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The Impact of Embrace Therapy® in the Light of Transactional Analysis on the Closure of Needs (“Strokes”) of the Inner Child, Changing the Perspective of Assessing the Situation and Releasing Difficult Emotions

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Abstract

The Embrace Therapy® (ET) method is correlated with the concept of Transactional Analysis (TA®), which is currently considered to be one of the most holistic approaches to personality. Transactional analysis (TA), as a theory of the ego states (Parent, Adult, Child), provides a coherent and simple system for determining one’s own thoughts, feelings, and behaviors, both in relationships with other people and with oneself. Its practical therapeutic application touches on work and communication with the Inner Child (the Child ego state), which is the most primal and essential component of every personality. The ET® method combines the mental and spiritual aspects and is used to communicate with the Inner Child (IC) from the level of the Divine Parent (DP), i.e. Spiritual Consciousness, which in the concept of TA corresponds to the Adult ego state. The ET® method is used to release difficult emotions such as fear, anxiety, shame, guilt, powerlessness, anger, rage, sadness, grief. It offers an opportunity to release emotions from memories of the distant or near past, from the present, and from imagined fears for the future, as well as to change the perspective of an event. The empirical part of the article presents the results of research based on reports from brain wave recordings before and after ET® sessions, which indicate a significant

reduction in stress and an increase in tranquility and calm in the subjects. The Biofeedback measurement method was used to study 8 volunteers. In the study, the parameters of all 8 waves (Delta, Theta, Alpha, SMR, Beta 1, Beta2, HiBeta, as well as Gamma) were measured and conclusions were drawn from the reports of these studies.

Keywords: transactional analysis, embrace therapy, inner child, spirituality, biofeedback

Introduction to Transactional Analysis

Transactional analysis (TA) was founded by Eric Berne as one of the psychotherapeutic concepts in the United States in the mid-1950s.

Transactional analysis is therefore one of the latest directions in psychology, falling within the humanistic psychology trend. The growing popularity of transactional analysis is due to the fact that it is a distinctly practice-oriented concept of personality. This means that regardless of the area of application, i.e. therapy, coaching, counseling, upbringing, personal development or organizational development, management, it provides practical indications for human development.

Transactional analysis consists of four areas and includes: the analysis of the structure of personality (transactional ego states), the analysis of the structure of time (in particular interpersonal games), the analysis of transactions (also called proper analysis) and the analysis of the script (the hidden scenario of individuals' and communities' life). The foundation of the theory and concrete psychological practice discussed here is a specific personality structure. It consists of three complementary, but also often contradictory ego states, which are a coherent set of thoughts, feelings and experiences manifested through specific behaviors of a given person. It is the Parent ego state (P), which is the result of fixed dispositions coming from our contacts with parents or people replacing them (rules, norms, prescriptions, obligations, etc.). It is also sometimes referred to as the "learned concept of life". In a sense, the opposite structure is the Child ego state (C), which is a set of feelings and affective states that often also reach back to childhood (delight, curiosity, fear, etc.). It is no coincidence that it is sometimes called the "felt concept of life". On the other hand, the mediation authority is the area of personality referred to as the Adult ego state (A), which ensures good contact with reality through the examination and analysis of oneself and the environment, whether or not making a decision to reveal oneself in the previously mentioned states in a given sequence of behavior. It is sometimes referred to as an "invented concept of life" (Jagięła, 2012, p. 13).

Transactional analysis therapy (TA therapy) attaches great importance to the therapeutic contract as an expression of independent and mature decisions of the client and the therapist. The contract is supposed to be used to organize behaviors, emotions and thoughts. The aim of the therapy is among all:

- identification of the destructive script and the production of a constructive counter-script;
- making re-decisions of scripted provisions;
- taking responsibility for your life choices;
- correcting pathogenic and conflictual patterns of communication;
- recognizing the games that are being played;
- expanding awareness, authenticity and intimacy;
- increasing one's and others' self-esteem.

The therapy is directive and short-term in individual, marital and family forms. However, group therapy is preferred, as it allows the analysis of a greater number of transactions compared to other types of therapy, where the therapist communicates with the client from the position of his or her Adult ego state (Jastrzębski, 2010, p. 360).

In the Embrace Therapy® (ET)® method presented in this article, the therapist communicates with the client from the position of their Adult ego state, but the form of this communication is conducted according to a specific scheme – a form of interactive dialogue resembling meditation or regressive hypnosis, although it is neither.

The Inner Child in Embrace Therapy®

Embrace Therapy is a method that was created in 2017 while conducting a therapy session with an Italian client, Patrizia A. It was at the beginning a kind of "flow of questions" that initiated the whole process that we know today as Embrace Therapy.® Over the course of two years of working with clients and observing the changes taking place during the sessions, a formula (scheme) of working with the ET® method was created. In 2019, it was covered by the trademark ® registered by the Polish Patent Office under the number R.333636 by Dagmara Szymańska. Embrace Therapy® is a therapeutic method that combines work and communication with the Inner Child (IC), Earth Parents (EP) and Divine Parent (DP) in one session. These three aspects in ET® correspond to the Child, Parent and Adult ego states in terms of Transactional Analysis. However, Embrace Therapy® also introduces a component of spirituality that is important in terms of changing perspective and releasing difficult emotions – God, whom it perceives holistically as the Universe, Energy, Love, Consciousness, without the need to associate Him with any religion. However, so far, the clients of Embrace Therapy® have been people with Christian-Catholic roots, so at the moment I can refer only to this group of clients in the context of research.

In order to expand the concept of the Embrace Therapy® method, it is necessary to mention the Inner Child as the main character of this method. As Tanhal Luvaas writes,

The human psyche is made up of many elements of the sub-personality. Each has its own value, tasks and a different way of functioning. The Inner Child is only one of these components, though perhaps the earliest and most essential (Luvaas, 1995, p. 12).

The subject of work using the Embrace Therapy® method is the Child ego state (C), which has a number of its varieties and components. The Inner Child manifests itself in the individual's personality as the most primitive and regressive structure that is a collection of thoughts, feelings, and behaviors derived from and reproduced from a person's childhood. This archaic nature of the inner child is the reason why it is sometimes referred to as Archaeopsyche in TA (Janowski, 1980, p. 197). Working with the ET® method, I usually meet with a client who cannot cope with a life problem. The situation they report with always finds its counterpart in the childhood period. As Jagieła writes:

The way of thinking, feeling and reacting in adult life is analogous to one's relationship with their parents/guardians and the dynamics in which they grew up. Thus, the Adapted Child, sometimes translated as the Adopted Child, is characterized by obedience towards memorized actual or imagined parental commands. A person motivated by this type of property will try to meet the expectations of others and adapt to the rules and customs of society, which – as we know – can have both good and negative effects on the life of the individual. Hence, the opposite form of the ego state is sometimes referred to as the Rebellious Child, which manifests itself in behavior through constant negativism, oppositionality, resistance, or extreme nonconformity. An interesting aspect of the Child ego state may also be the Withdrawn Child, manifested by rejection and resignation from experiencing parental care. How often do we see such manifestations in individuals suffering from depression? However, in the described structure of the psychological Child, as in the case of any real child, one wants to see this joy, freedom and expression. This term is applied to the Natural Child, which is an autonomous and functional component of the Child, characterized by the desire to satisfy one's own feelings, physical and mental needs, desires or whims without censoring them, and often without referring them to social rules and requirements. It is the main source of creativity and life energy of the individual. [...] In addition to the functional ego states mentioned here, there are also structural divisions that mainly inform about the content of thinking, feeling, and acting of these ego states during manifested acts of communication called transactions (Jagieła, 2015, p. 323).

Each of the above-mentioned once hurt inner children of our psyche is revealed in the behaviour, thinking and, above all, emotions of adults (Jagieła, 2015, p. 328). The ET® method is, in a way, a form of entering into a dialogue with this part of the human psyche. Tanhal Luvaas points to the method of visualization, the method of journaling (with a non-dominant hand!), and meditation and dialogue with the voice (Luvaas, 1995, p. 12). ET® is a form of guided and interactive meditation according to a specific and detailed scheme used by

the Therapist of this method. The client has their eyes closed at all times and is in a state of centering and calmness. During the session, the client responds from the level of their Inner Child, at the same time activating the identity of the Divine Parent, which is a specific representation of the Adult ego state. In TA, the ego state is The Adult ego state, which is the most rational, autonomous, objective part of the personality. The Adult (A) is responsible for good contact with reality, as well as the assessment of the probability of events and the processing of information (Jagięła, 2015, p. 322). But there can be many of these Adult ego state. Also the Adult ego state is divided into individual components, among all, the Analytical Adult, the Creative Adult, the Experiencing Adult, the Poetic Adult, the Rational Adult and the Reflective Adult (Jagięła, 2015, p. 322). In Embrace Therapy® – the Adult in the sense of TA, is a “kindergarten teacher” whom the child likes and feels good in their company, but at 4:00 p.m., regardless of the sympathy, they wait impatiently for their Parents. The kindergarten teacher is a representation of the mind, which, at least in the etymology of the Italian origin of the word – lies, deceives – *la mente, mente* (The mind deceives). *La mente* (noun) – mind. *Mentire* (verb) – to lie, to cheat. Therefore, in ET®, the Adult is replaced by the Divine Parent (DP) as a representation of God, and He, as it derives from the collective belief in God, loves unconditionally. He doesn’t judge. Listens. He just IS. He is a guarantee of love, security, attention, appreciation, acceptance, and that is why it is the answer to all the unfulfilled and unfinished needs of the Child ego state.

See how much love the Father has given us to be called children of God—and so we are!
(1 John 3:1).

The greatest need of every child is attention, because it makes us feel SEEN since our childhood (bearing in mind the meta goal of the mind which is survival), that is, safe and loved. With the passage of time, our childhood experiences will be reduced to a “recipe” for love, i.e. relationships with partners, the environment and finally with ourselves. This is what E. Berne is talking about in his book (Berne, 2022, p. 9) when he writes about “strokes”. He cites a study by R. Spitz, who claimed that even infants who have been unattended for a long time will gradually fall into irreversible dementia and may eventually succumb to complications of the disease. In his book, E. Berne also writes (Berne, 2022, p. 8) about the hunger for stimuli, and that it can have the same relationship with the human body’s chance of survival like hunger for food. He also mentions a phenomenal experiment on rats conducted by S. Levine, in which the variable feature of these experiments was the discovery that “gentle touch and painful electric shocks were equally effective in preserving the animals’ health.” Hence, I assume that it is not important to our subconsciousness whether we have the so-called bad or good experiences with our parents (caregivers), because they

will still be stored at some level in the subconscious mind as the “best and only right” formula for love, safety, acceptance, appreciation and attention.

