

*MIT DETOX-PLAN IM PRAXISTEIL:
ENTGIFTE DEIN GEHIRN IN 21 TAGEN*

SCHALTE DEIN GEHIRN AN

Der Schlüssel zu maximaler
ZUFRIEDENHEIT, DENKFÄHIGKEIT
und GESUNDHEIT

DR. CAROLINE LEAF

Aus dem Amerikanischen von
Gabriele Kohlmann



Copyright © 2013 by Dr. Caroline Leaf

Die amerikanische Originalausgabe erschien im Verlag Baker Books unter dem Titel *Switch On Your Brain*. All rights reserved.

Die Deutsche Nationalbibliothek verzeichnet diese Publikation in der Deutschen Nationalbibliografie; detaillierte bibliografische Daten sind im Internet über <https://dnb.de> abrufbar.

Bibelzitate, sofern nicht anders angegeben, wurden der »Neues Leben Bibel« entnommen. Copyright © 2017, SCM R.Brockhaus im SCM-Verlag GmbH & Co. KG, Witten. Alle Rechte vorbehalten. Alle Bibelübersetzungen wurden mit freundlicher Genehmigung der Verlage verwendet. Hervorhebungen einzelner Wörter oder Passagen innerhalb von Bibelzitaten wurden von der Autorin vorgenommen.

ELB *Revidierte Elberfelder Bibel*, © 2006 SCM R.Brockhaus, Witten.

EÜ *Einheitsübersetzung*, © 2016 Kath. Bibelanstalt GmbH, Stuttgart.

GNB *Gute Nachricht Bibel*, © 2000 Deutsche Bibelgesellschaft, Stuttgart.

HFA *Hoffnung für alle*, © by Biblica, Inc.*, hrsg. von Fontis.

SLT *Bibeltext der Schlachter Übersetzung*, © 2000 Genfer Bibelgesellschaft.

Zitate aus den folgenden Bibeln wurden aus dem Englischen übersetzt:

AMP *Amplified Bible*, © 1987 The Lockman Foundation. www.lockman.org

KJV *King James Version*.

MSG *The Message*, © by Eugene H. Peterson 2002. NavPress Publishing Group.

NLT *New Living Translation*, © 2007 by Tyndale House Foundation.

Umschlaggestaltung: Heather Brewer WLPY Health and Wellness

Umschlagbild: SUPERSTOCK

Corporate Design: spoon design, Olaf Johannson

Korrektorat: Thilo Niepel

Satz: Grace today Verlag

Druck: CPI – Clausen & Bosse, Leck

Printed in Germany

4. Auflage 2021

© 2020 Grace today Verlag, Schotten

Paperback: ISBN 978-3-95933-152-4, Bestellnummer 372152

E-Book: ISBN 978-3-95933-153-1, Bestellnummer 372153

Hörbuch MP3-CD: ISBN 978-3-95933-165-4, Bestellnummer 372165

Nachdruck und Vervielfältigung, auch auszugsweise, nur mit Genehmigung des Verlages.

