The Falcone Method: Why Learning and Healing Must Work Together Transcript

(Transcripts are generated by AI and may contain errors)

Opening on judgment, learning, and healing

We educators, even therapists, we form a judgment. We make judgments about behaviors, who make judgements about attitude. They make judges about intellectual level and capabilities that are not always valid.

we underestimate the individual's capacity for change, for transformation. And that becomes a problem in and of itself. Welcome to this episode of the Think Well, Age Well podcast.

I am your host, Dr. Heather Sandison. And I just can't tell you how excited I'm to have Madeline Falcone here today. She and I have been chatting a little bit before we hit record and had to stop her.

We were both getting so excited and say, wait, we have to record all of this so that our listeners can get the benefit of a conversation that we're just both elated to be having today Today's conversation is about something that many of us sense intuitively, but don't always hear named out loud.

And this is we're connecting the dots between learning and healing. These are not separate processes.

How one child inspired the Falcone Method

They are deeply intertwined. And so today, Madeleine is the founder of the Falcone Institute and the creator of The Falcon Method. These are holistic approaches that bring together emotional growth, education, and whole person healing.

She has been doing this for more than 40 years and her work has then guided by a belief that feels both radical and deeply compassionate. So our differences are not in our deficits.

They're in opportunities for learning, transformation, and fulfillment. You can see why I'm just so excited to have Madeline here. She began her career as a K1 through 12 special education teacher with children.

And she saw firsthand that real progress required more than just academic accommodations. It's not just about longer testing times, right? And this insight led her to become a licensed marriage and family therapist, and to create a heart-centered practice around serving children, adults and families in that ecosystem.

Many of her patients previously felt unseen, misunderstood and mislabeled by the traditional systems. She draws from evidence-based practices, neurocognitive science and wisdom traditions from around the world.

And her approach is unique. At her core, she is a teacher, therapist and mentor who believes lasting change happens when people feel safe, seen, supported and empowered to learn, to LEARN.

So I just am so tickled and excited and already in love with what you're doing. Welcome, welcome, Welcome Madeline. Thank you so much Heather. It's a real honor and a pleasure to be here today.

it's great journey. We're titling today's talk, When Learning Meets Healing. What does that mean to you and how does it capture the heart of what do you do professionally?

Well, what has happened for me is it started with one child. And then it, then, it obviously expanded, but I was working in the school system with a child who was in great distress and had many labels and realizing that they're not doing well in their ability to learn.

They didn't know how to read or they don't have to write. And understanding that it was influencing their whole life in a way that at the time education or people did not pay attention to emotions.

Why people fall through the cracks

And what happened was I began to, yes, work with them, teach them how to read or write, and began also to then provide the vehicle of language to help them understand their emotions.

And when we started understanding and I realized that, okay, your emotions are entwined with these other issues, they are not separate, then we have to go on a journey of understanding what these emotions are and facilitating healing.

Not just a learning healing, but an emotional healing that then encompasses your whole person. And when I did that and began to see it was like a Kerem effect, a child who never thought they would be able to go to college, though who was innately bright, was able say, hey, I got accepted, and that's a healing.

And began to understand I make choices that are part of my learning processes, but they're healing me. They're making me a better person. they are making someone who cares about myself and others in a very humane way.

That's how it started. It really started with one child many, many years ago and it caused me to change and to go on a journey of also learning how learning develops my own healing and then they're interfaced.

It sounds like in that particular child, there's this foundation of self-acceptance and of, self awareness and self love that, that creates self confidence.

And that that then precipitates this ability to learn. We, when we talk to people in our coaching program and at the clinic, When we can get some wins that we get the dopamine hits of some winds that can be super helpful.

But there is, oh, There's a lot of layers and complexity to this. Yes. And it's very individual. I guess when you've worked in both education and therapy for decades, and what do you see repeatedly that allows people to fall through the cracks?

And what are the gaps there that you basically were filling? What happens is that we educators, even therapists, we form a judgment. We make judgments about behaviors, who make judgements about attitude, we make judgments about intellectual level and capabilities that are not always valid.

