of these situations. You want to keep your brain hydrated at all times.
- b) Have a fruit or a mix of fruits and vegetables no later than 30 minutes and not earlier than three hours before studying, being in class, or taking a test. You want your brain to be energized and awake throughout the learning session.
- c) At intervals of about 15 to 20 minutes throughout your class, study, or testing session make sure you do some simple stretching moves or brain exercises which I’ll teach you next time we meet. This promotes good circulation of oxygen and nutrients to your brain.
- d) Finally, remember to take deep breaths consistently throughout your session. This help you stay relaxed and awake because, remember, deep breathing provides lots of oxygen to your brain which helps it function a lot better.”

“You’ve really helped me a lot today. I am going to start practicing these things right-away.”

“Great, Rose let’s finish here and set up our next appointment for a week from today. Is this fine with you?”

She agrees and we agree on the date and time. I encourage Rose to put into practice what we have discussed, and I see in her face an expression of hope and optimism.

CHAPTER 9

HOLISTIC LEARNING

THE MIND AND THE BODY ARE ONE

THE FOURTH KEY OF ACCELERATIVE LEARNING (Continued)

MOVEMENT AND EXERCISE

Rose came in to our appointment and I noticed that she was carrying with her a bottle of water.

“Hey Rose, how are you? I notice you have water with you!”

“Yes, I’ve been careful to drink more water through the day, and I have been eating a little better. I’m not entirely doing what you taught me last time but I’m getting better.”

“And, how do you feel now that you are drinking more water and eating better? By eating better, I assume you are eating more fruits, veggies, and nuts, or grains, right?”

“Mainly, right now, I have been drinking more water, and I have been eating bananas and apples more everyday but as far as eating less fatty food and grains and nuts, I still need to get into it.”

“That’s ok, Rose, just keep it in mind and slowly add more good food to your diet. Add also some more variety to it. For example instead of just staying with bananas and apples, try buying also oranges, strawberries, pears, etc. One week you can have one combination and another week a different combination this way you won’t get tired of the same thing.”

“To replace the fatty meats, gradually start replacing them by having chicken once or twice a week, and start getting used to salads by also eating salads once or twice a week to start.

It is better to develop your better eating habits slowly but surely than trying to switch all at once or all of a sudden.”

“Yes, I do feel better now that I’ve been drinking more water and eating more fruits. I will do it like you say, slowly but surely.”

“Great Rose, keep up the good work! Today, Rose, what I would like to show you are some physical movements that specifically help your brain process information a lot better.”

THE INFINITY WALK

“First, so you can focus your attention better in your classes, I am going to teach you a movement called The Infinity Walk. This movement is documented in a book entitled “Super Learning 2000.” Teachers who have their students do this movement every time they meet, have reported that their students improve their learning and they get better grades in school than before.”

“This is how it works. On the floor of one of the rooms in your house, you trace a big number eight (8) with masking tape. Then you start by walking over the eight going forward and you do that for two minutes, non-stop until the two minutes are over. Next, you walk over the eight in reverse (walk backwards) for another two minutes. Then walk forward over the eight with your eyes closed for another two minutes, and finally, walk over the eight in reverse, with your eyes closed, also for two minutes. Let me show you (I demonstrate the whole sequence to Rose in my office, and then I have her do the same).”

“Oh wow, this is hard but I can see how this helps to concentrate. I really have to think, specially going backwards and then with my eyes closed is even more difficult.”

“Ok Rose, this is your homework for this week. You are to practice the Infinity Walk everyday at least once a day; but before I let you go, I’ll show you another set of exercises to help you read and comprehend what you read much better. These movements are: Cross Crawls, The Calf Pump, The Food Flex, and The Grounder. These movements activate and energize your brain to work better while you read.”

“Really? You mean, all I have to do is those exercise and my reading will improve?”

“These movements activate areas in your brain which are used for reading and comprehension. These movements in combination with the other strategies I have shared with you will help your mind work much better for reading as well as other subjects. Are you ready, Rose?”

“O.k.”

“Please stand up Rose. We will do the movements together. This way you will remember them when it is time to do them on your own.”

CROSS CRAWLS

“Cross crawls are easy to do. All you do is make movements with your arms and legs across the mid-line of your body. For example, you can stand up and loosen your arms. Twist to the left and swing your right arm in front of you to the left across your body. Then swing to the right and let your left arm swing to the right in front of you across your body. Do you follow, Rose? You can even make up your own movements as long as your arms and/or legs cross the middle of your body left and right.”

