WHO IS SHAPING THE HUMAN WITHIN THE STONE?

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The Human Nervous System and the Architecture Spine of Becoming™

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Construction → Obstruction → Deconstruction → Reconstruction → Transformation → Becoming

> "When pressure arrives, what have I practiced so often that my body begins the response before I have examined its meaning?"

The Living Human Within the Stone

My six stone figures give a visible form to an invisible human struggle: how a person takes shape, recognizes what is no longer useful, practices something different, and grows into a more deliberate way of living. The artwork represents the six elements of the Architecture Spine, with Human Obstruction in the second position. Construction asks what formed me. Obstruction asks what impedes a worthwhile purpose. Deconstruction asks what I must examine. Reconstruction asks what I will practice instead. Transformation asks whether that practice is producing dependable change. Becoming asks how I will continue living, learning, and accepting responsibility.

But a stone does not feel threatened. A stone does not remember humiliation, tighten its jaw, lose sleep, anticipate rejection, or struggle to remain composed during a difficult conversation. The human being represented by the stone does all these things. To teach human becoming with sufficient depth, I must explain the living processes beneath the visible behavior.

The nervous system is the body's communication and coordination system. It includes the brain, spinal cord, and networks of nerves throughout the body. Its activity makes sensation, movement, memory, thought, emotion, and many automatic bodily functions possible. The nervous system continually exchanges information within the body and with the surrounding world. Human conduct emerges through these processes in interaction with relationships, learning, circumstances, and available choices. [1]

This document connects those processes to my CON360MASTERY™ teachings. The connection requires precision. Established neuroscience—the scientific study of the nervous system—helps explain learning, bodily activation, and behavioral regulation. The six stone figures organize instruction about human change. Scientific knowledge can inform that instruction, while research must determine how effectively the complete instructional model produces particular outcomes.

The six stone figures are therefore educational representations. They are not six separate brain structures, six medically recognized conditions, or six biological stages that everyone must pass through in the same order. A person may be reconstructing one habit while discovering how another was constructed. Becoming remains an ongoing process.

Why Knowing Better Does Not Always Produce Doing Better

A person can explain patience in a quiet classroom and still interrupt a family member that evening. An officer can describe professional communication and still become unnecessarily sharp when tired and frustrated. A supervisor can endorse respectful leadership and still interpret a question as a challenge to authority.

These differences between knowledge and performance deserve careful attention. Understanding a principle is one achievement. Recognizing when to use it is another. Retrieving it while uncomfortable is another. Repeating it across different circumstances requires further practice.

Consider Marcus, a fictional supervisor whose experience will follow us through this document. During a staff meeting, someone says, “That instruction does not make sense.” Marcus immediately feels heat in his face. His shoulders tighten. Before the employee finishes speaking, Marcus answers, “You need to learn how to follow directions.”

Later, Marcus admits that the instruction was unclear. He knows that asking a question would have been more useful. Yet in the moment, he experienced the employee’s words as an attack on his standing.

My task as an instructor is to help Marcus examine the complete encounter. What did he hear? What did he assume? What happened in his body? What history made that interpretation familiar? What consequence followed his response? What alternative can he rehearse?

This is where the nervous system belongs within the Architecture Spine of Becoming™. It connects an idea about conduct to the human processes through which conduct occurs.

The Whole System: Brain, Body, and Environment

The central nervous system consists of the brain and spinal cord. The brain supports perception, memory, planning, emotion, and the coordination of many bodily activities. The spinal cord carries signals between brain and body and contains circuits that support certain reflexes. A reflex is a relatively rapid response that can occur without deliberate planning, such as withdrawing from something painfully hot.

The peripheral nervous system consists of nerves outside the brain and spinal cord. These nerves carry information toward the central nervous system and carry signals outward to muscles, glands, and organs. Sensory signals provide information, such as pressure against the skin or sound entering the ears. Motor signals contribute to action, such as turning the head or moving a hand. [2]

The somatic nervous system includes pathways involved in bodily sensation and the control of skeletal muscles. Skeletal muscles are the muscles that move the body’s bones. In a disagreement, these pathways help make possible the posture I adopt, the distance I create, and the gesture I make.

