

## THE SPC DROPOUT PREVENTION PROGRAM

### - Instructor's Outline -

*Materials:* Each instructor for this program should have:

- (1) a copy of the text for the program, *Towards Greater Freedom & Happiness* (TGFH);
- (2) a set of stress cards, one card for the instructor & one per student;
- (3) a DVD of the SPC Concentration Spiral Technique. (An audio recording of all seven SPC techniques is also available on CD and tape cassette.)

*Overview:* The SPC (Self-Programmed Control) program provides techniques for developing three main abilities needed to succeed in school:

- (1) *Self-Efficacy* or belief in one's capabilities. If students don't really believe that they're capable of doing well in school, they will not do well and efforts at remediation will not get through to them.
- (2) *Emotional Intelligence* or ability to deal with stress & anxiety both in and out of school;
- (3) *Learning & Test-Taking Skills*.

You will find the program very easy to teach (see pages 28-34 in TGFH). The main reason the program has proven so effective in education (see pages 198-208 in TGFH) is because immediate positive feedback is provided for all three sections of the program. This plays an important part in building the all-important belief or self-efficacy factor.

As a result of going through the program, the following are some of the changes you can expect to see in your students:

- (1) a major reduction in behavior management problems;
- (2) a reduction in truancy;
- (3) a reduction in substance abuse; and most importantly,
- (4) a significant rise in student scholastic abilities, a rise in test scores and a reduction in school dropout.

## INTRODUCTORY SESSION

I. The very first thing before starting your students on the program is to have them go through the Willoughby Questionnaire and the Study Habits Inventory (SHI) so you can have an indication of their initial Emotional Intelligence level (the Willoughby) and their initial Scholastic Abilities level (the SHI). At the end of the program you can retest them to measure the level of improvement.

II. When introducing the program to your students, you can if you wish refer to it as the *Magic of the Mind* program, a program that will help them tap into the true power of their minds to achieve goals and heights they might have never thought possible. You might mention that one of the first students to benefit from the program was a high school dropout who is now Mayor of Los Angeles (Antonio Villaraigosa).

III. The very first introduction to the program will be to introduce them to the *Stress Card*. Before handing out the cards: (1) Make sure the room temperature is between 70° & 74° F. (2) Point out that the card is used to both test your stress level and to help you control your stress level. It first measures your stress level by measuring your finger tip temperature in terms of the color response upon holding the black rectangle between forefinger & thumb for 10 seconds. The closer the color is to blue, the more relaxed you are. You can explain this is based on what is called the fight or flight mechanism. The more anxious you are, the more the blood goes inward away from hands & feet and the colder your hands become, and the more the card goes to the black -, see page 18 TGFH. At this point you hand out the cards and ask each student to see what color they register on the card. Ask for a show of hands of how many got black, how many green and then how many blue (red is very fleeting). Next explain how the card also acts as a stress control device by having you go through one or more of the relaxation techniques on the back. Then have the group go through one or two of the breathing techniques. Retest . Once again ask for a show of hands and then ask how many have already seen an improvement in stress level (color going towards the blue). Tell them that the SPC techniques they will be introduced to next will give them even more control over the card (over their stress level).

IV. *Introduction to the SPC techniques.* (See pages 35-43 in TGFH) Point out that these are techniques for demonstrating the power of one's mind and most importantly, how to tap into this power. Explain that there will be a number of techniques introduced. The reason for several techniques is that each person is different and some people may respond better to one technique than another. The student is to find the one that works best for him or her. The following steps are followed in introducing the SPC techniques:

*The Lemon Demonstration.* To get across the power of thought to produce automatic responses the students are first put through the *Lemon* and then the *Arms* demonstrations. For the "lemon" have the students vividly imagine biting into a very sour, tart and tangy lemon. After a moment or two of this the mouth should automatically start watering. Ask for a show of hands as to how many found their mouths automatically watering.

*The Arms Demonstration.* Ask the students to extend their arms slightly above eye level and to close their eyes. Then have them imagine a huge helium balloon pulling up on the left arm while the right is pulled down by a very heavy bucket of water held in the right hand. After a few moments of this have them open their eyes and have them see the position their and the other students' arms have automatically moved to. Point out that this is the way the mind works – it automatically produces what your thoughts are focused on. This is the basis of the *Power of Positive Thinking*. It really does work! The more you focus your mind on positive thoughts, the more likely you are to automatically produce positive results. This arms demonstration is especially effective in getting across the point that positive uplifting thoughts lead to moving upwards in life, whereas negative heavy thoughts drag you down in life.