I have already mentioned that Embrace Therapy® the Divine Parent replaces the Adult in TA. That is, there is an assumption that we are something more than just a body, a name, a profession, a role. Max Planck said in 1927 that “the mind is the creator of matter,” and the professor of physics and astronomy, Richard Conn Henry, in his publication in the journal *The Nature* (*Nature* 436, p. 29), wrote, “The universe is immaterial – but mental and spiritual. Live and enjoy.” In her book “Psychogenealogy in Practice”, Anne Ancelin Schützenberger talks about Intergenerational Transmission – between two generations whose members know each other and Transgenerational Transmission – passed down through many generations, often distant from each other in time.

That which has not been worked through and digested, but only expressed in the form of vague feelings or ailments, passes to the next generation without our will as an untamed, invisible part of the iceberg that has power over us. [...] Through illness one expresses what is not expressed in words. (Schutzenberger, 2018).

This French psychotherapist and psychologist also talks about the fact that,

Family secrets burn like the proverbial ‘hot potatoes’, which we want to get rid of as soon as possible, so we pass them from hand to hand, and every pair of hands along the way gets burned, and so on from generation to generation (Schutzenberger, 2018).

Another Hungarian-American psychotherapist, Ivan Böszörmény-Nagy, speaks of the so-called implicit family accounting,

All psychological reactions related to relationships are formed by two structures: the external structure of behavior and the implicit structure of obligations. The concept of loyalty implies the existence of a structure of expectations that encompasses all members of the system. Family loyalty is beyond the simple notion of lawful behavior, order, and tradition. What has been contributed to the family system as a resource, and what has been taken from it in the form of support, refusal, or exploitation of others, remains recorded in a hidden account of obligations and merits. A family’s loyalty depends on its history, what is considered fair there, and family myths. This imposes obligations on each member of the family, on the one hand according to the person’s position and their role in the group, and on the other hand, according to their personal perception of responsibilities and merits, their approach and the way they adapt (Boszormenyi-Nagy, 1973, p. 19).

Working and communicating with IC and with past childhood events that have become the beginning of personality programming is warranted if only because the mind does not fully distinguish between the actual image and the image of memories. The change of the image experienced in childhood and stored in the memory along with the set of emotions can undergo complete transcendence in the here and now, creating and preserving in the subconscious a completely new, conscious and beneficial record. In Flavia Filimon’s (Filimon, 2007) collective work on mirror neurons, it can be noticed that the brain does not dis-

tinguish between what is real and what is observed and what is imagined. Images from childhood in our subconscious, if they were important in the context of “survival”, were recorded along with the emotions that accompanied it. That is why imagined future or past fears seem to be so very real. To put it simply, it can be said that childhood emotions are transferred and still present in the life of an adult.

During ET[®], a person works either on emotionally difficult events that are currently happening in the client’s life, on memories from the distant or more distant past, or on events from the future, which are most often accompanied by fear. In ET[®], the so-called “Emotional Sandwich” is established with the client, i.e. a set of emotions and states that dominate the event. And although the same emotions and states still appear, they are arranged in a different order each time. The order depends on the situation. An important element when working with the ET[®] method according to the scheme is to determine the needs of the Inner Child. Each time during a session, regardless of whether the client comes to the session with a current, past or future problem, the representation of the Child is referred to, as the original release takes place there. Thanks to this, the so-called CLICK appears, i.e. the closure of unmet needs from childhood, the so-called STROKES. The consciousness that appears at the moment of mind transcendence changes the perspective of perceiving the problem almost instantaneously and difficult emotions are neutralized. Right after a change in the perception of the problem, new feelings occur. Most often it is peace, trust, power, courage, freedom and a feeling of lightness. As David Hawkins describes in his book “The Technique of Release,”

One of the most effective tools for dealing with the past is to create a new context for it. That means giving it a different meaning. We take a different attitude towards past difficulties or traumas and acknowledge the gift hidden in them.

Hawkins also reminds us that Victor Frankl was the first to recognize the value of this technique in psychiatry, explaining this concept, which he calls logotherapy in his famous book “Man in Search of Meaning” (Hawkins, 2016). The most common state of calm immediately after an ET[®] session, on the Map of Levels of Consciousness created by D. Hawkins, which he dedicated his entire scientific achievements and three decades of life to, is an energy vibration at the level of 600 according to the kinesiological test (muscle test). This index of 600, defined for Peace, is described by the author in the following way:

We experience it as a state of perfection, bliss, effortlessness and unity. It is a state of non-duality, beyond separation and beyond intellect, It is a state of Peace that surpasses all understanding.

In Embrace Therapy[®], this is done by returning to remembering Who I Am in the context of the Spiritual Self. A change in the emotions themselves (replac-

ing negative ones with positive ones) causes the closure of childhood in the Child and the exit from Oblivion, which makes us suffer, and the Entrance to the divine I Am. ET® can be treated as a method of “connecting both cerebral hemispheres” while combining two cognitive styles: logical-rational and intuitive-experiential. The functions of the “left” and “right” brains have been distinguished on the basis of studies of neurologically ill patients (Springer, 1998, p.292), with damage to the commissure magnum. Functional specialization is particularly pronounced with brain disease (e.g., speech disorders develop in patients with the left hemisphere injury). The left hemisphere: verbal, sequential, logical, analytical, rational. The right hemisphere: non-verbal, visual-spatial, simultaneous, holistic, syncretic, intuitive. This does not change the fact that a healthy brain, i.e. a brain without any neurological or neurobiological damage, using the resources of both hemispheres at the same time, combines their two functions that are so different from each other. Jill Bolate Taylor, an American neuro-anatomist specializing in post-mortem analysis of the human brain, in great detail discusses her own stroke and the experience of “myself” related to it after the left hemisphere of the brain “shuts down” during her TED talk.

The neo-cortex, as the latest evolutionary structure of the brain, has become a kind of “game changer” in the perception of oneself and emotions. For example, there was a feeling of anger, not “being anger” as it is the case with drive or affect. The differentiation of the cerebral hemispheres has thus become important for emotional and cognitive processes, but there is a slight predominance of the influence of the left hemisphere of the brain, which makes a greater separation from the right hemisphere, which perceives the self in a holistic and undivided way. By increasing mindfulness, Embrace Therapy® increases the cognitive perception of Who We Are and influences the expansion of the holistic perception of oneself.

Embrace, in the case of this method, means Embracing with Love and Consciousness, which leads to full ACCEPTANCE of the Child and thus freeing oneself from ancestral loyalty from the Earthly Parents, which is not the same as breaking ties with them. During the session, the subconscious, child’s mind matures into the consciousness of the I Am, i.e. the awareness of WHO IT IS in the cognitive intuitive-experiential style. The Child, matures into the Consciousness of God (the Adult). All transcendence takes place with the consent and will of the Child. ET® is applicable in a specific situation with which the client reports, but it affects the dissolution of the need for STROKES and the intensity of emotions arranged in a similar way. Emotions also dissolve in analogous past situations. ET® is not applied to work with children or adolescents, because at this age the personality of a young person is intensively formed and for ethical reasons I do not recommend working with minors.

To study the ET® method, I used the Biofeedback method.

General characteristics of the Biofeedback method and areas of its application

The term “biofeedback” means biological feedback and results from two verbal elements: bio- (biological) and feedback. It is a method of supporting human functioning in areas that are not subject to their conscious control, but at the same time are very important for their proper functioning. This method is used in psychology, pedagogy, medicine, parapsychology, sports and business. It involves giving a person feedback about changes in the physiological state of their body, which gives them the opportunity to voluntarily modify functions that are not consciously controlled. The information is transmitted in visual or acoustic form. The term “feedback” was introduced into the scientific literature by mathematician Norbert Wiener. He defined the concept as a method of controlling a particular system by using the results of previous activities. This means that you can modify a physiological process and give it the desired direction by giving direct feedback on the parameters of that process. Biofeedback in the psychological sense means a process during which a person (e.g. a student) receives, as far as possible, continuous information about the course of some physiological function that they are not aware of (Pecyna, 2001, p. 320). In everyday pedagogical practice, the use of the biofeedback system makes it possible, for example, to directly control, without pharmacological agents, increased psychomotor activity, which, subordinated to the work of the autonomic nervous system, is not subject to cortical regulation (Pańczyk, 1998, p. 84). There are several types of biofeedback, each of them uses different signals and has different applications, but from the perspective of the research I conducted on the Embrace Therapy® method, I will refer to Biofeedback.

Table 1
One of the methods of Biofeedback application

Method: EEG biofeedback (also known as neurofeedback)
What it uses: It uses a property of the brain that produces different ranges of electromagnetic waves, depending on the activities undertaken.
Application: ADHD, autism, neurosis, epilepsy, improvement of concentration, stress, cranial injuries, learning disorders

Source: Repository of the University of Technology, Cracow.

The most commonly used type of biofeedback is neurobiofeedback, or EEG biofeedback. It uses computer equipment that allows for a qualitative and quantitative assessment of the recording of brain waves from different regions of the brain. This apparatus has a training option for feedback. After placing electrodes

at selected points on the head of the person subjected to training, it is possible to record the bioelectrical activity of the brain in these areas. Functional disorders are associated with quantitative disturbances in the bioelectrical activity of the brain. The recorded brain activity is processed into a graphic record of the video game, which the trainee sees on their monitor. With the help of EEG bio-feedback, the trained person learns how to positively change the patterns of produced brain waves by amplifying the desired frequencies and inhibiting the undesirable frequencies. The basis for changes in bioelectrical activity is the brain's lifelong plastic capabilities, consisting in increasing the number of synaptic connections and extinguishing those that are in excess. During training, the selection of an appropriate game, based on movement, for example, gives the opportunity to work with children with autism and other functional disorders, even with the youngest, from the age of 3 (Gambin, Łukowska 2009, p. 40).

