

children in
resonance



+ our children – buds of today – flowers of tomorrow

Self – assured and confident children have a better chance for the future

Dr. Gundl Kutschera, April 2006

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1. Foreword

For a bud to develop into a beautiful flower, one needs intensive care, love, watchfulness and trust, so that a beautiful flower can develop from a bud. Children are like buds, they too need watchful care and attention, so that all their talents can grow and blossom. Our children and teenagers cannot adapt to our hurried world. Very often parents don't have enough time, because they need or want to work. Teachers are sometimes overwhelmed, because it is impossible to encourage every "bud" with the necessary intensity. Children and teenagers are under pressure, insecure and are even afraid to blossom and grow. With the help of computers they escape into cyber worlds that they can control and predict. Our children have less and less of a desire to live in the real world.

Twenty-five years of experience have shown us that the main causes for the insecurities and helplessness are not psychological problems, but simply not having the knowledge of how to deal with these issues. Our experience shows that every type of professional competence can be improved by teaching personal and social competence. When the children are connected to their inner strengths and look confidently into the future, then they can also easily succeed in school, and later find a place in life for themselves - independent of what changes the future might bring. We cannot make any promises of a secure and happy future to our children, but we can make them strong, so that they can easily and happily handle any challenges. These are the results that happen after the schooling of personal and social competence: 91% of the children are motivated again to go to school, they realize that learning can be fun, fears and nightmares are reduced, they are organizing their own life and they want to spend time with their parents. This is the best prevention for drugs and other addictions and for success in the future. The children feel that they are healthy and can find their own individual paths. Through personal responsibility, they can choose what friends they want to have, and they can stay away from negative peer pressure. They learn how to handle frustrations, have a higher tolerance for frustration and can learn how to deal with a "no". All these things are good prerequisites to change the negative results of the "PISA Study".

2. Initial Position

The number of behaviourally disturbed children is dramatically rising. Because the conservative methods that only concentrate on the behaviour are not functioning, the parents and the teachers need help to deal with these children. A study from the Austrian Institute for Adolescence Research ("Österreichisches Institut für Jugendforschung" = ÖIJ) shows that our adolescents desperately need new impulses, so that they want to discover the future with a positive feeling (Fig. 1). This study highlights the sad situation: Young adults between the ages of 15 – 20 have a rather dark view of the future.

In the phase of becoming adults, school is the place where children spend more than half of their day. School together with families play a central role in our society. Only communicative and creative people can continually deal with the pressures and changes of the rapidly increasing complex framework of our modern industrial society. Next to the professional knowledge that we teach them in school, the children also need qualifications in personal and social competence, so that they can find their place in society.

Therefore, the schools are having more and more importance. But the study of the ÖIJ shows that the trust in the educational system is not very high (Fig. 2). 60 % of the younger teenagers still trust the educational system, but the older the young people are, the less they trust the system.

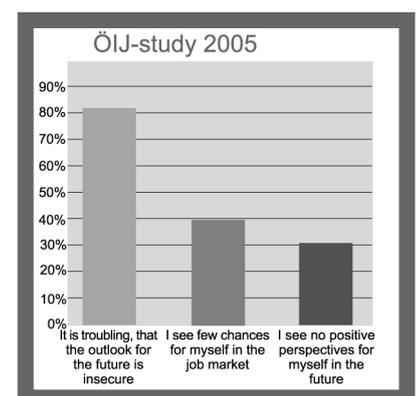


Fig. 1. Source: ÖIJ-Project 2005
1304 individuals, age 15 – 20 years

Why is the pessimism of our adolescents so great? On the one hand compared with previous generations the adolescents of today have to become self-dependant at an early age and on the other hand they are flooded with information that they cannot handle and/or put into perspective. Or explained differently, they create a virtual reality, where everything is built according to their wishes and desires and then they are disappointed when the reality can't be changed to suit their wishes and/or virtual reality. Frustration and aggression are the direct results of a fear for a future where they have few perspectives in a society that does not make them feel safe or welcome. A secure work place has become a pivotal point for teenagers and young adults (Fig. 3). A few years ago "to have fun in life" was at the top of the list.

What happened in our society? Our children need our help. They need values and a sense of purpose, so that they can create a positive perspective for their life. They need role models on which they can orient themselves.

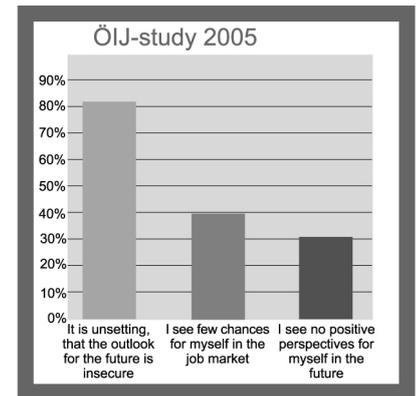


Fig. 2. Source: Preparation for professional life (BVJ = "Berufsvorbereitungsjahr") ÖIJ-Project 2005

