

Quantum Neuro – Synchronicity

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Abstract

Quantum Neuro-Synchronicity explores the brain activities of an individual when they are completely immersed into a previously inexperienced and unfamiliar activity. Although there have been researches on the synchronicity between dyads, there is a clear gap in research on the benefits of the sync on the right and left sides of the brain on an individual. Its scope extends to not only engaging and developing our neurology but also as means to escape all the weights that constantly pull people back. It is a momentary relief, a transitory phase, and a feeling of bliss that one can experience by simply learning something new. Carl Jung created the term “synchronicity” to explain a relationship between two events that could not be explained by cause and effect.

Keywords: synchronicity, schema, nervous system, bilingualism, multilingualism, TOTE model

Introduction

Neuro-synchronicity refers to a state of mind when the right and sides of the brain are in sync. Both the hemispheres are at work to integrate something that has never been integrated before. Such a state is essentially a rewiring of your mind and this has a calming effect on all your senses. It means to give a new dimension to our thinking. However, this is only effective until it becomes a part of your Autonomic Nervous System (ANS). It is at this moment of realization that we must move onto the next task and experience such a state of mindfulness all over again. When we learn something that we have never known before, we challenge our neurology to model the behavior or understand it and expand our point of view to new ends. The activity we began with is simply one such example of challenging your brain, its existing patterns, and beliefs. The very reason to keep learning is to challenge and question your existing knowledge constantly.

This research was done by Anil Thomas and co-authored by Rishika Shah

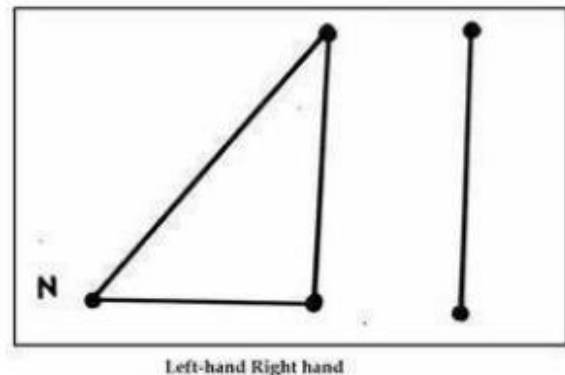
Editing and reviewing credit: Pranjali Rai

Sub Editor: Susan Cutinha

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Understanding Neuro-synchronicity

To understand the concept of Neuro-synchronicity, try attempting this activity.



With your right hand, snap your fingers at two points making a straight line, and with your left hand snap your fingers at three points such that it forms a right-angled triangle. Practice snapping with each hand individually a couple of times before you do it together. What do you think of this activity? Did you get the hang of it or did you leave it halfway? What approach did you use while learning this activity?

We asked a group of people to try the activity. Some of them were eager to try it out while some were nonchalant about it. A few kept trying till the end while the rest made a dance out of the snapping. Some were frustrated that they could not get it right while others could not care less. Their approach to one apparently ‘silly’ activity can reflect their attitudes towards learning or performing tasks in other areas of their life. We all have preconceived attitudes and

towards people, objects, and ideas as a result of our preconditioned belief system which in turn is a product of socialization from primary institutions such as family, school, etc. The learning aspect involves the projection of what one feels within. We form patterns of information, called 'schemas' that act as structures upon which we add new structures. For e.g., we have a schema for, let us say, pets. If I ask you to think of a pet, chances are, you will picture a dog. This dog is representative of your schema or concept of pets.

Schema formation in children

Children have a better and quicker grasp of new concepts and an innate willingness to learn. They question everything they see; they are not bound by any extraneous factors. Children do not have mental maps, schemas, or patterns of thought that limit their learning in any sense. "Schemas are developed based on information provided by life experiences and are then stored in memory. Our brains create and use schemas as a shortcut to make future encounters with similar situations easier to navigate." They do not have predefined notions of their environment. When they see a flower, it is unlikely that they associate it with a past event; they have a neutral perspective towards their surroundings that help them learn. Young children are free of any kind of critical filter that channels their attention and thoughts with a preexisting bias. On the other hand, if an adult were given a choice to learn about a topic that they believe is against their opinion, chances are, they might opt out of it, thereby, missing the opportunity to learn.

Children do not have a rigid sense of self which lets them explore different ways and constantly familiarize themselves with new concepts. Adults feel compelled to impose a language over everything they experience. Everything they see, hear, and feel can be described in words, their experience can be reduced to a few words. When infants notice a peacock, you can see the fascination in their eyes and tell the difference in their expressions and body language. In contrast, when an adult looks at one, the whole experience is reduced to 'Oh, a peacock!'.

Language Development and Multilingualism

Noam Chomsky conceptualized the Language Acquisition Device {LAD}, an innate device that helps infants grasp languages. Chomsky suggested that language is an innate faculty - that is, we are born with a set of rules about language in our minds, which he refers to as the 'Universal Grammar'. Universal

grammar is the basis upon which all human languages build. Children do not simply replicate the language they are exposed to.

