



THE PERFECT YOU

A BLUEPRINT FOR IDENTITY

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Illustration 3.1
Love Tree

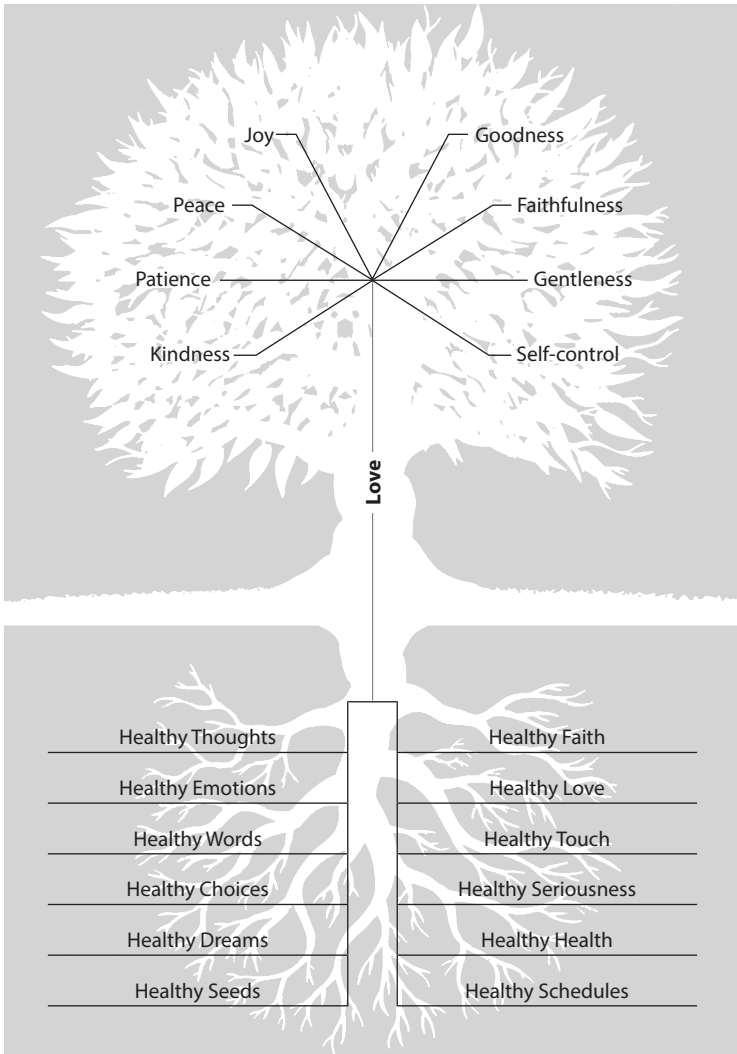


Illustration 3.2

Fear Tree

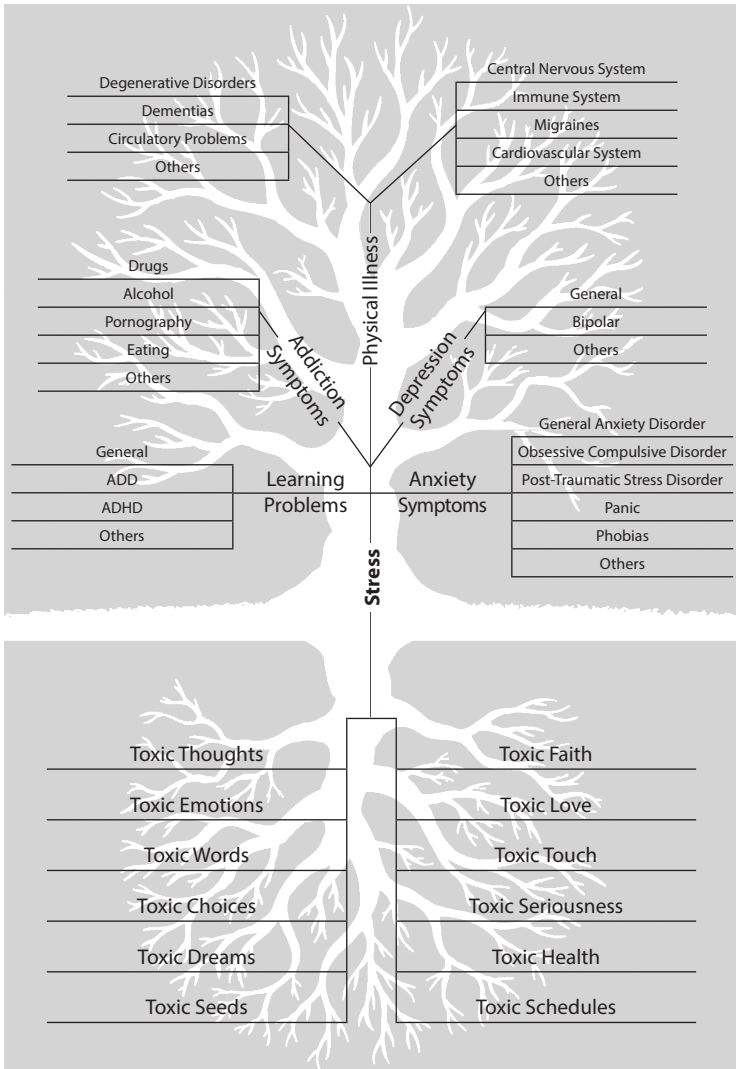


Illustration 3.3
Descent to Disorder

James 1:13-15

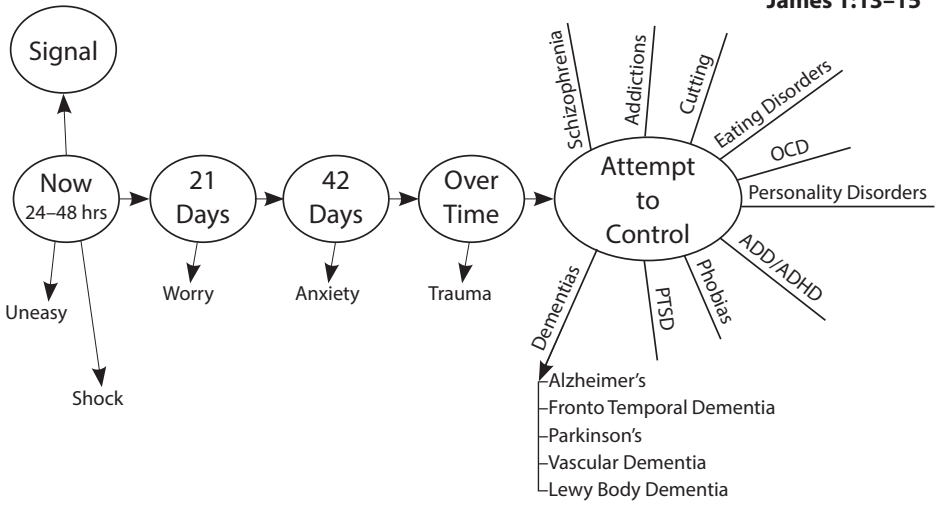
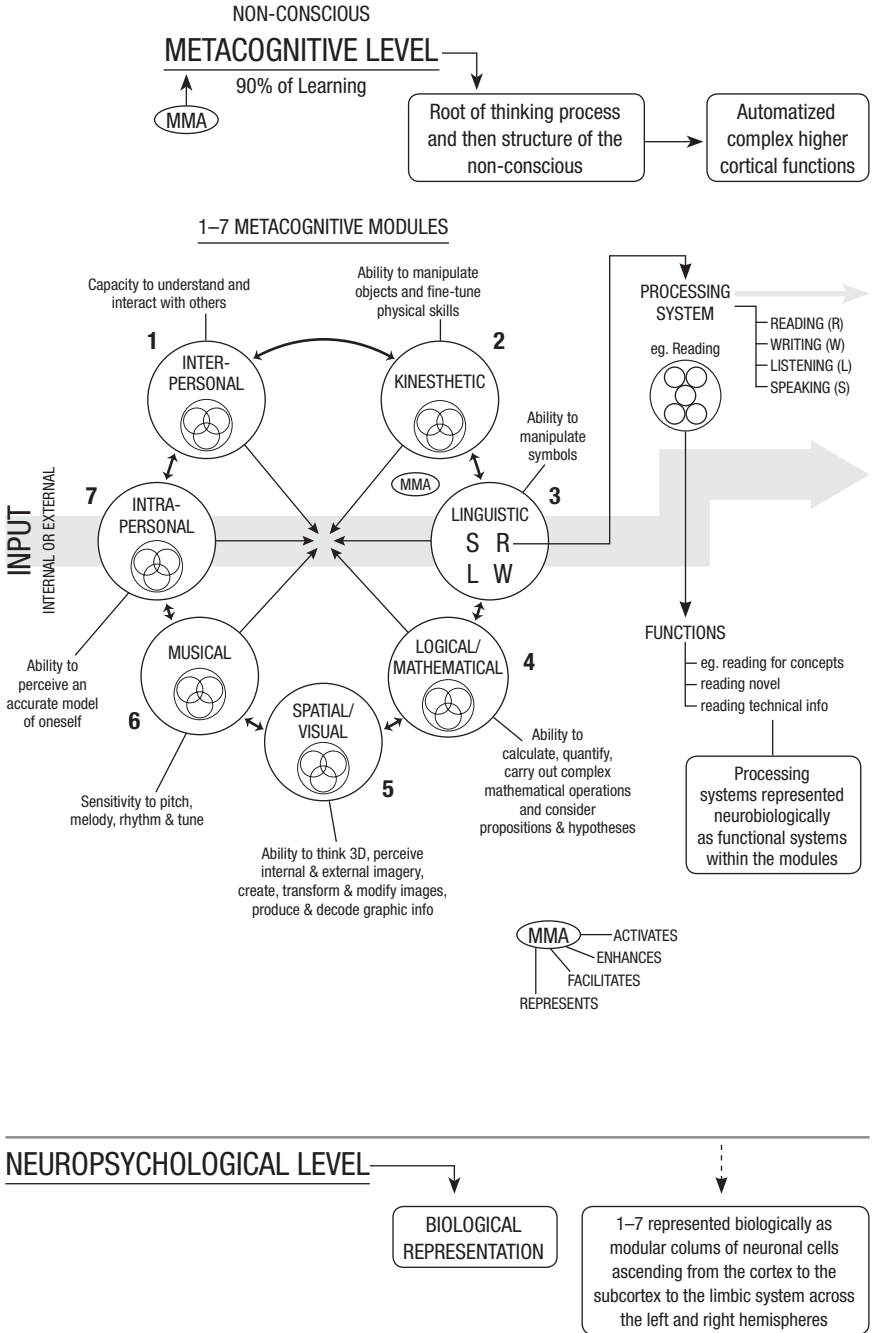