The autonomic nervous system helps regulate functions that generally operate without continuous conscious direction, including heart activity and digestion. Its sympathetic and parasympathetic divisions have different, interacting roles. The sympathetic division helps mobilize the body for activity and challenge. The parasympathetic division supports functions including digestion and aspects of recovery and heart regulation. These are not opposing moral forces. Physical readiness is useful when action is necessary. Recovery is useful when the demand has passed.

The enteric nervous system consists of nerve networks in the digestive tract. It helps coordinate digestion and communicates with the brain and other bodily systems. This relationship helps explain why emotional situations may be accompanied by stomach sensations. Those sensations are real experiences, but their meaning still requires examination.

The environment matters throughout. A crowded room, an unclear instruction, an actual threat, a supportive colleague, or a history of mistreatment can change the demands placed on a person. Self-governance includes assessing those circumstances and changing them when possible. It cannot require a person to calmly tolerate every harmful condition.

The Small Structures That Make Communication Possible

A neuron is a nerve cell that receives and transmits information. Its branching structures help it communicate with other cells. A synapse is a communication junction between cells. At many synapses, chemical messengers help carry a signal from one cell to another.

These chemical messengers are called neurotransmitters. Their effects depend on the messenger, the receiving cell, and the receptors involved. A receptor is a structure that responds to a particular chemical signal. The same neurotransmitter can have different effects in different locations.

The nervous system also contains glia, cells that perform essential supporting functions. Some help maintain the conditions neurons need. Some form myelin, an insulating material that supports efficient signal transmission along certain nerve fibers. Others participate in immune defense and the maintenance of connections. Learning and behavior depend on living networks of cells rather than isolated switches. [1]

A neural circuit is an interacting set of nerve cells involved in a function. A brain network generally refers to interacting areas that contribute to broader activities. These terms help prevent a misleading explanation in which one small brain structure supposedly controls a complete human quality.

There is no single brain location containing my dignity, my patience, or my destiny. Those words describe aspects of human experience and conduct that depend on many processes and circumstances.

The Six Players in the Brain

My Six Players in the Brain provide memorable teaching characters. Their purpose is to help an adult learner understand an encounter without needing advanced anatomical training. Their names must be accompanied by accurate explanations. The characters represent selected functions of interacting brain structures; they are not independent people living inside the head.

The Referee: Anterior Cingulate Cortex

The anterior cingulate cortex, commonly shortened to ACC, includes regions involved in monitoring performance, demands, and the need for adjustment. In everyday language, it contributes to noticing that competing responses or goals require attention.

My Referee metaphor helps a participant ask, "Is what I am doing consistent with what I intended?" Marcus wanted an effective staff meeting, but his reply discouraged clarification. Recognizing that mismatch creates an opportunity to adjust.

The ACC does not independently decide moral truth or determine who is right in an argument. Its role is part of larger networks supporting attention, motivation, and control.

The Alarm: Amygdala

The amygdala is a group of nuclei—clusters of nerve cells—deep within each side of the brain. It participates in learning about emotionally significant events, including threats. My Alarm character makes that relevance understandable.

An alarm can be useful without being perfectly accurate. A familiar tone of voice may become associated with past danger or humiliation. Hearing a similar tone later can contribute to a defensive response even when the present situation differs.

The amygdala is not an anger button, and all fear does not come from it alone. Marcus's activation does not establish that his employee intended disrespect. The response gives him information about his experience; the situation still needs investigation.

The Coach: Prefrontal Cortex

The prefrontal cortex, or PFC, consists of regions toward the front of the brain that contribute to planning, evaluating options, holding information in mind, and regulating behavior.

Working memory is the ability to keep information available briefly while using it. Marcus needs working memory to remember his purpose, consider the employee's words, and formulate a useful reply. Response inhibition means withholding or stopping a response when circumstances call for it. It can help him avoid delivering the first hostile sentence that comes to mind.

My Coach metaphor represents guidance toward a chosen goal. It should not imply that the PFC simply turns the rest of the brain off. Cognitive control—the ability to guide attention and behavior in service of goals—involves cooperating brain regions. [3]

The Reward: Striatum

The striatum is part of a collection of deep brain structures called the basal ganglia. It participates in action selection, motivation, reinforcement learning, and habits.

Reinforcement learning concerns how consequences influence future behavior. A consequence can strengthen a behavior even when the long-term result is harmful. If Marcus becomes sharp and the employee falls silent, the immediate relief from being questioned may help maintain his sharpness.

My Reward character therefore includes more than pleasure. Relief, escape, attention, and other consequences can matter. Understanding what a response accomplishes helps explain why it continues.