www.gracetoday.de

EINLEITUNG

Bildliche Darstellung eines gesunden Gedächtnisses

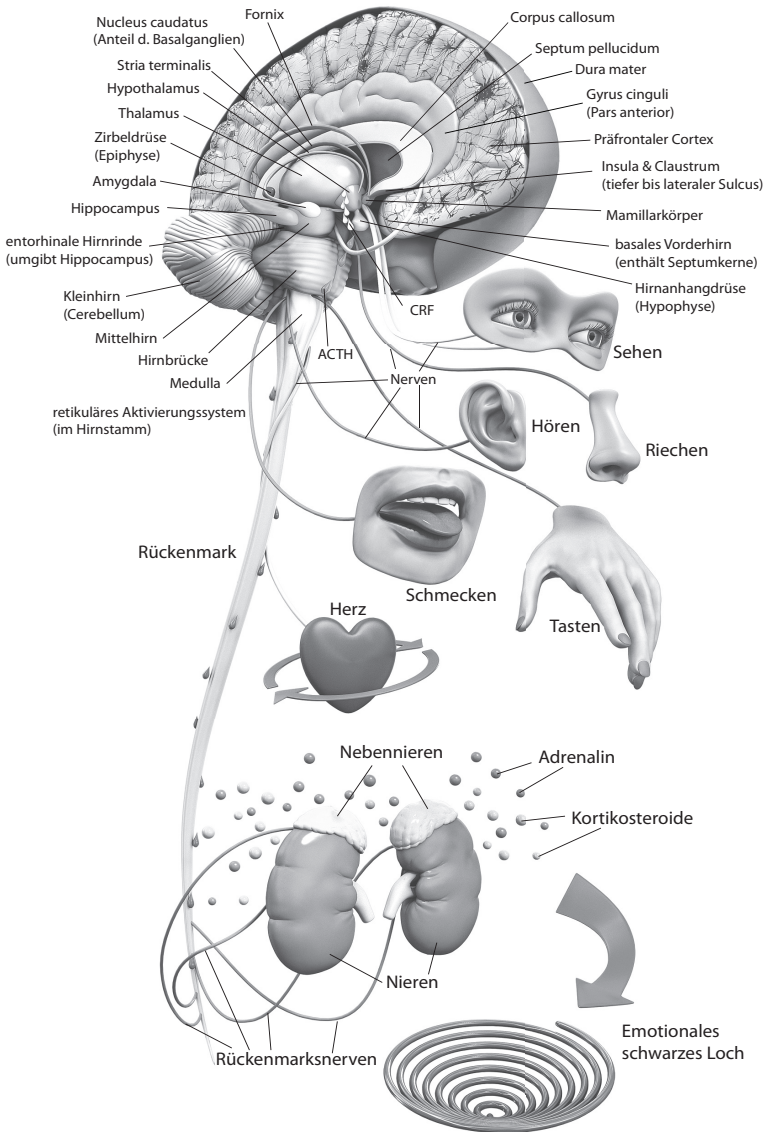


Bildliche Darstellung eines toxischen Gedächtnisses

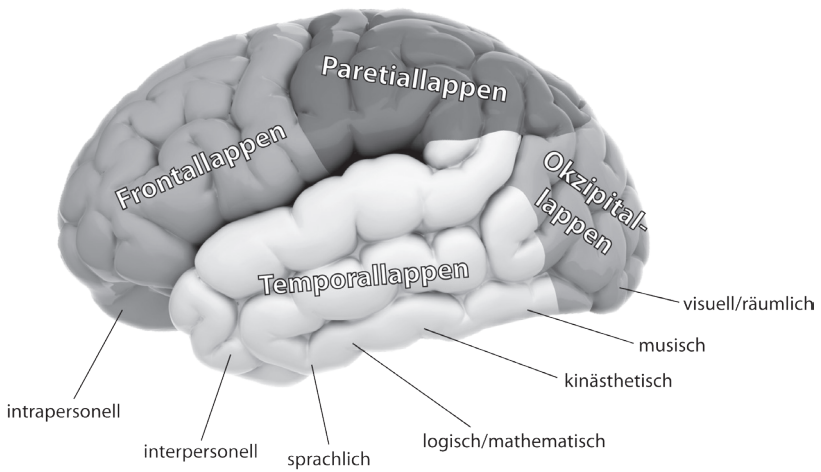


KAPITEL 2

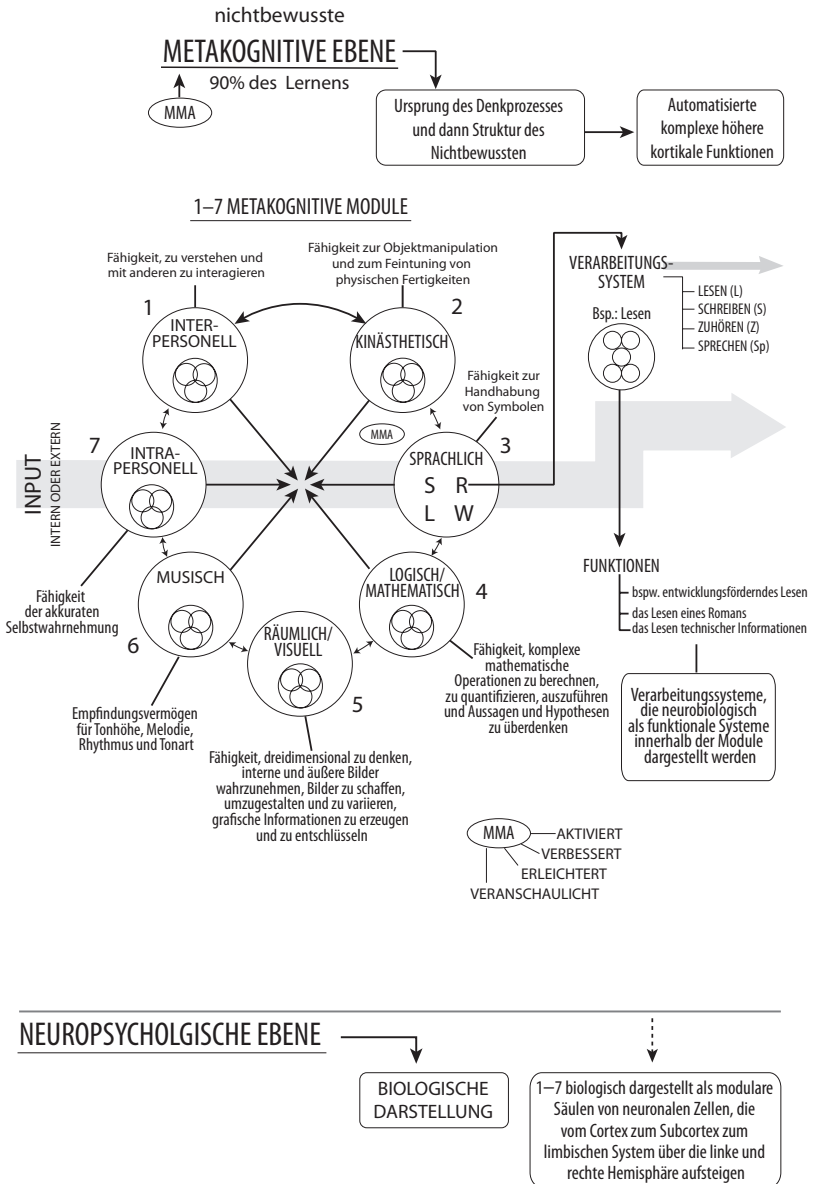
Im Inneren des Gehirns

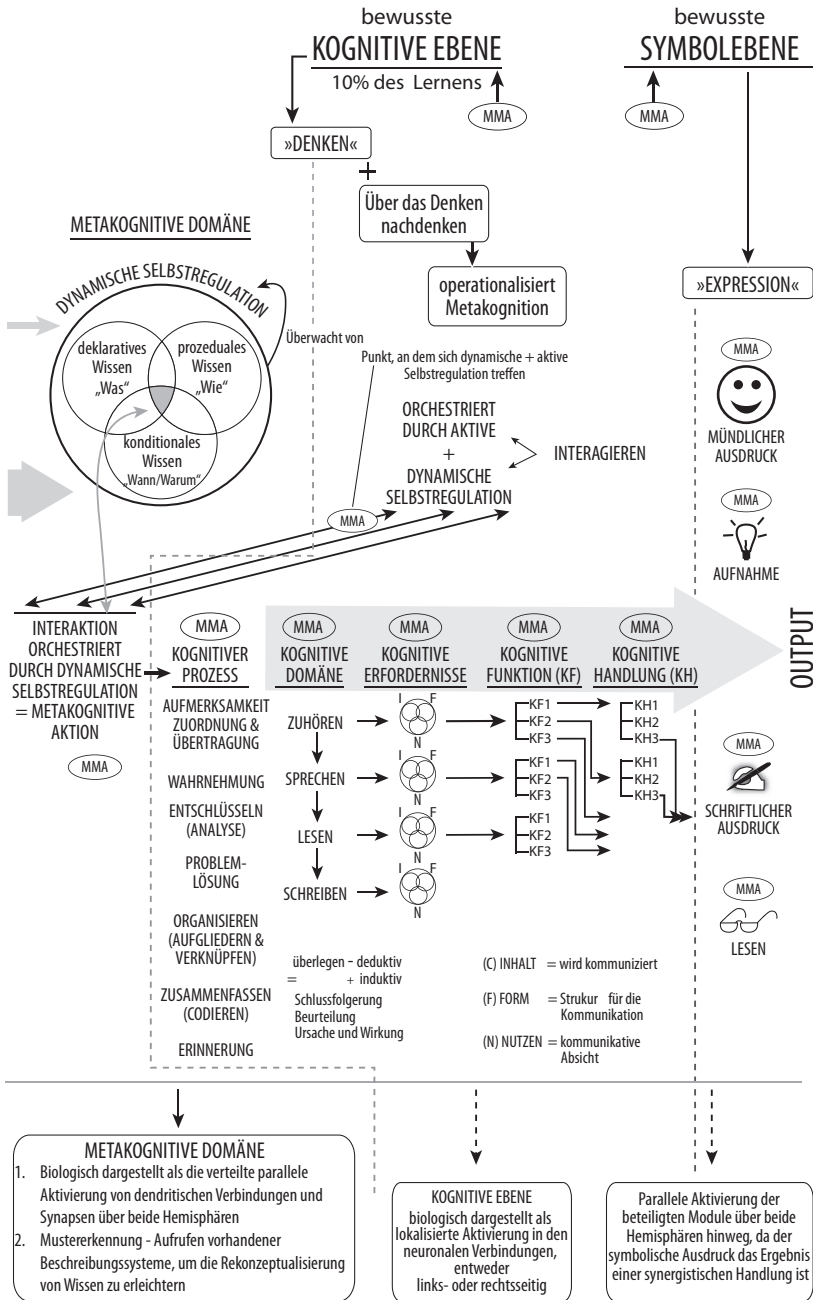


Die sieben verschiedenen Arten des Denkens