Illustration 5.1

THE GEODESIC INFORMATION PROCESSING MODEL



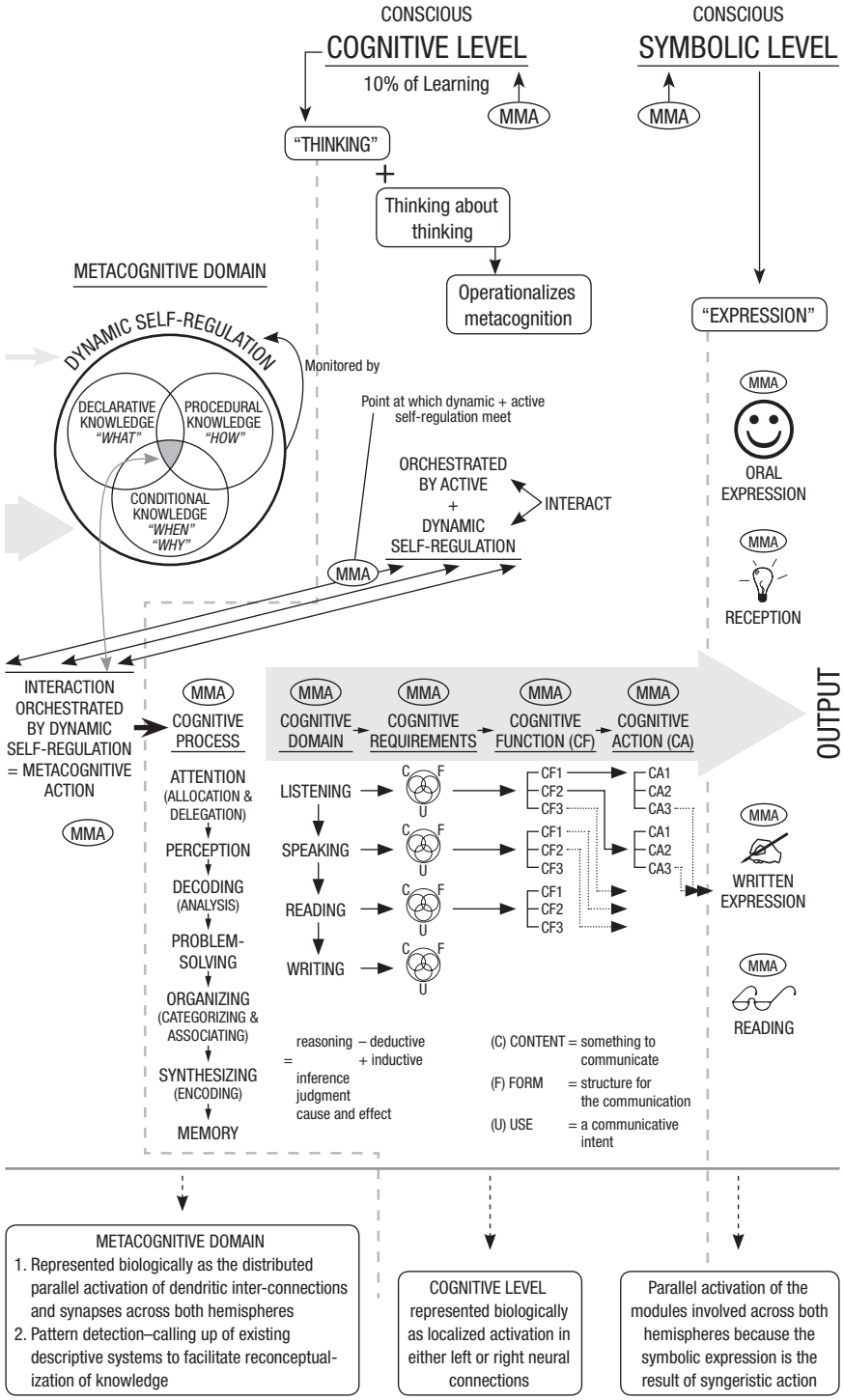
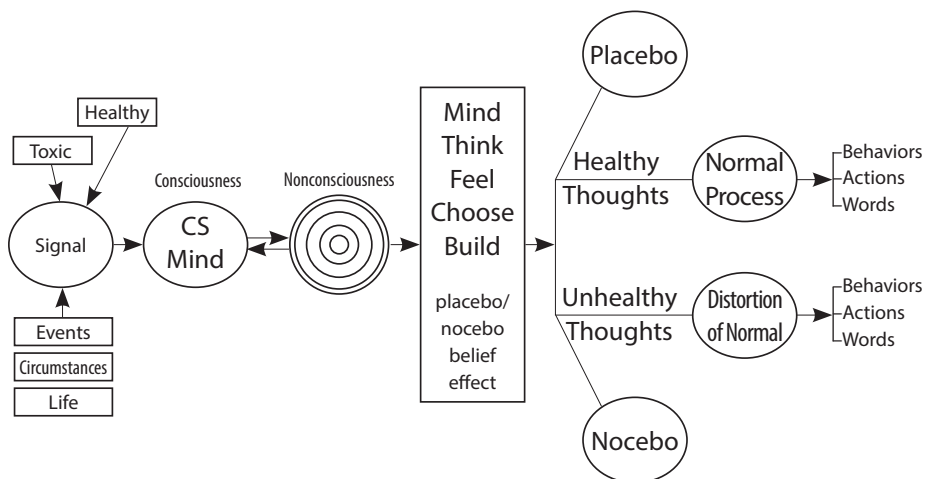


Illustration 5.2

Perfect You Processing: Think/Feel/Choose



How the UQ Profile Works

Each set of questions begins with a *brief description of the metacognitive module*. This is followed by a *set of probing questions* for each metacognitive module focusing on the what, how, and when/why (the metacognitive domain) of the way you create and store knowledge to reflect your unique perspective and interpretation of life, so you will see these words in each question. At the end of each set of questions there is an opportunity for you to reflect back on your answers by writing a *summary* of all your answers. This is a challenging but enlightening process, and a very necessary part of unlocking your Perfect You. It will force you to self-regulate at a very high intellectual level and take you deeper than you have already gone.

There is no time limit nor expiration date on your potential, so take as long as you want filling in the UQ profile. Redo it at least once a year to watch the eternity in you unfold, so I suggest you keep a regular diary so you can track the organic growth of your Perfect You over time, using the UQ profile.

