

reward plans creates anticipation, motivation, and personal desire. Small rewards at various levels of progress tend to maintain excitement and stimulus, especially where a list of anticipated rewards is maintained with a completion timetable.

The presence or use of medicine and/or drugs in a hypnotherapy case would indicate contact and discussion with an appropriate physician.

## **F**EAR

Fear, so important in self-esteem and motivation, may be invisible, but it remains a powerful force. When it obstructs learning the learner is a prime candidate for hypnotherapy. The learner, whether student or working adult, through being induced into relaxation, can acquire the ability to relax at will, to experience feelings of confidence, to use a cue to bring awareness of control, motivation for success, or ability to defuse a fearful situation.

Positive help can be derived from creating a personal plan for success that involves three steps: To accept the learning experience as an opportunity; To change habits and procedures detrimental to learning; To improve confidence and self-esteem.

Hypnotherapy can provide the insight, guidance and direction to establish personal learning goals, boost self-esteem and create motivation. Enhanced learning and improved memory result.

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## LEARNING ENHANCEMENT AND MEMORY

This brochure is presented for the information of the general public to discuss the applications of hypnosis available for dealing with such matters as habit control, stress, excessive eating, smoking, fears, motivation, self-confidence, concentration, learning enhancement, insomnia, goal-setting, relationships and other areas which lead to unhappiness, dysfunction or difficulty in achieving personal goals.



Member

# LEARNING ENHANCEMENT AND MEMORY

**T**he human mind is capable of recalling virtually any information that it desires to remember. The most important word in the process is DESIRE.

The human mind is of such size that it could not be filled in a total lifetime. It is capable of remembering everything that has ever been seen, heard, read or experienced.

Hypnotherapy can be a highly effective procedure for stimulating the learning process increasing motivation, establishing beneficial study habits, boosting confidence, reducing study and examination tensions and accessing memory.

Therapy dealing with memory and learning can also be combined with goal-setting and achievement.

Students in school can advance their scholastic standing positions to a substantial degree while acquiring habits that will provide benefits for a lifetime.

Adults and working people in all occupations can gain the motivation to undertake continuing education studies, adding to existing knowledge/skills or developing new fields of interest for income generation, recreation, or personal satisfaction.

People with cluttered minds can emerge from hypnotherapy with purpose, direction and organization, acquiring rewarding efficiencies which can change life directions. Attitudes and interests can be changed, poor habit patterns can be

overcome, enthusiasm can be developed. Self-respect can increase.

In the field of memory, forgetting can be reduced, lost items can be found more easily, names and dates and numbers can be remembered, frustration can be avoided.

The subconscious mind knows everything that has happened and can recall it on request whether it be memory of a past event, location of a misplaced item, material to be studied in the educational process or names, addresses, telephone numbers or other information which is needed at a specific time for a specific purpose.

Two major factors that adversely affect learning processes are low self-esteem and lack of motivation. These subjects are discussed in another brochure. Additional elements which can contribute to the problems include poor study habits, poor memory, absence of reward, medicine and/or drugs, and fear.

## **S** STUDY HABITS

Both external and internal conditions affect study habits. Among external factors are included the physical location of the study area a location that is used consistently. A learner who has a specific location in an area where external distraction is eliminated (no TV, record-players or radio, no running in and out by family and friends) will learn much more effectively. Concentration is essential, and the learner should leave the designated area when concentration becomes difficult. In any case, a five-minute break every half-hour will improve learning. Hypnosis can be used to help block out external distractions.

Internally, time management (or lack thereof) can create an unnecessary drain on energy and emotions, adversely affecting the learning process. The answer, of course, lies in organization of work to be done breaking it down into small, easily accomplished segments. Hypnosis can help program such procedures into a learner, often with near-miraculous results.

The five-minute breaks at half-hour intervals, then, may be coordinated with subject matter under study, so as to be taken at the conclusion of a segment, with a new and fresh segment to begin after the break to keep study new and interesting.

## **M** MEMORY

Three types of memory are involved in human remembering. Sensory memory deals with functions like seeing, smelling, feeling, hearing and tasting. Motor skill memory involves remembering how to perform physical activities riding a bicycle, driving a car, swimming, dancing, etc. Third, and most vital to learning, is memory of words, ideas and concepts the least retentive type of memory and perhaps the most complex.

Despite the claims of memory trainers, the meaningfulness of material has been proved in testing to be more important in memory development than the memorization of nonsense or unrelated words. The key first step is the organization of the meaningful material to be learned into a logical pattern, emphasizing the broadest concept the theme then narrowing the focus to appropriate specifics.

## **R** REWARD

A powerful element in learning is self-reward recognition of personal achievement, self-congratulation, self-appreciation expressed through reward. Advance determination of self-