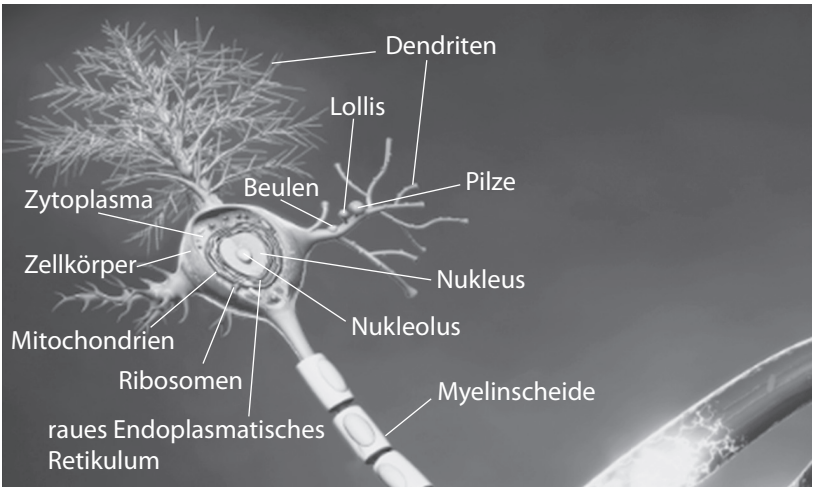
DAS SCHEMA DER GEODÄTISCHEN INFORMATIONSVERARBEITUNG





KAPITEL 10

Ein Neuron mit Dendriten und dornen-, lilli- und pilzförmigen Auswölbungen

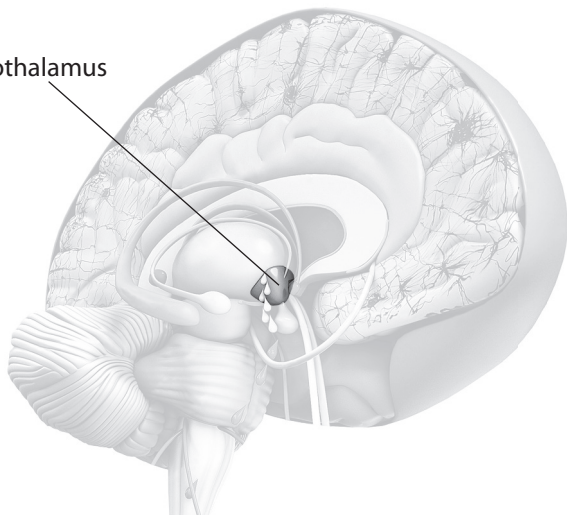


KAPITEL 11

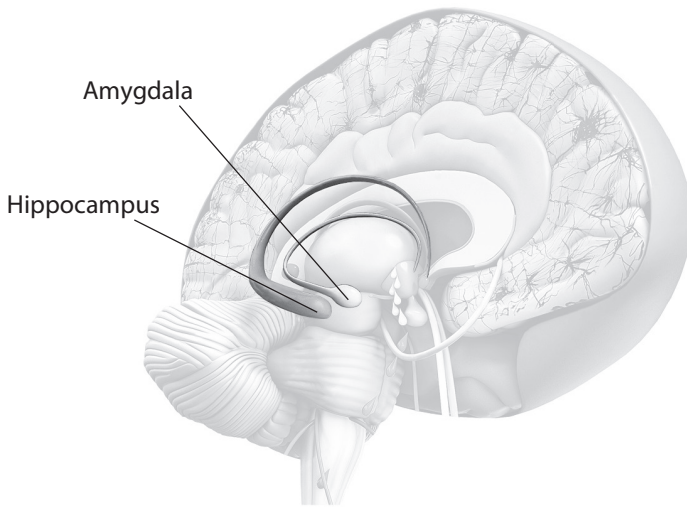
»Magische Bäume des Verstandes«, Gewebeschnitt mit Golgi-Färbung