The Scales: Hippocampus

The hippocampus contributes to forming certain kinds of memory and representing context. Context means the surrounding circumstances that help give an event meaning.

My Scales character invites consideration of experience and circumstances. Is this employee asking a reasonable question? Is the present room different from the childhood home where questioning an adult led to punishment? What evidence belongs to today?

The hippocampus does not literally weigh justice or store a perfect recording of life. Memory can be incomplete and influenced by later knowledge. Remembering something strongly does not establish that every detail is accurate.

The Tribal Switch: Insula

The insula is a region folded within the cerebral cortex, the brain's outer layer. It participates in processing bodily sensations, emotion, and the significance of events.

Interoception means sensing conditions within the body, such as a pounding heart, hunger, or stomach discomfort. These sensations can contribute to how a person experiences an encounter.

My Tribal Switch character raises questions about belonging, exclusion, and the reactions associated with "us" and "them." However, the insula is not a literal tribal switch. Group identity, prejudice, empathy, and loyalty involve broader networks, social learning, and circumstances. The character should open inquiry rather than replace explanation.

The Supporting Players

The six characters require a wider cast. The thalamus participates in processing and routing much sensory information and contributes to attention-related activity. It helps explain why receiving information involves more than passively recording the world.

The hypothalamus helps regulate bodily conditions, including temperature, hunger, and hormonal activity. Homeostasis means maintaining bodily conditions within workable ranges. A person who is hungry, exhausted, or physically uncomfortable brings those conditions into the encounter.

The brainstem connects with the spinal cord and supports vital functions, arousal, and communication pathways. Arousal, in this context, means a level of wakefulness and readiness. The cerebellum contributes to coordination, timing, and learning from movement errors, along with broader functions. These structures help explain why practiced movement and physical readiness matter. Basic brain anatomy provides a foundation for understanding these interacting roles. [4]

Sensory cortices process aspects of sight, sound, touch, and other incoming information. Motor and premotor regions contribute to preparing and producing movement. Language relies on distributed networks that help a person understand speech and construct a reply.

The vagus nerve carries information between the brainstem and several internal organs. It contains sensory fibers and parasympathetic fibers. It participates in bodily regulation, but it is not a master switch for emotional mastery. A claim that one exercise "resets the vagus nerve" needs a clear definition and appropriate evidence.

Together, these supporting players make an important lesson visible: speaking respectfully involves more than choosing the correct sentence. It involves perceiving, attending, remembering, preparing, and acting within a bodily state and a social setting.

Chemical Readiness and the Stress Response

Dopamine, norepinephrine, serotonin, acetylcholine, glutamate, and GABA are important neurotransmitters. Dopamine contributes to functions including learning, motivation, and movement. Norepinephrine participates in alertness and readiness. Serotonin has multiple roles, including influences on sleep, mood, and digestion. Acetylcholine contributes to attention, muscle activation, and autonomic functions.

Glutamate is a major excitatory neurotransmitter in the brain. Excitatory means increasing the likelihood that a receiving neuron will send a signal. GABA is a major inhibitory neurotransmitter. Inhibitory means reducing that likelihood. These words concern cellular signaling; they do not mean that glutamate makes a person aggressive or GABA makes a person virtuous. Chemical effects depend on the systems involved. [5]

Hormones are chemical messengers carried through the bloodstream. Adrenaline helps support rapid bodily mobilization. The hypothalamic–pituitary–adrenal axis, usually shortened to the HPA axis, is a chain of hormonal signaling involving the hypothalamus, pituitary gland, and adrenal glands. It contributes to the release of cortisol, a hormone involved in energy availability and other functions during stress. Feedback helps regulate this activity.

Stress can increase heart rate, breathing rate, sweating, and muscle tension. These changes can support useful action, but they can also accompany an encounter that a person has interpreted inaccurately. [6]

My Threat Question Doctrine™ belongs here. What is the threat? What evidence supports that judgment? What requires action? What am I adding through interpretation? These are questions for disciplined investigation. A pounding heart can accompany real danger, anticipation, embarrassment, physical exertion, and other conditions. It cannot settle the meaning of the encounter by itself.

Human Construction: Who Trained My First Response?

Human Construction examines how patterns took shape. Family, culture, relationships, instruction, repeated experience, and consequences can all contribute. Construction includes strengths as well as limitations. A person may have learned courage, cooperation, patience, suspicion, avoidance, or aggression under different conditions.

