EDUTHERAPY AND THE NEW SCIENCE OF EPIGENETICS
A CHALLENGE TO CURRENT CONCEPTS OF HUMAN POTENTIAL

Every so often I find myself talking on the phone to a parent who is fighting back tears of frustration and the situation which has provoked this is nearly always the same: the parent is forced to engage with a school system that seeks to apply a permanent label to their child on the basis of one or more assessments with experts who do not know their child and some standard questionnaires for those who do.

The label is seen as the means of accessing support, extra funding, possibly understanding that will help their child cope better. The process is expensive and well-meant but the parent finds it negative and soulless. It encourages the belief that the child is, and always will be, a problem and there is no way out. They begin to lose faith in the child’s ability to overcome their difficulties and foresee a bleak future. The stress of facing sometimes months of appointments, assessments, challenging paperwork and all that negativity often takes a toll on their health and the child picks up on this too.

Many parents will see this process in a much more positive light. They may have struggled for years to get some understanding of the issues affecting their child and possibly fought for some time to get access to professional ‘diagnosis’ and an appropriate ‘label’. They see the process as ‘light at the end of the tunnel’ and the application of the label as a relief. After all, these conditions – dyslexia, dyspraxia, ADHD, ASD and all the rest – are genetic and lifelong aren’t they? They need to be managed and understood and by that means the child will have an easier time and achieve more. Perhaps not.

The primacy of labels is certainly a belief system that has dominated Special Needs assessment and education for the last thirty years or so and many brave people fought hard to get these ideas into the mainstream for years before that. Their work has been vitally important in ensuring that now people with learning and behavioural differences have much more understanding and respect. The support they receive in the education system can make a very real difference to their lives. However, the concept of these issues being genetic and lifelong is severely challenged now by epigenetic research and there is certainly support for our first parent’s intuition that there might be something wrong with this system of permanent labels. Labels stick, but people can change.

What is Epigenetics?

Epigenetics means literally ‘above genetics’ and describes the processes by which genes are turned on or off and exactly how a particular message is expressed. To explain the difference between epigenetics and genetics the analogy of a cookery book is sometimes used. Your genome (your DNA) is the book and the words cannot be changed. That is genetics. The ‘book’ can be read quite differently by different people, however, and they can tinker with the recipes and thereby achieve a very different taste experience. This is epigenetics. So, even though your genes are ‘fixed’, the expression of those genes is dependent on environmental factors, hidden influences such as emotional stress, toxins, diet, exercise, medicines and, crucially, your thoughts and belief systems which generate chemical signals. All of those factors which impact on us and our DNA expression negatively can be described as ‘stress factors’.

It has been known for some time that mother’s diet, emotional state and exposure to environmental toxins in pregnancy will negatively impact on the developing child, resulting in an array of epigenetic stress factors. The quality of care the infant receives subsequently is equally important. It is now known that the epigenetic process is trans-generational and passed down by both parents. In other words, the life experiences of parents, grandparents and even great-grandparents have been found to affect not only their own gene expression but also their eggs and sperm, so that changes are passed on to future generations. By the time a child is born therefore, its future is powerfully influenced by the activities, experiences and toxic exposures of many of its recent forbears. Those factors which are positive or neutral will cause no difficulties and in fact this process can be an agent of positive change. Those factors which are negative, such as the effects of nicotine, may act in future as stress factors, interfering with the expression of that individual’s future life potential.

Why is Epigenetics a challenge to current belief systems?

The crucial point is that epigenetic changes have been found to be reversible, so fundamentally epigenetics tells us that we are not victims of our genetic inheritance, as scientists have previously believed, but in fact have a measure of control over gene expression. This explains why conscious choices, such as positive thinking, eating healthily, taking appropriate exercise and stopping smoking can have such an impact on our health and well-being. Many of us accept that now of course, but few of us would expect that intervention to counter the effects of subconscious, hidden stress factors controlling gene expression could have an even more powerful influence. Research suggests that this is indeed possible and those lists of symptoms associated with labels such as dyslexia, dyspraxia and autistic spectrum disorders could be successfully addressed by countering the epigenetic causative factors.