“Yeah, that was very easy.”

“Can you come up with a couple of your own cross crawls, Rose?”

“Let’s see, I can swing my legs also across my body. My right leg to the left and my left leg to the right (she does the movement) or I can raise my left arm across to the right above my head, and then my right arm to the left above my head sort of like aerobics (she does the movement). I could even dance to the music as I do these movements.”

“That’s right. Make it fun for you. Do cross crawls for three to five minutes and then switch to another movement.”

THE CALF PUMP

“The way you do Calf Pumps, Rose, is by standing and supporting yourself with your hands against a wall, the back of a chair, or a stable desk or table. You place one leg behind you and lean forward bending the knee of the forward leg. Your back and your straight leg should be aligned along a straight plane. Keep the toes of your back foot on the floor and lift the heel of the back foot and as you do this, shift your weight to your forward leg. Bring your back heel down to the floor shifting your weight to it. Do this movement for three to five times and then shift the position of your legs and repeat the movement three to five times on the other foot.

As I demonstrate this movement to Rose she does it together with me and learns how to do the exercise.

THE FOOT FLEX

“Do this with me as I show you, Rose. Sit on a chair or stool and place one of your feet on the opposite knee. Place one of your hands on one end of your calf muscle and the other hand at the other end of your calf muscle. One hand should be close to the knee and the other close to your ankles holding your calf muscle. What you do then is massage your calf muscle by squeezing with your fingers of both hands up and down the calf muscle and while you squeeze, you flex your foot up and down as far up and down as you can. Do this motion for about 2 to 3 minutes and then switch to the other foot and do it for another 2-3 minutes.”

THE GROUNDER

“Let me show you how to do the Grounder Rose. Please do it together with me. Stand straight and then separate your legs so they are spread wider than your shoulders and both feet pointing to the front. Turn one of your feet out so it is pointing away from the other foot and imagine a straight line between the heel of your foot pointing away and the foot pointing straight to the front. Bend the knee of the leg of the foot that’s pointing away from the foot pointing forward so you feel your weight on the leg of the foot pointing away and a stretching pull on the muscles of the leg of the foot pointing forward. Repeat this movement 3-5 times on one leg and another 3-5 times on the other leg.”

“Wow Mr. Baltazar! This is a nice workout but are you telling me that these movements will help me read better?”

“Not only will they help you read better but they will improve your comprehension, attention, and memory.”

I pull out my reference manual entitled “Brain Gym” by the Dennisons and go over the instructions and documentation with Rose.

“This is very interesting. I never knew that there were specific movements which could help me improve my learning abilities.”

“I did not know either Rose until I started studying how our minds and brains learn. I knew exercise was good for health and learning but I was not familiar with specific movements until I read the Dennisons’ work.

You now have an exercise workout which will help you learn much better and will also provide health benefits.”

“I am sure going to do these exercises. Thanks so much Mr. Baltazar.”

TO THE READER

This was the last time I saw Rose until the end of the semester. She came to see me to give me a note of appreciation from her reading teacher. She now was able to keep concentrated attention, and her rate of reading and comprehension had increased significantly. Rose had gotten an “A” grade in the course and physically she looked much healthier and at least 15 pounds lighter. She looked lively and optimistic and was looking forward to continuing and finishing her education.

If you do not exercise at all, consider Rose’s experience and start an exercise routine of at least 30 minutes daily. More importantly, add the mind exercises covered in this chapter to your exercise routine, and purchase the manual by the Dennisons for other exercises specific for improving brain functions. This resource has been invaluable to me in helping students improve their learning abilities.

CHAPTER 10

OPTIMISM: THE FIFTH KEY OF ACCELERATIVE LEARNING

Dr. Seligman has conducted perhaps the most scientific research on the subject of Optimism. He shares his research in his book *Learned Optimism*. Something he has discovered optimistic people have in common is that they are much more prosperous than pessimistic people. Prosperity is not measured or demonstrated only by material affluence although this is one indicator. Through his research, Dr. Seligman has demonstrated that optimistic people are happier and live more rewarding lives than pessimistic individuals. Other characteristics are that they live longer, they are healthier, and they do better in school.