We underestimate the individual's capacity for change, for transformation. And that becomes a problem in and of itself. They, I worked at a continuation school for a number of years.

And I've been in special ed for a number of years. I work now with children, some of whom have big, big emotions. And we don't believe, we lose the aspect of believing in miracles.

Miracles happen.

Safety, nervous system regulation, and learning

You provide for an individual as you're talking about self-esteem, you are talking for individual a sense of hope and a since of belief that they can change, that their past, they could look back and say, I was that, this person and who I am now is how I'm gonna approach the world.

That's where we sometimes lose perspective. I've seen miracles, people call it miracles. Seriously, individuals, kids, little ones who could tear up a room, they're never gonna change.

And in a year's time, you address hardware and software and I got news for you. It's a completely different individual. All of a sudden, they get smarter, They get kinder, and they begin to communicate differently.

You're talking about self-esteem, you're right, You are talking self acceptance, self awareness, or self compassion. These aren't just words, these are true essences.

true learning skills that a person can and does use. Even, it doesn't matter the age, that's not it. It's the ability to gain this skill. I look at his skills.

Yeah, there are ways of being that can be cultivated, right? And how wonderful that you're doing it for children, how many times have I come across something where I'm like, everyone should know this before they graduate from high school.

We're teaching it to people in their 70s and 80s. Another piece that we talk about a lot is how when we're in a rest, digest, and heal state, when you've cultivated that parasympathetic tone, we actually are able to heal and learn better.

And when were in fight-flight-free state. We can't, we don't have the capacity to learn. We don' have to put capacity, to grow. we're just focused on survival.

And so it, it also sounds like what you're doing is, is cultivating that. You're creating a container for learners to get into that rest, digest and heal state, which one of the best quickest way to, get there ways to.

Get there is to feel safe, seen and supported and empowered. Yes, yes. and we create, I mean. We create here, at least in the office, I call it a safety zone.

It is a place where any emotion is is okay. Now that doesn't mean they can destroy or anything but what I mean by that is teaching them to accept the fact that okay you have a big emotion or you don't you're not showing any emotion, or your body is going through these movements or these gyrations.

It's not is it right or is wrong, it's what does it mean and how can you help yourself through your language and understanding, through methods, whether it's breathing methods.

Whether it is listening to music, self-talk, movement. How do you help yourself to understand it, to move through it and then begin to have that awareness?

Once they are safe, once they're feeling safe then they can learn any skill. You're right. Absolutely. And also when you're in this fight, flight, this fear state, language is depressed in the brain.

Language is to press your IQ score. This goes for all of us.

Ageism, confidence, and getting better with age

I mean, our IQ drops anywhere from 10 to 20 points. When we're, in that state we can't think We can't understand, we can process, can sequence information.

It's when the nervous system is calmer, were able to then say, oh wait a minute, I have an internal locus of control and I'm able understand what's going on outside of me.

So yes, absolutely. I often want patients tell me about, I ask everyone, do you have trouble with word finding? And this is when you're sitting at lunch with your friends and you having a conversation and your like, wait, what I was talking about.

I can see what, can describe everything about it, but I cant name the couch or whatever. It's some simple thing. And often what'll happen is when they notice they can't find that word, all of a sudden they become stressed and now they cannot find the next word and the word.

They become shut down. I think in the context of ageism also comes up, right? I use the example of physical therapists. So if you go to a physical therapist because you've had an injury, you have sprained your ankle say, or you had a fall.

The way a physical therapist will treat you and their expectations for your healing and learning and being able to do the exercises is different if you're 94 versus you are 64 or 54. And being aware of that, of the expectations others have of us and how ageism can show up in these relationships Sometimes we can notice that we're more stressed, right?

We're stress if we don't feel like people believe in us. That's right. And so I love, you say that differences aren't deficits, and I feel that really, really applies here.

So how does this shift the way we support older adults? who've been labeled as behind or old or challenging or any of those things that kind of come with aging.