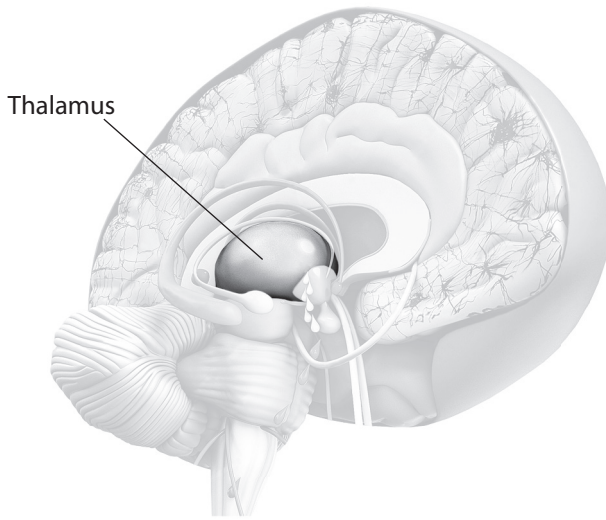


Hypothalamus

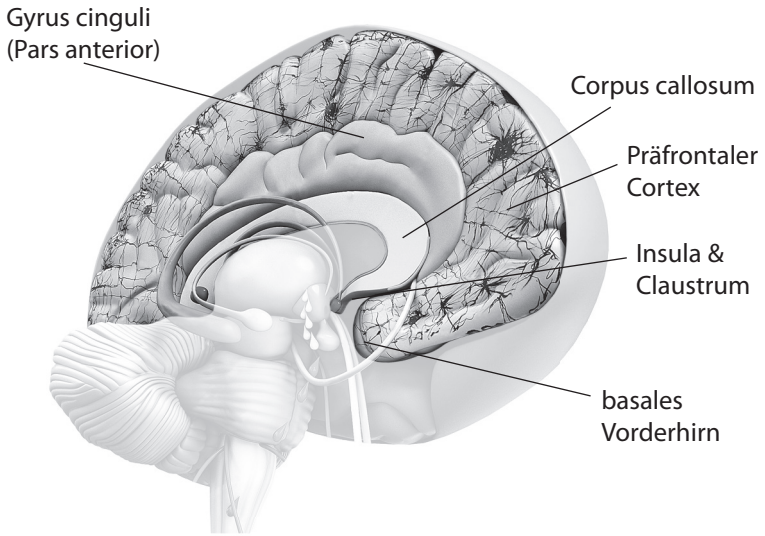


Hirnstrukturen und Schaltkreise, die dir helfen, gute Entscheidungen zu treffen

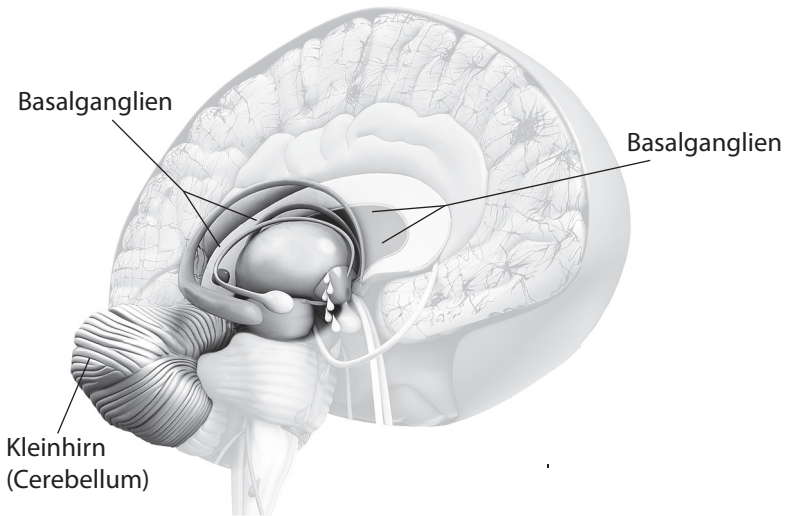




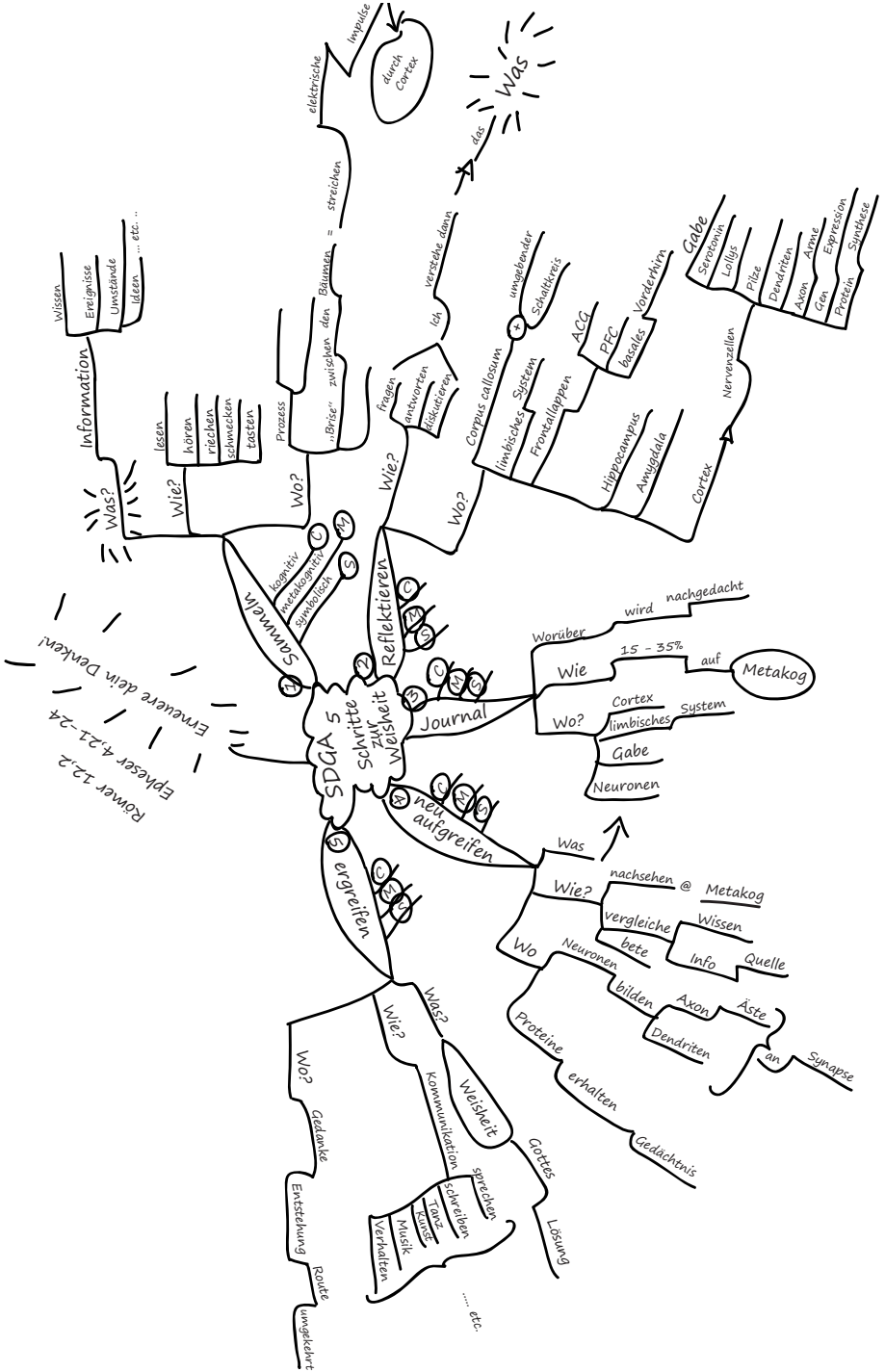
KAPITEL 12



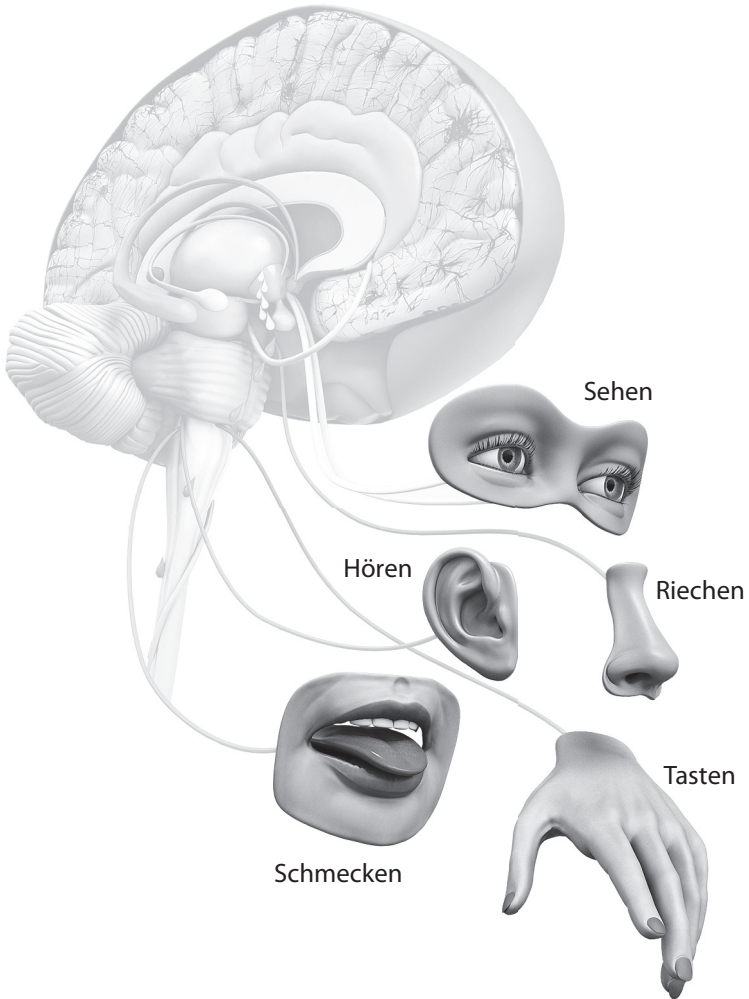
KAPITEL 13



Das Metakog



Im Inneren des Gehirns



Leseempfehlungen

Die Konzepte, die ich in diesem Buch vorstelle, decken ein breites Spektrum ab. Die Grundlage dafür hat sich aus jahrelanger Lektüre und Recherche sowie meiner Forschung und der Arbeit mit Privatpatienten sowie mit Klienten in Schulen und Unternehmen gebildet. Wenn ich die Quellen aller Zitate und Anregungen komplett auflisten müsste, um den Ursprung jedes einzelnen Fakts für eine vollständige wissenschaftliche Untersuchung zu dokumentieren, wären die Quellenangaben insgesamt fast so umfangreich wie das Buch selbst. Deshalb habe ich mir eine gewisse Flexibilität erlaubt, mit dem Ziel, das Buch allgemeinverständlich zu formulieren und meine Botschaft möglichst effektiv zu vermitteln. Es gibt nur einige wenige, allgemein gehaltene Zitate im eigentlichen Text, ergänzt durch die nachfolgende Liste mit einer Auswahl von hervorragenden Büchern und wissenschaftlichen Artikeln, die ich in meiner Forschung verwendet habe.

Achor, S. *The Happiness Advantage*. New York: Crown Business, 2010.

Adams, H. B. und B. Wallace. »A Model for Curriculum Development: TASC.« *Gifted Education International* 7 (1991): 194–213.

»Aging Brains Lose Less than Thought.« *Harvard University Gazette*. www.news.harvard.edu/gazette/1996/10.03/AgingBrainsLose.html.

Alavi, A. und L. J. Hirsch. »Studies of Central Nervous System Disorders with Single Photon Emission Computed Tomography and Positron Emission Tomography: Evolution Over the Past 2 Decades.« *Seminars in Nuclear Medicine* 21, no. 1 (Januar 1991): 51–58.

Alesandrini, K. L. »Imagery: Eliciting Strategies and Meaningful Learning.« In *Journal of Educational Psychology* 62 (1982): 526–30.

Allen D. und P. Amua-Quarshie et al. »Mental Health at Work« (White Paper). Pecan Ltd., Peckham, London, UK. 2004.

Allport, D. A. »Patterns and Actions: Cognitive Mechanisms and Content Specific.« In *Cognitive Psychology: New Directions*. Edited by G. L. Claxton. London: Routledge and Kegan Paul, 1980.