Neurofeedback training is an area of practice related to therapeutic activities. It is based on the observation of brainwave patterns associated with certain states of mind and specific behavior. The balance in slow wave activity (Theta waves) and fast wave production (Beta) is associated with stable attention, concentration, and optimal brain activation for problem solving. Monitoring the activity of brain waves while using metacognitive strategies accelerates the learning process: it improves attention processes and reduces impulsivity, reduces anxiety and increases alertness. By using neurofeedback training, you can directly influence the following components of intelligence: the ability to activate a relaxed state of mind, an approach to learning not only in terms of "I have to", a high level of alertness, flexibility and control of the state of mind, e.g. in the situation of solving a complex problem (undesirable alpha meditative state and/or Theta sleep state), a state of concentration on important material and problem solving (Beta wave activity), a reflective and thoughtful way of functioning (as opposed to impulsivity) (Thompson & Thompson 2012, p. 37).

Description of Brainwaves:

Delta waves (1-4 Hz) appear during deep sleep, when nothing is dreamed and the sleeper is fully unconscious, it is during this time that the body regenerates, and thanks to the training of these waves, it obtains very deep relaxation and sleepiness.

A high Delta indicates slowness, disease, degenerative process, intense mental effort, balance disorder, shyness, insecurity. Normal Delta signifies sleep, rest, recuperation.

Theta waves (4-7 Hz) are usually present for most of the dream, allowing for the assimilation and consolidation of acquired knowledge. Consciousness characteristic of deep meditation and concentration, intense thinking, visualization, a state in which we have access to all the memory of our brain. Controlling these waves improves the learning process, increases creativity, allows for the recov-

ery of material hidden in the unconscious, reduces stress, stimulates intuition and extrasensory perception. A high Theta state is associated with memory disorders, deconcentration, problems with concentration (ADD, ADHD) or insomnia. At its average level, it is present in a state of meditation, creativity and quick thinking.

Alpha waves (8–11 Hz) appear in a state of wakefulness with relaxation, identical to the state in which we always find ourselves shortly before falling asleep and immediately after waking up, usually with our eyes closed, as well as in moments of deep reflection or concentration (then, we have full access to both hemispheres of the brain, including the right hemisphere, which significantly enhances visualization, imagination, facilitates the acquisition of knowledge and increases creativity). It is a frequency that characterizes internal levels of mental activity, calmness, rest, positive thinking, inspiration, creativity, accelerated healing, concentration, better assimilation of material, memory, extrasensory perception. Lowered Alpha is seen in a worsened mood, depression, low self-esteem, poor motivation, attention disorders. Beta 1 (15–18 Hz), the state of the highest concentration of the mind, makes it easier to solve tasks quickly and logically and work with full attention. The training increases mental abilities, improves concentration, memory of the Olympics and public performances. Beta 2 and HiBeta (above 18–30 Hz) stand for heightened emotional states such as nervousness, irritation, excitement, associated with very good mental activity in the field of planning, connecting facts or mathematical calculations. Inhibiting the intensity of this wave helps to calm the body and reduce tension. SMR waves are also distinguished – these are sensorimotor waves (13–15 Hz) whose amplification increases the ability to maintain homeostasis. These waves are responsible for mental activity and attention span. A low amplitude of these waves may manifest itself in a lack of ability to focus attention, and a high amplitude may be manifested by high alertness and calmness. Therapy is primarily about sorting out attention deficits. Gamma waves (34–42 Hz) are associated with the integrative function of the brain, states of creation at the highest level, states of “enlightenment”. 38–42 Hz stands for a very favorable Sheer rhythm. The more higher frequency indices are generated, the greater the “enlightenment,” high concentration and genius. Waves at the level of 44–58 Hz are the frequency of muscle tension, i.e. an artifact – a disturbance. (HPM Medical, 2022 training materials).

Study of the Embrace Therapy® method using the Easy Biofeedback method

The aim of this paper is to demonstrate the effectiveness of the Embrace Therapy® method, which is no longer just a subjective conclusion of the person

conducting sessions with clients, but it is confirmed by the results of research on the work of our brain waves and the improvement of their parameters. So far, I have based my opinions on the effectiveness of the method on dialogue and observation of people during the interview, as well as the ongoing process, and after its completion. I have observed moments while working with the ET® method where I saw and felt a change taking place. The person freed himself from the child's needs, took responsibility for the experiences they lived through, released difficult emotions and transcended. These observations inspired me to conduct a study using the Biofeedback method.

On July 26–27, 2022, at one of HPM Medical training centers, a study of the Embrace Therapy® method was conducted on eight volunteers. Each day, 4 sessions were performed, one with each participant. Seven women and one man took part in the study. The selection of people met the following criteria: four people knew the method because they had already experienced working with it, and four people did not know what the Embrace Therapy® method is, but decided to take part in the study because they were looking for a way to change the perception of the problem which they came to the session with. The study was conducted BEFORE, DURING AND AFTER so that the results of the method functioning could be compared. The study was conducted by Michał Karpiński, the company's founder, an expert in his field, a trainer who trains future Biofeedback trainers at all 3 levels of advancement. The study was carried out on 4-channel Easy Biofeedback equipment with 6 permanently built-in "touch proof" inputs. The manufacturer is ISO 9001 certified. Its input impedance equals at least 100 Mohm, input capacity is of no more than 100 pF, and 50 Hz interference suppression filter allow for the best possible impulse response (time waveform representation for a 10 Hz square wave signal with notch filter on), with data reception frequency (OWR) of 2000 samples/s per channel. The purpose of investigating the Embrace Therapy® method with a brainwave measuring device was my curiosity as the author of the method, to see if, apart from the subjective conclusions of observation, I would be able to prove it. The intention behind this study was pure curiosity and passion.

In the section devoted to the Embrace Therapy® method, I wrote that the client comes to the session with their specific situation, and the ET® therapist collects an "emotional sandwich," i.e. writes down the emotions that the client is struggling with in a given situation. Emotions are arranged in the "sandwich" from the strongest to the least felt. These emotions are directly correlated with the needs of the Inner Child, or "hunger for stimuli", which Berne writes about in his book (Berne 2022, p. 9) and calls Strokes. At ET®, "strokes" are needs coming from the Child state, which the client speaks about during the process from the level of the WD representation, not before the session.

Table 2

Description to Report 1 | Ewelina E.

The situation which the person reports with:
– fear of losing money (from the sale of the apartment),
– I'll have to go to work (she was dependent on her husband) – shame: what others will say
We are working on the next difficult conversation with my sister about how she should take care of their ailing parents (ET® FUTURE)
Emotions to work on during the session: fear, powerlessness, panic, guilt, shame, anger, sadness, grief, feelings of lowered self-esteem
The Needs of the Inner Child: hugging, love, attention, appreciation, acceptance, security

Source: own research.

Table 3

Description of Report 2 | Anna K.

The situation which the person reports with:
– a sense of financial insecurity, but experience shows that money = stress. The client's father, who was in prison for petty theft, has a contrasting belief about money: I don't want money because it's stressful. She wants to sell a valuable antique at auction in an antique shop, but she fears that she will be scammed.
We are working on a situation imagined in the near future – a phone call to a lady from the antique shop who has an antique (ET® PRESENT)
Emotions to work on during the session: fear, anxiety, anger (he wants to deceive me), injustice resulting from a sense of powerlessness, shame, guilt, sadness and grief
The Needs of the Inner Child: love, security, appreciation, acceptance, attention, closeness, support

Source: own research.

Table 4

Description to Report 3 | Agnieszka Z.

The situation which the person reports with:
– Not the best relationship with my mom (mom's accusations since she was a child: you always, you never)
We're working on a memory of when she was 17 – the same situation with her mom in her room (ET® PAST)
Emotions to work on during the session: suffering (sadness), helplessness, fear, guilt, shame, grief, anger
The Needs of the Inner Child: acceptance, love, security, attention, appreciation

Source: own research.

Table 5

Report description 4 | Katarzyna K.

The situation which the person reports with:

– Inability to set boundaries

We are working on a memory of December 2021 on crossing personal boundaries (ET® PAST)

Emotions to work on during the session: suffering (sadness), helplessness, fear, guilt, shame, grief, anger

The Needs of the Inner Child: acceptance, love, security, attention, appreciation

Source: own research.

Table 6

Description to Report 4a | Katarzyna K.

In addition, we can see two images from the wave recording during the study:

1. During the interview, when she talked about the difficulty of setting boundaries
 2. During the session, when visible Gamma waves appeared during the so-called "CLICKING", i.e. changing the perspective of the problem and releasing difficult emotions (freeing oneself from the child's need to STROKE)
-

Source: own research.

Table 7

Description to Report 5 | Magda N.

The situation which the person reports with:

– Problems in marriage. A lot of anger at her husband and his work. Feeling cheated

We are working on a memory when the client was 23 years old – Erasmus in the USA, which she ultimately did not fly to (ET® PAST)

Emotions to work with during the session: anger, grief, sadness, frustration, guilt, fear, powerlessness/lack of agency

The Needs of the Inner Child: love, freedom, acceptance/understanding, trust, appreciation, attention, courage, sense of security

Source: own research.

Table 8

Description of Report 6 | Katarzyna S.

The situation which the person reports with:

– Finances and the missing puzzle that comes with them. I have a fantastic start, I have a mega success, and then something stops (a repetitive pattern). Feeling uncomfortable in front of strong, empowered women in business.

We're working on a breakup memory 22 years ago (ET® PAST)

Emotions to work on during the session: feelings of inferiority and weakness, guilt, fear and shame that I won't be able to cope, anger, helplessness, grief, sadness

The Needs of the Inner Child: acceptance, appreciation, attention (being important, safety, love

Source: own research.

Table 9

*Description to Report 7 | Izabela K.***The situation which the person reports with:**

– Feelings of guilt associated with spending money. Guilt about having more money than my siblings. I am afraid of having to give it to my parents, because I am the best off of all my children. Belief: I don't want to be like my mom who struggles with money

We are working on a memory of when she was 7-8 years old – a Barbie doll bought with money from her godfather – fear of loneliness (ET® PAST)

Emotions to work on during the session: injustice, anger, confusion, helplessness, sadness, fear, guilt, shame, unstable sense of security

The Needs of the Inner Child: acceptance, understanding, appreciation, presence, attention, safety, love

Source: own research.