The UQ profile is followed, in the next chapter, by the Perfect You checklist. I need to stress that this checklist only works when you have worked through the book and profile in the way laid out in the book, which is based on years of research, clinical application and expertise, science, and Scripture. There are no shortcuts, no instantaneous Twitter feed solutions here! There is only commitment, time, depth, and definite growth when you take *yourself* seriously. And you will keep getting better and better as you pick up this challenge!



Module 1: Intrapersonal Metacognitive Module—Thinking, Feeling, Choosing

The first metacognitive module is the Intrapersonal Metacognitive Module of thinking, feeling, and choosing. The brain tissue in this

modular area is designed to handle information that deals with the raw computational capacities of deep thinking, decision making, organizing, focusing, analyzing, and free will; being aware of your range of emotions, controlling and working with your thoughts and emotions, and finding ways of expressing your thoughts; being motivated to identify and pursue goals; working independently; being curious about the meaning of life; self-managing ongoing personal learning and growth; attempting to understand inner experiences; empowering and encouraging others; enjoying thinking strategies, journal writing, and relaxing and self-assessment strategies; understanding your limitations; and assessing and evaluating situations.

Intrapersonal thinking enables you to stand outside of yourself and analyze your own thinking. While you analyze incoming and existing information, you are going to make decisions about what to think, say, and do: this is free will in action!

This metacognitive module is fundamental to introspection, self-knowledge, and the ability to understand your own feelings, thoughts, and intuitions. Subsequently, you are able to better guide your behavior, understand your strengths and weaknesses, imagine concepts, plan activities, and solve problems. This mode of thought also incorporates self-discipline through the process of introspection and decision making.

1. How do you find yourself introspecting and self-analyzing? Perhaps you have been called “introverted” and are even prone to ruminate on certain issues. Look at these words to help you understand what the essential skill of introspection looks and feels like: wistful, meditative, contemplative, thoughtful, deliberative, subjective, lost in thought, pensive, self-examining, speculative, tending to ruminate, brooding, cogitative, absorbed, pondering, preoccupied, engrossed, reflective, buried in thought. Now, please describe as fully as you can what this

looks like in your life on a day-to-day basis, including how often you think like this. Rate yourself in your description. For example, “I tend to ruminate a lot on things, probably more than half of each day or 75 percent of the day. I find something I have read or heard leads to my thinking through all kinds of scenarios in my mind and I get very pensive. I am often lost in thought.” Or maybe you will say something like, “I only get speculative when I have to complete a task and have to work out how to do it, but I don’t spend a lot of time getting self-analytical, maybe only an hour or less a day.” The more descriptive you are, the better.

2. Our minds (remember, the mind is separate from the brain) are designed in such a way that we are able to stand outside ourselves and observe our range of emotions as we deal with the events and circumstances of the day. How aware are you of your feelings as the day unfolds? Do you have a sense of watching yourself go from happy to sad, irritated, frustrated, or plain angry, or happy, then ecstatic with excitement, then bored and depressed, and so on in response to the events and circumstances of the day? Please describe below, as fully as you can, what this looks like in your life on a day-to-day basis, including how often you think like this. For example, “I am only aware of my emotions when I get worked up or excited about something, so only when it is an extreme situation and often only when someone points it out.” Or, “I am aware of how I feel most of the time and can control

my emotions quite well.” The more descriptive you are the better.

3. As human beings we are designed to stand outside ourselves and observe our own thinking. This means you are able to watch yourself as if you were watching a reality show on TV, reading a book, or having a conversation. If you intentionally focus on this process, you can see your thoughts formulating; you can analyze them in a distant, objective manner; you feel like you are catching those thoughts and “holding them in your hands” to inspect them. Think about this and describe how you do this, in as much detail as possible.

4. How do you control your emotions? Do you let them run rampant or suppress them? Do you analyze your emotional state? Be as honest as you can.

5. How do you control your thoughts? Do you let them run rampant or suppress them? Do you deliberately analyze your thoughts throughout the day?

6. What do you do when you feel deeply about something? Do you bottle it up? Ruminates about it? Write about it? Talk about it and how it makes you feel? Describe in as much detail as possible.

7. Are you motivated to identify goals for yourself and pursue them? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

8. Do you work or study well on your own? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

9. Are you curious about the meaning of life? About the philosophies behind your beliefs and the beliefs of others? Are you curious about your own and others' cultural mindsets? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

10. Are you interested in working on your intellectual growth and development? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

11. Do you attempt to understand your inner experiences? Do you often spend time thinking about your thinking? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

12. Do you like to empower others? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

13. Do you like to encourage others? If someone seems “under the weather,” do you reach out to them? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

14. Do you enjoy alone time? Do you enjoy being alone more than social activities? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

15. Do you enjoy spending time deliberately thinking things through? Do you enjoy the process of working issues out in your mind? Or, to put it another way, do you enjoy switching off the external world and focusing on the internal thoughts of your mind? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

16. Are you able to express how you feel in detail? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

17. Do you believe you are well balanced in terms of spirit, mind, and body health? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

18. Do you like to work independently? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

19. Are you organized? Do you like to arrange your work according to a particular system? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

20. Do you enjoy your own company? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

21. Do you often find yourself contemplating the meaning of life and life's deepest issues? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

22. Do you like to philosophize? How so? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why. Are you sure?

23. Do you often find yourself contemplating the purpose of life? The purpose of your life? Do you feel hope or hopelessness

the majority of the time? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

24. Is it very important for you to think about and understand your inner experiences? Does it disturb you if you don't? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

25. Do you often find yourself thinking about the nature of humanity, of different people and cultures, and the rights of humankind? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why. What do you feel passionately about?

26. Are you determined to make a difference in life? What kind of difference? If yes, describe the what, how, when, and why.

If no, describe the what, how, when, and why. Once again, are you sure? Dig deep to answer this.

27. Do you only offer advice if asked? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why. When do you usually offer advice?

28. Do you find it very easy to listen to another person's issue and advise them? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

29. Do you feel that it is inappropriate to discuss your opinions with other people? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

30. Do you try to gain insight into current social, cultural, political, and economic issues? Do you keep up with current affairs? Do they interest you? How much time do you spend doing this? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

31. Do you enjoy receiving feedback on your efforts? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

32. Do you often have opinions that set you apart from more popular modes of thought? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

33. Do you prefer self-directed learning, such as distance learning? If yes, describe the kind of learning environment you prefer—the what, how, when, and why. If no, describe the what, how, when, and why. What do you prefer?

34. Do you consider yourself to have good self-esteem? Do you value yourself? What does this actually mean to you? If yes, describe the what, how, when, and why of how you value yourself. If no, describe the what, how, when, and why. What needs to change?

Now take all your answers and in the space below write a summary of how you seem to be using the Intrapersonal Module. You might find that in this process you want to change or add to your

answers—go ahead, this is a normal and good self-regulatory process. Once you have done the summary, look it over to see if you agree with what you have written and if you can add more. Edit the summary, asking yourself the following questions: *Is this me? Do I really think this way? Is this a people-pleasing statement or am I being true to me?* Don't be too hard on yourself. Add a few lines on how you can use the Intrapersonal Module to improve how you communicate and connect with people and to improve how you function in general. After all, you are you—but you get better at being you all the time.

**Module 2: Interpersonal Metacognitive Module—Thinking,
Feeling, Choosing**

The next module is interpersonal mode of thought. This appears to be directly behind the Intrapersonal Metacognitive Module in terms of our current understanding of brain organization. The Interpersonal Metacognitive Module incorporates the computational capacities of communication; talking, social interaction, listening, and sharing; building relationships; and giving and receiving love, bonding, and influencing. Interpersonal thinking gives

us the ability to understand and work with people and sensitivity to and empathy to others, particularly for their moods, desires, motivations, feelings, and experiences. It enables us to respond appropriately to others by reading their moods and putting ourselves in their shoes or warns us when people are untrustworthy through inconsistencies in their words or actions. It also refers to good managerial and mediating skills and the ability to motivate, lead, guide, and counsel others.

1. Are you particularly sensitive to the needs of others? Can you read others? Do you enjoy doing this? If yes, describe the what, how, when, and why in detail. If no, describe the what, how, when, and why.

2. Do you find yourself watching people and their reactions? Does this interest you? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why. What does grab your interest about people?

3. Do you consider yourself to be an empathetic person? Do you find it easy to tune in to others? If yes, describe the what,

how, when, and why. If no, how would you describe your version of empathy? Describe the what, how, when, and why.

4. Do you find it easy to put yourself in another person's shoes—that is, feel and experience what another person is experiencing? Does it come naturally? Or can you do it but is it effortful? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

5. Do you feel you respond appropriately to others? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why. Do you feel this is a problem? Or are you comfortable with it?