- Amen, D. G. *Change Your Brain, Change Your Life*. New York: Three Rivers Press, 1998.
- . *Magnificent Mind at Any Age*. New York: Harmony Books, 2008.
- Amend, A. E. »Defining and Demystifying Baroque, Classic and Romantic Music.« In *Journal of the Society for Accelerative Learning and Teaching* 14, no. 2 (1989): 91–112.
- Amua-Quarshie, P. »Basalo-Cortical Interactions: The Role of the Basal Forebrain in Attention and Alzheimer's Disease.« Unpublished master's thesis. Rutgers University, 2008.
- Anastasi, M. W. und A. B. Newberg. »A Preliminary Study of the Acute Effects of Religious Ritual on Anxiety.« *The Journal of Liberal and Complementary Medicine* 14, no. 2 (März 2008). www.liebertonline.com/doi/abs/10.1089/acm.2007.0675.
- Anderson, J. R. *Cognitive Psychology and Its Complications*. 2nd ed. New York: Freeman, 1985.
- Arnheim, R. »Visual Thinking in Education.« *The Potential of Fantasy and Imagination*. Edited by A. Sheikl und J. Shaffer. New York: Brandon House, 1979, 215–25.
- Arrowsmith, B., N. Doidge. *The Woman Who Changed Her Brain: And Other Inspiring Stories of Pioneering Brain Transformation*. New York: Free Press, 2012.
- Atkins, R. C. Dr. *Atkins' Health Revolution*. Boston: Houghton Mifflin, 1990.
- . *Dr. Atkins' New Diet Revolution*. London: Ebury Press, 2003.
- »Babies Born to Stressed Mothers More Likely to Be Bullied at School.« *Science Daily*. 14. November 2012. http://www.sciencedaily.com/releases/2012/11/121114083821.htm?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+sciencedaily%2F-mind_brain+%28ScienceDaily%3A+Mind+%26+Brain+News%29.
- Bach-y-Rita, P., C. C. Collins, F. Saunders, B. White und B. Scadden. »Vision Substitution by Tactile Image Projection.« *Nature* 221, no. 5184 (1969): 963–64.
- Barker, J. A. *Discovering the Future: A Question of Paradigms*. Johannesburg, Südafrika: Charterhouse Productions, South African Breweries, 1987.
- Bartlett, F. C. *Remembering: A Study in Experimental and Social Psychology*. Cambridge, UK: Cambridge University Press, 1932.
- »Basic and Translational Neuroscience. 30th Annual Postgraduate Review Course, Topics and Speakers.« 1. Dezember 2007–8. März 2008. <http://cumc.columbia.edu/dept/cme/neuroscience/neuro/speakers.html>.
- Baxter, R., S. B. Cohen und M. Ylvisaker. »Comprehensive Cognitive Assessment.« *Head Injury Rehabilitation: Children and Adolescents*. Edited by M. Ylvisaker. San Diego: College-Hill Press, 1984, 247–75.
- Beauregard, M. und D. O'Leary. *The Spiritual Brain*. New York: Harper Collins, 2007.
- Bereiter, L. »Toward a Solution of the Learning Paradox.« *Review of Educational Research* 55 (1985): 201–25.
- Berninger, V., A. Chen und R. Abbot. »A Test of the Multiple Connections Model of Reading Acquisition.« *International Journal of Neuroscience* 42 (1988): 283–95.
- Bishop, J. H. »Why the Apathy in American High Schools?« *Educational Researcher* 18, no. 1 (1989): 6–10.
- Block, N. und G. Dworkin. *The I.Q. Controversy*. New York: Pantheon, 1976.
- Bloom, B. S. »The Z Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring.« *Educational Researcher* 13, no. 6 (1984): 4–16.

- Bloom, F. E., M. F. Beal und D. J. Kupfer, eds. *The Dana Guide to Brain Health: A Practical Family Guide from Medical Experts*. New York: Dana Press, 2003.
- Boller, K. und C. Rovee-Collier. »Contextual Coding and Recording of Infants' Memories.« *Journal of Experimental Child Psychology* 53, no. 1 (1992): 1–23.
- Borkowski, J. G., W. Schneider und M. Pressley. »The Challenges of Teaching Good Information Processing to the Learning Disabled Student.« *International Journal of Disability, Development and Education* 3, no. 3 (1989): 169–85.
- Botha, L. »SALT in Practice: A Report on Progress.« *Journal of the Society for Accelerative Learning and Teaching* 10, no. 3 (1985): 197–99.
- Botkin, J. W., M. Elmandjra und M. Malitza. *No Limits to Learning: Bridging the Human Gap: A Report of the Club of Rome*. Oxford: Pergamon Press, 1979.
- Boyle, P. »Having a Higher Purpose in Life Reduces Risk of Death among Older Adults.« *Science Daily*, 18. Juni 2009. <http://www.sciencedaily.com/releases/2009/06/090615144207.htm>.
- Brain and Mind Symposium. Columbia University. 13.–14. Mai 2004. http://c250.columbia.edu/c250_events/symposia/brain_mind/brain_mind_vid_archive.htm.
- Bransford, J. D. *Human Cognition*. Belmont, CA: Wadsworth, 1979.
- Braten, I. »Vygotsky as Precursor to Metacognitive Theory, II: Vygotsky as Metacognitivist.« *Scandinavian Journal of Educational Research* 35, no. 4 (1991): 305–20.
- Briggs, M. H. »Team Talk: Communication Skills for Early Intervention Teams.« *Journal of Childhood Communication Disorders* 15, no. 1 (1993): 33–40.
- Broadbent, D. E. *Perception and Communication*. London: Pergamon Press, 1958.
- Brown, A. L. »Knowing When, Where and How to Remember: A Problem of Meta-Cognition.« In *Advances in Instructional Psychology*. Edited by R. Glaser. Hillsdale, NJ: Melbourne, 1978.
- Bunker, V. J., W. M. McBurnett und D. L. Fenimore. »Integrating Language Intervention throughout the School Community.« *Journal of Childhood Communication Disorders* 11, no. 1 (1987): 185–92.
- Buzan, T. *Head First*. London: Thorsons, 2000.
- . *Use Both Sides of Your Brain*. New York: Plume, 1991.
- Buzan, T. und R. Keene. *The Age Heresy*. London: Ebury Press, 1996.
- Bynum, J. *Matters of the Heart*. Lake Mary, FL: Charisma House, 2002.
- Byron, R. *Behaviour in Organisations: Understanding and Managing the Human Side of Work*. 2nd ed. Boston: Allyn and Bacon, 1986.
- Byron, R. und D. Byrne. *Social Psychology: Understanding Human Interaction*. 4th ed. Boston: Allyn and Bacon, 1984.
- Calvin, W. und G. Ojemann. *Conversations with Neil's Brain*. Reading, MA: Addison-Wesley, 1994.
- Campbell, B., L. Campbell und D. Dickinson. *Teaching and Learning through Multiple Intelligences*. Seattle: New Horizons for Learning, 1992.
- Campione, J. C., A. L. Brown und N. R. Bryant. »Individual Differences in Learning and Memory.« In *Human Abilities: An Information Processing Approach*. Edited by R. J. Sternberg. New York: West Freeman, 1984, 103–26.

- Cantor, C. »Rutgers-Newark Program Aims to Combat Alzheimer's Disease in Black Communities.« *Rutgers Focus*. 26. März 2008. <http://news.rutgers.edu/focus/is-sue.2008-03-26.6300207636/article.2008-03-26.8293146433>.
- Capra, F. »The Turning Point: A New Vision of Reality.« *The Futurist* 16 no. 6 (1982): 19–24.
- Caskey, O. »Accelerating Concept Formation.« *Journal of the Society for Accelerative Learning and Teaching* 11, no. 3 (1986): 137–45.
- Chi, M. »Interactive Roles of Knowledge and Strategies in the Development of Organized Sorting and Recall.« In *Thinking and Learning Skills*, vol. 2. Edited by S. F. Chipman, J. W. Segal und R. Glaser. Hillsdale, NJ: Lawrence Erlbaum, 1985.
- Childre, D. und H. Martin. *The Heartmath Solution*. San Francisco: Harper-Collins, 1999.
- Church, D. *The Genie in Your Genes*. Fulton, CA: Energy Psychology Press, 2008.
- Clancey, W. »Why Today's Computers Don't Learn the Way People Do.« Paper presented at the Annual Meeting of the American Educational Research Association, Boston, 1990.
- Clark, A. J. »Forgiveness: A Neurological Model.« *Medical Hypotheses* 65 (2005): 649–54.
- Colbert, D. *The Bible Cure for Memory Loss*. Lake Mary, FL: Siloam Press, 2001.
- . *Deadly Emotions: Understand the Mind-Body-Spirit Connection That Can Heal or Destroy You*. Nashville: Thomas Nelson, 2003.
- Cook, N. D. »Colossal Inhibition: The Key to the Brain Code.« *Behavioral Science* 29 (1984): 98–110.
- Costa, A. L. »Mediating the Metacognitive.« *Educational Leadership* 42, no. 3 (1984): 57–62.
- Cousins, N. *Anatomy of an Illness as Perceived by the Patient*. New York: Bantam, 1981.
- . »Anatomy of an Illness as Perceived by the Patient.« *New England Journal of Medicine* 295 (1976): 1458–63.
- Crick, F. *The Astonishing Hypothesis: The Scientific Search for the Soul*. New York: Scribner, 1995.
- . »Thinking about the Brain.« *Scientific American* 241, no. 3 (1981): 228.
- Cromie, W. J. »Childhood Abuse Hurts the Brain.« *Harvard University Gazette*. <http://news.harvard.edu/gazette/2003/05.22/01-brain.html>.
- . »Research Links Sleep, Dreams und Learning.« *Harvard University Gazette*. www.news.harvard.edu/gazette/1996/02.08/ResearchLinksSl.html.
- Damasio, A. R. *The Feeling of What Happens: Body and Motion in the Making of Consciousness*. New York: Harcourt, Brace, 1999.
- Damico, J. S. »Addressing Language Concerns in the Schools: The SLP as Consultant.« *Journal of Childhood Communication Disorders* 11, no. 1 (1987): 17–40.
- Dartigues, J. F. »Use It or Lose It.« *Omni*, Februar 1994, 34.
- De Andrade, L. M. »Intelligence's Secret: The Limbic System and How to Mobilize It through Suggestopediy.« *Journal of the Society for Accelerative Learning and Teaching* 11, no. 2 (1986): 103–13.
- De Capdevielle, B. »An Overview of Project Intelligence.« *Per Linguam* 2, no. 2 (1986): 31–38.
- Decety, J. und J. Grezes. »Neural Mechanisms Subservicing the Perception of Human Actions.« *Trends in Cognitive Sciences* 3, no. 5 (Mai 1999): 172–78. <http://condor.depaul.edu/dallbrit/extra/psy588/Decety-Grezes.pdf>.