Table 10

*Report 8 | Marek Sz.***The situation which the person reports with:**

– Real life vs. spiritual, unreal development, destruction and rape of myself, no possibility of earning, whatever I do, I lose everything

We are working on birth and staying in an incubator (ET® PAST)

Emotions to work on during the session: freezing, feeling cold and chilld, despair, anticipation and disappointment (it wasn't supposed to be this way), fear, guilt, resentment, grief, anger (suppressed out of fear), powerlessness

The Needs of the Inner Child: attention, warmth, support, respect, appreciation, freedom, love, security, acceptance

Source: own research.

Below are reports on the measurement of brain waves in eight tested volunteers from the BEFORE and AFTER recording of the session.

Trening Biofeedback - raport



E Ewelina

ID kontaktu: **BF000023**
Data urodzenia: **1900.01.01**
Wiek w dniu treningu:

Numer badania: **E121**
Analizowany kanał: **C3**
Protokół: **Test**

Wyniki sesji

Numer sesji: **1**
Czas sesji: **2022.07.26 08:56:40**

Kanał	Runda	Punkty	Czas [min:s]		Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma
C3	1	0	1:00	Amplituda μ V _{eff}	1.79 (36.9%)	1.38 (28.6%)	1.33 (27.6%)	1.26 (26.1%)	1.81 (37.5%)	1.99 (41.1%)	2.61 (53.9%)	0.93 (19.3%)	4.84
				Amplituda μ V _{avg}	1.81 (36.5%)	1.43 (28.7%)	1.48 (29.8%)	1.37 (27.6%)	1.97 (39.5%)	2.11 (42.5%)	2.52 (50.6%)	0.81 (16.3%)	4.98
C4	1	0	1:00	Amplituda μ V _{eff}	1.68 (36.6%)	1.42 (30.8%)	1.33 (29.0%)	1.24 (27.0%)	1.66 (36.0%)	1.85 (40.3%)	2.47 (53.7%)	0.85 (18.4%)	4.60
				Amplituda μ V _{avg}	1.77 (37.5%)	1.38 (29.3%)	1.57 (33.2%)	1.42 (30.1%)	1.76 (37.3%)	1.86 (39.3%)	2.37 (50.1%)	0.77 (16.4%)	4.72
F3	1	0	1:00	Amplituda μ V _{eff}	3.70 (52.9%)	2.10 (30.1%)	1.72 (24.7%)	1.40 (20.0%)	1.91 (27.4%)	2.42 (34.7%)	3.60 (51.5%)	1.82 (26.0%)	6.99
				Amplituda μ V _{avg}	2.81 (50.7%)	1.87 (33.7%)	1.80 (32.4%)	1.28 (23.1%)	1.82 (32.8%)	1.86 (33.6%)	2.62 (47.3%)	0.90 (16.3%)	5.54
F4	1	0	1:00	Amplituda μ V _{eff}	4.10 (58.5%)	1.86 (26.5%)	1.52 (21.6%)	1.24 (17.7%)	1.74 (24.8%)	2.43 (34.6%)	3.52 (50.2%)	1.94 (27.6%)	7.01
				Amplituda μ V _{avg}	2.81 (48.9%)	1.82 (31.7%)	1.78 (31.1%)	1.43 (25.0%)	1.96 (34.1%)	2.01 (35.1%)	2.66 (46.3%)	1.25 (21.7%)	5.74

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Report 1

Source: own research.

Trening Biofeedback - raport



K Anna

ID kontaktu: **BF000024**
Data urodzenia: **1900.01.01**
Wiek w dniu treningu:

Numer badania: **E129**
Analizowany kanał: **C3**
Protokół: **Test**

Wyniki sesji

Numer sesji: **1**
Czas sesji: **2022.07.26 11:17:27**

Kanał	Runda	Punkty	Czas [min:s]		Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma
C3	1	0	1:00	Amplituda μ V _{eff}	1.89 (42.2%)	1.33 (29.7%)	2.24 (49.9%)	1.52 (33.7%)	1.37 (30.6%)	1.45 (32.2%)	1.71 (38.0%)	0.78 (17.3%)	4.49
				Amplituda μ V _{avg}	2.04 (28.4%)	2.46 (34.4%)	5.27 (73.6%)	1.96 (27.4%)	1.95 (27.3%)	1.59 (22.2%)	1.56 (21.8%)	0.83 (11.6%)	7.16
C4	1	0	1:00	Amplituda μ V _{eff}	2.12 (49.0%)	1.35 (31.1%)	2.35 (54.3%)	1.30 (30.0%)	1.21 (27.8%)	1.17 (27.0%)	1.39 (32.1%)	0.68 (15.8%)	4.33
				Amplituda μ V _{avg}	2.08 (33.8%)	2.21 (35.8%)	4.30 (69.7%)	1.86 (30.1%)	1.83 (29.7%)	1.27 (20.6%)	1.27 (20.7%)	0.58 (9.4%)	6.17
F3	1	0	1:00	Amplituda μ V _{eff}	3.95 (53.1%)	2.06 (27.7%)	3.35 (45.0%)	1.67 (22.4%)	1.94 (26.0%)	2.27 (30.4%)	3.03 (40.7%)	1.86 (25.0%)	7.45
				Amplituda μ V _{avg}	3.22 (33.7%)	3.29 (34.4%)	7.05 (73.6%)	2.24 (23.4%)	2.48 (25.9%)	1.99 (20.8%)	2.06 (21.5%)	1.15 (12.0%)	9.57
F4	1	0	1:00	Amplituda μ V _{eff}	4.26 (60.5%)	2.12 (30.1%)	3.44 (48.9%)	1.66 (23.6%)	1.77 (25.1%)	1.70 (24.2%)	2.13 (30.3%)	1.30 (18.5%)	7.03
				Amplituda μ V _{avg}	3.50 (38.1%)	3.21 (35.0%)	6.69 (72.8%)	2.10 (22.9%)	2.45 (26.7%)	1.69 (18.5%)	1.70 (18.6%)	0.92 (10.0%)	9.18

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Report 2

Source: own research.

Trening Biofeedback - raport



Z [redacted] Agnieszka

ID kontaktu: **BF000025**
Data urodzenia: **1900.01.01**
Wiek w dniu treningu: [redacted]

Numer badania: **E132**
Analizowany kanał: **C3**
Protokół: **Test**

Wyniki sesji

Numer sesji: **1**

Czas sesji: **2022.07.26 12:19:38**

Kanał	Runda	Punkty	Czas [min:sec]	Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma	
C3	1	0	1:00	Amplituda μV_{rms}	1.51 (50.5%)	0.94 (31.5%)	0.73 (24.4%)	0.72 (24.1%)	0.96 (32.0%)	0.74 (24.6%)	1.37 (45.8%)	1.18 (39.5%)	2.99
				Amplituda μV_{avg}	1.32 (44.4%)	0.95 (32.2%)	0.80 (26.9%)	0.79 (26.5%)	0.96 (32.4%)	0.76 (25.5%)	1.44 (48.4%)	1.16 (39.0%)	2.97
C4	1	0	1:00	Amplituda μV_{rms}	1.88 (69.3%)	1.11 (41.1%)	0.72 (26.4%)	0.53 (19.4%)	0.62 (23.0%)	0.61 (22.6%)	0.84 (31.9%)	0.56 (20.8%)	2.71
				Amplituda μV_{avg}	1.55 (59.3%)	1.02 (39.0%)	0.86 (32.9%)	0.67 (25.7%)	0.63 (24.2%)	0.72 (27.6%)	0.94 (35.9%)	0.64 (24.3%)	2.62
F3	1	0	1:00	Amplituda μV_{rms}	3.78 (61.4%)	2.10 (34.1%)	1.18 (19.1%)	1.27 (20.6%)	1.76 (28.6%)	1.32 (21.5%)	2.59 (42.0%)	2.16 (35.1%)	6.16
				Amplituda μV_{avg}	2.33 (43.6%)	1.78 (33.2%)	1.28 (23.9%)	1.31 (24.5%)	1.86 (34.8%)	1.25 (23.4%)	2.61 (48.8%)	2.20 (41.0%)	5.35
F4	1	0	1:00	Amplituda μV_{rms}	4.39 (79.2%)	2.35 (42.4%)	1.15 (20.8%)	0.75 (13.6%)	0.94 (17.0%)	0.88 (15.9%)	1.24 (22.4%)	0.90 (16.3%)	5.54
				Amplituda μV_{avg}	2.87 (65.7%)	1.86 (42.7%)	1.32 (30.1%)	0.93 (21.2%)	0.97 (22.2%)	0.95 (21.8%)	1.35 (30.8%)	1.05 (24.1%)	4.37

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Trening Biofeedback - raport



Z [redacted] Agnieszka

ID kontaktu: **BF000025**
Data urodzenia: **1900.01.01**
Wiek w dniu treningu: [redacted]

Numer badania: **E134**
Analizowany kanał: **C3**
Protokół: **Test**

Wyniki sesji

Numer sesji: **1**

Czas sesji: **2022.07.26 13:42:51**

Kanał	Runda	Punkty	Czas [min:sec]	Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma	
C3	1	0	1:00	Amplituda μV_{rms}	1.45 (57.5%)	0.87 (34.5%)	0.72 (28.6%)	0.62 (24.4%)	0.74 (29.3%)	0.72 (28.6%)	0.98 (38.8%)	0.76 (30.0%)	2.53
				Amplituda μV_{avg}	1.42 (57.4%)	0.91 (37.0%)	0.68 (27.4%)	0.63 (25.6%)	0.65 (26.5%)	0.63 (25.4%)	1.03 (41.8%)	0.71 (28.8%)	2.47
C4	1	0	1:00	Amplituda μV_{rms}	1.85 (69.0%)	1.05 (39.3%)	0.72 (27.1%)	0.59 (21.9%)	0.68 (25.4%)	0.65 (24.3%)	0.76 (28.5%)	0.56 (20.9%)	2.68
				Amplituda μV_{avg}	1.53 (63.5%)	1.01 (41.7%)	0.68 (28.2%)	0.60 (25.0%)	0.58 (24.2%)	0.58 (24.2%)	0.81 (33.6%)	0.54 (22.5%)	2.42
F3	1	0	1:00	Amplituda μV_{rms}	3.87 (70.9%)	1.88 (34.4%)	1.25 (22.8%)	1.01 (18.4%)	1.35 (24.7%)	1.26 (23.1%)	1.73 (31.6%)	1.54 (28.1%)	5.46
				Amplituda μV_{avg}	2.72 (58.9%)	1.88 (40.8%)	1.16 (25.2%)	0.99 (21.5%)	1.31 (28.3%)	1.15 (25.0%)	1.69 (36.6%)	1.47 (31.8%)	4.61
F4	1	0	1:00	Amplituda μV_{rms}	4.24 (77.2%)	2.10 (38.3%)	1.32 (23.9%)	0.88 (16.0%)	1.11 (20.1%)	0.96 (17.5%)	1.39 (25.3%)	1.09 (19.8%)	5.50
				Amplituda μV_{avg}	2.85 (65.5%)	1.84 (42.4%)	1.13 (26.0%)	0.94 (21.7%)	1.05 (24.1%)	0.87 (20.0%)	1.50 (34.4%)	1.07 (24.5%)	4.35

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Report 3

Source: own research.