The amazing thing that he has discovered is that optimistic people are not necessarily more intelligent than pessimistic people as demonstrated by I.Q. tests and other kinds of tests such as SAT and ACT tests. There are pessimistic people with very high I.Q.'s and they do terrible in school and life and there are optimistic people with average IQ's who do great in school and life.

Optimism is a state of mind and it also is a style of life. Now I understand why myself with such an average intellectual intelligence have been able to achieve all of my goals and desires. When I look back and take inventory of my own life I realize that everything I have desired to accomplish has become reality for me. I learned to keep an optimistic attitude from my father. He was one of the most optimistic people I ever knew. He taught me to look for and find the positive in every circumstance even when things seemed to be going real bad. So in this section I will share my own

experience with you and share some strategies you can use immediately to become a more optimistic individual and thus be able to perform better in school, and live a much more productive and satisfying life.

THE BILOGOY OF OPTIMISM

How does optimism affect our learning in school and in our lives? You see, we are born to learn. Each of us is constantly learning whether we realize it or not, whether we want to or not. Our attitudes, values, and beliefs determine the kind of learning that takes effect within us. Learning is a self-reinforcing cycle. The quality of our attitudes, values, and beliefs reinforces the quality of learning that takes place within us. Good quality attitudes values, and beliefs produce the same type of learning. Bad quality of attitudes, values, and beliefs produce bad learning.

Our brain is our learning computer and our attitudes, values, and beliefs are recorded in it. We already covered in earlier lessons that the brain is divided into two hemispheres and that both sides communicate with each other through the Corpus Colosum. We also covered that as a general principal and foundational concept, the right side of the brain manages emotions and the left logic. Since both sides of the brain communicate with each other, and this communication is always happening, it makes sense that the quality of our emotions will have an effect on the left side of the brain (the logical side). Therefore, if your emotions are positive, the left side of the brain will be affected positively thus good learning will take place because the left side of the brain will also work much better when your emotions are positive.

Optimism is the mother of all positive emotions. All positive emotions stem from optimism. For example, let's say that you took a test and did not do well in it. Optimism help you to recover quicker from the initial disappointment, and helps you see this test as an opportunity to learn from this experience and prepare better for the next one. Pesimistic people will put themselves down and see this instance as an obstacle. They will blame themselves or call themselves stupid, get discouraged, and even think that school is not for them, and perhaps give up and drop school all together. Now, you tell me which of the two reactions is better? Which one will cause your mind or brain function much better?

Optimism goes beyond keeping a postive attitude regardless of circumstances. A positive mental attitude is good. Optismism adds another dimension to keeping a positive mental attitude at all times. Optimisim

adds self-evaluation, evaluation of the circumstances, and proper action. These are logical functions of the left side of the brain which require that positive emotions which are a function of the right side of the brain be reasonable and balanced. Even positive euphoria although it is a positive emotion, because of its extreme sensation of good feeling, causes the left side not to function properly while you are in a state of extreme excitement. You have to calm yourself down to a more reasonable state of happiness for better reasoning.

Below is a chart that shows attitudes and behaviors of optimistic and pessimistic people. See which ones you identify with the most. Although this is not a scientific test, it points out to areas in which you can become more optimistic. Later in this chapter you'll learn practical ways by which you can improve your optimism even if you are already optimistic.

OPTIMISM

- You look forward to another day of school because it helps you get what you want for your life and future.
- You look forward to the challenge of learning in school. Even though it means work and effort, you appreciate the value of attending classes, studying, and getting good grades.
- You think often about your graduation and your future with positive expectations and hope.
- When you take classes from teachers which in your opinion are not good teachers, it does not cause you to think about giving up your goal of getting an education or giving up in that class.
- You feel certain that in one way or another, you'll get the education you want.
- When you talk to yourself about your education you encourage yourself to keep going.
- When you talk about your education with others your conversations are more focused on what you expect as a result of finishing college.
- When you think about your life in general you expect to get the good things you desire.

PESIMISM

- There are areas in your life which you want to improve but you have resigned yourself to your present condition rather than trying.
- When new ideas are presented to you, you tend to shut them down.
- When you do something wrong you feel guilty for a long time.
- When you attempt to do something and it doesn't turn out the way you expect it, your disappointment lasts too long.
- When you consider trying out new ideas or actions, you demotivate yourself by focusing more on the obstacles than the benefits.
- Your internal dialogue (self-talk) is mostly focused on the negative aspects of your life rather than on the positive conditions you have.
- You know you need an education, but you hate school.
- You are in school because you have to and not because you want to.
- You spend a lot of time thinking about and wishing things were different in your life so you did not have to attend school.
- When you discuss your education with others your conversation is more focused on problems and obstacles than on the positive results of obtaining it.