Okay, I'm really laughing because obviously I am an older adult, okay? You're just looking at me, you're a young one compared to me. And what you are saying is so true because I never ever, associate with individuals of all ages, all right?

I mean, in my practice I see four-year-olds to adults that are in their 40s or 50s. All right? I don't like telling people my age. It's difficult enough to hear you say, well, you've been doing this for 40 years.

Because what they want to do is they wanna say when are you gonna retire? When are going to to this? Yes, okay. And the issue is, hey, I'm never gonna to retire.

I am always going be doing my exercise and I do not want somebody telling me I can't do this or maybe I need to go a little slower, but I still am able to do it.

The is that I really feel strongly, I have to model and I to be that which is the unexpected many times in our own society. So that if I go on a hike, And I'm hiking with people that are 10, 20 years, maybe 25 years younger than me.

I don't want to let them know. You know, I just got premature gray. Okay. That's all it is here. Because if you do, then you're right. People get an attitude.

you can't buy into that kind of energy level. Right. Yeah. You know, I have a daughter and, and I, have, a granddaughter that's two years old. You ever been around a two-year-old that highly active and wants to run around and want to be picked up and do this, play soccer, do that?

We cannot, we cannot give into that personally. And yes, We have to do those exercises. Those, those things eat the healthy way, take care of ourselves.

Personal roots of the method

Cause we've only got one body and we have have an attitude that says, all right, You can think what you want to think, but I'm going to thing what I want My experience is that life is just getting better.

I know myself better, I prioritize good relationships, and I feel like I am good at what I do these days and not a brand new baby doctor who is kind of flailing through entrepreneurship and practicing medicine.

There's so much that comes with aging. There is so that gets easier as we age. And so I'm curious sort of what your thoughts are about that. What comes easier?

Yeah. You know, that is a really, really good question because one of the things that has been most important to me is learning about myself and being comfortable with those parts of myself that I've always wanted to hide, not wanting to admit those, parts, the shadow.

I can be really intense. It's feeling more comfortable admitting those things, admitting that, yes, there are times when I yell. All right. And is it out of negativity?

No, it's out a love and concern and this and that. My staff can tell you that but my point is, is feeling better and not always worried about what I'm saying.

Am I embarrassed about when saying? Feeling more in tolerating and understanding the differences of people's opinions and attitudes. The willingness to laugh at myself and to see the joy and the beauty in those areas that I would at one time neglect.

Also I think understanding that, I'm always going to be learning something new. So I am always gonna be understanding I get I vulnerable. Because you're vulnerable when you are learning new things.

you start out and you have to take it in little steps and being okay with that and appreciating each step. So when you talk about mindset before, there's an expansion and an appreciation that I didn't have.

I I, I don't even have time to have it. And now it's, it just different. It's just a way of acknowledging and accepting Maybe it's called bringing more love into me.

And I don't mean love in this soft mushy kind of stuff. I mean, love that has boundaries, Love that have endurance and discernment and courage. When I think of courage and I talk about this love, I, think a lot of Brene Brown works and the magnificence of the courage she's had to bring forth a whole new way of looking at and communicating about ourselves and what happens with the individual and in relationships.

So that's what's, if you want to call aging has been about. I really talk about, and I look at things as though I am, you think, I'm actually getting younger in lots of ways.

And I was a very anxious person most of my life. meditating through the grounding. We talk about grounding in the earth and the hiking or the appreciation of conversation, heartfelt conversations with friends.

That anxiety through therapy, through learning from a guru, a spiritual teacher, all of those aspects allow me to be where I am now. And as you say, it's a good place, not an easy place necessarily, but it's a good place.

And that's the long answer to a short question. What was I just getting at? Okay, what do you want? Well, you know, part of the reason I wanted to invite you here is because of your wisdom and experience, right?

Not in spite of it, it is, because, of, the value that comes with age. And you have these insights because you've spent 40 years doing it. Because you're navigated this and the insights that you, have, I'm sure stumbled upon personally impact the Falcone method, right?