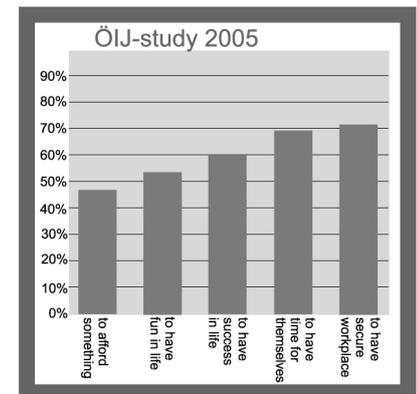


Fig. 3. Source: ÖIJ-Project 2005 1304 individuals, age 15 – 20 years

3. Design for the Training of Personal and Social Competence by kutscheracommunication in Schools

3.1 Our Goal

It is our goal to develop and test a standard procedure for our program, so that it can be repeated in a scientific way. This program is performed by trainers that follow a curriculum within a specific framework. The outcome is evaluated by using a standardized questionnaire which is filled out two times (before and after the program). The teachers receive the program following the same principle as the students. Furthermore, we continue to search for the best procedures and the most appropriate methods for improving the program. Our network-trainers receive five to seven years of training and they need to participate in trainer-trainings (at least once a year) in order to keep their professionalism. This guarantees the repeatability of the outcome.

It is important for kutscheracommunication that learning-programs are made available to parents, teachers and most of all to children. In the program we first have to solve mental blocks so that doors will open for "new learning" for being motivated to learn and for looking to the future with confidence and self-assurance. So many parents and teachers are helpless and are feeling guilty. But in our thinking model the question who is to blame or who is guilty does not occur because everybody does the best they can. Our experience has shown us, that the main issues are not psychological problems or even who is guilty, but rather the real problem is not having the "know-how". For thirty years, I often hear from parents: We know that we are to blame, but nobody is telling us what we can do about it." Or from couples: "What we had was good, but why didn't it last?" We learn so much and for so many things we need certification, but not for partnership and for child rising. Would you let do your bookkeeping from somebody who hasn't learned it?

3.2 Our Hypothesis

Through our 25 years of experience in fundamental research, we know that balanced relationships are only possible if professional competence is in balance with personal and social competence.

We investigate the question of how we can live together in a successful and respectful way - how we can live balanced relationships. The answers to these questions can only be developed by the ones who are affected by it – groups of parents, of children and of teachers. In order to compare the collected data of these groups we have structural guidelines and a linked network to be able to discuss and analyse the various results-

The results of the latest research have shown us that an increase in personal and social competence is directly correlated with an increase in professional competence. This impact is not restricted to the areas covered in the training, but also affects and improves other parts in daily life.

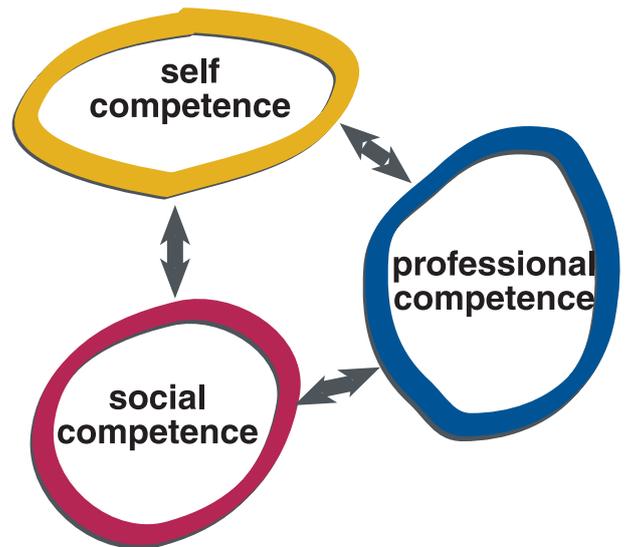


Fig. 4. Source: Kutscheracommunication

4. Theoretical Prerequisites for “New Learning” with nlp-Resonanz

4.1 Insights from Brain Research

Every second, our brain can consciously process 40 bits of information and during the same amount of time, it can unconsciously handle 11 million bits! (Norretranders, Tor, 1994; “Spüre die Welt”, p. 191). With the “new learning” with nlp-Resonanz it is possible for children and adults to find access to the 11 million bits and their unconscious potential. Using this information, they can find unique creative solutions, which they never would have found by using only the conscious brain. Also through “New Learning”, children discover their “personal instruction manual” for their bio-computer in the brain. This increases their self-confidence and their performance in school. Now, they can decide for themselves which inner program should be played back from the hard drive of their brain. With the certainty of having hidden potentials, the children are having fun to discover their hidden talents, re-awaken their joy of learning, find a purpose in life and are curious about the future.

The system “New Learning” shouldn’t be mistaken for private lessons, therapy or even as a competition to school. Teachers at school successfully transmit professional knowledge. What “New Learning” offers is to increase self confidence, stability, personal responsibility and social-competence in every individual. These qualities are necessary to be able to have access and to use the 11 million bits. This is supported by one of the basic assumptions of NLP: “every human being has all of the needed resources within oneself.” Conclusion: With nlp-Resonanz we try to find out how the brain is organized, so that we can learn to use the existing capacities in a complete new and unusual manner. In doing this we have new possibilities to handle all of the given duties and responsibilities in private and professional daily life.