Your own answers to these statements point out to you if you tend to be more pessimistic than optimistic or the other way around. But in any case, you can always become more optimistic to help your brain function much better. The purpose of this book is to give you techniques that help your brain function better so as to be able to make learning better and faster and growing in optimism, just like the techniques shared in the other chapters by practicing how to be more optimistic you become smarter.

So here is part of my life to share with you some techniques for increasing optimism. I've never taken an I.Q. test but I would venture to say that if I took one, I probably would not score very high, and yet I can tell you with truth and certainty that I have accomplished most of my dreams and goals. I am financially independent, and live a happy and fulfilling life. By schooling standards I am a very educated person. I hold three college degrees and numerous certifications that require lots of study and preparation time to get them. I have received numerous awards and recognitions in my profession, and I am a trainer of other professionals.

I share this with you as a student that you are, and as a person who is looking for ways to improve your performance in school and life (you would not be reading this book, if you were not). I don't share it to boost my ego but to tell you that I am a very average guy who struggled a lot through school, and that now that I am educated on the brain and how it works I know that optimism was one of the main factors that pulled me through school and life. Like the other students in this book I too can share my experience with you.

I learned optimism from my father. I owe my optimistic attitude to him, and here is what I learned from him and that research on optimism verifies.

1. *You are capable of learning anything.* My father knew this but he also added that you do not even need to go to school. What you need is the desire to learn it.

Personally, I will tell you that now a days you need to go to school but this shows you how optimistic my dad was. He only went to school up to the second grade of elementary school but he trained himself in Reading, Writing, Mathematics, Business Administration, and History, and he learned a lot about psychology and human behavior. I remember when I was taking courses in psychology I would often read something and I would tell myself "My dad knew this, interesting."

In previous chapters, we covered the importance of Vision, desire, and self-motivation. Optimistic people learn because they want to, not because they have to. I also discussed how you can develop a stronger belief in yourself and the great potential to learn you have based on how the brain functions. However, here is something you can do to help you develop the belief that you can learn anything:

On a three by five card, print the sentence "I can learn anything." Before you walk into each of your classes, read it to yourself with conviction a few times, relax and let go of any anxiety as you sit down in class. Do this diligently every day for each class you have. You will be amazed by the results you get from this simple practice.

2. *There is always someone that has it worst than you.* My dad taught me this attitude. He taught me by word and by example to instead of griping and complaining about any negative experience, realize that there are other people in worst circumstances than me and to be thankful for what I have. For example, lets say that you get a low grade in one of your classes and you focus on this for a long time and you let it get you down despite the fact that you got good grades on your other classes, and on the fact that you are able to attend school and get an education. How many people in the world are there that can't even go to school? Be thankful for what you have and move on. Your mind will be freed up from the negative emotions you feel and you will be able to think clearer and come up with ways by which you can do better next time. This is the miracle of optimism. Am I saying that you should not feel bad about the bad grade? No, what is bad is feeling bad for a long time or allowing it to sink you into sadness, anger, or disappointment for a long time.

The key to this technique is to be aware of negative emotions caused by negative circumstances, and consciously take time to think and realize that others have it worst than you and consciously be thankful that although circumstances are not perfect, you have it better than others. Eventually this way of thinking becomes a habit and you do it automatically. My dad was an expert at this and I picked it up from him. You come up with better solutions when you remain optimistic because your brain functions much better.

3. *You don't gain anything by loosing sleep over it, relax instead, and be thankful for being alive.* When my father was going through a rough experience, he would lie down and fall to sleep. My mom would tell him that she didn't know how he could take naps like if nothing was happening. My dad would answer her with the expression above. I would wonder also but as I also developed the ability to relax and yes, sleep well even when times are rough; I find that when I am awake I can think better and clearer. Too many people spend too much time worrying about problems and what this does is affect the ability of their brains to perform well in other areas where they need to continue functioning normally such as their studies.