- . »The Power of Simulation: Imagining One's Own and Other's Behavior.« *Brain Research* 1079 (2006): 4–14.
- Decety, J. und P. L. Jackson. »A Social Neuroscience Perspective of Empathy.« *Current Directions in Psychological Science* 15 (2006): 54–58.
- Derry, S. J. »Remediating Academic Difficulties through Strategy Training: The Acquisition of Useful Knowledge.« *Remedial and Special Education* 11, no. 6 (1990): 19–31.
- Dhority, L. *The ACT Approach: The Artful Use of Suggestion for Integrative Learning*. Bremen, Germany: PLS Verlag, 1991.
- Diamond, M. *Enriching Heredity: The Impact of the Environment on the Brain*. New York: Free Press, 1988.
- Diamond, M. und J. Hopson. *Magic Trees of the Mind: How to Nurture Your Child's Intelligence, Creativity, and Healthy Emotions from Birth through Adolescence*. New York: Penguin, 1999.
- Diamond, S. und J. Beaumont, eds. *Hemisphere Function of the Human Brain*. London: Elek, 1974, 264–78.
- Dienstbier, R. »Periodic Adrenalin Arousal Boosts Health Coping.« *Brain-Mind Bulletin* 14, no. 9a (1989).
- Dispenza, J. *Breaking the Habit of Being Yourself*. New York: Hay House, 2012.
- . *Evolve Your Brain: The Science of Changing Your Brain*. Deerfield Beach, FL: Health Communications, 2007.
- Dixon, T. und T. Buzan. *The Evolving Brain*. Exeter, UK: Wheaton, 1976.
- Dobson, J. *The New Hide or Seek: Self-Confidence in Your Child*. Grand Rapids: Revell, 1999.
- Doidge, N. *The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. New York: Penguin Books, 2007.
- Dukas, H. und B. Hoffman. *Albert Einstein, the Human Side: New Glimpses from His Archives*. Princeton, NJ: Princeton University Press, 1979.
- »Dwelling On Stressful Events Can Create Inflammation in the Body, Study Finds.« *Science Daily*. 13. März 2013. http://www.sciencedaily.com/releases/2013/03/130313182255.htm?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+science-daily+%28ScienceDaily%3A+Latest+Science+News%29.
- Edelman, G. M. und V. B. Mountcastle, eds. *The Mindful Brain*. Cambridge, MA: MIT Press, 1982.
- Edelman, G. M. und G. Tononi. *A Universe of Consciousness: How Matter Becomes Imagination*. New York: Basic Books, 2000.
- Edwards, B. *Drawing on the Right Side of the Brain*. Los Angeles: J. P. Torcher, 1979.
- Ende, R. N. *Rene A. Spitz: Dialogues from Infancy*. Madison, CT: International Universities Press, 1984.
- Entwistle, N. »Motivational Factors in Students' Approaches in Learning.« In *Learning Strategies and Learning Styles*. Edited by R. R. Schmeck. New York: Plenum, 1988, 21–51.
- Entwistle, N. J. und P. Ramsdon. *Understanding Student Learning*. London: Croom Helm, 1983.
- »Epigenetics: <http://www.docstoc.com/docs/129237704/Introduction-to-Epigenetics>.
- Eriksen, C. W. und J. Botella. »Filtering versus Parallel Processing in RSVP Tasks.« *Perception and Psychophysics* 51, no. 4 (1992): 334–43.

- Erskine, R. »A Suggestopedic Math Project Using Non-Learning Disabled Students.« *Journal of the Society for Accelerative Learning and Teaching* 11, no. 4 (1986): 225–47.
- Farah, M. J., F. Peronnet, L. L. Weisberg und M. Monheit. »Brain Activity Underlying Visual Imagery: Event Related Potentials During Mental Image Generation.« *Journal of Cognitive Neuroscience* 1 (1990): 302–16.
- Faure, C. *Learning to Be: The World of Education Today and Tomorrow*. Paris: UNESCO, 1972.
- Feldman, D. *Beyond Universals in Cognitive Development*. Norwood, NJ: Ablex, 1980.
- Feuerstein, R. *Instrumental Enrichment: An Intervention Programme for Cognitive Modifiability*. Baltimore: University Park Press, 1980.
- Feuerstein, R., M. Jensen, S. Roniel und N. Shachor. »Learning Potential Assessment.« *Assessment of Exceptional Children*. Haworth Press, 1986.
- »Five for 2005: Five Reasons to Forgive.« *Harvard Health Publications Newsletter* 2, no. 5 (15. Januar 2005). <http://harvardhealth.staywell.com/viewNewsletter.aspx?N-LID=30&INC=yes>.
- Flavell, J. H. »Metacognitive Development.« In *Structural/Process Theories of Complete Human Behaviour*. Edited by J. M. Scandura and C. J. Brainerd. Alphen aan den Rijn, The Netherlands: Sijthoff and Noordoff, 1978.
- Flavell, P. *The Developmental Psychology of Jean Piaget*. New York: Basic Books, 1963.
- Fodor, J. *The Modularity of Mind*. Cambridge, MA: MIT/Bradford, 1983.
- Fountain, D. *God, Medicine, and Miracles: The Spiritual Factors in Healing*. New York: Random House, 2000.
- Frassinelli, L., K. Superior und J. Meyers. »A Consultation Model for Speech and Language Intervention.« *ASHA* 25 no. 4 (1983): 25–30.
- Freeman, W. J. *Societies of Brains: A Study in the Neuroscience of Love and Hate*. Hillsdale, NJ: Lawrence Erlbaum Associates, 1995.
- »Free Tools to Help You Cope with Stress.« *Harvard Health Publications*. Harvard Medical School. www.health.harvard.edu/topic/stress.
- Galton, F. *Inquiries into Human Faculty and Its Development*. London: L. M. Dent, 1907.
- Gardner, H. *Frames of Mind*. New York: Basic Books, 1985.
- . *The Quest for Mind: Piaget, Levi-Strauss, and the Structuralist Movement*. Chicago: University of Chicago Press, 1981.
- Gardner, H. und D.P. Wolfe. »Waves and Streams of Symbolization.« In *The Acquisition of Symbolic Skills*. Edited by D. Rogers and J. A. Slabada. London: Plenum Press, 1983.
- Gazzaniga, M. S. *Handbook of Neuropsychology*. New York: Plenum, 1977.
- , ed. *The New Cognitive Neurosciences*. Cambridge, MA: MIT/Bradford, 2004.
- Gelb, M. *Present Yourself*. Los Angeles: Jalmar Press, 1988.
- Gerber, A. »Collaboration between SLP's and Educators: A Continuity Education Process.« *Journal of Childhood Communication Disorders* 11, no. 1–2 (1987): 107–25.
- »Ghost in Your Genes.« PBS NOVA. www.pbs.org/wgbh/nova/genes.
- Glaser, R. *Adaptive Education: Individual Diversity and Learning*. New York: Holt, Rhinehart and Winston, 1977.