Trening Biofeedback - raport



K Katarzyna

ID kontaktu: **BF000026**
Data urodzenia: **1900.01.01**
Wiek w dniu treningu:

Numer badania: **E136**
Analizowany kanał: **C3**
Protokół: **Test**

Wyniki sesji

Numer sesji: **1**

Czas sesji: **2022.07.26 14:13:31**

Kanał	Runda	Punkty	Czas [min:s]	Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma
C3	1	0	1:00	Amplituda μ V _{rms} 1.97 (61.9%)	1.05 (33.1%)	1.00 (31.3%)	0.74 (23.4%)	0.65 (20.5%)	0.84 (26.5%)	1.43 (45.0%)	0.64 (20.1%)	3.18
	2	0	1:00	Amplituda μ V _{rms} 1.81 (58.9%)	0.98 (31.9%)	1.08 (35.0%)	0.72 (23.4%)	0.71 (22.9%)	0.85 (27.6%)	1.40 (45.5%)	0.60 (19.4%)	3.08
C4	1	0	1:00	Amplituda μ V _{rms} 1.71 (58.5%)	0.90 (30.8%)	0.81 (27.7%)	0.68 (23.4%)	0.73 (24.9%)	0.73 (24.8%)	1.42 (48.5%)	0.78 (26.8%)	2.92
	2	0	1:00	Amplituda μ V _{rms} 1.51 (55.4%)	0.86 (31.6%)	0.84 (30.6%)	0.62 (22.6%)	0.68 (24.9%)	0.74 (27.0%)	1.36 (49.8%)	0.70 (25.6%)	2.73
F3	1	0	1:00	Amplituda μ V _{rms} 2.63 (66.5%)	1.23 (31.0%)	1.01 (25.6%)	0.78 (19.8%)	0.85 (21.4%)	0.93 (23.5%)	1.75 (44.3%)	0.97 (24.5%)	3.96
	2	0	1:00	Amplituda μ V _{rms} 2.42 (67.2%)	1.10 (30.6%)	0.93 (25.8%)	0.71 (19.6%)	0.76 (21.1%)	0.91 (25.4%)	1.56 (41.4%)	0.83 (22.9%)	3.60
F4	1	0	1:00	Amplituda μ V _{rms} 2.65 (60.4%)	1.35 (30.7%)	1.05 (23.9%)	0.91 (20.8%)	1.03 (23.5%)	1.19 (27.0%)	2.08 (47.4%)	1.30 (29.6%)	4.39
	2	0	1:00	Amplituda μ V _{rms} 2.60 (69.3%)	1.17 (31.1%)	0.98 (25.9%)	0.81 (21.4%)	0.80 (21.3%)	0.85 (22.7%)	1.54 (40.9%)	0.80 (21.3%)	3.76

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Trening Biofeedback - raport



K Katarzyna

ID kontaktu: **BF000026**
Data urodzenia: **1900.01.01**
Wiek w dniu treningu:

Numer badania: **E138**
Analizowany kanał: **C3**
Protokół: **Test**

Wyniki sesji

Numer sesji: **1**

Czas sesji: **2022.07.26 15:10:41**

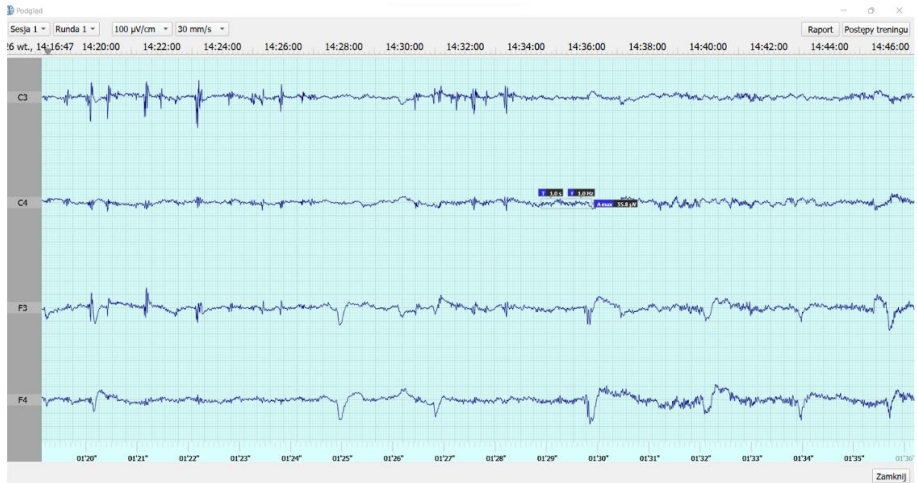
Kanał	Runda	Punkty	Czas [min:s]	Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma
C3	1	0	1:00	Amplituda μ V _{rms} 1.76 (58.4%)	0.93 (31.0%)	0.76 (25.3%)	0.65 (21.5%)	0.77 (25.7%)	0.82 (27.2%)	1.45 (48.1%)	0.86 (28.6%)	3.01
	2	0	1:00	Amplituda μ V _{rms} 1.67 (59.3%)	0.87 (30.9%)	0.76 (27.1%)	0.65 (23.2%)	0.64 (22.7%)	0.70 (24.8%)	1.42 (50.5%)	0.68 (24.1%)	2.81
C4	1	0	1:00	Amplituda μ V _{rms} 1.39 (51.7%)	0.75 (27.8%)	0.64 (23.8%)	0.59 (21.9%)	0.64 (23.7%)	0.76 (28.1%)	1.43 (53.2%)	0.97 (36.2%)	2.69
	2	0	1:00	Amplituda μ V _{rms} 1.24 (49.3%)	0.72 (28.8%)	0.63 (24.9%)	0.57 (22.6%)	0.64 (25.3%)	0.69 (27.5%)	1.39 (55.4%)	0.85 (34.0%)	2.52
F3	1	0	1:00	Amplituda μ V _{rms} 2.50 (63.7%)	1.26 (32.0%)	0.80 (20.3%)	0.69 (17.7%)	0.88 (22.3%)	1.00 (25.4%)	1.82 (46.4%)	1.18 (30.0%)	3.93
	2	0	1:00	Amplituda μ V _{rms} 2.14 (63.5%)	1.04 (30.8%)	0.75 (22.4%)	0.61 (18.0%)	0.71 (21.1%)	0.80 (23.6%)	1.69 (50.1%)	0.88 (26.1%)	3.37
F4	1	0	1:00	Amplituda μ V _{rms} 2.88 (68.2%)	1.30 (30.8%)	0.85 (20.1%)	0.71 (16.7%)	0.80 (19.0%)	0.99 (23.3%)	1.79 (42.4%)	1.35 (31.9%)	4.23
	2	0	1:00	Amplituda μ V _{rms} 2.57 (71.5%)	1.04 (29.0%)	0.75 (20.9%)	0.65 (18.1%)	0.69 (19.3%)	0.75 (20.8%)	1.53 (42.5%)	0.93 (25.8%)	3.60

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

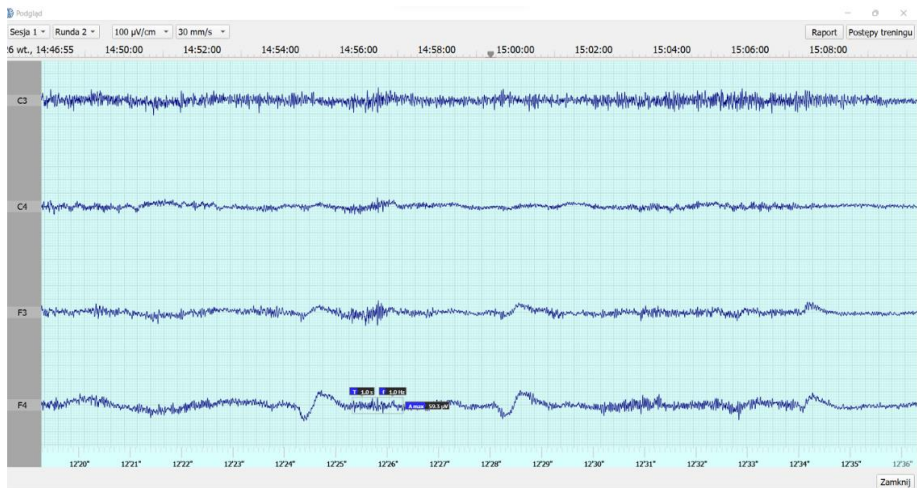
Report 4

Source: own research.

During the interview, Ms Katarzyna talks about defining boundaries



"Click" i.e. awareness, change of perspective and releasing emotions.