At its core, it's different from traditional education and therapeutic models.

The seven core areas of the Falcone Method

And I want you to go into that, but I'm sure there's a very deeply personal reason why, Right? It's not just what you've seen with your, your patients and the people you serve, But with her personal experience.

You know, yes, I say that short answer. Yes. Uh, you know learning what happened was understanding for me, what was the foundational aspect in myself?

Because I was always really anxious. I had this pervasive anxiety, yet there was this joy. It grew up in an extended Italian family, and it was everything you could possibly imagine, everything.

In that learning, I mean, believe it or not, a very quiet child. I wanted to understand why am I so anxious? What's it about? And what does all that mean?

So one of the first things that came out that evolved, and this is way back even, like I said, early on in teaching and so forth, the emotions. And there was a woman by the name of Candace Pert, who wrote The Molecules of

Emotions.

I remember reading that book and it was like a light bulb went on. It was, oh, wait a minute. We are foundationally emotional beings and every creature on this earth has emotions.

And it was like this, whoa, now I didn't understand, I'm not a doctor, all I knew is that we had these opiate receptors and emotions were part of it. I had a dad that always talked about the mind.

He said, if you can control your mind, you could do anything you want to do. this World War II veteran and a very strong-willed and mentally strong man.

And as time went on, hearing that, it was like, well, if I have these emotions, I had to use my mind. So mind-body integration came in as part of what the foundation was that I felt for myself and also seeing it for kids, all right?

And observing, observing behaviors, understanding, taking various courses and so on. And in the process, I always had to come back to myself because heal or heal thyself.

Teacher, if you're gonna teach it, you've gotta learn it and you gotta know it. If you gonna talk the talk, You better be able to walk the walk. Because those kids, they will test you and they ask you.

And they asked these most amazing poignant questions at times. You can't lie to them. They've got to be able to massage your language, which is the next field of we have to use language.

I'm communicating you with language verbal and nonverbal language and so those areas became really important I thought foundationally as part of what I was looking at.

and what the development had to be. Now, in order to have language and in in to understand all this, you have to a good critical thinker.

Who the institute serves and what changes

We have be able to discern and be to sequence information and to really understand what is being communicated, all right? And you to use language. If we're in a state, as we've mentioned before, of conflict, confusion, and stress, We can't manipulate language very well.

We cannot sequence it, we cannot understand it. And when you look at individuals who have learning issues, language is a big component of part of the reason why they have a learning issue.

So then what happened is the critical thinking, it's a skill. You can teach people how to critically think. It's not magic. There are skills. Because I was working with kids in academics and I had to understand, well, these areas apply to academics, they apply the content.

And content learning is a skill. Test taking is the skill, there's a number of ways of teaching that. You have many obviously people all over teaching many of those skills.

But there was the other area that struck me and something that came from, because I've always been high energy. Always that the issue of movement now.

I look at that as athleticism, and I don't mean that you have to be a professional athlete. Movement, that becomes athleticisim. Walking up and down the stairs, you're taking a walk on the beach, You're doing this, your doing that.

No, you don''t need to competitive, but you are moving your body. The person who does yoga for just fun or goes on a bicycle trip, That's being an athlete, that's athleticitism.

That''s movement because that's important. Because yourbody has to have endurance. Your body has that

movement to function. You have to have a motivation and a certain amount of internal locus of control.

People frequently become very self-competitive and so on. You see it all the time. That to me was really important also in terms of if you're looking at a holistic profile of learning.

And then for us, because yes, I'm a marriage and family therapist, you have look at families. because the family is where so much of it all begins, not just in society, it's in the Family.

And that family may be, you know, a very nuclear family or maybe the extended family. So you have to look at it also. That's what happened. It was an evolution.

it was, an amoeba allowing that growth and that development so that it encompassed the whole person in a way that made sense not just for us to conceptualize and know where they needed support and so forth, but for them to conceptually themselves as a learning tool, as an awareness tool for the rest of their life.