Next explain that the SPC techniques are basically an extension of these two demonstrations. Each SPC technique involves a series of suggestions like these such that each positive response increases the *belief* factor that much more, so that at the end of this series of steps a person becomes much more responsive to the positive goals or thoughts he wishes to program in. Belief can be defined as concentration on a thought to the exclusion of any contradictory thoughts. And the stronger the belief, the more effectively the negative contradictory thoughts will have been blocked out.

A good way of getting across how much more powerful thoughts can be in this more highly concentrated, heightened state of belief is to use what I refer to as the *LASER Beam Analogy*. We all know that LASER beams are so powerful they can cut through a thick slab of steel. But what we don't realize is that a LASER beam is ordinary light that has been treated so as to produce one concentrated, single phased, beam of light free of any conflicting rays. Thus, we can say that in a heightened state of belief thoughts can take on LASER-beam-like powers.

One major purpose of the SPC techniques is to facilitate the reprogramming of negative behavior, to facilitate the programming in of new positive behavior or *goals* by bypassing any blockades of previous negative programming. Before starting the students on the initial SPC technique, there are two steps to go through: (1) writing down one's goals and (2) learning how most effectively to program in one's goals.

V. *Goals.* All students should begin by writing down a list of goals (positive changes or achievements) they wish to achieve with the program. For this, follow the guidelines on pages 53 & 54 of TGFH including keeping a Progress Report notebook (see pages 200-207 TGFH for some typical progress reports). You might want to suggest that they might want to include *stress control* which is one of the best goals to start with. Stress control will help clear up a host of stress-related problems (see pages 53 & 54 and 125-137 in TGFH). This goal of course will help raise one's *emotional intelligence*.

VI. *Visualization Techniques for Self-Programming of goals.* These techniques are all variations of what I call the *Projection Method* where the person projects himself/herself via the imagination into a number of situations dealing with the goal and visualizes (imagines) responding positively each time. For instance, for the goal of *stress control* you would want to visualize yourself in a typical stressful situation (e.g. taking an exam) and see yourself reacting calmly or see yourself going through one of the breathing techniques on the back of the card and turning the card blue. Different variations of this self-programming technique can be found on pages 43-51 of TGFH.

Students should set aside a specific time of day for daily self-programming of their goals. “Morning” people (those who are most alert in the morning) can choose shortly after they have awakened; “night” people, shortly before going to sleep; or whatever time of day is most convenient. Tell the students they do not have to go through an SPC technique each time prior to programming in their goal. Many times just going through the 20-10 count-down relaxation technique or turning the card blue first will be sufficient to prep for programming.

VII. *The Pendulum Technique.* Be sure each student has a specific goal in mind before starting each SPC technique and a distinct idea of the one or more typical situations they plan to project into and see themselves positively responding in. For the pendulum technique use is made of a pendulum, about a foot long, consisting of a paper clip on a string. So for this purpose spools of thread and paper clips are handed out. The complete procedure for this technique along with the 20-10 countdown shortcut technique can be found on pages 36-38 of TGFH. This technique is actually a biofeedback technique where the biofeedback or amplifying device is the pendulum which amplifies minute automatic movements of the hand upon suggestions of specific movements of the pendulum. The students are led through a series of suggested automatic movements of the pendulum, hand and arm and told with each positive response their mind is becoming more focused and concentrated so that at the end whatever positive goal they program in will really get through and stick fast. Since stress control will be the initial goal, suggestions of deep relaxation and hand warming are also given. At the tail end of the technique the students are now ready to program in their goal (e.g., stress control) via visualization.

When finished, retest with the Stress Card. Ask for a show of hands of how many people are now showing blue.

VIII. *Positive Mental Attitudes.* Before proceeding to the next SPC technique you want to start introducing the students to the positive attitudes presented in Chapter IV of TGFH. Point out that systematically programming in these attitudes will further insure achieving many of their goals since many of these goals will most likely be influenced by these positive attitudes. Stress Control is a perfect example. How much stress is produced by a particular situation is often determined by your attitude in that situation. The more positive your attitude, the less stressed you will be. The instructor can use plenty of examples – those presented in Chapter IV, from his own life or the students’ – to illustrate how valuable these attitudes can be. The students can then program in whatever attitudes are most pertinent during their daily self-programming sessions.

IX. *The Concentration Spiral technique.* Once again, be sure each student has in mind a specific goal to program in plus a typical goal situation or two to visualize. The student working on stress control might now want to add in one of the positive attitudes to incorporate. Be sure to have a potted plant, vase of flowers or large clock in the room for that part of the technique when you are asked to look away from the spiral and watch the object looked at become magnified. After programming, you can again retest with the Stress Cards and see how many are turning it blue.