Because optimism is a habit of thinking, and thinking translates to behavior, in order to improve our thinking we need to continuously remind ourselves of the new thinking and attempt to act accordingly until it becomes a habit. Now, the idea of this strategy is not necessarily to be able to sleep, this is one way my father manifested this thinking. The idea is to minimize worrying, and get rid of obsessive negative thinking when you find yourself going through bad experiences. Here are some ways by which you can improve in this way of thinking.

- a. Make time to relax by yourself. Find a quiet place, get away from the hustle and bustle. Practice deep breathing as you have learned in previous chapters.
- b. In a relaxed and quiet state, simply ask yourself what is the best response or action to take in whatever rough situation you may be having. Continue relaxing and when you get an answer, write it down and carry out that action once you're back into your daily routine.
- c. Frequently through the day, repeat to yourself the phrase "I don't gain anything by worrying. I can think better if I relax." Do this even if nothing bad is happening.

You will find that by practicing this way of thinking you can concentrate much better in your studies and you are able to arrive at much better and faster solutions to problems.

4. *You can always do something about it.* My dad taught me that no matter how difficult a situation I may be going through, I could always do something about it. If I couldn't do anything physically at the present time, I could at least think that whatever the problem, it was temporary and that eventually an idea would come to my mind or that if I didn't give up, eventually I would be able to do something about the problem or situation. He used to tell me that the one thing I should never do is throw my arms up in the air and/or get all depressed and become hopeless and give up.
5. *Adjust and Adapt.* How you perceive things makes a lot of difference as to whether you persist or give up when you are trying to learn something or get something done. If you give up or get discouraged

too soon, you show symptoms of a pessimistic personality. If you focus on what is displeasing or inconvenient in things you will stop trying too soon and you will also give up. Winston Churchill's phrase, "Never, never give up!" is a truism that optimistic people practice.

To continue trying, one of the best things to do is to adapt and adjust. In regards to learning in school, I see many students dropping classes too soon because, for example, the instructor is too boring or because she displays behaviors that are not pleasing to these students or simply because they do not like the subject or the instructor. Many students do not realize that by dropping classes they are adding time to the completion of their degree. Optimistic people, instead, adjust and adapt.

Here are some practical ways by which you can adjust and adapt when circumstances are not favorable, and yet it is better to go through and come out successful because succeeding through them gets you closer to your goal:

1. *Relax and assess the circumstances.* Find a quiet place and take a few deep breaths until you feel relaxed. Think about how getting through this successfully gets you one step closer to your vision, your graduation, the career you want, the job you want, etc. motivate yourself by focussing on what you expect to accomplish instead of the present circumstances. Visualize in your mind the positive future you want.
2. *Burn your bridges.* Make the decision and develop the habit that once you start something you will finish it. This does not mean necessarily that you will do or die but it does mean that you realize that anything worth it will have its problems and if you start thinking about giving up too soon or settling for easier alternatives when problems start, the probability of failing is very high.
3. *Look for help early.* Many people wait until it is too late before getting help and others never look or ask for it and they give up thinking that there isn't anything else they can do. Instead, as soon as you feel and notice that when there are problems or what you try is not working very well, look and ask for help. Talk to your instructor, school counselors, other students, friends and family.

Do not exclude anyone. You never know what ideas they can give you or what help they may provide to you.

Optimism is a powerful attitude and skill. By now, if you have been practicing some or even better, all of the techniques offered to you in this book, you have already improved your optimism very significantly. All the techniques have the purpose of helping your mind (brain) function much better by training you to behave in more positive and optimistic ways.

CONCLUSION

The stories by which I have presented the Accelerative Learning strategies to you are true. These are only two of the stories. I have worked with hundreds of students as a College Counselor individually and the student success course and workshops I teach. They are too many to cover them all. One thing I assure you, these techniques are helpful to students of all ages. All that is required for them to work is the desire on the part of the students to make their learning easier along with the commitment to practice all or some of the techniques.

These techniques will serve you well not just in college but throughout your life also. Your health your friendships and other relationships, and other desires and goals you set to accomplish will become easier for you to obtain, manage, and sustain.

Keep this book. Never get rid of it. Go over the many techniques again and again. Keep reviewing them and practice them over and over until they become habits of acting and thinking. Inspire yourself by the stories of Martha, Rose, myself and your own accomplishments. You are much smarter than you think. You have the potential of a genius. I hope I have contributed to your life through this book by helping you realize and expand your unlimited potential. The best to you always.

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