If I'm gonna do something, you do it for their life. One of the ways that you organize this is across these seven core areas of The Falcone Method. And I am curious how the NeuroCognitive Program expands and deepens that work, but would you just take us through those seven cores areas?

I think you've mentioned some of them, But I wanna just make sure everybody's tracking with us. The seven areas are one, emotional intelligence, two, mind-body integration, language, huge area, verbal and nonverbal language.

And I also, we also look at in writing, reading and comprehension and mathematical language because that's a different language and then we look critical thinking.

NeuroCodex mapping and brain-based assessment

We look academics or content learning. we Look at that athleticism and we at family intelligence. So those seven core areas compromise the Falcone method.

And it's like an amoeba, they're not rigid. Yes, we have skill sets inside and we programs that are evidence-based, but it is an Amoeva and they change based upon the development of the person.

It's no different than a patient coming in and saying, okay, you're here now, all right, this is what I'm giving you now. And then, Okay, This is where you need to go.

So same thing, yeah. Yeah, that makes a ton of sense. Who typically finds their way to you and who benefits most? Who's calling the Falcone Institute to make an appointment?

People who, and some are adults, they're not all children. We work with adults who have learning and emotional factors that interrupt learning. and parents with children who are not demonstrating skill acquisition.

The skill-acquisition can be in their emotional arena. It's an emotional intelligence. Skill acquisition can in the body-mind, those individuals that have what we would call you know, somatic proprioception or interoception challenges, individuals who are titles like dyslexia.

They have their neurodivergent individuals, who can have, they're adopted. We work with a lot of adoption individuals. Individuals who have like a Tourette's or aspects of a neurological issue.

Seizures. Oh yeah, ADHD. They have autism. They may have emotional management, big emotions, and they don't know how to manage them. Or they may be unable to communicate, whether it's oral or written communication.

Basically, A lot of our referrals are word of mouth. We have been able to keep the doors open over the years because of the reputation. Where we're boutique, we create an individualized program in all of these seven areas.

And then we educate the parents. and we will work with the schools support. we are advocates, but not in a huge confrontational way. What do you find people are most surprised to learn as they go through your process?

Wow, I hadn't thought about that one. I think they're surprised. To learn that the change is, is holistic. That their child and they themselves, they are not just changing in one area, their emotional parenting for parents change.

The children who throw tantrums at home, they're the quiet tantrums, but they are really disturbing for a family, those change and they don't come back.

And they see a child who is gaining skills and self-awareness. So they surprised, I think they happy, because they come in here frequently hopeless. People frequently do not seek our services unless They are desperate because it's a radical change.

It's a radical method in terms of saying, it's not just the child, we're going to look at the whole family structure and system. And the IEP at school hasn't worked.

Yeah. So they're looking for alternatives. Yes. There are times when schools are sometimes limited. They do not have the resources to support certain individuals.

Kids who throw have big emotions that throw tantrums. And they're very, they can be very frightening. They require some very specific direct intervention and that we do work with, we work in terms of addressing and how to calm the nervous system.

Because when I'm looking at mind-body integration, We do have three rooms in the office. There are low stimulation rooms. And you're gonna see, yes, it's a massage table in that room.

And what we do is we use aromatherapy, we used sound, We use different movements and breathing patterns or mindfulness. We do a lot of metaphors and stories in terms of facilitating a child's ability to have what call internal locus of control.

and then we expect that responsibility. Kids will rise to the occasion. Parents are surprised. They go, oh my gosh. And then the parents can come in. They get the methods also.

It's part of the process. So it's, and this applies, the methodology applies to all ages. There are adults that come. you know, learn or learning how to learn also because they had pretty traumatic tumultuous childhoods and they come in and there they're surprised.

Integrating health, brain function, and collaboration

You know six months a year they look back and go people are not believing that I'm writing these text messages or these emails because I couldn't write any of this stuff.

I can do any other stuff before. So that's the surprise. Can you explain the neurocodex mapping and assessment process, especially comparing it to what standard evaluations often will miss?