They deduce rules from it, which they can then use to produce sentences that they have never heard before. They do not learn a fixed set of words, phrases, or sentences, but a grammar that generates an infinite number of novel sentences. This contradicts the behaviorist school of thought, which postulates that children mimic patterns around them. Bilingual and multilingual children are said to have stronger brain development.

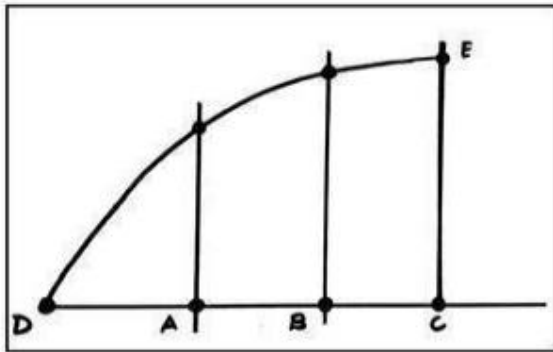
Bilinguals also show some cognitive advantages. To illustrate this better, bilinguals appear to perform a little bit better than monolinguals on tasks that involve switching between activities and inhibiting previously learned responses. Although these advantages have been mostly studied in bilingual adults and children, new evidence suggests that even bilingual infants and toddlers show cognitive advantages. Additionally, there is some evidence that bilingual infants are advantaged in certain aspects of memory, for example generalizing information from one event to a later event. (Marian, 2012) Bilingualism influences the development of attention and confirms that effects of bilingualism on cognition are found across different sociolinguistic settings.

If you were to fall on your arm and let us say, break your arm, how would you phrase this in first, English and then any other language you speak. You would notice a certain degree of passivity if you tried this phrase in Hindi, Gujarati, or Marathi, to name a few. When we express ourselves differently, the manifestation of the body's physical and chemical aspects differs as well. This changes our behavior in response thereby impacting the result. Each language is its own 'Cognitive Universe'.

Once we become adults, our life operates pretty much on auto-mode. We selectively attend to our surrounding stimuli, preferably such that they reinforce our opinions or make us feel competent. This makes all the difference as to why we learn at a slower pace. Our curiosity is lost within the fixed thinking patterns we are stuck in. The key here is to keep engaging oneself in new tasks voluntarily.

TOTE Model

We must be aware of the visual cues, internal sounds, persons around us, and most importantly, what triggers our behavior. If a smoker wishes to employ the NLP strategy to quit smoking, they will be asked to assess their behavior closely. They must break down their behavior and identify the trigger. If the smoker realizes that their urge to smoke is the strongest during lunchtime, simply changing their schedule can help a lot. After finding the smallest building block i.e. the trigger and then by systematically changing it, the NLP strategy can help us to make better decisions.



The model of ‘Test Operate Test Exit’ (TOTE) helps us to break down our decision-making process, and further, our behavior. We decide to operate on something or not to operate. By using the TOTE model, we can know when we should exit. In the case of a woman who feels like she is stuck in a relationship, she would try operating on her situation, perhaps, by communicating effectively with her partner. If that does not work, she could try operating again, this time, with a couple’s therapist. If by this point, she is completely drained and nothing seems to be working, she must realize the toxicity of the relationship and break up. The sense of awareness and ability to exit requires strength. We may read, hear, or see cases of people staying in unhappy relationships and wonder why they are putting themselves through it. This indicates that awareness is missing in these people who do not know how to exit. Knowing how to exit any process, when the time comes, can save oneself from a lot of stress and internal conflict. When we identify our strategy and feel the need to employ a new strategy or make an exception in some cases, we use a counterstrategy. For instance, if your decision every time you are offered a cigarette is to say no but at one point, if the CEO of your company invites you out for a small smoke break, you will likely change your strategy. This is not to say that you will agree to

smoke and make an exception, but you might give this decision a little longer time than you would have otherwise..

This diagram helps us break down the stages of us learning any new task. At point A, we know what we have been taught. We are challenging our neurology, and our brain has been activated. At point B, we have gotten better at this task and therefore we are in a transitory phase or the stage of liminality. There comes a point C when an individual reaches a level of elegance in performing a certain task. If point A is associated with complete focus, then point C can be described as a state of eternal bliss. This is the highest state of involvement in the activity or art you are performing or creating. The state we experience at point C is the state of ultimate spirituality.

Conclusion

There have been several research studies about neuro-synchronicity that mainly focus on the benefits of mindfulness, research suggests that there is a positive correlation between mindfulness and psychological health. These effects ranged from “increased subjective- wellbeing, reduced psychological symptoms, and emotional reactivity, to improve regulated of behavior.” (Keng et al., 2011) There is a research body highlighting the psychological processes that may serve as effective mindfulness interventions. However, there is a research gap in the implications of quantum neuro-synchronicity. Future research should explore other potential applications of quantum neuro synchronicity. Its application to better learning methods is immense and can be applied to various settings.

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