Report 4a

Trening Biofeedback - raport



N. Magda

ID kontaktu: BF000028

Numer badania: E145

Data urodzenia: 1900.01.01

Analizowany kanał: C3

Wiek w dniu treningu:

Protokół: Test

Wyniki sesji

Numer sesji: 1

Czas sesji: 2022.07.27 09:03:33

Kanał	Runda	Punkty	Czas [min:s]		Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma
C3	1	0	1:00	Amplituda μ V _{avg}	1.97 (39.0%)	1.86 (36.7%)	3.49 (68.9%)	1.17 (23.2%)	0.97 (19.1%)	1.12 (22.1%)	1.31 (25.9%)	0.90 (17.7%)	5.06
				Amplituda μ V _{max}	1.93 (41.3%)	1.87 (40.0%)	2.97 (63.3%)	1.09 (23.2%)	1.02 (21.9%)	1.10 (23.4%)	1.31 (28.0%)	0.86 (18.4%)	4.69
C4	1	0	1:00	Amplituda μ V _{avg}	2.23 (43.2%)	1.82 (35.1%)	3.61 (69.8%)	1.03 (20.0%)	1.00 (19.3%)	1.10 (21.3%)	1.24 (24.0%)	0.79 (15.3%)	5.17
				Amplituda μ V _{max}	2.09 (42.1%)	1.87 (37.8%)	3.31 (66.8%)	1.08 (21.8%)	1.05 (21.1%)	1.10 (22.3%)	1.26 (25.5%)	0.80 (16.2%)	4.96
F3	1	0	1:00	Amplituda μ V _{avg}	4.73 (72.0%)	2.51 (38.1%)	2.36 (35.8%)	1.13 (17.3%)	1.16 (17.6%)	1.25 (19.0%)	1.80 (27.4%)	1.24 (18.9%)	6.57
				Amplituda μ V _{max}	3.14 (54.8%)	2.55 (44.6%)	2.77 (48.3%)	1.18 (20.6%)	1.25 (21.8%)	1.27 (22.1%)	1.66 (28.9%)	1.21 (21.1%)	5.73
F4	1	0	1:00	Amplituda μ V _{avg}	5.01 (77.5%)	2.31 (35.8%)	2.11 (32.6%)	1.04 (16.1%)	1.12 (17.3%)	1.16 (18.0%)	1.51 (23.3%)	0.98 (15.2%)	6.47
				Amplituda μ V _{max}	2.67 (51.7%)	2.30 (44.5%)	2.71 (52.4%)	1.12 (21.7%)	1.19 (23.1%)	1.17 (22.7%)	1.42 (27.5%)	0.93 (18.0%)	5.17

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Trening Biofeedback - raport



N. Magda

ID kontaktu: BF000028

Numer badania: E147

Data urodzenia: 1900.01.01

Analizowany kanał: C3

Wiek w dniu treningu:

Protokół: Test

Wyniki sesji

Numer sesji: 1

Czas sesji: 2022.07.27 09:50:23

Kanał	Runda	Punkty	Czas [min:s]		Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma
C3	1	0	1:00	Amplituda μ V _{avg}	1.88 (40.5%)	1.71 (36.7%)	3.36 (72.4%)	0.97 (20.8%)	0.83 (17.9%)	0.91 (19.7%)	0.99 (21.3%)	0.63 (13.5%)	4.65
				Amplituda μ V _{max}	1.90 (32.1%)	1.95 (33.0%)	4.79 (81.0%)	1.15 (19.4%)	0.85 (14.4%)	1.09 (18.4%)	1.01 (17.1%)	0.59 (10.0%)	5.01
C4	1	0	1:00	Amplituda μ V _{avg}	1.96 (41.0%)	1.85 (38.6%)	3.51 (73.4%)	0.95 (19.9%)	0.82 (17.2%)	0.83 (17.4%)	0.88 (18.5%)	0.50 (10.5%)	4.79
				Amplituda μ V _{max}	2.00 (34.8%)	1.98 (34.3%)	4.57 (79.4%)	1.16 (20.2%)	0.88 (15.3%)	1.02 (17.6%)	0.97 (16.9%)	0.48 (8.3%)	5.76
F3	1	0	1:00	Amplituda μ V _{avg}	4.02 (71.8%)	2.18 (39.0%)	2.21 (39.5%)	0.96 (17.1%)	0.95 (17.0%)	0.96 (17.1%)	1.40 (25.0%)	0.92 (16.5%)	5.60
				Amplituda μ V _{max}	3.13 (53.6%)	2.39 (40.9%)	3.53 (60.3%)	1.22 (20.8%)	1.00 (17.1%)	1.05 (17.9%)	1.35 (23.0%)	0.91 (15.6%)	5.85
F4	1	0	1:00	Amplituda μ V _{avg}	4.33 (76.8%)	2.20 (38.9%)	2.10 (37.2%)	0.89 (15.8%)	0.87 (15.4%)	0.84 (15.0%)	1.07 (18.9%)	0.67 (11.9%)	5.65
				Amplituda μ V _{max}	3.08 (54.8%)	2.29 (40.7%)	3.49 (62.1%)	1.11 (19.8%)	0.94 (16.8%)	0.96 (17.1%)	1.11 (19.8%)	0.61 (10.9%)	5.52

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Report 5

Source: own research.

Trening Biofeedback - raport



S. Katarzyna

ID kontaktu: **BF000029**
Data urodzenia: **1900.01.01**
Wiek w dniu treningu: **1**

Numer badania: **E149**
Analizowany kanał: **C3**
Protokół: **Test**

Wyniki sesji

Numer sesji: **1**

Czas sesji: **2022.07.27 11:00:07**

Kanał	Runda	Punkty	Czas [min:s]	Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma
C3	1	0	1:00	Amplituda μV_{rms} 2.55 (61.2%)	1.57 (37.8%)	1.22 (29.4%)	0.93 (22.3%)	1.06 (25.5%)	1.03 (24.9%)	1.58 (38.1%)	1.13 (27.2%)	4.16
C3	2	0	1:00	Amplituda μV_{rms} 2.41 (58.4%)	1.50 (36.3%)	1.60 (38.7%)	1.13 (27.3%)	1.02 (24.7%)	0.93 (22.5%)	1.51 (36.6%)	0.99 (23.9%)	4.13
C4	1	0	1:00	Amplituda μV_{rms} 2.01 (46.5%)	1.40 (32.5%)	1.34 (31.1%)	1.07 (24.8%)	1.37 (31.9%)	1.47 (34.1%)	1.93 (44.7%)	1.38 (32.1%)	4.31
C4	2	0	1:00	Amplituda μV_{rms} 2.35 (52.6%)	1.54 (34.5%)	1.81 (40.6%)	1.15 (25.8%)	1.26 (28.1%)	1.21 (27.0%)	1.77 (39.6%)	1.14 (25.4%)	4.47
F3	1	0	1:00	Amplituda μV_{rms} 13.79 (92.8%)	4.25 (28.6%)	1.96 (13.2%)	1.17 (7.9%)	1.22 (8.2%)	1.18 (7.9%)	1.73 (11.6%)	1.26 (8.5%)	14.86
F3	2	0	1:00	Amplituda μV_{rms} 3.68 (67.6%)	1.90 (34.8%)	2.14 (39.2%)	1.24 (22.8%)	1.17 (21.5%)	1.10 (20.1%)	1.63 (29.8%)	1.11 (20.3%)	5.45
F4	1	0	1:00	Amplituda μV_{rms} 17.24 (92.6%)	5.84 (31.3%)	2.32 (12.4%)	1.27 (6.8%)	1.36 (7.3%)	1.24 (6.6%)	1.86 (10.0%)	1.34 (7.2%)	18.52
F4	2	0	1:00	Amplituda μV_{rms} 5.19 (75.3%)	2.31 (33.5%)	2.33 (33.8%)	1.42 (20.6%)	1.40 (20.3%)	1.24 (18.0%)	1.74 (25.2%)	1.12 (16.2%)	6.89

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Trening Biofeedback - raport



S. Katarzyna

ID kontaktu: **BF000029**
Data urodzenia: **1900.01.01**
Wiek w dniu treningu: **1**

Numer badania: **E151**
Analizowany kanał: **C3**
Protokół: **Test**

Wyniki sesji

Numer sesji: **1**

Czas sesji: **2022.07.27 12:19:00**

Kanał	Runda	Punkty	Czas [min:s]	Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma
C3	1	0	1:00	Amplituda μV_{rms} 1.83 (56.7%)	1.17 (36.3%)	0.90 (27.8%)	0.72 (22.4%)	0.84 (26.0%)	0.78 (24.1%)	1.37 (42.4%)	1.09 (33.8%)	3.23
C3	2	0	1:00	Amplituda μV_{rms} 2.05 (57.6%)	1.13 (31.8%)	1.35 (37.9%)	1.09 (30.7%)	0.84 (23.5%)	0.87 (24.6%)	1.32 (37.1%)	0.98 (27.6%)	3.56
C4	1	0	1:00	Amplituda μV_{rms} 3.18 (74.6%)	1.35 (31.8%)	1.08 (25.3%)	0.84 (19.8%)	0.86 (20.1%)	0.96 (22.6%)	1.34 (31.5%)	0.93 (21.9%)	4.26
C4	2	0	1:00	Amplituda μV_{rms} 2.50 (59.6%)	1.28 (30.5%)	2.00 (47.8%)	1.10 (26.3%)	0.89 (21.2%)	1.08 (25.7%)	1.31 (31.2%)	0.90 (21.4%)	4.19
F3	1	0	1:00	Amplituda μV_{rms} 20.19 (95.7%)	5.40 (25.6%)	1.92 (9.1%)	0.91 (4.3%)	0.80 (3.8%)	0.76 (3.6%)	1.19 (5.6%)	0.86 (4.1%)	21.09
F3	2	0	1:00	Amplituda μV_{rms} 3.49 (74.3%)	1.53 (32.6%)	1.68 (35.8%)	1.05 (22.4%)	0.87 (18.6%)	0.89 (18.9%)	1.18 (25.1%)	0.83 (17.6%)	4.70
F4	1	0	1:00	Amplituda μV_{rms} 17.29 (94.5%)	5.29 (28.5%)	1.83 (10.0%)	0.89 (4.9%)	0.86 (4.7%)	0.81 (4.4%)	1.17 (6.4%)	0.81 (4.4%)	18.29
F4	2	0	1:00	Amplituda μV_{rms} 4.75 (82.3%)	1.69 (29.3%)	1.73 (30.0%)	1.09 (18.9%)	0.88 (15.3%)	0.90 (15.5%)	1.22 (21.2%)	0.80 (13.9%)	5.78

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Report 6

Source: own research.