Conditioning is learning through associations or consequences. Classical conditioning concerns learning relationships between events. Operant conditioning concerns how consequences influence behavior. If a raised voice repeatedly precedes punishment, that voice may become a warning cue. If interrupting repeatedly gains control of a conversation, interruption may become more likely.

Negative reinforcement deserves a careful definition. It means that removing or avoiding something unpleasant strengthens a behavior. It does not mean punishment. Marcus's harsh reply may be negatively reinforced if it ends the discomfort of being questioned.

Neuroplasticity is the nervous system's capacity to change with experience, development, injury, and other influences. It makes learning possible, but it does not guarantee that a desired change will be immediate, permanent, or beneficial. Habits can develop through extended reinforced learning. [7]

My Law of Incoming and Outgoing™ directs attention to what enters experience and what a person sends into the world. My Law of Repetition™ directs attention to recurring practice. The Mirror Principle™ invites examination of what conduct reveals. The World Is My Classroom™ expands observation beyond formal instruction.

For Marcus, Construction begins with discovering that he learned to associate authority with unquestioned obedience. That history explains something about his response. It does not remove his responsibility to examine what the response is doing now.

Human Obstruction: What Is Impeding the Purpose?

Human Obstruction directs attention to external barriers and internal habits that interfere with a particular purpose. Fatigue, unavailable resources, threatening conduct, and a practiced refusal to listen can create different demands. Identifying the actual barrier helps determine whether the response requires assistance, environmental change, a boundary, or examination of a familiar habit.

For Marcus, an unclear instruction and a crowded meeting may complicate the exchange. His own urge to equate questioning with disrespect may also obstruct useful discussion. He can anticipate difficulty without assuming that every employee intends to undermine him. The six elements organize educational inquiry; they do not establish six separate brain structures or a fixed biological sequence.

Human Deconstruction: What Must Lose Its Unquestioned Authority?

Human Deconstruction means examining a pattern's assumptions, functions, and consequences. It does not mean destroying the person or denying every lesson from the past.

Metacognition means thinking about one's own thinking. Marcus uses it when he asks, "Why did I treat a request for clarification as a personal attack?" Cognitive reappraisal means reconsidering an event's meaning. He might move from "She is undermining me" to "She may need a clearer instruction." Reappraisal should remain responsive to evidence. It should not require inventing harmless explanations for actual mistreatment.

Investigative Curiosity Before Judgment™, the Four Eyes of Awareness and Observation™, and the Threat Question Doctrine™ create opportunities to separate observation from assumption. My Trilogy Conflict Equation™, $C = N \times E \times e$, organizes examination of Negativity, Exchange, and Energy. Here it functions as a conceptual teaching equation. Numerical prediction would require defined measurements and evidence for the mathematical relationship.

Deconstruction also requires patience about old learning. Extinction is a scientific term for a reduction in a learned response under particular learning conditions. Research shows that such reduction often involves new learning while earlier learning remains available. This helps explain why an old response

can return after time passes or circumstances change. [8]

Marcus may understand his pattern and still feel the urge to silence someone. The return of the urge gives him another occasion for practice. What matters includes what he does with it.

Human Reconstruction: What Will I Practice Instead?

Human Reconstruction gives intention a usable action. “Be more professional” expresses an aim, but it does not tell Marcus what to do when he feels challenged. He needs a response he can recognize, rehearse, and evaluate.

My Trilogy Awareness Equation™, $A = S_e + S_i + T + sm$, brings together Self Awareness, Situational Awareness, Tactical Awareness, and Somatic Mindfulness. Self Awareness examines my condition and interpretation. Situational Awareness examines surrounding circumstances. Tactical Awareness considers available actions and their likely consequences. Somatic Mindfulness means deliberately attending to bodily experience; somatic means relating to the body.

Marcus can notice his jaw tightening, recognize his urge to interrupt, and recall the purpose of the meeting. He can then ask, “Which part needs clarification?” That response gives the employee an opportunity to identify a problem and gives Marcus information he did not previously possess.

The Law of the Second™ provides a cue to create an opportunity for choice. One second is not a guaranteed recovery period. Some circumstances require immediate protective action; others allow a longer pause. The Interruption Protocol™ should specify the practiced steps appropriate to the context.