Oh my gosh. Okay. This is interesting. I am not a neurologist. That is, I think I want to at least be able to communicate. How the neurocodex came here is, can I share that story so that people understand?

What happened was we had a client who we'd been working with and he ended up getting involved with some heavy duty drugs and ended up at a rehab. And while he was at the rehab, they were using the neurocodex because it really facilitates brain healing, especially in dealing with addiction of all sorts and also brain traumas and so on.

So what happened is he is going to come here and all right, he wanted to continue the neural codex with him here. That meant we, who I had been wanting, meditating on wanting a brain based, a truly brain-based method.

Not something that's gonna help with reading or writing or math or any of that. I wanted brain base. Now, did I know what I want? Did I what it meant?

No, but I knew that I needed brainbase. So along comes Dr. Kripe with his neurocodex and we met and Dr Krip created this proprietary based methodology and he was fascinated by us because he's fascinated By our seven methods and He calls that the software and I understand that it's a software.

It's the tools The brain is the hardware His program is a brain-based program. And the reason why he created the company NTL, which stands for Never Too Late.

The reason he did that is because he has a stepdaughter who was a micro-premie. and was given a very poor prognosis and he knew about the brain, knew this method and said he's not gonna buy it.

And so he created and did a lot of the scientific work with the program and we are here today with all of upgrades and so forth. His stepdaughter is functioning way above what was the prognosis and I have clients in my office who are functioning way above what anybody ever thought that they would be doing.

So I said, okay, we're gonna do this. I'm gonna learn this, I gonna bring this on. And it's been here for 12 years and it has been amazing. Because it is not only been with the children, We have had in the office adults who wanted to have a brain revitalization.

They were older and they're looking at doing a brain-based support program and they had really good results and changes. So the neurocodex, what happens is that's how it came about and we've kept it and it works.

How it dovetails, it's a program that actually rehabilitates, revitalizes and fosters a development in the brain. resurgence is what I'm going to say.

It repairs those areas that are not really functioning well together, all right? And so you have individuals from all backgrounds because everybody has a brain and what happens is the EEG that we use, it's called a QEEG, that that and we administer here is what allows for because the rate of the EEG allows us to understand the real rate.

Of the brain functioning in real time on real tasks. So the art of this particular program is we use the Woodcock Johnson 3 attached to the program so that you're actually doing the woodcock.

Johnson three while the person is being tested with the EG to see how the. Brain parts are actually working in So it looks at your default mode network.

It looks that your salience network, it look at the frontal parietal networks, that looks the at working memory network which is so important. And it works at a singular, I think it's called network these are the main networks in the brain.

A patient example of transformation

I don't even know. All I know is that we get a report that does a whole mapping of all these parts of our brain in real time we got results as to what's actually happening.

So we're looking at what parts are working, what part are not working. What parts that are over-functioning, and what are under-functioning. And it shows also what we call our health pieces, which this is where the naturopaths come in.

because it shows on the mapping, you read this, and you go, oh, this is the part, And this looks like it might be a contaminant, a gut issue, or it may look like, Oh, wait a minute, You might have metals in your system, Or wait, A minute.

You may have food allergies. And then you can go to the doctor and get actually tested for verification. So this program is very comprehensive. you're an astronaut because you put on a cap, you have a piece in the back,

You've got headphones and then you Have bone conductivity headphones, and you a computer in front of you and You play quote unquote these games.

And the remarkable aspect of this particular program is there's a fading mechanism and the fading Mechanism happens when the brain is over functioning.

or when the brain is under-functioning because there is an optimal area for the bring to function. And so if you're under functioning, you have to be able to do internal self-regulation to allow for your brain to get back into the zone where the screen again presents the gain.

Is it a type of neurofeedback? The issue is it's not exactly a neurofeedback because it is using a, it called a NeuroCodex process because what it doing is, is allowing for the brain to regulate internally.

It's just the fading mechanism. There's a way of having the bring regulate, internally that that is different than just the neural feedback. It looks at the different areas of the brain in that real time while you're playing the games.