Trening Biofeedback - raport



K [redacted] Izabela

ID kontaktu: **BF000030**
Data urodzenia: **1900.01.01**
Wiek w dniu treningu: [redacted]

Numer badania: **E153**
Analizowany kanał: **C3**
Protokół: **Test**

Wyniki sesji

Numer sesji: **1**

Czas sesji: **2022.07.27 13:09:22**

Kanał	Runda	Punkty	Czas [min:s]	Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma
C3	1	0	1:00	Amplituda μV_{rms} 1.87 (61.6%)	1.12 (37.0%)	0.94 (31.0%)	0.75 (24.6%)	0.84 (27.6%)	0.79 (26.1%)	1.11 (36.6%)	0.67 (22.0%)	3.03
C3	2	0	1:00	Amplituda μV_{rms} 1.35 (50.1%)	1.03 (38.2%)	0.92 (34.2%)	0.84 (31.3%)	0.82 (30.5%)	0.86 (31.8%)	1.02 (38.0%)	0.60 (22.4%)	2.69
C4	1	0	1:00	Amplituda μV_{rms} 2.30 (67.5%)	1.27 (37.2%)	0.94 (27.7%)	0.82 (23.9%)	0.83 (24.4%)	0.81 (23.8%)	1.14 (33.4%)	0.72 (21.2%)	3.41
C4	2	0	1:00	Amplituda μV_{rms} 1.51 (51.8%)	1.08 (36.9%)	0.90 (31.0%)	0.82 (28.0%)	0.99 (34.1%)	0.92 (31.6%)	1.13 (38.9%)	0.68 (23.4%)	2.92
F3	1	0	1:00	Amplituda μV_{rms} 5.86 (82.8%)	2.55 (36.0%)	1.59 (22.5%)	1.08 (15.3%)	1.16 (16.3%)	1.04 (14.7%)	1.49 (21.0%)	0.99 (13.9%)	7.08
F3	2	0	1:00	Amplituda μV_{rms} 2.47 (60.0%)	1.77 (43.0%)	1.34 (32.5%)	1.12 (27.3%)	1.05 (25.3%)	1.07 (26.0%)	1.35 (32.7%)	0.80 (19.3%)	4.13
F4	1	0	1:00	Amplituda μV_{rms} 7.44 (87.3%)	2.96 (34.8%)	1.47 (17.3%)	1.02 (12.0%)	1.12 (13.2%)	1.03 (12.1%)	1.40 (16.5%)	0.96 (11.2%)	8.52
F4	2	0	1:00	Amplituda μV_{rms} 2.66 (64.8%)	1.72 (41.8%)	1.26 (30.7%)	1.01 (24.6%)	1.03 (25.1%)	1.03 (25.1%)	1.26 (30.6%)	0.72 (17.5%)	4.11

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Trening Biofeedback - raport



K [redacted] Izabela

ID kontaktu: **BF000030**
Data urodzenia: **1900.01.01**
Wiek w dniu treningu: [redacted]

Numer badania: **E155**
Analizowany kanał: **C3**
Protokół: **Test**

Wyniki sesji

Numer sesji: **1**

Czas sesji: **2022.07.27 14:16:25**

Kanał	Runda	Punkty	Czas [min:s]	Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma
C3	1	0	1:00	Amplituda μV_{rms} 1.52 (57.7%)	0.99 (37.5%)	0.89 (33.7%)	0.74 (28.1%)	0.77 (29.1%)	0.66 (25.2%)	1.00 (38.0%)	0.54 (20.3%)	2.64
C3	2	0	1:00	Amplituda μV_{rms} 1.16 (49.0%)	0.95 (40.0%)	0.89 (37.5%)	0.73 (30.7%)	0.70 (29.4%)	0.66 (27.9%)	0.95 (40.0%)	0.48 (20.1%)	2.37
C4	1	0	1:00	Amplituda μV_{rms} 2.03 (68.4%)	1.09 (36.8%)	0.84 (28.5%)	0.70 (23.7%)	0.80 (26.9%)	0.67 (22.8%)	0.95 (32.1%)	0.53 (18.0%)	2.96
C4	2	0	1:00	Amplituda μV_{rms} 1.33 (53.1%)	1.01 (40.5%)	0.87 (34.7%)	0.77 (30.7%)	0.76 (30.6%)	0.70 (28.2%)	0.90 (36.2%)	0.46 (18.6%)	2.50
F3	1	0	1:00	Amplituda μV_{rms} 5.33 (81.1%)	2.26 (34.4%)	1.57 (23.8%)	1.22 (18.6%)	1.16 (17.6%)	1.07 (16.2%)	1.53 (23.3%)	0.96 (14.6%)	6.57
F3	2	0	1:00	Amplituda μV_{rms} 2.27 (56.4%)	1.79 (44.6%)	1.48 (36.9%)	1.15 (28.6%)	1.03 (25.6%)	0.98 (24.4%)	1.29 (32.1%)	0.77 (19.1%)	4.02
F4	1	0	1:00	Amplituda μV_{rms} 7.02 (88.5%)	2.63 (33.2%)	1.47 (18.5%)	0.92 (11.6%)	0.98 (12.3%)	0.90 (11.4%)	1.16 (14.6%)	0.72 (9.1%)	7.92
F4	2	0	1:00	Amplituda μV_{rms} 2.39 (64.2%)	1.61 (43.0%)	1.27 (34.1%)	1.01 (27.1%)	0.88 (23.5%)	0.86 (23.1%)	1.07 (28.6%)	0.57 (15.2%)	3.73

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Report 7

Source: own research.

Trening Biofeedback - raport



Sz [redacted] Marek

ID kontaktu: **BF000031**
Data urodzenia: **1900.01.01**
Wiek w dniu treningu: [redacted]

Numer badania: **E157**
Analizowany kanał: **C3**
Protokół: **Test**

Wyniki sesji

Numer sesji: **1**
Czas sesji: **2022.07.27 14:37:46**

Kanał	Runda	Punkty	Czas [min:s]	Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma
C3	1	0	1:00	Amplituda μ V _{rms} : 2.47 (43.1%)	2.09 (36.4%)	2.01 (35.0%)	1.62 (28.2%)	1.83 (31.9%)	1.67 (29.0%)	2.57 (44.7%)	1.76 (30.6%)	5.74
C3	2	0	1:00	Amplituda μ V _{rms} : 2.19 (39.3%)	1.90 (34.2%)	2.38 (42.7%)	1.68 (30.2%)	1.80 (32.3%)	1.57 (28.2%)	2.34 (42.1%)	1.71 (30.6%)	5.57
C4	1	0	1:00	Amplituda μ V _{rms} : 3.87 (58.7%)	2.35 (35.6%)	2.06 (31.3%)	1.67 (25.4%)	1.87 (28.4%)	1.65 (25.0%)	2.57 (39.0%)	1.77 (26.8%)	6.60
C4	2	0	1:00	Amplituda μ V _{rms} : 2.32 (40.4%)	1.97 (34.3%)	2.53 (44.1%)	1.71 (29.7%)	1.81 (31.5%)	1.56 (27.1%)	2.41 (41.9%)	1.70 (29.6%)	5.75
F3	1	0	1:00	Amplituda μ V _{rms} : 5.75 (70.8%)	2.80 (34.6%)	2.23 (27.4%)	1.71 (21.1%)	1.95 (24.0%)	1.78 (22.0%)	2.63 (32.5%)	1.78 (22.0%)	8.11
F3	2	0	1:00	Amplituda μ V _{rms} : 3.29 (50.0%)	2.17 (32.9%)	3.04 (46.2%)	1.84 (27.9%)	1.89 (28.7%)	1.63 (24.8%)	2.45 (37.2%)	1.74 (26.4%)	6.59
F4	1	0	1:00	Amplituda μ V _{rms} : 9.86 (83.7%)	3.67 (31.1%)	2.45 (20.8%)	1.81 (15.4%)	2.01 (17.1%)	1.83 (15.5%)	2.77 (23.5%)	1.93 (16.4%)	11.78
F4	2	0	1:00	Amplituda μ V _{rms} : 4.45 (60.3%)	2.43 (32.8%)	3.16 (42.7%)	1.86 (25.2%)	1.88 (25.5%)	1.63 (22.0%)	2.49 (33.7%)	1.75 (23.7%)	7.39

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Trening Biofeedback - raport



Sz [redacted] Marek

ID kontaktu: **BF000031**
Data urodzenia: **1900.01.01**
Wiek w dniu treningu: [redacted]

Numer badania: **E159**
Analizowany kanał: **C3**
Protokół: **Test**

Wyniki sesji

Numer sesji: **1**
Czas sesji: **2022.07.27 16:04:58**

Kanał	Runda	Punkty	Czas [min:s]	Delta 1-4 Hz	Theta 4-8 Hz	Alpha 8-12 Hz	SMR 12-15 Hz	Beta 1 15-19 Hz	Beta 2 19-23 Hz	HiBeta 23-34 Hz	Gamma 34-42 Hz	Suma
C3	1	0	1:00	Amplituda μ V _{rms} : 1.40 (53.6%)	0.93 (35.6%)	0.89 (34.0%)	0.86 (32.9%)	0.85 (32.7%)	0.64 (24.4%)	0.95 (36.2%)	0.67 (25.5%)	2.61
C3	2	0	1:00	Amplituda μ V _{rms} : 1.28 (44.5%)	0.88 (30.6%)	1.51 (52.5%)	1.03 (35.6%)	0.86 (30.0%)	0.67 (23.2%)	0.94 (32.8%)	0.67 (23.3%)	2.88
C4	1	0	1:00	Amplituda μ V _{rms} : 1.86 (62.4%)	1.08 (36.3%)	0.97 (32.6%)	0.82 (27.6%)	0.87 (29.2%)	0.66 (22.2%)	0.99 (33.2%)	0.67 (22.6%)	2.97
C4	2	0	1:00	Amplituda μ V _{rms} : 1.55 (45.6%)	1.00 (29.2%)	2.05 (60.1%)	1.22 (35.8%)	0.79 (23.0%)	0.70 (20.6%)	0.99 (28.9%)	0.67 (19.6%)	3.41
F3	1	0	1:00	Amplituda μ V _{rms} : 3.16 (71.4%)	1.52 (34.3%)	1.31 (29.6%)	1.13 (25.6%)	1.13 (25.6%)	0.87 (19.8%)	1.26 (28.5%)	0.81 (18.3%)	4.42
F3	2	0	1:00	Amplituda μ V _{rms} : 2.79 (77.9%)	1.41 (30.3%)	2.45 (52.7%)	1.47 (31.7%)	1.03 (22.3%)	0.84 (18.1%)	1.15 (24.7%)	0.76 (16.4%)	4.64
F4	1	0	1:00	Amplituda μ V _{rms} : 4.29 (77.9%)	1.82 (33.0%)	1.41 (25.7%)	1.11 (20.1%)	1.11 (20.2%)	0.98 (17.8%)	1.48 (26.8%)	1.00 (18.2%)	5.50
F4	2	0	1:00	Amplituda μ V _{rms} : 3.37 (64.3%)	1.56 (29.8%)	2.78 (53.2%)	1.51 (28.9%)	0.94 (18.0%)	0.84 (16.0%)	1.17 (22.5%)	0.77 (14.7%)	5.23

*Wartości względne w % odnoszone są do pierwiastka z sumy kwadratów amplitud poszczególnych pasm.