- Glasser, M. D. *Control Theory in the Classroom*. New York: Harper & Row, 1986.
- Goldberg, E. und L. D. Costa. »Hemisphere Differences in the Acquisition and Use of Descriptive Systems.« *Brain and Language* 14 (1981):144–73.
- Golden, F. »Albert Einstein: Person of the Century.« *Time*, 31. Dezember 1999.
- Gould, S. »Commission on Nontraditional Study.« *Diversity by Design*. San Francisco: Jossey-Bass, 1973.
- . *The Mismeasure of Man*. New York: Norton, 1981.
- Griffiths, D. E. »Behavioural Science and Educational Administration.« In *63rd Yearbook of the National Society for the Study of Education*. Chicago: NSSE, 1964.
- Gungor, E. *There Is More to the Secret*. Nashville: Thomas Nelson, 2007.
- Guse, J. »How the Marx Brothers Brought Norman Cousins Back to Life.« *The Healing Power of Laughter*. <http://thehealingpoweroflaughter.blogspot.com/2007/07/how-marx-brothers-brought-norman.html>.
- Guyton, A. C. und J. E. Halle. *Textbook of Medical Physiology*. 9th ed. Philadelphia: W. D. Saunders, 1996.
- Haber, R. N. »The Power of Visual Perceiving.« *Journal of Mental Imagery* 5 (1981): 1–40.
- Halpern, S. und L. Savary. *Sound Health: The Music and Sounds That Make Us Whole*. San Francisco: Harper & Row, 1985.
- Hamilton, P. J., D. J. Furman, C. Chang, M. E. Thomason, E. Dennis und I. H. Gotlib. »Default-Mode and Task-Positive Network Activity in Major Depressive Disorder: Implications for Adaptive and Maladaptive Rumination.« *Biological Psychiatry* 70, no. 4 (2011): 327–33.
- Hand, J. D. »The Brain and Accelerative Learning.« *Per Linguam* 2, no. 2 (1986): 2–14.
- Hand, J. D. und B. L. Stein. »The Brain and Accelerative Learning, Part II: The Brain and Its Functions.« *Journal of the Society for Accelerative Learning and Teaching* 11, no. 3 (1986): 149–63.
- Harlow, H. Databank Entry in »People and Discoveries: Harry Harlow.« *PBS: A Science Odyssey*. www.pbs.org/wgbh/aso/databank/entries/bhharl.html.
- Harrell, K. D. *Attitude Is Everything: A Tune-Up to Enhance Your Life*. Dubuque, IA: Kendall Hunt, 1995.
- Harrison, C. J. »Metacognition and Motivation.« *Reading Improvement* 28, no. 1 (1993): 35–39.
- Hart, L. *Human Brain and Human Learning*. New York: Longman, 1983.
- Hatfield, R. W. »Touch and Human Sexuality.« In *Human Sexuality: An Encyclopedia*. Edited by V. Bullough, B. Bullough und A. Stein. New York: Garland, 1994.
- Hatton, G. I. »Function-Related Plasticity in the Hypothalamus.« *Annual Review of Neuroscience* 20 (1997): 375–97.
- Hawkins, D. B. *When Life Makes You Nervous: New and Effective Treatments for Anxiety*. Colorado Springs: Cook, 2001.
- Hayman, J. L. »Systems Theory and Human Organization.« In *A Systems Approach to Learning Environments*. Edited by S. D. Zalatimo und P. J. Steeman. Roselle, NJ: MEDED Projects, 1975.
- »The Health Benefits of Laughter.« <http://heyugly.org/LaughterOneSheet2.php>.

- Healy, J. »Why Kids Can't Think: Bottom Line.« *Personal* 13, no. 8 (1993): 1–3.
- Hinton, G. E. und J. A. Anderson. *Parallel Models of Associative Memory*. Hillsdale, NJ: Erlbaum, 1981.
- Hochberg, L. R., M. D. Serruya, G. M. Friehe, J. A. Mukand, M. Saleh, A. H. Caplan, A. Branner, D. Chen, R. D. Penn und J. P. Donoghue. »Neuronal Ensemble Control of Prosthetic Devices by a Human with Tetraplegia.« *Nature* 442, no. 7099 (18. Jul 2006): 164–71.
- Holden, C. »Child Development: Small Refugees Suffer the Effects of Early Neglect.« *Science* 305 (1996): 1076–77.
- Holford, P. *How Children Fail*. New York: Pitman, 1964.
- . *The Optimum Nutrition Bible*. London: Piatkus, 1997.
- . *Optimum Nutrition for the Mind*. London: Piatkus, 2003.
- . *The 30-Day Fat Burner Diet*. London: Piatkus, 1999.
- Hubel, D. H. »The Brain.« *Scientific American* 24, no. 13 (1979): 45–53.
- Hunter, C., F. Hunter und F. Contreras. *Laugh Yourself Healthy—Keep the Doctor Away with a Giggle a Day*. Lake Mary, FL: Christian Life, 2008.
- Hyden, H. »The Differentiation of Brain Cell Protein, Learning, and Memory.« *Biosystems* 8, no. 4 (1977): 22–30.
- Hyman, S. E. »Addiction: A Disease of Learning and Memory.« *American Journal of Psychiatry* 162 (2005): 1414–22.
- Iaccino, J. *Left Brain–Right Brain Differences: Inquiries, Evidence, and New Approaches*. Hillsdale, NJ: Erlbaum, 1993.
- Institute of HeartMath. www.heartmath.org/research/science-of-the-heart.html.
- Iran-Nejad, A. »Active and Dynamic Self-Regulation of Learning Processes.« *Review of Educational Research* 60, no. 4 (1990): 573–602.
- . »Associative and Nonassociative Schema Theories of Learning.« *Bulletin of the Psychonomic Society* 27 (1989): 1–4.
- . »The Schema: A Long-Term Memory Structure or a Transient Functional Pattern.« In *Understanding Reader's Understanding*. Edited by R. J. Teireny, P. L. Anders und J. N. Mitchell. Hillsdale, NJ: Erlbaum, 1987, 109–28.
- Iran-Nejad, A. und B. Chissom. »Active and Dynamic Sources of Self-Regulation.« Paper presented at the Annual Meeting of the American Psychological Association, Atlanta, Georgia, 1988.
- Iran-Nejad, A. und A. Ortony. »A Biofunctional Model of Distributed Mental Content, Mental Structures, Awareness and Attention.« *Journal of Mind and Behavior* 5 (1984): 171–210.
- Iran-Nejad, A., A. Ortony und R. K. Rittenhouse. »The Comprehension of Metaphorical Uses of English by Deaf Children.« *American Speech-Language-Association* 24 (1989): 551–56.
- Jacobs, B., M. Schall und A. B. Scheibel. »A Quantitative Dendritic Analysis of Wernicke's Area in Humans: Gender, Hemispheric and Environmental Factors.« *Journal of Comparative Neurology* 327, no. 1 (1993): 97–111.
- Jensen, A. *Bias in Mental Testing*. New York: Free Press, 1980.
- Jensen, E. *Brain-Based Learning and Teaching*. Johannesburg, South Africa: Process Graphix, 1995.