Comfortable slower breathing, releasing unnecessary muscle tension, and redirecting attention may support regulation. Regulation means adjusting a response to the demands of the situation. Research supports possible stress-management benefits from relaxation practices, while effects vary and some evidence has limitations. [9]

My Emotional Thermostat™ gives participants language for examining Power–Control, Empathy–Respect, and Change–Acceptance. These ranges are reflective teaching categories, rather than measured divisions of autonomic activity. A person can be physically activated while expressing respect. A quiet person can still behave coercively. Conduct and context must remain central.

Human Transformation: What Becomes Dependable?

Human Transformation asks whether a practiced response is becoming more reliable. A successful rehearsal matters, but performance in one room does not establish dependable use everywhere.

Transfer means applying learning beyond the original learning situation. Generalization means extending learning to related conditions. Marcus may ask a clarifying question with a trusted colleague but struggle with someone whose manner reminds him of a past adversary. Practice needs enough variety to address those differences.

Feedback is information about performance that can guide improvement. Useful feedback identifies something observable: “You let the question finish,” or “You asked for clarification, but your tone remained threatening.” It gives the learner something specific to adjust.

My SAROTTU™ principle—Small Actions, Repeated Over Time, Transform Us—organizes continuing practice. Repetition should include attention to results. Repeatedly rehearsing an ineffective response can strengthen the wrong lesson. Small actions need a worthwhile direction, suitable conditions, and opportunities for correction.

My Time Spine—S → Mi → H → D → W → Mo → Y, or Seconds → Minutes → Hours → Days → Weeks → Months → Years—connects an immediate decision with a longer pattern of living.

The Six Manifestations of Energy™ remain Vibration → Respiration → Thought → Emotion → Expression → Action. Within this teaching lens, Vibration needs a clear doctrinal definition tied to what participants can observe, such as felt trembling or audible tone when applicable. It should not imply an unmeasured personal frequency. Respiration means breathing. Thought concerns interpretation and reasoning. Emotion concerns felt and action-related responses. Expression concerns what becomes outwardly communicated. Action concerns what is done.

This sequence helps organize observation. Biology also contains simultaneous processes and feedback: thoughts can affect breathing, bodily sensations can affect interpretation, and actions can change emotion. The teaching sequence should leave those relationships visible.

Human Becoming: Continuing Without Pretending to Be Finished

Human Becoming concerns the continuing relationship between practice, identity, conduct, and responsibility. It does not mean permanent calm or freedom from error.

Marcus eventually responds more constructively in most meetings. Then, after a difficult week, he publicly embarrasses an employee. Becoming requires him to acknowledge the conduct, repair what he can, examine contributing circumstances, and resume appropriate practice. An identity built around being “the regulated person” becomes fragile if it cannot admit a failure.

My Karmic Direction Model™, KD = D + A + KL, organizes reflection through Descending ↓, Ascending ↑, and Karmic Loop →. These terms describe doctrinal ways of considering direction and recurring consequences. They are not anatomical pathways or measurable brain states.

My RE, R = Si − St − Se, retains Silence, Stillness, and Secrecy as positive qualities within the teaching. Silence can create room for listening. Stillness can support deliberate observation. Secrecy, understood as appropriate discretion and privacy, can protect what does not need public exposure. Its positive meaning must never be used to conceal harm or evade accountability. The equation’s interpretation should be explained in doctrinal terms; it is not a physiological calculation.

Becoming also recognizes bodily limits and social support. Sleep, health conditions, pain, relationships, and available resources can affect what a person is managing. Appropriate help is part of responsible self-governance.

The Chain of Becoming—Vibration → Respiration → Thought → Emotion → Expression → Action → Destiny—can express how recurring patterns contribute to a life’s direction. Destiny, here, concerns a developing trajectory rather than a guaranteed outcome. Human lives remain influenced by circumstances beyond personal control.

Following One Encounter Through the Six-Element Architecture

Return to Marcus and the employee who questioned his instruction. The event itself was brief. The human processes involved were extensive.

Construction asks what made public questioning feel dangerous to his authority. Obstruction identifies the unclear instruction, meeting conditions, and defensive habits that impede useful discussion. Deconstruction asks whether that meaning fit the evidence. Reconstruction gives him a specific response to practice: allow the question to finish, notice his activation, and ask what needs clarification. Transformation examines whether he can do this across meetings, personalities, and levels of pressure. Becoming examines how this conduct affects his leadership and what he does after setbacks.