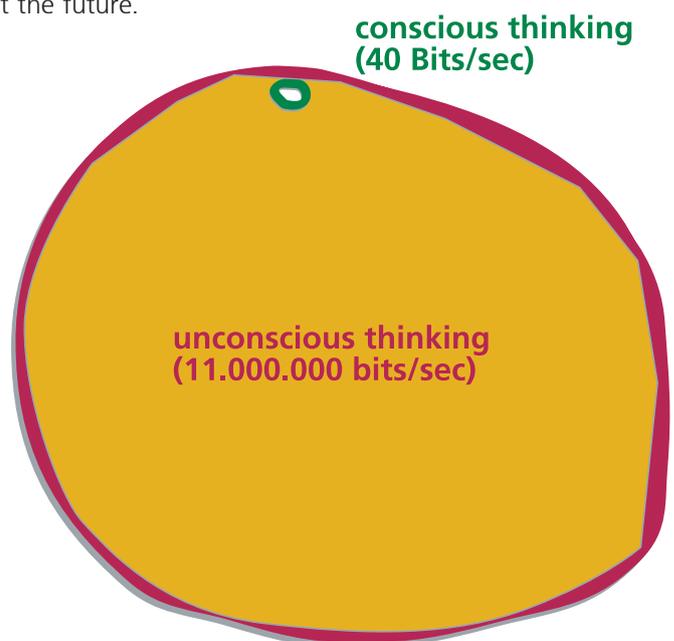


Fig. 5. Source: Kutscheracommunication

4.2 Resonanz as a Prerequisite for Being Able to Learn

At a conference in Graz about “New Creative Learning Methods”, our program won the first prize.

Originally, the concept of resonance is used in Physics to describe the interactive vibrations in a given system. Everything in nature has its individual resonance and at the same time it is in resonance with the surrounding system.

Our goal with nlp-Resonanz is to have every person find his or her individual resonance, so one can utilize resonance in daily life.

When we are in resonance within ourselves and with our environment:

- + we find purpose in our life,
- + we decide and design the quality of our life,
- + we have the courage to follow our heart,
- + we experience our inner wisdom,
- + we find a vision for balanced relationships,
- + we discover new visions which give us hope and confidence for our future,
- + we are successful in our private and professional life

With nlp-Resonanz we consistently first teach emotions (inner states) and only then we start teaching new strategies and new behaviour. This approach helps us, within a very short amount of time, to comprehend a big amount of subject matter, because everything can be used in many situations of daily life: To comprehend study material, to recall learning matters during exams, for social gatherings, for presentations, for good communication with friends, parents and teachers. Therefore, it is very important which inner state of mind a child uses while learning and which inner state of mind a child needs to recall what he/she has learned during the time of an exam.

A different state of mind is responsible for a different specific behaviour. Therefore, it is very important to know which inner state is best to learn, to go for an exam (recall) and which inner state is best to be with friends. Being anxious, being in a bad mood or simply not being interested is definitely not a good requisite for a good performance at school and for social gatherings (with teachers, parents or friends). Whenever kids are in their state of resonance they are motivated to study, they easily and quickly recall what they have learned and they will feel free to present themselves or feel assertive while being with friends.

Because we try to teach in our training lots of material in a short amount of time we need to use holistic teaching methods, super learning, relaxation techniques, we tell stories, we do trips to our own fantasy/ in using mental training methods, we play games, we move to the rhythm of music, we spend time in nature etc. It is our goal to teach theory as playful as possible. Therefore we use very often the oldest teaching methods – metaphors and drawings, which always open up new perspectives and discussions.

4.3. Suitable Metaphors for Kids in nlp-Resonanz

Our most powerful metaphors to improve the kids’ self-confidence, self-responsibility, stability and balanced relationships are “the house of personality”, “the magic island”, “the tree with roots” and “the crown”

+ The metaphor “House of Personality”

To easier comprehend the logical levels of learning, we have transformed them to the picture of the house of personality which can be easily understood by kids.

In the **centre** you can find the room of the **soul** or **spirituality** which “spreads out” to all other rooms. Inside the room of spirituality we live our own resonance. If the room of the soul withers away, there is no more meaning in life and it takes an enormous effort to deal with everyday problems.

In the **west** is the room of the **body**. The body is used for visible **behaviour**. In here we can discover and realise our real needs. We find out what we can do to feel better inside our bodies: Which food is good for us, which friends we want to live with, which body movement is fun for us...

In the **south** is the **material** room, the room of the **environment** – in here we can experience how we arrange our environment with qualities that benefit us. As 20 % of the earth's population uses 80% of the world's resources, it is important that we are aware, what and how much of the resources we really need to live a good life.

In **the east** is the room of **emotions/values** – in here we can decide which emotions we want - and which we don't want to live. Emotions we yearn after, like happiness, comfort, being together with others, etc. can not be bought, we can only find them inside ourselves.

In **the north** is the room of **thoughts**. In here we can decide which thoughts we want to think – thoughts about ourselves, about family, school, work, etc. and we decide which ones are helpful to us and which ones are obstructive. Our goal: We only can become full humans, when we are able to decide for ourselves which thoughts and emotions we want to live and that we are not driven by our thoughts and emotions any longer.. Thoughts decide where our focus (11 million bits) is directed to, what we perceive and what we don't perceive. If we believe that it is a friendly universe we live in, than we will perceive everything which is friendly, if we believe that it is unfriendly we will see all catastrophes, desperations and depressions in our environment.