X. *Introduction to the Learning, Memory & Test-Taking Skills Section.* We have already touched upon two of the three main factors that lead to greater school performance: self-efficacy and emotional intelligence. We will now present an introduction to the third: learning the shortcuts to studying, memory and test-taking improvement. Students are told that one of the secrets of successful students is that they somewhere along the way learned all these shortcuts - all the “tricks of the trade”. Why do things the hard way when there are easier ways? We begin by introducing two memory techniques (pages 178-180, TGFH) that quickly get across the idea that if you know the right technique, you too can be a memory genius.

*The Numbers Technique.* Start by writing the following number on the blackboard, 19452001555975414952345. Then tell them you will now show them a technique that will allow them to memorize such a number in a matter of seconds, “something only a genius could do”. Proceed with showing them the grouping and association technique for memorizing this number – outlined on page 179 of TGFH. Follow with immediate testing to see how many “geniuses” and “near-geniuses” you have.

*The Names Technique:* Next introduce them to the association technique for remembering names and have them memorize the first names of all the students in the class (see page 180 of TGFH).

Demonstrations like these should whet the student’s appetite for even more memory and learning techniques. Eventually you can introduce them to some additional memory techniques presented on pages 180-184 but now would be a good time to introduce them to the *SQ3R* study technique.

*The SQ3R technique* is one of the most effective and easy-to-learn study techniques ever devised. See page 185. When you introduce this technique to your students be sure to follow immediately with an in-class assignment using a chapter of one of the texts for any of the classes they are currently taking. The assignment should be immediately followed by a quiz made up of questions from the SQ3R procedure itself. Several additional SQ3R homework assignments should be given over a period of time followed by similar quizzes so as to establish a positive SQ3R habit pattern for the students.

*Test-Taking Skills.* See pages 186-192 in TGFH. There are several steps to doing well on exams:

- (1) First, it pays to be as prepared as possible. The memory techniques learned and especially techniques like the SQ3R will help.
- (2) Being relaxed as possible prior to taking the exam is very important. The students can use visualization programming the night before the exam, first going through an SPC technique or the 20-10 shortcut and seeing themselves very calm during the exam. They can also use the

Stress Card turning it blue just prior to the exam using one or more of the techniques on the back of the card.

(3) Practice with previous tests helps tremendously. Try to arrange for your students to take home a previous test to practice with before giving them an exam. Or you can make up a set of test questions similar to those that will be on your exam for them to take home prior to the exam to practice on.

(4) For problem-solving tests (e.g. math, physics, and chemistry) have the students work on as many practice problems as possible. Have a sample problem all worked out for them as a guide.

(5) For vocabulary tests see pages 183 & 184 in TGFH and be sure to have them read the book *30 Days to a More Powerful Vocabulary*.

XI. *The Garden Technique*. This technique is especially effective for people with vivid imaginations and is very good for producing a deep level of relaxation. For the initial use of this technique you can have students use it for the goal of doing better on exams. Students can visualize themselves both prepared and calm for an upcoming exam.

### **SUBSEQUENT SESSIONS**

For SPC to be most effective it should be practiced over a period of time. Regular weekly sessions of at least one hour once or twice a week for 6-8 weeks or more would be ideal. The following are some suggestions for subsequent sessions:

(1) Begin each session by asking for volunteers to read from their progress reports. This type of positive feedback will help to build further belief in the program (will add to the self-efficacy factor) especially for those students who may initially still remain skeptical. Be sure to emphasize the importance of daily programming in of their goals & keeping up with their progress reports.

(2) Ask for any questions students may still have about following the program. You might first want to ask if anyone in the group has an answer to this question. This is especially helpful if you yourself do not have an answer.

(3) You can go over a different section of TGFH at each subsequent session or repeat any procedures you feel need repeating. For instance you can expand on Chapter IV: the Positive Attitudes. Also you can present the different ideas covered in Chapter V on Happiness. Be sure to cover Chapter X, the stress chapter. And you definitely want to cover the chapter on excesses and bad habits, Chapter XI. Be sure to present the three main factors underlying habits of excess or addictions and show how SPC helps in all three areas.

(4) You can also introduce some of the other SPC in subsequent sessions: The Light Bulb; the Hand Levitation; and the Dynamic Tension techniques can be introduced. And you can always repeat some of their favorites – like the Concentration Spiral. Always be sure the students have a specific goal ready to program in. Also point out that these techniques are merely a bridge to the realization of how powerful the mind can be and that soon all you will need is one of the shortcut techniques (e.g. 20-10) to prepare for self-programming of one's goals. You can end each session by having the group go through one of the SPC techniques.

**MATERIALS FOR THE SPC PROGRAM**

	<b>Unit price</b>
Textbook: <u>Towards Greater Freedom &amp; Happiness</u>	\$ 9.95
CD of all 7 SPC Techniques	\$14.95
DVD of Concentration Spiral	\$14.95
Stress Control Biofeedback Cards	\$1.00