So it's not just that you are getting a neural feed back from the machine, you have to be able to demonstrating these games while your functioning. That's one mechanism.

There are other mechanisms while you're playing the program. You frequently collaborate with other practitioners, including naturopathic doctors like myself.

And I'm curious how that integrative approach, that collaboration with the providers changes the outcomes for your clients and how important you feel that is.

We are learning that we are an energetic system. and the body takes a certain amount of energy and brain takes certain amounts of energies. When the brain is not functioning optimally, i.e.

you have a health factor that's involved, then you're looking at there is really less energy for the bodies. So when you want to optimize your brain functioning, we do know that the foods you eat, if you do have contaminants, metals, in your system, it depresses brain functioning.

We know that if you haven't resolved your gut issues or if have a situation that is an inflammatory aspect, that affects your ability to process information.

It affects you brain function. So we are very clear with parents in terms of Yes, you need to get the health piece followed through.

Joy, energy, and supporting growth at any age

And what we do frequently is that the program will extend beyond the three times a week to one time a weak while the individual is going through their health, peace, cleansing, or healing process.

So it's like understanding that we, we get, the reports, health reports from the naturopaths. That's who we usually make referrals to. Having a traditional doctor, they don't even sometimes consider some of these factors to be important.

We are really clear that we look at individuals to start noticing. we work with the children to understand, to notice the differences in their system when they are eating foods that they're healthy or not healthy.

Start noticing if you're feeling sluggish. sleepy or you start getting wired or what's happening. So that's part of the educational process because that mind-body is really, really critical and it's critical for the rest of our lives.

Right. Yeah, yeah. Connecting those dots of how do I feel when my blood sugar is doing this? How do i feel after exercise? how Do I sleep? And connecting those Dots for someone I think it's wild, and especially with kids and

young adults, we can just push through a lot of that.

But when you really start to connect the dots, I remember when I was in college, i ate all these dates, thinking that they were healthy, they're fruit, you know, their natural.

I don't remember feeling this awful feeling of just having my blood sugar probably skyrocket to some crazy high number. And I looked at my friend and I just made myself sick with these days.

And she was just like, nodded, like looked at me and nod and it was like welcome, welcome to identifying this connection between what you put in your body and how you feel.

It really is an eye-opening moment. And I love the continuous glucose monitors do such a great job helping us to do exactly that, connect those dots. I'm curious if you wouldn't mind sharing an example, if there's a patient that stands out to you, particularly an adult patient, that illustrates what becomes possible when learning and healing are addressed together.

Well, I have a colleague, her background is an electrical engineer, and she made a decision. She knew about the program. And this is specifically the, talking about, the neurocodex program, because she was feeling her brain was age-related sluggishness, as she would call it.

She's a very bright, talented woman and very self-driven, internally motivated, all right? And it was fascinating to watch her and to see the actual changes.

And the changes, I mean, when she was talking about slugish brain, and then after doing the program, how it totally optimized her overall functioning, she came back and she says, She said, yeah, we were talking and she had to go through the health pieces.

I mean, you have to look at that also, and that's a very important factor, especially when you're talking about the contaminants of the metals, our earth, water, And though the body is supposed to flush them naturally to a certain extent, there are individuals where it doesn't flush very well.

And so that's a factor. You have to look. So you look at doing cleanses and so forth. But she was amazing. And, you know, went on to do a number of other, what we would call writing books, several books and doing all different kinds of things.

And so it's very, it was very rewarding. Another, another person, older person who. was concerned about dementia and Alzheimer's. She, though you can't prevent it, I'm not going to say the neurocodex prevents it.

What it does do is it delays it considerably. That's the thing that we can say. And so she, many years ago, did the program and she does look at as you talk about all those tools in your beautiful book, you know, but it's called reversing Alzheimer's and those are important.

All right. But she still is functioning very, very well and is defying many of the initial statements. That's amazing. In addition to the foundations of diet and exercise and stress management and sleep, having a process like this that's additive for helping us to learn, be better learners, sounds like it could be really valuable.