Research Studies

Epigenetic research indicates that the so called ‘Central Dogma’ of molecular biology, which states that biological information is transferred sequentially and only in one direction, is in fact false. In other words, the idea that everything is driven by your genetic code and that you are a victim of that process is quite wrong. In fact, information flows in both directions and genes can be activated and de-activated by signals from the environment. Every cell in our bodies has a type of consciousness and this is controlled by the cell membrane and not the DNA. Genetic expression depends on
what is happening outside our cells, even outside our bodies. The cell membrane collates data and acts rather like a computer keyboard, directing DNA expression and facilitating change, both positive and negative.

Once we understand that the idea that genes control your life is a myth it forces us to re-examine the whole process of applying labels to supposedly genetic developmental conditions. What if the belief that you are dyslexic causes your genes to continue to express the characteristics of dyslexia? Research by Dr.Carol Dweck of Stanford University suggests that any labels or assumptions suggesting that intelligence, attainments and performance are fixed rather than plastic adversely affects outcomes.

Other avenues of research have shown that human brains show reversible structural plasticity in response to stressful and other experiences that could affect learning and behavioural factors – in other words, stress factors are capable of causing negative structural change, but this can be repaired, allowing full function to be restored.

Research by Dr.Bruce McKewen at Rockefeller University demonstrated that this was particularly evident in the parts of the brain responsible for short-term memory, but regions responsible for cognition, decision-making, anxiety and mood were also involved. Most lists of symptoms which would attract labels would include dysfunctions in some of these areas and researchers point out that they have yet to study many other regions of the brain which might equally become dysfunctional as a result of epigenetic change. Other research studies, for example at the University of Massachusetts School in Worcester, have shown that chemical alterations of DNA are dynamically regulated from the perinatal period to old age. This suggests that interventions to correct epigenetic dysfunctions are likely to be effective throughout life and individuals can divest themselves of symptoms which attract labels at any time in their lives.

**Epigenetics and the Eduthersy Programme**

Now that the new science of Epigenetics has come of age people are becoming excited about the treatment possibilities it suggests and the search is on for new Epigenetic Therapies in many arenas. As is often the case, practitioner practice develops alongside or even precedes the scientific research which explains the mechanisms by which it works. The Edutherapy Programme has developed over a period of 20 years but was clearly structured as an epigenetic approach 12 years ago, when epigenetic research was gathering pace. Since that time large numbers of people have successfully left their symptoms behind to achieve un-dreamt of success. It is also clear that those who have done best have either refused to accept any kind of label in the first place or taken our advice and let go of it, except at times when it could be used as a means of acquiring appropriate mainstream support.

A successful epigenetic approach must take account of both conscious and subconscious epigenetic factors. This is why the Edutherapy Programme consists of the Eduprofiling assessment and advice, which works mainly on the conscious mind, as well as the Edutherapy bioresonance programme, which works more on the hidden agenda.

The Eduprofiling assessment replaces a vacuum in knowledge or a standardised label with a detailed and properly measured assessment of an individual’s processing ability and developmental profile. The objective is to try to find out what is unique about that individual and what is holding them back from expressing their true potential. Subsequent reviews confirm the rate and nature of their progress on the Edutherapy Programme. The confidence this process generates in the individual and those in their environment whose views have an effect on them results in major beneficial changes to the emotional programming on the cell membrane. This in itself alters gene expression. The Eduprofiling assessment may also offer important advice on nutritional factors, exercise and other activities which will produce further beneficial change.

The Edutherapy bioresonance programme, which counters subconscious negative programming, is unique in many respects, but particularly in its epigenetic structure. The agenda is clear. It is a tool to be used by the individual to counter the effects of stress factors which prevent them from becoming a true expression of themselves – to help them throw the right switches on the cell membrane to ensure that DNA expression is in line with their original blueprint. Everyone has a blueprint, and everyone’s is unique.

The Edutherapy process is straightforward. Bioresonance machines measure stress responses and prioritise maximum stress and can do so remotely, like a subconscious counterpart to a mobile phone conversation. The Edutherapy programme is written in a way that will produce most stress in factors which most interfere with gene expression in relation to true expression. In that context we are always most stressed by those things which are most in our way because we have a powerful natural drive to achieve. The programming is complex, but always targets the original epigenetic causative factor, that emotion, toxin or other adverse factor in our lifetime or that of our forebears which is interfering with DNA expression and the development of our true potential. The Edutherapy Programme, like the epigenetic research which underpins it, has now come of age and provides an elegant solution to our quest to develop human potential in the new millennium.