6. Do you find it easy to encourage and motivate other people? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

7. Do you often find yourself in a situation where you are counseling and giving advice to other people? Do you find people open up to you easily? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

8. Are you good at networking (professionally or socially)? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

9. Do you like people around you all the time? Or most of the time? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

10. Do you need to ask a lot of questions as you learn new information? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

11. For the most part, do you remember what people say? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

12. Do you often quote other people? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

13. Do you negotiate with other people in business or social settings? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

14. Do you often find yourself in situations where you are the peacemaker? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

15. Can you teach and explain things to other people in a way that makes information easy to understand? If yes, describe

the what, how, when, and why. If no, describe the what, how, when, and why.

16. Do you notice if people understand and receive the new information you are discussing? Can you self-regulate to help people understand you? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

17. Do you revise what you are teaching and saying so others will understand you? Do you do this specifically if you realize they are not understanding you? Or do you carry on talking, oblivious to their reactions? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

18. Are you generally patient with people? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

19. Do you enjoy bouncing ideas off other people? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

20. Do you find that you need to talk out loud to other people as you are working out something in your mind? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

21. Do you form friendships easily? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

22. Do you keep good friendships for many years? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

23. Do you recognize that there are many different ways of communicating with other people? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

24. Do you make use of these different ways of communicating? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

25. Do you find it easy to tune in to and meet the needs of others by giving advice or whatever it is that they need? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

26. Are you able to perceive the thoughts and feelings of others? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

27. Do you find it easy to counsel and guide people? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

28. Do people tend to come to you for counsel and advice? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

29. Do you like to influence the opinions and/or actions of others? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

30. Do you enjoy participating in collaborative efforts, such as group projects? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

31. Are you able to assume various roles in a group, from the follower to the leader? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

32. Do you prefer to lead rather than follow in a group? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

33. Are you quick to understand the verbal and nonverbal communication of a group or of a person? If yes, describe the

what, how, when, and why. If no, describe the what, how, when, and why.

34. Do you tend to get on well with your parents, siblings, extended family, and friends? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

35. Do you communicate effectively, both on a nonverbal and verbal level? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

36. Can you easily adapt your behavior and conversation to different groups and environments? If yes, describe the what,

how, when, and why. If no, describe the what, how, when, and why.

37. Can you easily adapt your opinions, communication, or behavior based on the feedback of other people? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

38. Are you good at mediating? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

39. Do you enjoy mentoring and/or coaching people? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

40. Are you good at organizing others into a group, such as organizing and completing a group project? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

41. Do you find it easy to work with people from diverse age groups and backgrounds? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

42. Are you a good leader and visionary? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

43. Are you good at managing people, specifically in terms of action planning and getting things done? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

44. Are you good at arguing a point? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

45. Do you thrive on attention? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

46. Do you like to be needed? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

47. Are you good at managing conflict? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

48. Are you a good solution-finder? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

49. Do you like to discuss many perspectives on a variety of topics? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

50. Do you enjoy listening to many perspectives on specific topics? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

Now take all your answers and in the space below write a summary of how you seem to be using the Interpersonal Module. You might find that in this process you want to change or add to your answers. Go ahead, this is a normal self-regulatory process. Once you have done the summary, look it over to see if you agree

with what you have written and if you can add more. Edit the summary, asking yourself the following questions: *Is this me? Do I really think this way? Is this a people-pleasing statement or am I being true to me?* Don't be too hard on yourself. Add a few lines on how you can use the Interpersonal Module to improve how you communicate and connect with people and to improve how you function in general. After all, you are you—but you get better at being you all the time.

Module 3: Linguistic Metacognitive Module—Thinking, Feeling, Choosing

The Linguistic Metacognitive Module deals with the raw computational capacities of language—written, expressed, and comprehended language. This module appears to be in the middle of the brain. It also deals with sensitivity to the meanings of words, sounds, rhythms, and different uses of language. This sensitivity is expressed in different ways, such as being articulate or having the ability to think in words and use words effectively when you speak and/or write, which involves arguing, persuading, love of

reading, and books. Thus the linguistic mode of thought responds to words—spoken, written, expressed, or read.

The domains that make up language, its structure and uses, include:

Semantics: the meanings or connotations of words.

Phonology: the sounds of words and their interactions with each other.

Syntax: the rules governing the order in which words are used to create understandable sentences. One example is that a sentence must always have a verb.

Pragmatics: how language can be used to communicate effectively.

These are all present in the Linguistic Metacognitive Module.

1. Do you love words and their meanings? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

2. Do you often find yourself looking up information online or in a book? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

3. Do you prefer to email or text rather than speak on the phone? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

4. Do you know how to use a variety of language to communicate effectively? That is, are you eloquent? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

5. Do you often find that you need to express yourself through speaking? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

6. Do you often find that you need to express yourself through writing? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

7. Do you often find that you need to express yourself through both speaking and writing? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

8. Do you enjoy debating? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

9. Do you like to persuade people—that is, change their opinions? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

10. Do you like to instruct people? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

11. Do you like to entertain people with words, such as puns and jokes? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

12. Do you like reading? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

13. Do you read a lot? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

14. Do you read a lot of different types of literature? What types? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

15. Do you like writing? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

16. Do you like telling stories? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

17. Do you like writing stories? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

18. Do you have a good general knowledge? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

19. Do you ask a lot of questions? Why? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

20. Do you ask and answer your own questions? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

21. Do you like using stories to help you explain something? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

22. Do you like debating during discussions? That is, do you often find yourself starting a debate during a discussion? If

yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

23. Do you enjoy writing poems, stories, legends, papers, and/or articles? Are there specific kinds of writing you particularly enjoy? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

24. Would you like to write a play or poem? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

25. Do you enjoy describing events in detail? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

26. Do you enjoy giving presentations? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

27. Do you enjoy leading or guiding discussions? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

28. Do you enjoy writing and/or typing journal entries? Or keeping notes on things that interest you or that you are thinking

about? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

29. Would you like to create a talk show program for radio, a podcast, or TV? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

30. Do you enjoy writing newsletters and/or blogs? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

31. Do you love using tools such as encyclopedias, concordances, and thesauruses to expand your linguistic knowledge? If yes,

describe the what, how, when, and why. If no, describe the what, how, when, and why.

32. Do you like inventing slogans or sayings? Do you play with words and sayings? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

33. Do you like or would you enjoy conducting an interview? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

34. Do you use email and text a lot? Or do you write letters? Is it your preferred form of communication? If yes, describe

the what, how, when, and why. If no, describe the what, how, when, and why.

35. Do you enjoy, or would you enjoy, writing a novel or long story? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

36. Do you always have something to say and enjoy talking? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

37. Are books and reading material very important to you? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

38. Do you hear words in your head before you speak, read, or write? If yes, describe the what, how, when, and why. If no, describe what happens, if anything, before you speak, read, or write. What, how, when, and why?

39. Do you hear words in your head as you listen to someone or when you are watching something? For example, if you think of a cat, do you envision an actual cat or see the word *cat*? If yes, describe the what, how, when, and why. If no, describe what happens when you listen to someone. Describe the what, how, when, and why.

40. Would you rather listen to the radio, an audiobook, or something similar than watch TV? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

41. Do you enjoy games like Scrabble and Trivial Pursuit? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

42. Do you enjoy entertaining yourself and others with tongue twisters, puns, and nonsense rhymes? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

43. Do you like to use complex vocabulary and long sentence structures? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

44. When you are in a car, do you pay more attention to signs, billboards, and anything written than the scenery? Or both? If you pay more attention to the written things, describe the what, how, when, and why. If no, describe the what, how, when, and why.

45. Do you prefer subjects such as history, literature, integrated studies, and languages to math, science, and other technical studies? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

46. In a conversation, do you refer a lot to what you have read or heard? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

47. Do you speak well? That is, do you find it easy to discuss topics or issues clearly and intelligently? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

48. Do you ask a lot of questions while learning new information in any setting—classroom, church, and so forth? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

49. Do you enjoy learning about grammar? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

50. Do you enjoy learning and using new vocabulary? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

Now take all your answers and in the space below write a summary of how you seem to be using the linguistic module. You might find that in this process you want to change or add to your answers. Go ahead, this is a normal self-regulatory process. Once you have done the summary, look it over to see if you agree with what you have written and if you can add more. Edit the summary, asking yourself the following questions: *Is this me? Do I really think this way? Is this a people-pleasing statement or am I being true to me?* Don't be too hard on yourself. Add a few lines on how you can use the Linguistic Module to improve how you communicate and

connect with people and to improve how you function in general. After all, you are you—but you get better at being you all the time.