In **the basement** we find **all thoughts** which have ever been thought. For this room we have different metaphors: Sheldrake calls it the morphogenetic field, the church talks about divine love and wisdom, and biologists say that everything is controlled by our genes. With the help of our thoughts we open doors to the cellar and these thoughts flow into all our rooms. If we think, for instance, that everything is difficult and terrible, than those doors don't open up. On the contrary, if we have positive thoughts like: life is beautiful, than those doors open, and all the beauty which was ever thought of flows into our rooms and everything becomes more beautiful. So our conscious thoughts are very important. Compared with a computer they are like the buttons which start the software in the brain for our inner programmes to run.

In the basement we only find everything which has already been thought, but no new things. If we want to discover new pictures, new **visions**, then we have to go to the **attic**.

Einstein once said that whenever he had questions, he sat down on a ray of light which took him away to the universe where he found his answers. Then he brought back those answers and translated them into an understandable language for his fellow men and women. That is the shortest version of the necessary steps for creative strategy which we teach in our programs.

+ The metaphor “The Magic Island” and “Magic Words”

The Magic Island trains self-responsibility and at the same time it gives children the security that they can get everything they need at any time even then when no one is there for them. Right there they find guides which help them to discover their real needs and how to make those needs alive. On their magic island they have access to their inner balance, to their resonance. They can always recall what they have learned and they always find answers for their questions. No matter where you are, the magic island is like an inner power source which is always available, which helps finding inner balance, inner peace and the personal resonance. Everybody has a unique Magic Island with individual values and submodalities. Submodalities are qualities of our five senses, for example warm, dark, light, clear, soft, loud etc. All children discover their unique submodalities (two or three) - the “magic words” which will enlighten them. By saying this magic words children will experience their feelings of resonance within their bodies.

+ house of personality

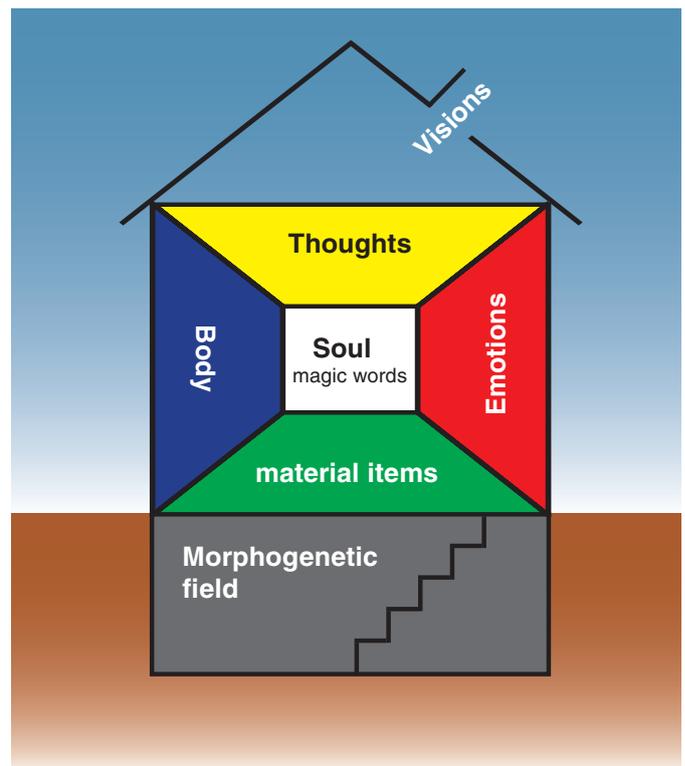


Abb. 6 Haus d. Persönlichkeit Quelle: Kutscheracommunication

With this method they learn that self-responsibility can be fun and that they are less dependent on receiving attention from others, which also means that they don't need to wait for test results and/or the feedback of the teachers to know if they did a good job or not. The magic island is their inner service station, where they can receive and refuel everything that they need; there is the place for the soul and spirituality. Here they can experience how it is when they are loved and protected – requisites for self confidence and self worth.

The resonance state that can be experienced on the Magic Island can be used for everyday occurrences and in any relationships. Then we can speak of complete personalities.

+ The metaphor “The Tree”

The Tree teaches stability, helps to ground the children and “to feel at home”. On the Magic Island they find their own tree, which is a metaphor for many things: A Tree naturally receives the sun, air, water and earth. With this method the children experience that they also are permanently shepherded, even when no one has time for them. The Tree has survived many storms, but is deeply enrooted. By means of using the Tree drawings we can follow the development of stability in the children. In the beginning often the trees have only thin and delicate roots that with time become steadier, more stable and increase in volume. The children are connected more and more with the earth and they feel comfortable living in our world. The Tree provides stability and the connection between heaven and earth, dark and light. The children don't need to flee anymore to a virtual reality on the computers, they are curious to see what life will bring them and can confidently and with fun handle all the daily challenges.

+ The metaphor “The Crown”

The Magic Island gives them the Crown. This Crown their posture changes – they appear straighter, more powerful and they feel secure and can authentically show their inner selves. When the children are connected to their roots and crowns during exams and tests, then they are in their resonant state and easily recall and demonstrate all that they have learned.