Report 8

Source: own research.

Conclusions of the study

My study is accompanied with conclusions and opinions written by Michał Karpiński and the HPM Medical Team right after the analysis of the results. The conclusions do not appear here as a professional text in its formal style, because at the time of conducting the research, they did not have a scientific purpose, but rather served to satisfy curiosity about the effectiveness of the method. Therefore, this work is, in a way, a key that opens up space for further, expertly designed research. Therefore, I ask the readers of this article to take a scientific distance from the style, and not the merits of the following answers.

For the last two days, we have had the pleasure of hosting an exceptional person in our HPM training center in Gliwice, Ms. Dagmara Szymańska, the creator of the amazing Embrace Therapy® method. Before the session, we did a standard test, which went as usual. Then Ms. Dagmara started her session. At the beginning there was an interview during which the participant talked about the problem he came with. He was talking, gesticulating and, unfortunately, he was moving his whole body in emotion. As you can probably guess, there were a lot of artifacts. Voltage recording. But what happened next exceeded our wildest expectations. Ms. Dagmara asked the participant to close his eyes, calm his body, take a few breaths and take a comfortable position so as not to move. At this point, the artifacts stopped and a beautiful, clear record of the waves appeared. Then, eyes closed, the client was led by Ms. Dagmara, they performed several calming and breathing exercises. The record was beautiful, without any tension. Then the real "Embrace" session began, with closed eyes during the "meditation" stage. Initially, the participants' Hi Beta began to decrease and Beta 2 slowly and gently began to increase their Alpha. They were calm and serene, relaxation took over their body and mind. Then came strong feelings and emotions, where apparently the so-called "CLICK" was noticeable, at this point Gamma was visible on the recording. Strong emotions in the initial phase of the "CLICK" turned into waves of calm and peace. After the Embrace Therapy® session, we performed the test again. The results surprised everyone. We compared the test done before and right after the Embrace Therapy® session. Hi Beta decreased by two, Alpha increased by 1 mV., SMR on the increase. All the waves have adjusted significantly. This experience shows us a completely new, innovative application of Easy Biofeedback in working with different methods (Facebook Video 2 (n.d.)).

Dagmara, we would like to thank you for this extraordinary experience of Embrace Therapy + Easy Biofeedback, two extraordinary methods that are connected by a common path. Easy Biofeedback is a method of regulating brain waves with the power of one's mind, willpower. During a workout on the head, we have electrodes connected to the right places. It is completely safe and painless. The trainee's task is to control computer games with the power of their own mind, using the recording of brain waves. Thanks to this solution, we are able to reduce stress levels (HiBeta), increase relaxation (Alpha) and strengthen concentration (Beta 1) or mindfulness (SMR). We are able to achieve all this after 15/30 meetings. What has been happening over the last two days has taken the entire HPM team by surprise. We noticed a significant decrease in stress levels (HiBeta and Beta 2), an increase in relaxation levels (Alpha), and what surprised us the most was a very large drop in the Gamma wave (emotions carried inside were letting go). The Gamma was also clearly visible during the proverbial "CLICK". At this point, the important potential of Gamma was evident. After an Embrace Therapy session, our brain definitely

works and functions better. It is calm, serene, relaxed, with a reduced level of stress and subdued emotions. Our brain works properly. HPM is extremely grateful for the opportunity to participate in this project, which demonstrated the workings of our brains before, during and after the Embrace session. We can definitely say that it works. We would like to also thank you for the opportunity to use Easy Biofeedback in a custom way, this experience opens the way for us to other opportunities to train and use Easy Biofeedback in a non-standard way. HPM Team (Szymańska (n.d.). [Facebook Post]).

It's surprising what's in our heads. How easily we can regulate most things with the power of our minds. Over the last few days, we have been conducting sessions with Ms. Dagmara Szymańska, the creator of the innovative Embrace Therapy method. The results are surprising. Check it out for yourself (Facebook Video 1 (n.d.)).

From the summaries of the results, it can be objectively concluded that the Embrace Therapy® method after just ONE session:

- reduces the level of chronic, long-term stress (HiBeta, Beta 2)
- lowers the level of stress associated with outbursts of accumulated emotions (emotional rollercoaster up and down) and reduces the feeling of anxiety (HiBeta, Beta 2)
- strengthens concentration (Beta 1)
- introduces awareness, consolidates and increases self-esteem, as well as heals (Delta)
- boosts self-confidence and a sense of courage (Click, transcendence, “genius” wave) (Gamma)
- puts you in a state of calm, relaxation, natural balance for the work of our body – brain, calms down, but also improves creativity and natural flow (Alpha).

Summary

The Child, the Adult and the Parent ego state are in each of us, because, as Berne says, everyone was a child, everyone had parents (guardians) and everyone is an adult and can think rationally. Unclosed childhood, i.e. adulthood built on children's desires for love, attention, appreciation, acceptance and a sense of security, the so-called STROKES, makes us PLAY different roles in various configurations. We play and manipulate, most often unconsciously, in order to satisfy those childhood needs who are constantly crying out for the closure. We act like in a theatre and we take on many roles in order to be noticed, to feel important, to finally feel safe and calm. To feel loved. To let our heart rest. People often say, “Go down to your Inner Child, tell it you love it. Hold it close to your heart. The Inner Child is you, so it needs to be taken care of.” Nothing could be further from the truth, because such a perception of OURSELVES keeps us in the ego trap. Because, in fact, Who would hug Whom? After all, we know what we have registered as “love” from our parents, so we treat ourselves in the same

way. When describing the Parent ego state (Berne, 2022, p. 18), Berne says that it manifests itself in two forms: direct and indirect, as an active ego state and as an influencing factor. When it acts directly, a person reacts like their own father (or mother) actually did. When it is an influencing factor, they react the way their parents wished. Loving YOURSELF means full acceptance of the immature mind, understanding its basic childlike needs and standing on the side of our DIVINE ASPECT, i.e. integrating the Child, closing the child's traumas in the ADULT. Acceptance of the child is acceptance of everything that we do not accept in ourselves and in others. If we try to love from the level of the mind, that love will always be based on dependencies and on the parenting pattern that we have experienced, on what off pays for us, on whether something is good or bad for us. And when we redirect our identity to being Love and accept the fact of BEING DIVINE ENERGY, the energy of ALL, of the entire UNIVERSE, we are able to experience and feel the inner CLICK, thanks to which we simply know and feel that LOVING ourselves has nothing to do with speaking tender words to ourselves (Szymańska 2020, p. 169).

In my experience – Luvaas emphasizes – my child does not need healing. What needs it is my relationship with it, my trust and faith in its wisdom, its guidance, and directing me. Many of us have hidden our child, as well as other parts of our personality, without which we cannot express our balance of strength and vulnerability (Luvaas, 1995, p. 13).

ET® is not about healing the IC either, and it is not even about healing your relationship with it, but more about remembering What Kind of Being We Are and stepping fully into that identity. In the identity of God's Child. And this makes all the child's needs disappear, mature, because we do not need to love or be loved in this consciousness. In remembering Who We Are, we become Love, which makes a huge difference.

The new findings that I have tried to present in this article may be an invitation to a new look at subjectivity, in which the ego state expands into the context of God, which goes beyond the universal separation of God and Man, and brings us to a quantum perception of the world as One Energy. Looking at the (Internal) Child as the mind, and at the Adult as the Omni-Consciousness (God), can become an inspiration to work on the sense of perceiving oneself and one's own value, precisely through the prism of the Omni-Being, and contribute to closer contact with the spiritual sphere of man.

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Wpływ Embrace Therapy® w ujęciu analizy transakcyjnej na domknięcie potrzeb („głasków”) wewnętrznego dziecka, zmianę perspektywy oceny sytuacji i uwolnienie trudnych emocji

Streszczenie

Metoda Embrace Therapy® (ET®) wykazuje korelację z konceptem analizy transakcyjnej (AT), która obecnie widziana jest jako jeden z najbardziej holistycznych nurtów postrzegania osobowości. Analiza transakcyjna (AT), jako teoria stanów Ja (Rodzic, Dorosły, Dziecko), dostarcza spójnego i prostego systemu określenia własnych myśli, odczuć i zachowań, zarówno w relacjach z innymi ludźmi, jak i z samym sobą. Jej praktyczne zastosowanie terapeutyczne dotyczy pracy i komunikacji z wewnętrznym dzieckiem (Ja-Dziecko), które jest najbardziej pierwotnym i esencjonalnym składnikiem każdej osobowości. Metoda ET® łączy aspekt mentalny i duchowy i służy do komunikacji z wewnętrznym dzieckiem (WD) z poziomu boskiego rodzica (BR), czyli świadomości duchowej, które w koncepcie AT odpowiada Ja-Dorosłemu. Metoda ET® znajduje swoje zastosowanie w uwalnianiu trudnych emocji takich jak lęk, niepokój, wstyd, poczucie winy, bezsilność, złość, gniew, smutek, żal. Widzimy tutaj uwolnienie emocji ze wspomnień z dalekiej lub bliskiej przeszłości, z teraźniejszości oraz z wyobrażonych lęków na przyszłość, a także w zmianie perspektywy danego wydarzenia. W empirycznej części artykułu przedstawiono wyniki badań na podstawie raportów z zapisów fal mózgowych przed i po sesji ET®, które wskazują na znaczące obniżenie stresu i wzrost wyciszenia i spokoju u badanych. Do badania 8 ochotników użyto metody pomiarowej biofeedback. W badaniu zmierzono parametry wszystkich 8 fal (Delta, Theta, Alpha, SMR, Beta1, Beta2, HiBeta, a także Gamma) a wnioski wyciągnięto na podstawie raportów z tych badań.

Słowa kluczowe: analiza transakcyjna, Embrace Therapy, wewnętrzne dziecko, duchowość, biofeedback.