**Module 4: Logical/Mathematical Metacognitive Module—
Thinking, Feeling, Choosing**

Next up is the Logical/Mathematical Metacognitive Module, which deals with scientific reasoning, logic, and analysis. This type of thinking involves the raw computational capacities of understanding the underlying principles of a connecting system; recognizing logical and numerical patterns; handling long chains of reasoning in a precise manner; manipulating words, numbers, quantities, and operations; seeing the meaning in things; calculating; quantifying; reasoning things out; imagining; theorizing; pondering on paradoxes and inconsistencies; and recognizing and solving problems.

This mode of thought also includes but is not exclusively limited to the ability to strategize, mentally calculate, and process the logic of life and/or logical problems and equations, such as

the types of problems most often found on multiple-choice and other standardized tests.

1. God made everything and science is a description of that everything. Science is how we understand how we as humans and all of God's creation works. Based on this conceptualization, are there certain areas of science that interest you? For example: the earth sciences, neuroscience, medical science, engineering science, the science of art, computer science, technological science, geology, music, teaching, liberal arts, philosophy, and so on. If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

2. Does how the universe and consciousness and life work interest you? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

3. Do you like to understand the underlying principles of how things work? This could be anything from biology to bugs to machines to cooking—anything. If yes, describe the what,

how, when, and why. If no, describe the what, how, when, and why.

4. Do you like things to be logical? Do you enjoy seeing logical patterns in the world around you? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

5. Do you like asking questions related specifically to the “how” nature of reality? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

6. Do you see order and meaning in everyday life, including everyday objects? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

7. Do things have to make sense to you? Is it distressing when you cannot logically understand something? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

8. Do you see numerical patterns as you go about everyday life? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

9. Do you need long chains of reasoning to make sense of things? This can be about anything to do with living your life. If yes,

describe the what, how, when, and why. If no, describe the what, how, when, and why.

10. Do you need short or long chains of reasoning in order to make sense of things? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

11. Are you good at mathematical and/or statistical equations? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

12. Are you good with geometrical thinking? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

13. Are you good at time management? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

14. Do you generally find scientific concepts easy to understand? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

15. Can you shift back and forth easily between the big picture and the details of a situation, problem, or topic? If yes,

describe the what, how, when, and why. If no, describe the what, how, when, and why.

16. Do you mull things over in different ways until they make sense? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

17. Is your thinking generally disciplined? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

18. Do you enjoy calculating? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

19. Do you like quantifying? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

20. Do you want to know what is coming up next (such as during your day-to-day life or in a movie or book)? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

21. Do mathematical, statistical, and/or physics formulas speak to you? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

22. Do you see meaning in numbers? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

23. Do you like designing and conducting experiments? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

24. Do you like creating strategy games like treasure hunts? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

25. Do you like organizing your time? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

26. Do you enjoy interpreting data? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

27. Do you enjoy hypothesizing and asking “What if?” If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

28. Do you enjoy categorizing facts and information? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

29. Do you enjoy describing things in terms of symmetry and balance? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

30. Can you generally see the pros and cons of a situation? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

31. Do you like planning? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

32. Do you like reasoning things out? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

33. Do you like playing with numbers and doing complex mathematical operations? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

34. Do you like using technology? Do you enjoy trying to understand the technology you use? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

35. Can you easily compute numbers in your head? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

36. Are (or were) your favorite school subjects either the sciences, math, or computer science? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

37. Do you enjoy logical games such as chess and cards? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

38. Do you enjoy strategic computer or video games? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

39. Do you enjoy brainteasers? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

40. Do you enjoy problem solving? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

41. Do you enjoy “what-if” games? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

42. Does your mind search for patterns, regularities, and logical sequences? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

43. Do new developments in science, technology, and the natural sciences interest and excite you? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

44. Do you like rational explanations for everything? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

45. Do you often think in abstract (wordless, imageless) concepts? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

46. Do you understand and desire order? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

47. Are you immediately aware of the logical flaws in a person's argument or conversation? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

48. Do you notice illogical sequences in events or films, conversations, books, memes, and so forth? If yes, describe the what,

how, when, and why. If no, describe the what, how, when, and why.

49. Do you like building puzzles, LEGOs, or anything of this nature? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

50. Do you enjoy questioning, experimenting, exploring? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

Now take all your answers and in the space below write a summary of how you seem to be using the Logical/Mathematical Module. You might find that in this process you want to change or add to your answers. Go ahead, this is a normal self-regulatory process. Once you have done the summary, look it over to see if you agree with what you have written and if you can add more.

Edit the summary, asking yourself the following questions: *Is this me? Do I really think this way? Is this a people-pleasing statement or am I being true to me?* Don't be too hard on yourself. Add a few lines on how you can use the Logical/Mathematical Module to improve how you communicate and connect with people and to improve how you function in general. After all, you are you—but you get better at being you all the time.

Module 5: Kinesthetic Metacognitive Module—Thinking, Feeling, Choosing

The Kinesthetic Metacognitive Module includes movement, somatic sensation, and feeling life, emotions, and experiences through your physical body. Your Kinesthetic mode of thought involves raw computational capacities such as coordination, sense of timing, moving, dexterity, and balance, all of which help you play games like soccer, run around, sit in a chair without falling off, or navigate your way down an aisle. It includes integrating the sensations from inside your body as well.

In essence, this is a very tactile, energetic, multisensory type of capacity that involves the control of body movements, the ability

to coordinate yourself, and the capacity to handle objects around you skillfully. It involves the need to touch, feel, and move things around, to maneuver or experience while learning.

1. Do you need to experience and feel in order to understand something? For example, if someone is showing you something on their phone or in a book or magazine, do you need to hold it in your hand to process the information? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

2. Do you envision yourself carrying out a physical move or activity before you do it? In other words, do you imagine the whole sequence and see it before you actually carry it out, especially if it's a complex process? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

3. Do you need to hold a book to read, or see the information on a page, even touching it with your finger, in order to understand what you are reading? If yes, describe the what,

how, when, and why. If no, describe the what, how, when, and why.

4. Do you feel the need to touch, move around, and feel things to help you understand and retain information? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

5. Do you need to experience what you are learning to make it part of you? (For example, if you are finding your way, do you need to be the one driving or following along with your smartphone GPS in order to learn the route, or can you learn the route by being a passenger or following someone?) If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

6. Do you like to be shown how to do something rather than being told how to do something? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

7. Do you like to teach yourself how to do new things, such as learning the piano, a new sport, a technique, or knowledge about something? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

8. Would you consider your coordination to be fair, good, or excellent when it comes to sports, specialized activities, and life in general? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

9. Do you consider yourself to have a good sense of timing when it comes to life in general, including sports, playing a musical instrument, or driving? If yes, describe the what,

how, when, and why. If no, describe the what, how, when, and why.

10. Do you find yourself needing to touch, feel, physically manipulate, or otherwise use objects when you are explaining something or trying to understand something? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

11. Do you need to use objects to explain things to people or to get your message across? Do you, for example, grab whatever is in front of you to explain your point? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

12. Do you need to use lots of body movements to explain things or to get your message across? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

13. Do you find yourself wanting to touch and move through a new environment that you haven't been in before? Does this help you process and understand the environment better, almost as though you are imprinting this into your memory? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

14. Do you find yourself picking up objects and trying to figure them out? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

15. Do you find you are always moving your hands, feet, body, or all of these when listening to, understanding, or explaining something? Are you a wiggle worm in the classroom—

someone who gets up and starts pacing while talking, explaining, processing, understanding, or learning? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

16. Do you stretch a lot, especially when sitting still for long periods, as a means of focusing on new information? Do you feel that stretching or moving helps you understand information? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

17. Do you need to get up and move around as you process information? Do you find yourself switching off or battling to concentrate when you don't move around? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

18. Do you yawn a lot while listening and focusing deeply? (Yawning actually “reboots” the brain and helps concentration!) If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

19. Do you enjoy role play, drama, charades, and theater? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

20. Do you like games that require movement, talking, and actions? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

21. Do you need to explore an environment through touch and movement before you can settle down? If yes, describe the

what, how, when, and why. If no, describe the what, how, when, and why.