The Crown teaches them that they are something special – princes or princesses. They are surrounded by an integrated whole. There every child has a Crown that means that every child is a prince or a princess – every child is worth the same, every child is special. There is no better or worse. Through the Crown a respectful contact with each other and balanced relationships are possible. Aggressions decrease and the understanding of the requirements of other classmates increase (3 positions). This theory opens new doors for solving conflicts. Children learn that differences are enrichments.

+ The metaphor “Star Wars”

In “Star Wars” the technological world (computers, star ships, robots...) and the phantasy world (Apes, Jedi knights) live side by side and each have their own worth. Their respective talents are instructed and trained in different methods. If somebody that is trained in both worlds find themselves in a critical situation an inner voice tells them: “the force is with you” (resonance state of the Magic Island). All technological knowledge is shoved aside so that they can find a solution depending on intuition, inner wisdom and an inner guidance. The inner wisdom is taught in the fantasy world using completely different methods compared to those which are used to transmit logical knowledge in school. The teachers are the “Jedi-Knights” who are strict and very clear in their teaching. In a way we can say “New Learning” in nlp-Resonanz” is like a school for “Jedi-Knights”.

4.4. The Old Roles: The Energy-Patterns

We assume that everybody has their own frequency/resonance that distinguishes us from one another. Already as a child we learn to hide our resonance, the sun inside ourselves. Every child wants and needs the attention and energy of its parents. A child is born into a system, in which certain “games” and patterns already exist. Within this framework every child tries to build a connection with its parents. And very rapidly learns the most effective behaviour through which it can get the attention of the parents. This behaviour is the main ability of this child and gives a direction to the future. Thus the child learns certain behavioural patterns very well but other patterns are neglected or ignored. This is the point where “new learning” begins.

The Energy-Patterns are showing how children have learned to hide their inner potential – their inner “sun”. In this way they are also showing how to open up their shut doors again.

We work with four Energy-Pattern: the “withdrawn”, “the small child”, the “aggressor” and the “know – it – all”. Using the “withdrawn” energy we want to demonstrate the learned talents and what new ways are possible using the “new learning” method.

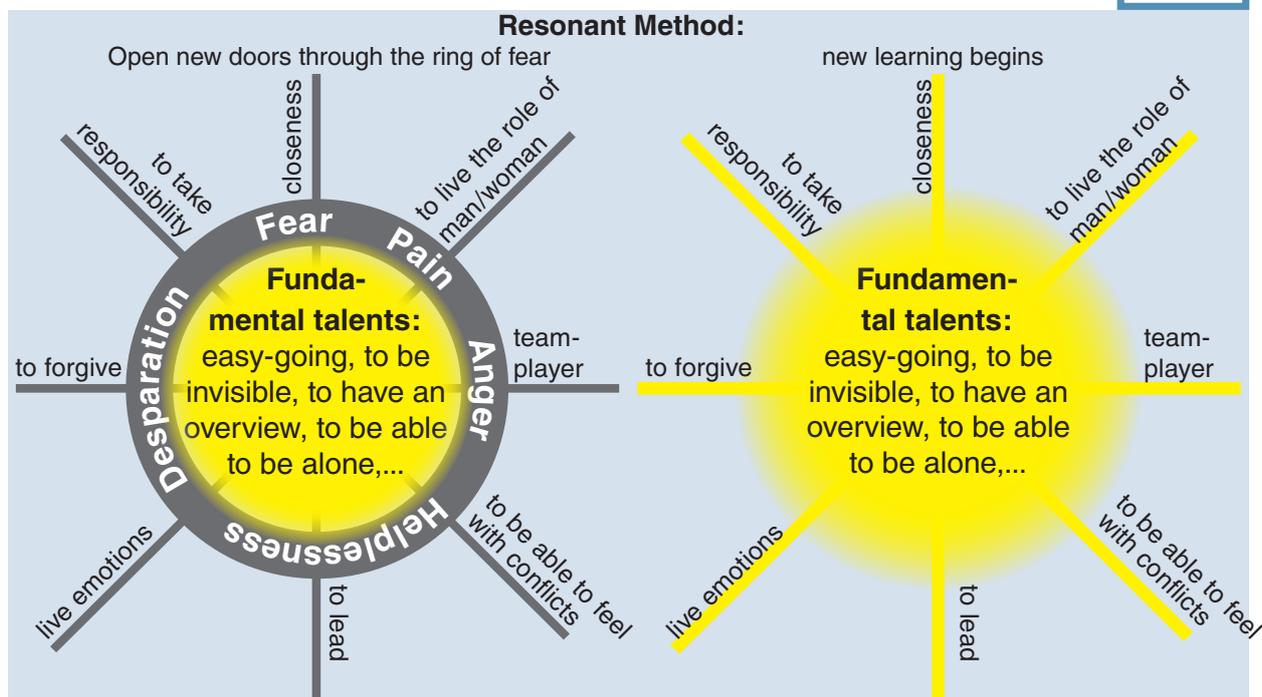
+ Energy-Pattern: “The Withdrawn”

The “Withdrawn” are the children that get the attention of the parents by becoming withdrawn, unreachable, they virtually become invisible. They become not only unreachable in the physical realm, but also when they become withdrawn to their own virtual reality. This behavioural pattern is becoming more common. The “Withdrawn” learns the ability to be happy when they are alone; they solve their problems by themselves and they can stay focused on one task. These children have built wonderful inner worlds that they can enjoy by themselves. But these inner worlds can’t be brought and/or used in reality and also can’t be communicated to others. This is the point that “New Learning” starts. If the children continue to only live in these behavioural patterns without learning new ones, it leaves them with fewer options in their social behaviour. Their fears will increase and they will feel more and more pressure from their surroundings. They will do what they can do best – withdraw – and at the same time they will long more and more for closeness and being with others. They do not know how to do this. This is when “New Learning” starts.