The same architecture can guide other situations, but application must respect context. In a family disagreement, a person might practice listening and making a clear request. In detention, staff must combine communication with policy, safeguarding, and appropriate security procedures. In law enforcement or executive protection, delaying action may be unsuitable when danger requires an immediate response.

The objective is an appropriate response. Sometimes that means speaking more softly. Sometimes it means setting a firm boundary, creating distance, summoning assistance, or taking lawful protective action. Nervous system education should improve judgment about demands rather than prescribe one emotional appearance for every encounter.

Teaching the Integration in Every Lesson

To close the gap consistently, every lesson using the six stone figures should identify four things: the learned pattern under examination, the bodily signals a participant might notice, the response to practice, and the evidence that would suggest improvement.

A lesson on disagreement, for example, might examine the belief that questions equal disrespect. Participants notice their own early signs of activation without assuming everyone has the same signs. They rehearse asking for clarification or stating a boundary. They then examine whether the response improved understanding, preserved safety, or reduced unnecessary escalation.

Instruction should move from explanation to demonstration, rehearsal, feedback, and ordinary-life application. Participants need opportunities to practice with manageable difficulty before demands increase. No one should be pressured to disclose painful personal experiences as proof of participation.

Scientific terms should appear only when they help explain the task. A learner does not need to memorize every structure to benefit. The learner does need to understand that bodily activation is information, interpretations can be examined, and reliable alternatives require practice.

What Would Show That the Teaching Helps?

A credible evaluation separates understanding from demonstrated skill, daily use, and physiological change. A person who can name the amygdala has demonstrated recall. A person who uses an appropriate response in a scenario has demonstrated a skill under those conditions. Neither finding alone proves lasting change in everyday conduct.

A baseline is information gathered before instruction to provide a starting comparison. A follow-up is an assessment conducted later. An operational definition states exactly how something will be recognized or measured. Instead of measuring "better self-mastery" without explanation, an assessment might record whether a participant allowed a speaker to finish, asked a relevant clarifying question, or selected an appropriate boundary.

Reliability concerns consistency of measurement. Validity concerns whether evidence supports the intended interpretation of a measurement. A questionnaire may produce consistent answers while still failing to measure the claimed ability. Causation means that one factor produces a change. Improvement after training does not establish causation by itself, because other influences may have contributed.

Physiological measurements require similar care. Heart rate variability means variation in the time between heartbeats. It is affected by several conditions and is not a direct score of character, empathy, or self-mastery.

My research should therefore begin with clearly defined educational and behavioral outcomes. Reports should distinguish participant impressions, observed performance, and broader claims. Evidence of improvement can strengthen the instructional model without claiming that a questionnaire has demonstrated neural rewiring.

Protecting the Strength of the Canon Through Clear Language

CON360MASTERY™ includes original concepts whose meaning comes from the doctrine. Terms such as Conflictogenesis, Conflictoplasticity, Conflictoneurogenesis, and Epicgenetics need explicit definitions wherever they are introduced.

A coined term can organize an original idea without being an established scientific mechanism. In particular, neurogenesis means the production of new neurons. Improved conflict responses cannot, by themselves, establish that new neurons were produced. Epigenetics concerns changes in gene regulation that do not alter the underlying DNA sequence. My coined term Epicgenetics should not be presented as equivalent to epigenetics without a clear, justified explanation.

This discipline strengthens the work. Readers should know when they are learning established anatomy, considering a research-supported process, using an instructional metaphor, or examining an original CON360MASTERY™ proposition.

My authority grows through the accuracy of those distinctions and through the practical quality of the teaching.

What's the Big Idea?

My six stone figures give human change a visible architecture. The nervous system brings the living human into that architecture: the person who senses, remembers, anticipates, becomes activated, interprets, acts, learns, and tries again. Construction examines what shaped a pattern. Obstruction identifies the barriers to responsible action. Deconstruction questions its authority. Reconstruction develops an alternative. Transformation examines its reliability. Becoming carries responsibility forward. I close the essential gap when every teaching helps a participant recognize a real experience, understand it more accurately, practice an appropriate response, and examine the results. The stone gives the lesson a form. The living person gives it meaning.

Scientific Sources

The numbered references identify the sources cited in this document. They support the scientific explanations; they do not establish validation of the complete CON360MASTERY™ instructional model.

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