22. Do you like to touch or handle what you need to learn, instead of just looking at something? For example, in a lecture or watching an online learning program, do you find yourself needing to stop and write or draw pictures or get interactive in some other way to learn? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

23. Are you good at arranging furniture in a room and placing ornaments on a table or cushions on a couch? Can you see how to pull things together on a wall, in a room, in any area? Can you walk into a shop and know exactly what pieces to buy? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

24. Do you enjoy field trips, such as visiting a museum or the planetarium? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

25. Do you enjoy participating in plays or musicals? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

26. Do you enjoy physical strategy games like catch, tag, and treasure hunts? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

27. Do you notice when people have not color-coordinated their clothes or styles correctly? If yes, describe the what, how,

when, and why. If no, describe the what, how, when, and why.

28. Do you like symmetry in a room, such as putting two identical potted plants on either side of a couch? What do balance and symmetry mean to you? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

29. Are you aware of your body and how you feel? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

30. Are you aware of and concerned about your physical health? Do you exercise regularly and try to eat a balanced, real-food diet? Are you aware of the dysfunctional food system and

the dangers of processed food and GMOs? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

31. Do you find it easy to participate in a group activity that involves a coordinated sequence of movements, such as aerobics, dancing, Pilates, or soul cycle? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

32. Do you consider yourself to be fair, good, or excellent at activities involving your hands, such as sewing, surgery, painting, and so on? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

33. Do you enjoy handicrafts such as pottery, woodcarving, building things, painting, or other crafts? Is this something you

do to relax? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

34. Do you find it easy to create new forms of a sport, such as a new type of dance or a new version of basketball? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

35. Do you enjoy playing soccer, baseball, football, tennis, and so on? This question is not about skill, it's about enjoying ball games. If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

36. Do you feel you have good hand-eye coordination for life in general, such as dancing, sports, handicrafts, and so on? If

yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

37. Would you consider yourself to be good at cycling, motorbike riding, skiing—activities that require speed, balance, and coordination skills? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

38. Do you like to jog or run for exercise or fun? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

39. Do you enjoy taking part in marathons, sports competitions, and so forth? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

40. Do you prefer individual sports, group sports, or just exercising any way you see fit, such as walking or working out in the gym on your own? Describe the what, how, when, and why.

41. Do you love movement and sports but are not that proficient in any particular sport? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

42. Do you like swimming or aqua aerobics, either for relaxation or competition? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

43. Do you like being in water? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

44. Do you often feel compelled to move when you are thinking deeply about something? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

45. Do you like making models of things with Play-Doh or modeling clay? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

46. Do you enjoy watching sports—live and on TV—and recognize and appreciate the skill involved? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

47. Do you get a sense for things through your body? For example, when you walk through a place, or play a game or a sport, or go into new areas, do you feel your whole body responding? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

48. Do you find it difficult to sit still for long periods of time, especially in a classroom environment? If yes, describe the

what, how, when, and why. If no, describe the what, how, when, and why.

49. Does movement or moving in some way relax you and/or make you feel at peace? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

Now take all your answers and in the space below write a summary of how you seem to be using the Kinesthetic Module. You might find that in this process you want to change or add to your answers. Go ahead, this is a normal self-regulatory process. Once you have done the summary, look it over to see if you agree with what you have written and if you can add more. Edit the summary, asking yourself the following questions: *Is this me? Do I really think this way? Is this a people-pleasing statement or am I being true to me?* Don't be too hard on yourself. Add a few lines on how you can use the Kinesthetic Module to improve how you communicate and connect with people and to improve how you function in general.

After all, you are you—but you get better at being you all the time.

Module 6: Musical Metacognitive Module—Thinking, Feeling, Choosing

The Musical Metacognitive Module might seem like it is the ability to sing or play a musical instrument; seek sound; find peace, comfort, stimulation, and motivation in music; hum; and so on—that is obvious. But, surprisingly, it also involves the computational capacities to intuit, be instinctual, read patterns, identify rhythm, and, most importantly, read between the lines and experience when things, a place, or what a person is saying just “does not feel right,” as well as sensitivity to surroundings, people, and the atmospheres they create.

It works very extensively with the part of your brain called the insula, which is responsible for the development of instinct, thereby allowing you to read between the lines. It also allows you to sense meaning and to verify it. For example, when you ask your friend, “Are you okay?” and she says, “Yes, I’m fine” (with a quiver in her voice), this mode of thinking warns you that there is more to the

situation. It is therefore concerned with the ability to read people through their tone of voice and body language rather than just listening to their words.

Musical thinking incorporates sensitivity to pitch, melody, rhythm, and tuning in the sounds and movements you hear and see around you, as well as the ability to produce rhythm, pitch, and forms of musical expression. It is also the intelligence of intuition, “gut instinct,” and reading body language. It is involved both in the type of thinking attributed to the interpretation of conversation and in the type of thinking seen in musical individuals such as Mozart.

1. We are all intuitive; it’s part of the thinking process. However, some of us have more sensitivity in this area in that we almost see and know things before they happen. Does this sound like you? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

2. Do you find yourself becoming absorbed, sometimes even consumed, in the joys or sorrows of other people? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

3. Do you feel the pain of other people intensely? Does it affect your ability to function? Do you pull away or try to help in some way? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

4. Do you often cry in touching or sad movies? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

5. Do you find it hard to watch certain movies or certain stories because they become too real for you? Or do you love getting lost in them? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

6. Do you have a sense for mathematical thinking? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

7. Generally, can you read other people's attitudes? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

8. Can you "read between the lines" of what someone is saying aloud, in written form, and/or through their body language? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

9. Are you very aware of how you feel mentally and emotionally? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

10. Can you easily identify and describe pain in your body? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

11. Can you easily feel the impact of negative thinking and emotions in your mind and body? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

12. Do you find yourself intuitively predicting things? Are you usually correct? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

13. Do you find it easy to read other people? Are you good at reading their body language, expressions, and tone of voice? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

14. Generally, are you a good judge of character? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

15. Do you find it easy to follow conversations and interpret the dynamics of conversations? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

16. Do you often find yourself noticing other people who don't self-regulate their actions and conversations in social situations? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

17. Do you instinctively feel when something is right or wrong or that something in an environment is not right? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

18. Do you find yourself not doing or saying something until it feels “right”? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

19. Do you find you can easily pick up whether or not to trust someone? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

20. Do you find it easy to pick up the nuances in someone’s speech, such as whether or not someone is being sarcastic? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

21. Do you find yourself listening and responding to a variety of sounds, including the human voice, environmental sounds,

sounds in nature, and music? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

22. Do you enjoy music and find yourself needing it in a learning environment? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

23. Do you often create your own rhythm if you can't hear music, especially when you are concentrating—for example, clicking your pen, tapping your foot, and rocking in your chair when you are studying? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

24. Do you find yourself responding to music by humming along? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

25. Do you find yourself responding to music by moving in time to the music? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

26. Do you find that music and singing make you feel a variety of emotions? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

27. If you watch gymnastics, ballet, dancing, or any sport, can you “hear” the music in the performers’ body movements? If

yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

28. Do you recognize different types of musical styles, notes, tones, genres, and cultural variations? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

29. Do you find the role music has played and continues to play in human life fascinating? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

30. Do you collect recordings of different types of music? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

31. Can you sing? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

32. Do you play one or more musical instruments? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

33. Are you able and do you like to analyze and critique musical selections? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

34. Are you often able to interpret what a composer is communicating through music? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

35. Do you remember the titles and words of songs? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

36. Can you hear a song once or twice and then sing or hum most of it? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

37. Do you have a desire to create, or have you created, a musical instrument? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

38. Do you like music? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

Profiling the Perfect You

39. Would you love to be (or are you already) a sound engineer, conductor, or musician? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

40. Do you read and/or write music? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

41. Do you like musical activities such as karaoke? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

42. Do you often tap, sing, or hum while working or when learning something new? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

43. Do you like whistling? Can you whistle? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

44. Do you battle when you are in a negative environment or around people who have negative attitudes? Does their mood hang over you and influence you for long? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

45. Are you able to discern when someone is misleading you or being a negative influence in your life? If yes, describe the

what, how, when, and why. If no, describe the what, how, when, and why.

46. Do you find yourself asking a lot of questions about how and why something happened or is happening? Can you see the positive and negative sides? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

Now take all your answers and in the space below write a summary of how you seem to be using the Musical Module. You might find that in this process you want to change or add to your answers. Go ahead, this is a normal self-regulatory process. Once you have done the summary, look it over to see if you agree with what you have written and if you can add more. Edit the summary, asking yourself the following questions: *Is this me? Do I really think this way? Is this a people-pleasing statement or am I being true to me?* Don't be too hard on yourself. Add a few lines on how you can use the Musical Module to improve how you communicate and

connect with people and to improve how you function in general. After all, you are you—but you get better at being you all the time.