The theory behind this is that children experience basic fears such as not being loved and loneliness, when they don’t utilize their energy-pattern. They are afraid that the parents will abandon them or they will not be loved anymore. It is possible to get out of this “jail” with the help of nlp-Resonanz. First the mental blocks and fears are solved content-free. Though those inner doors are opened and “New Learning” with new strategies and new behaviour is possible. The result: they keep their old ability of enjoying being alone and concentrating on tasks but at the same time they can choose on a wide variety of new behaviour as humour, joy, closeness, intensity or being together with others etc.

+Energy-Pattern:“The Withdrawn“

Patterns with which we receive the attention and energy of our parents



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The figure shows the “withdrawn” type with its inner sun blocked by a chain of fears and so the abilities are locked up inside the jail, doomed to be repeated on and on. The sun can shine again if the doors/fears are opened and the rays can shine to the outside. Our picture for being together in balance: everybody lets his/her sun shine and by the rays they are connected and enriched by one another. That means, following the resonance theory, we help each other to higher intensity.

4.5 Value of nlp-Resonanz/”New Learning”

In our seminars we notice that it is often difficult and unusual for many adolescents to relax, find inner peace, to look inside themselves, and/or take part in a fantasy trip where they find a place of inner peace and strength. They rapidly discover that no-one wants to influence or change them with method of “New Learning”, but that it deals with their own problems and what is important to them. Through partners and exercises (sometimes the whole group) they experience that their personal problems are valued and taken seriously. They learn how to separate people and behaviour, which has a positive influence in their interaction with others.

They learn that they enrich each other by having different thoughts and talents instead of fighting them. In this way they learn very new methods of solving conflicts – they are getting interest in understanding the inner world of others. They learn that everybody has its own unique inner landscape which needs to be discovered – everybody is different.

Respectful feedback from trainers and other participants about their hidden games (energy-pattern) helps them in a humorous way to learn how to use their own potential in the relationship with others. This also assists them in being able to reconcile their talents with the real challenges in the job market.

Through the use of these methods and metaphors together with the children we have discovered what the benefits of the resonant state are. For example they learn that if achieve a resonant state during exams and tests they will be able to recall what they have learned and can then answers the questions; that it will become easy to absorb and remember what they have been learning, and that in arguments and stress they can feel save and stay calm (at school and at home). Only in this state it is possible for students to make the right decisions. Only then they can feel what is right for them and what not, and only in this state they can be intuitive and creative.

4.6. Conclusion

“New Learning” with nlp-Resonanz enables the children and adolescents to reach clarity about their strength and abilities and which interests they really have. Guided by experienced trainers they find out that the state of resonance improves their studying, their performance at exams, and their social contacts. They create their own future and choose a fitting job.

“New Learning” helps young people to cope with frustration, fears and chaos in a new way. To transform those negative feelings/emotions can be learned and taught. They also learn that there is a positive intention behind every negative behaviour and find possibilities to adopt their behaviour positively and to communicate their needs in a way that others understand - they learn to open their closed doors so that their hidden sun is able to shine again.

5. Teaching of Self and Social Competence: Analysis and results of “New Learning” with children/adolescents by using nlp-Resonanz

For the first time during the winter semester of the year 2002/03 the project “teaching09 of self and social competence” was realised in a larger scale at the Europa-Hauptschule (a secondary school) in Mödling (Austria). The project has been supported by Professor Zapotoczky from the University of Linz (JKU).

198 pupils age 7 to 17 have been surveyed before and after the project on the subjects “fear of the future”, “personal responsibility”, “self-confidence” and “health”. The results confirm that the resonance-method enables young people to make their way into the future with confidence and self responsibility. If necessary the training program includes 10 units of 2 hours and if necessary 2 or 3 individual coaching sessions for each child/adolescent. The return rate of the questionnaires was 97%.

5.1. The results and their significance

In the following we will introduce the main points of focus and the most important results and changes.

5.1.1. Personal Competence

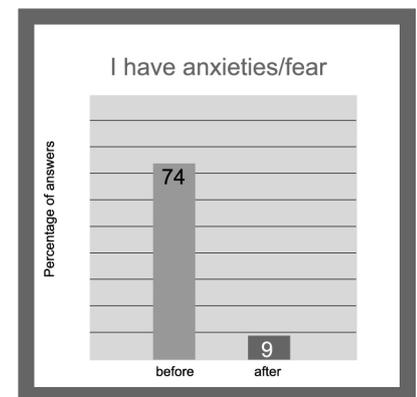
+ With Confidence into the Future

We can not guarantee jobs for our children in the future, but we can help them to get an inner state of strength and balance. Only then they will feel confidence to find their own place and will live successfully in given situations.