I'm curious if for parents, maybe grandparents who are listening, educators or other adults who feel discouraged or overwhelmed by their capacity to What do you want them to know maybe about themselves or about the children in their lives that would help them learn, grow, and heal?

You know, I think the word that comes to my mind that really, i think, helps us all is to bring in more joy. Bring in joy and bring into your heart, bring it into that state of love.

And I don't mean love as a mushy kind of thing. I mean, love where it's strong. And it's that it brings in that passion and, and it bring in curiosity and to know that alone, those states that we carry make a big difference in how we

acquire information.

How we are able to allow ourselves that space that's needed to learn any new skill or to revitalize an old skill that you haven't done in a long time.

It's like, it's so important because that's, you know, we talk about, watch a little kid, everything is new to a kid. And, and you, know we get in our treadmill and we're doing the same thing.

It is how do I notice that there is something new about it? You know a, a a difference. Its like adding a different spice to what you're cooking and, oh my gosh it changes the whole flavor of the food.

So, I do think that that is really important. And for parents or grandparents that have grandchildren and children that are challenging, changing our heart, how we look at it, and changing that energetic field.

I'm going to show you something. This is a little off the top, but I think it's on. Do you see this? All right, this is what you call an energy stick.

And I say, we are all connected energetically. So if I had your hand, Heather, and then you put it on this little metal piece, then we'd be connecting.

This energetic field is around all of us. Those children read our energetic fields. We're filled with love and we're full with joy. They're gonna resonate more with that and they're going to be more receptive and open it.

This has a lot to do with caregiving as well. I think for someone caring for, someone with dementia, this is a really important thing to keep in mind is how our energetic field, how we come into any situation, any conversation with someone we love really has an impact.

Closing reflections on learning and healing

We are responsible for the energy we bring to that. You are so… Absolutely. Absolutely. What brings you joy at this stage in life? You know, I am really blessed.

I get to do what I love and I'd love what i do. i get the privilege of every day being around amazing individuals and i i'm not just saying that it's not always easy and and they're so unique that they are all a puzzle you know and And I get to do that.

I share in their moments of joy and their moment of struggle and the moments when they're really angry at me because I'm asking them to something that they don't want to.

But I get to share in it because then I got to see, and because I've done this a long time, I actually get see sometimes many years later when they will come and say, "I was the worst client.

I yelled, I screamed and now I'm going to go be a special ed teacher and I want to do this or that." Or, you know, hey I hated that math and i hated you taught me how to visualize or how do do that and that.

And now i use this. Im becoming a financial wizard or im becoming someone who teaches those skills. to my my trainees. It is a transformation. Yes, you have to believe that that's real.

You gotta believe that. And that includes us. I get the luxury, even at this age of the game, to still transform. It's amazing. Madeline, thank you for reminding us that learning is not just about information.

Right? I think we can fall back into those patterns of like, oh, I'm going to read that book or listen to that podcast. Learn some information, but there's more to it than that, it's about connection and safety and trust.

and people feeling truly seen and supported so that they cannot just learn but grow through that. And so to our

listeners, whether you're a parent, a grandparent, an educator, or practitioner, someone, caregiver navigating your own healing journey as well, this conversation I think offers a powerful reframe that our differences are not necessarily problems to be fixed, but invitations to understand ourselves more deeply.

And this idea that learning and healing, when they come together, something radical shifts and the struggle softens a little bit. And there's more space for curiosity and new possibilities can emerge.

not through like this pressure, but through compassion and passion, which I just love that being so much of how you show up, Madeline, because it's infectious.

So thank you. Thank you for infecting me with your passion and compassion, and these new insights today. I really appreciated this conversation. And to all of you listeners, until next time, may you continue to create spaces within yourself and for others where learning feels safe and healing feels possible and growth feels sustainable.

It's such a privilege having you, Madeline. Thank you and thank you to all you listeners so much. Take care. Thank To stay connected, get bonus resources and never miss an episode, head over to drheathersanderson.com and join my email list.

Until next time, keep thinking well and aging on purpose.