Module 7: Visual/Spatial Metacognitive Module—Thinking, Feeling, Choosing

The final module is the Visual/Spatial Metacognitive Module. Visual/spatial thinking involves the raw computational capacities to see color, light, shape, and depth; to navigate spaces; and to close your eyes and imagine objects, thereby visualizing things that are not actually in front of your eyes. Individuals with visual impairments have very well-developed visual/spatial thinking, since they rely on what they can see in their “mind’s eye.”

Hence the visual/spatial mode of thought is the ability to be able to see without seeing; for example, you can imagine a loved one and call up a visual image from your nonconscious into your conscious mind. This is the ability to visualize in pictures and/or images, to “see” with the mind’s eye, to make mental maps, to perceive the visual/spatial world accurately, and to act on initial perceptions.

Visual/spatial thinking is about internally representing the spatial world in your mind and being able to orient yourself in three-dimensional space with ease. Artists have a high level of visual/spatial thinking, which expresses itself in great works such as the masterpieces of Leonardo da Vinci and Michelangelo.

Yet this type of thinking is not restricted to the arts. In the minds of Sir Isaac Newton and Albert Einstein, for example, the expression of their high visual/spatial thinking was more scientific. It also is not restricted to the physical sense of what something looks like.

1. Do you find yourself noticing color, light, depth, and forms around you? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

2. Can you imagine and see an object, situation, or person as if it or they were right in front of you? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

3. Can you orient yourself in a three-dimensional space with ease? That is, are you easily able to maneuver through complicated spaces, or do you bump into things? If yes, describe

the what, how, when, and why. If no, describe the what, how, when, and why.

4. Do you usually notice mess or dirt? How does it make you feel? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

5. Do you notice things out of alignment, such as a picture hanging askew on the wall? Do you want to automatically fix it or can you ignore it and carry on with what you are doing? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

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6. Do you notice when people have coordinated or matching outfits? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

7. Do you notice when people are well groomed or if they are disheveled? Does it worry you? How does it make you feel? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

8. Do you notice people's hair color, clothing style, and/or level of health? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

9. Do you need to express yourself artistically in drawing, painting, diagrams, new theories, ideas, businesses, or any

other form of creativity? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

10. Do you have lots of ideas? What do you do with them? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

11. Do you visualize what people are saying to you or stories they tell you or things you read as “little movies” in your mind’s eye? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

12. Do you often find yourself staring off into space while listening to someone? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

13. Do you enjoy creating things—songs, music, games, clothes, furniture, whatever—even if it’s just in your mind’s eye? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

14. Do you find it easy to follow a GPS and find your way around new places? Do you have confidence doing this? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

15. Are you able to drive a route once and find your way back? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

16. Can you easily self-correct the route you have taken while driving if you missed a turn or something? Is it easy for you to readjust your smartphone map (or whatever you use to help you find your way)? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

17. Can you easily “see” in your mind’s eye how to solve problems or issues? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

18. Can you easily translate ideas into a written or physical action? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

19. Do you find yourself thinking in pictures? For example, do you imagine the image of a cat or the word *cat* first? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

20. Are you able to move furniture, rooms, or physical things around in your head? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

21. Do you think in 3-D—for example, can you mentally move or manipulate objects in space to see how they will interact

with other objects, such as gears turning in different parts of machinery? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

22. Do you understand and like to use and produce graphic information—for example, do you enjoy using graphs or charts to explain concepts? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

23. Can you easily navigate your way through space—for example, when moving through apertures, moving a car through traffic, or parking a car? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

24. Can you easily read a map? Is paper easier than digital, or vice versa? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

25. Do you like building blocks, origami objects, LEGOs, and models? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

26. Do you enjoy putting together puzzles, especially complicated ones? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

27. Do you like creating photo collages and scrapbooking, selecting and planning photos for photo books, and so on? If

yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

28. Do you like creating slideshow presentations? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

29. Do you enjoy taking photos or creating videos of special occasions? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

30. Do you like designing posters, murals, bulletin boards, or websites? Are you attracted to them wherever you may see them, and do you notice their detail? If yes, describe the

what, how, when, and why. If no, describe the what, how, when, and why.

31. Do you find yourself visualizing (picturing and imagining) a lot, especially when you are listening and trying to understand something? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

32. Can you easily remember large chunks of information (for short periods of time) just from reading? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

33. Do you like creating complex, “architectural” type drawings? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

34. Would you like to make (or do you love to make) a film or an advertisement? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

35. Do you appreciate and notice variation in color, size, and shape—for example, do you notice the colors, furniture, and interior design in rooms? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

36. Do you naturally color code—for example, Sunday is red and Monday is blue? Maybe sounds or places or people have

colors in your mind? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

37. Do you like board games such as Monopoly and Trivial Pursuit? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

38. Do you like and do you consider yourself to be fair, good, or excellent at producing various art forms such as illustrations, drawings, sketches, paintings, or sculptures? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

39. Do you like using technology, such as computers, smart-phones, and tablets? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

40. Do you like to do presentations and lecture or teach using computers and data projectors? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

41. Do you like to write on a board, flip chart, paper, iPad, or anything you can get your hands on when you are explaining something, lecturing, or teaching? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

42. Do you see clear visual images of what you are thinking or hearing when you close your eyes? If yes, describe the what,

how, when, and why. If no, describe the what, how, when, and why.

43. We all dream, and what we are focusing on and watching and thinking about just before sleep will influence our dreams. However, some of us have more vivid dreams than others and recall them more easily, as though they were almost real. Do you have such vivid dreams and even nightmares, especially when going through “stuff”? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

44. Do you like drawing and doodling, especially in situations where you have to concentrate, such as while on the phone or listening to a lecture? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

45. Do you prefer not to look at a lecturer's, teacher's, or any other person's face when you are trying to listen and concentrate, as this distracts you? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

46. Do you find it easier to learn when you can see and observe something? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

47. Do you often use visual images as an aid to recall detailed information? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

48. Can you easily fold a piece of paper into a complex shape and visualize its new form? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

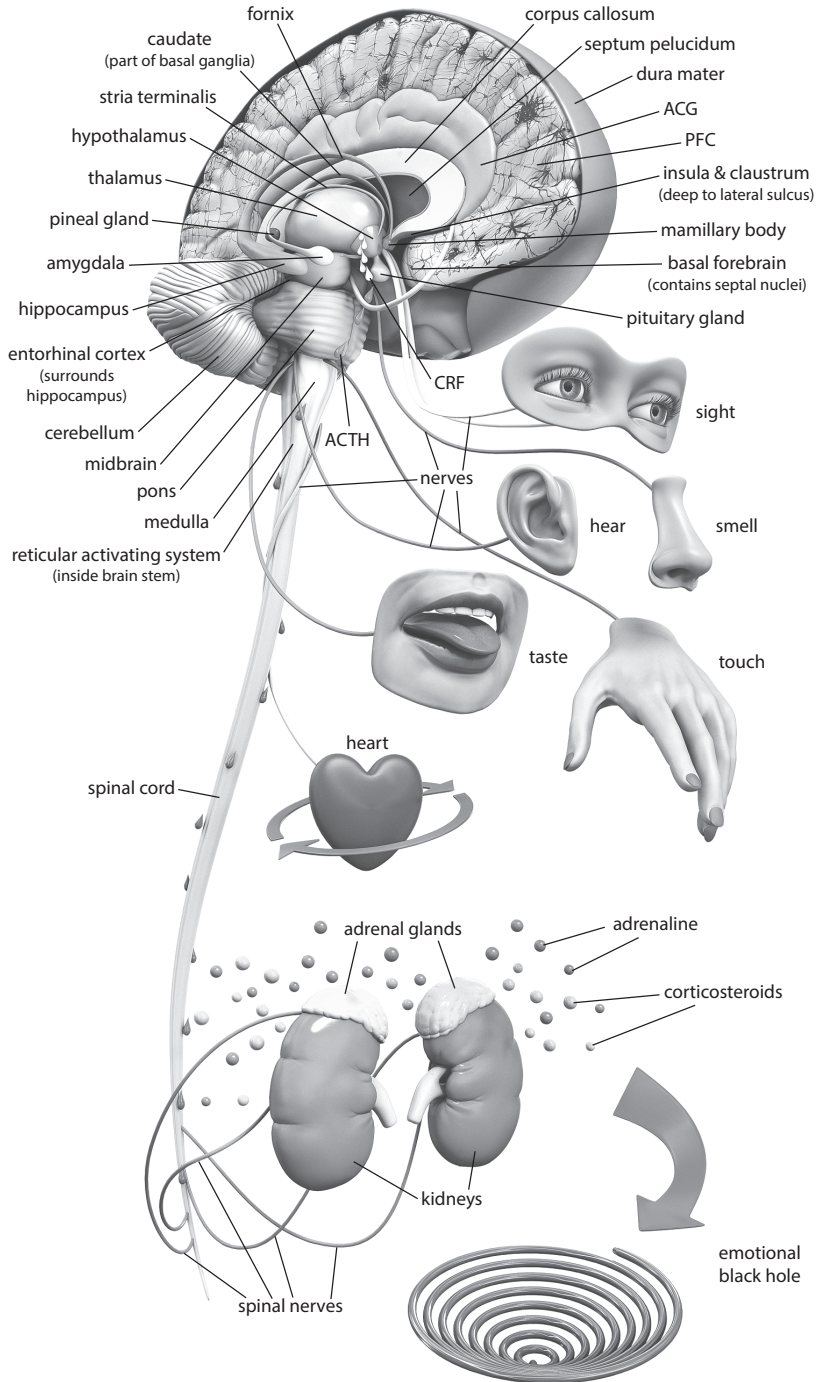
49. Do you find it easy to see things—both concrete and linguistic—in different ways or from new perspectives; for example, detecting one form hidden in another or seeing the other angle of a problem? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