"I am looking forward to being an adult." Rises from 46% to 60%

"I feel free and safe as a child." Rises from 20 % to 50 %

"I have fears" drops from 74 % to 9 % (figure)



+ Self-Responsibility

If children feel comfortable with their bodies and find an inner balance, it will increase their self confidence and their personal responsibility. They are not dependable on feedback of others and they are able to make decisions on their own.

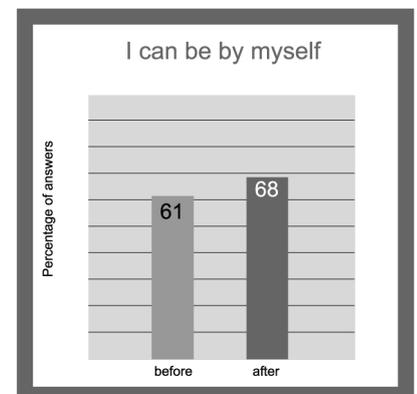
"I myself know whether I passed or failed an exam. I do not have to wait for my grade" rises from 64 to 76 %.

"I am able to stay calm in most situations" rises from 28 % to 43 %.

"I like myself the way I am" rises from 53 % to 100 % (figure).

"I am satisfied with my grades" rises from 19 % to 75 %.

"I can be by myself." rises from 61 % to 68 %.



+ Health

The number of children without any symptoms of an illness increase from 10 to 30 %.

"I pay attention to my health" rises from 59 to 69 %.

"Head ache" decreases from 35 to 23 %.

"I often have night mares" drops from 74 % to 14 % (figure).

Disorders in the lower abdomen decrease from 38 to 19 %.

Disorders in the spine decrease from 11 to 4 %.

5.1.2. Social Competence

Increasing self confidence correlates with solid social behaviour. If pupils live their lives with inner strength and inner balance then they are not at the mercy of the aggressive behaviour (teasing, physical violence...) of others. They understand that aggressive behaviour of others has nothing to do with themselves but is merely an expression of the other's instability. To separate a person's behaviour from the person itself is an important step for social competence. This makes a respectful communication possible which is independent of the daily constitution of the other person. The expression of these insights is verbalisations such as: "He's having a bad day again" and even teachers are allowed to have a hard day: "Leave her alone, she's in a bad mood! It doesn't have anything to do with you!"

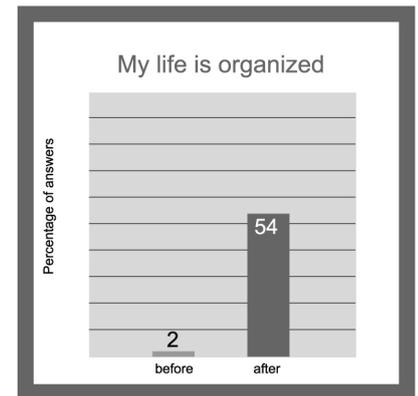
+ Peer Pressure and Mobbing

"Schoolmates do not talk behind my back/they do not play tricks." rises from 53 % to 62 %.

"I am looked at in a funny (weird) way/I am laughed at" falls from 68 % to 57 %.

"Schoolmates are physically aggressive against me." falls from 66 % to 58 %.

"My life is organized" rises from 2 % to 54 % (figure)

**+ Self-Confidence as a Boy / Girl**

"I am recognised as a boy/girl." increases from 77 % to 87 %.

"The others think I am cool" increases from 36 to 49 %.

+ Balance between Giving and Taking – between myself and others

"I am ok with being taken care of" increases from 61 % to 67 %.

"I am good at taking care for others" increases from 65 % to 71 %.

+Social Competence and Relationship with Parents

"Satisfaction in the relationship with mother" rises from 89 to 93 %.

"Satisfaction in the relationship with father" rises from 77 to 83 %.

5.1.3. Discussion of the Results**+ The Optimal State of Achievement in School**

It is important in every sport that skills are trained and practiced in small units. In a competition these separate pieces have to be available as a single unit – at the predetermined place and time – the same applies to exams. At a competitions, at exams, and at concert performances it is important that what was learned is not recalled in a linear way, but rather is available in a holistic manner. Athletes who have learned to be relaxed and to be in a highly concentrated state (resonance state) at the same time have every requisite available for peak performances.

Children learn how to access this state of resonance for their own challenges, such as presentations, exams and the like.

+ Drug Prevention: Personal Responsibility – Self Confidence

Nowadays drugs of every kind (alcohol, tablets and hard core drugs) are easily available and it is important that children learn how to deal with these options. The four already mentioned items (going with confidence in the future, self responsibility, social competence and peer pressure/mobbing, optimal achievements in sport and school) are crucial factors in drug prevention. The students can decide themselves that they don't need drugs and still belong to a group. Their decision will not be influenced by peer pressure. The students know who their friends are and with whom they want to spend time with.

If children learn to get in contact with their feelings headaches and other pains will vanish and they don't need to long for attention (Energy-Pattern) any more or any substitutes "to feel themselves". With the help of their "Island of Magic" and their "magic words" they have learned that in this inner place they "are important", can "feel themselves" and there they can get what ever they want at any time. This is most important in a time when parents are busy with long working hours and are not available enough for their children.