50. Can you perceive both obvious and subtle patterns in objects, furniture, clouds, and so on? If yes, describe the what, how, when, and why. If no, describe the what, how, when, and why.

Now take all your answers, and in the space below write a summary of how you seem to be using the Visual/Spatial Module. You might find that in this process you want to change or add to your

answers. Go ahead, this is a normal self-regulatory process. Once you have done the summary, look it over to see if you agree with what you have written and if you can add more. Edit the summary, asking yourself the questions, *Is this me? Do I really think this way? Is this a people-pleasing statement or am I being true to me?* Don't be too hard on yourself. Add a few lines on how you can use the Visual/Spatial Module to improve how you communicate and connect with people and to improve how you function in general. After all, you are you—but you get better at being you all the time.

Illustration 8.1
Inside the Brain



| Input: External and Internal | Perfect You Science and Philosophy | Example | Discomfort Zones |
|---|---|--|--|
| <p>1. Stimulus—from external world (events and circumstances of life), internal world (thoughts/memories), or both—sets the mind into action and activates the brain.</p> | <p>The quantum signal moves through the filter of the unique design of your brain, and you are attuned to respond in your exclusive way. You are the causal agent of the changes that are about to happen in your brain and be expressed through your words and/or actions.</p> | <ol style="list-style-type: none"> 1. You get a diagnosis from the doctor. 2. You get into an argument with a family member. 3. You receive an email from your boss. 4. You have to make a choice in a relationship. | <p>Discomfort zone 1 (just-aware level)</p> <p>Your unique processing of the events and circumstances is activated. It passes through your Perfect You filter, so your perception and specialized interpretation that kick in is the lens through which you start becoming aware of the incoming and upcoming information. This Perfect You awareness results in a feeling of either peace or discomfort.</p> |
| <p>2. Nonconscious action in response to the stimulus: memories that are related in some way to the incoming information are selected.</p> | <p>Perfect You metacognitive action on nonconscious level is first orchestrated by Perfect You dynamic self-regulation. Your nonconscious mind looks for related (pattern-making and identification) Perfect You descriptive systems (thoughts/memories) to try to make sense of the incoming signal. These memories will provide knowledge about the situation and are the belief systems and attitudes that the incoming information will be filtered through. Your brain's and body's stress response kicks in and your whole brain and body responds at quantum speeds. If you were connected to brain imaging there would be evidence of nonconscious action about 350–550 milliseconds before you are consciously aware of your thinking.</p> | <p>You are in a superposition (just-aware discomfort zone 1) where you are becoming aware but are not yet <i>fully</i> aware of the incoming and upwelling information.</p> | <ol style="list-style-type: none"> 1. Use discomfort zone 1 to become mindful of your spirit, mind, and body responses and start evaluating what you are thinking and feeling. 2. Remind yourself that stress is good for you and makes you more focused and alert to be able to get through the situation. Train yourself over sixty-three days to make the stress response work for you and not against you. |

Input:

| External and Internal | Perfect You Science and Philosophy | Example | Discomfort Zones |
|---|--|--|---|
| 3. Thoughts start moving to the conscious mind. | <p>1. This happens by pattern recognition and results in the activation of the related descriptive system (thoughts that have enough energy to move into the conscious mind because they were implanted deeply). Whatever you think about repeatedly over sixty-three days (three cycles of twenty-one) becomes automatized (a habit).</p> <p>2. Active and dynamic self-regulation interact and you become fully aware of the upcoming and incoming information. Your mind action increases as you think and feel. This is called <i>superposition</i> in quantum physics, where the particles are in both states of 1 and 0 at the same time, so nothing has yet happened because no choice has yet been made. There is an infinite number of probabilities, both good and bad, that can be chosen from. These probabilities can be described by Schrödinger's wave of probabilities.</p> <p>3. As you make the choice, genes are expressed and you build a new memory/thought of this experience, which is becoming a real physical thing in your brain made of proteins.</p> | <p>You begin to feel the impact of the stress response. You may feel all or some of these: your heart beats faster, adrenaline pumps through you, your pupils dilate, you are extremely alert, you feel like you have just been hit in the stomach, you feel nauseated, or you have muscular tension in your neck, throat, and back. You may think <i>Oh no!</i> as memories of the math class, the incident, the place, discussions, and so on bubble up into your conscious mind. These become the probabilities that you can choose from, and as you choose you create realities.</p> | <p>You are in the adrenaline-pumping, heart-pounding discomfort zone 2.</p> <p>1. Remember to see the stress response as a good thing, and make all the physical reactions work for you and not against you.</p> <p>2. Develop a Perfect You active reach, which is something you can automatically fall back on to anchor and reorient you. I suggest the thanking, praise, and worship exercise (see pp. 237–38).</p> |

Input:

| External and Internal | Perfect You Science and Philosophy | Example | Discomfort Zones |
|--|--|--|--|
| 4. Active free will: intentional choices are being made. | As a choice is made, a signal is generated that causes genetic expression, proteins are formed, and the memory is imprinted into the brain, causing structural change. In quantum physics terms, the wave collapses as a probability is chosen and a reality is created. | 1. You choose to stay calm and reasonably work out a solution or you freak out and yell, a whole argument ensues, and a pattern of responses is set up. 2. You collapse with fear under the weight of all the negative things that can happen as a result of your diagnosis or you hang on to the healing Scriptures once again until a habit forms. At any point this thinking can be changed. | You are in discomfort zones 3 (attitude) and 4 (about to choose). For example, maybe you jump out of bed and verbalize “Oh no!” in response to a situation—now: 1. Become mindfully aware of your upwelling internal thoughts and feelings. 2. Become mindfully aware of your words and behaviors, especially your habits. 3. Evaluate the probabilities with the Holy Spirit. Draw on Scriptures you have memorized. 4. Use the discomfort zones to stay in the Perfect You and make stress work for you and not against you. 5. Do a discomfort zone 3 (attitude) check. Mindfully become aware of what attitudes you are expressing. |

Input:

| External and Internal | Perfect You Science and Philosophy | Example | Discomfort Zones |
|---|---|---|---|
| <p>5. The impact of the stimulus is now being consciously processed and cycles of choices are being made every few seconds.</p> | <p>This is the cycle of thinking, feeling, and choosing that happens continually. Conscious cognitive action driven by metacognitive action is in full swing. Your brain is fired up with lots of activity and you are moving through thinking, feeling, and choosing every few seconds as you expand the memory with the new information coming in. This is the collapsing of the wave function through your thinking, feeling, and choosing—and it's changing your brain.</p> <p>You need to increase your mindfulness and thereby ramp up your active and dynamic self-regulation.</p> | <p>For example, a telephone or face-to-face discussion provides you with more information that you are adding to your thoughts about this incident. Whatever you think about the most will grow in your brain, so if you ruminate daily, you will build this into a long-term memory.</p> <p>If the memory is all toxic worry and fearful thinking about all the bad things that can happen to that person, your discernment to think, feel, and choose well will be compromised. If you think healthy thoughts and rejoice despite the circumstances, then you will build healthy thoughts and therefore realities into your brain as you consciously and intentionally ramp up your mindful appraisal of the situation.</p> | <p>1. Become mindfully aware of your thinking, feeling, choosing, words, behaviors, and habits.</p> <p>2. The more deliberate you become at this point about objectively—with the help of the Holy Spirit—considering all the probabilities and disciplining yourself to slow down and evaluate each, the more you will move into your Perfect You.</p> |