Another important step in this direction is for the children to learn how to define and live a variety of feelings. For example: What does it mean to be happy? What does love mean?

+ Frustration Tolerance

The frustration tolerance of children/adolescents is decreasing. A lot of them can not cope with disappointments or take a "no" for an answer. There is an alarming tendency to egoism spreading in the group of 16 to 18 year olds. Fellow human beings often are of secondary importance. Their parents are trying to keep away any harm from them ("they should have it better"). In this way the children/adolescents learn that they can get anything from their parents, they just have to complain and behave badly long enough. They can no longer take "no" for an answer and, without any given frame (rules), they become very frustrated. For the parents it is easier to say "yes" than "no". Therefore it is very important to have the parents in our program so they learn to be strong to be able to say "no" and set rules with consequences. The parents learn that if they really love their children they also need to be tough sometimes.

6. Conclusion

The program of "New Learning" has been and still is being implemented in a lot of schools in Austria and Germany. Sometimes schools are using it in form of a "project week". There are possibilities for a whole class to take part and there are also "open courses" where everybody can sign up for. In addition there is the possibility for individual coaching sessions to solve deep-rooted fears and problems. Based on our results we are convinced that it is most efficient if parents and teachers take part in the program as well.

Coaching of young people is not a new concept; serious sport without a coach is unthinkable. The coach gets the best out of every athlete, leads them to unity of body, soul and mind so that they can access all their resources at the right time for peak performance. Achieving peak performance is only possible in the right inner state. Like in a soccer team, with "New Learning" it is of great importance that everybody uses its talents and ability in the best way. The concept of sport can be easily adopted for children and adolescents. They too have to have their peak performance during exams and tests. The idea of coaching is to have conscious access to all your resources if you need them. It is our task to provide our children with these abilities. To make our children active for fulfilling the future requirements of society we have to teach them not only professional competence but also self-esteem and social competence. So, they can make their own way into a successful future. This will also expand the role of the parents and teachers by dealing with their "new" children.

"New Learning" in resonance is also helpful for children and adolescents with ADHS, hyperactivity, hypo activity, behavioural problems, auto aggressive and auto immune reactions, weight problems, anorexia, hypersensitivity, fear of school, and/or problematic social behaviour. A lot of these children are highly gifted. But often highly gifted children are having a lot of problems in social competence. For those who will take leading positions in the future, it is very important to train them in early age social behaviour so they learn how to use their gift in a proper way and not for destruction.

Problems are skills:

Based on our long-term experience we know that a problem is a skill lived at the wrong time with the wrong person at the wrong place. So a problem is really a skill that we can use and that we should be proud of. That's why it is so hard to give up our problems. We say: The problems can still be used in the appropriate time, place and with the right people. It is only in those areas where these "skills" become a problem that we need to learn new strategies and new behaviour. In some areas many children with learning disabilities are also very gifted and creative in other areas. But these talents don't help the children to fulfil the standards of the school. It is very normal that they will be destructive and bored.

Our questions:

Together with the children we find answers to questions such as: How can success at school be fun? How can I deal with my environment in a positive way? How do I want to be when I grow up? How can I find the balance between myself and others?

"New Learning" with nlp-Resonanz is based on the model of the levels of learning by Gregory Bateson in NLP it is called the logical levels. According to levels of learning adults and children need first to find a meaning in the things they are doing before they will be motivated to adopt new strategies, behaviour and abilities. Everybody has a natural need for being successful in life and being happy with others. If children are recognized in their special skills and if they learn their missing behaviour they will have feelings of success again, their self-confidence will

increase and their negative, unfitting behaviour (aggressions, withdrawal, denial,...) will step-by-step disappear on its own.

For 25 years, scientific methods have been an integral part of kutscheracommunication, so we can fulfil the future requirements of society and continue to develop our methods. Our institute is supported by professors at universities in Vienna and Linz in Austria, and in Mannheim Germany, through various master papers and dissertations. Our programmes and projects in schools, as well as our trainings, are scientifically monitored. The existing curricula and the standardized questionnaires are following scientific guidelines, and the data collected are evaluated externally.

Kutscheracommunication searches for ways about what is responsible for good and healthy communication. The main topics are:

- Self-responsibility
- New role models
- Quality of life

We work in the areas of: families, school, health, business, regional development and intercultural work.

The trainers of kutscheracommunication are trained on the average for five years with the main topics being: superlearning, NLP, "Erlebnispädagogik", mental training, systemic theories, communication theories and resource-oriented personal development. To maintain the quality of all trainers they are required to participate in yearly trainer-trainings.

Since the founding in 1982, over 16.000 people have participated in our programs and trainings.

Biography of Gundl Kutschera



Dr. Gundl Kutschera, married 44 years, 3 children, 8 grandchildren

Sociologist, health-psychologist, clinical therapist, psychotherapist

Lectures and seminars at universities, government organisations, schools and companies in Europe and the USA.

Author of a number of books.

Since 1981, founder and managing director of "nlp-Resonanz" Institute (later also under the name of "kutscheracommunication"). Today, the "Resonanz" network consists of over 50 regional partners mostly in Austria, Germany and Switzerland, as well as in Russia, Rumania, Brazil and Turkey.

Dr. Gundl Kutschera

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