- Johnson, D. W., R. T. Johnson und E. Holubec. *Circles of Learning: Cooperation in the Classroom*. Edina, MN: Interaction Books, 1986.
- Johnson, J. M. »A Case History of Professional Evolution from SLP to Communication Instructor.« *Journal of Childhood Communication Disorders* 11, no. 4 (1987): 225–34.
- Jorgensen, C. C. und W. Kintsch. »The Role of Imagery in the Evaluation of Sentences.« *Cognitive Psychology* 4 (1973): 110–16.
- Kagan, A und M. M. Saling. *An Introduction to Luria's Aphasiology Theory and Application*. Johannesburg, South Africa: Witwatersrand University Press, 1988.
- Kalivas, P. W. und N. Volkow. »The Neural Basis of Addiction: A Pathology of Motivation and Choice.« *American Journal of Psychiatry* 162 (2005): 1403–13.
- Kandel, E. R. *In Search of Memory: The Emergence of a New Science of Mind*. New York: W. W. Norton, 2006.
- . »The Molecular Biology of Memory Storage: A Dialog between Genes and Synapses.« Nobel Lecture. 8. Dezember 2000. www.nobelprize.org/nobel_prizes/medicine/laureates/2000/kandel-lecture.pdf.
- . »A New Intellectual Framework for Psychiatry.« *American Journal of Psychiatry* 155, no. 4 (1998): 457–69.
- Kandel, E. R, J. H. Schwartz und T. M. Jessell, eds. *Essentials of Neural Science and Behavior*. New York: Appleton and Lange, 1995.
- , eds. *Principles of Neural Science*. 4th ed. New York: McGraw-Hill, 2000.
- Kaniels, S. und R. Feuerstein. »Special Needs of Children with Learning Difficulties.« *Oxford Review of Education* 15, no. 2 (1989): 165–79.
- Kaplan-Solms, K. und M. Sloms. *Clinical Studies in Neuro-Psychoanalysis*. New York: Karnac, 2002.
- Kazdin, A. E. »Covert Modelling, Imagery Assessment and Assertive Behaviour.« *Journal of Consulting and Clinical Psychology* 43 (1975): 716–24.
- Kimara, D. »The Assymetry of the Human Brain.« *Scientific American* 228, no. 3 (1973): 70–80.
- . »Sex Differences in the Brain.« *Scientific American* 267, no. 3 (September 1992): 119–25.
- King, D. F. und K. S. Goodman. »Whole Language Learning, Cherishing Learners and their Language.« *Language, Speech and Hearing Sciences in Schools*, 21 (1990): 221–29.
- Kintsch, W. »Learning from Text, Levels of Comprehension, or: Why Anyone Would Read a Story Anyway?« *Poetics* 9, 1980, 87–98.
- Kline, P. *Everyday Genius*. Arlington, VA: Great Ocean Publishers, 1990.
- Kluger, J. »The Biology of Belief.« *Time*, 12. Februar 2009. www.time.com/time/health/article/0,8599,1879016,00.html.
- Knowles, M. *The Adult Learner: A Neglected Species*. Houston: Gulf Publishing, 1990.
- Konnikova, M. *Mastermind*. New York: Viking, 2013.
- . »The Power of Concentration.« *New York Times Sunday Review*. 15. Dezember 2012. www.nytimes.com/2012/12/16/opinion/sunday/the-power-of-concentration.html?page-wanted=1&r=2&ref=general&src=me&.

- Kopp, M. S. und J. Rethelyi. »Where Psychology Meets Physiology: Chronic Stress and Premature Mortality: The Central–Eastern European Health Paradox.« *Brain Research Bulletin* 62 (2004): 351–67.
- Kosslyn, S. M. und O. Koenig. *Wet Mind: The New Cognitive Neuroscience*. New York: Free Press, 1995.
- Kubzansky, L. D., I. Kawachi, A. Spiro III, S. T. Weiss, P. S. Vokonas und D. Sparrow. »Is Worrying Bad for Your Heart? A Prospective Study of Worry and Coronary Heart Disease in the Normative Aging Study.« *Circulation* 94, no. 4. (1997): 818–24.
- Lahaye, T. und D. Noebel. *Mind Siege: The Battle for Truth in the New Millennium*. Nashville: Word, 2000.
- Lally, P., C. H. M. van Jaarsveld, H. W. W. Potts und J. Wardle. »How Are Habits Formed: Modelling Habit Formation in the Real World.« *European Journal of Social Psychology* 40, no. 6 (2009): 998–1009.
- Langer, E. und M. Moldoveanu. »The Construct of Mindfulness.« *Journal of Social Issue* 56, no. 1 (2000): 1–9.
- Larsson, G. und B. Starrin. »Effect of Relaxation Training on Verbal Ability, Sequential Thinking and Spatial Ability.« *Journal of the Society of Accelerative Learning and Teaching* 13, no. 2 (1988): 147–59.
- Lazar, C. »A Review and Appraisal of Current Information on Speech/Language Alternative Service Delivery Models in Schools.« *Communiphon* 308 (1994): 8–11.
- Lazar, S. W. und C. E. Kerr. »Meditation Experience Is Associated with Increased Cortical Thickness.« *NeuroReport* 16, no. 17 (2005): 189–97.
- Lea, L. *Wisdom: Don't Live Life without It*. Guilford, Surrey, UK: Highland Books, 1980.
- Leaf, C. M. »An Altered Perception of Learning: Geodesic Learning.« *Therapy Africa* 1, no. 2 (Oktober 1997): 7.
- . »An Altered Perception of Learning: Geodesic Learning: Part 2.« *Therapy Africa* 2, no. 1 (Januar/Februar 1998): 4.
- . »The Development of a Model for Geodesic Learning: The Geodesic Information Processing Model.« *The South African Journal of Communication Disorders* 44, (1997): 53–70.
- . »Evaluation and Remediation of High School Children's Problems Using the Mind Mapping Therapeutic Approach.« *Remedial Teaching* 7/8, University of South Africa (September 1992).
- . »The Mind Mapping Approach: A Model and Framework for Geodesic Learning.« Unpublished DPhil. dissertation, University of Pretoria, South Africa, 1997.
- . »The Mind Mapping Approach (MMA): Open the Door to Your Brain Power: Learn How to Learn.« *Transvaal Association of Educators Journal* (Dezember 1992).
- . »The Mind Mapping Approach: A Technique for Closed Head Injury.« Unpublished master's dissertation, University of Pretoria, South Africa.
- . »Mind Mapping as a Therapeutic Intervention Technique.« Unpublished workshop manual, 1985.
- . »Mind Mapping as a Therapeutic Technique.« *Communiphon* 296 (1989): 11–15. A publication of the South African Speech-Language-Hearing Association.

- . »The Move from Institution Based Rehabilitation (IBR) to Community Based Rehabilitation (CBR): A Paradigm Shift.« *Therapy Africa* 1, no. 1 (August 1997): 4.
- . *Switch On Your Brain 5-Step Learning Process*. Dallas: Switch on Your Brain, 2008.
- . *Switch On Your Brain: Understand Your Unique Intelligence Profile and Maximize Your Potential*. Cape Town, South Africa: Tafelberg, 2005.
- . *Switch On Your Brain with the Metacognitive-Mapping Approach*. Elkhart, IN: Truth Publishing, 2002.
- . »Teaching Children to Make the Most of Their Minds: Mind Mapping.« *Journal for Technical and Vocational Education in South Africa* 121 (1990): 11–13.
- . *Who Switched Off My Brain? Controlling Toxic Thoughts and Emotions*. Dallas: Switch on Your Brain, 2007.
- . »Who Switched Off My Brain? Controlling Toxic Thoughts and Emotions.« DVD series. Johannesburg, South Africa: Switch On Your Brain, 2007.
- Leaf, C. M., M. Copeland und J. Maccaro. »Your Body His Temple: God's Plan for Achieving Emotional Wholeness.« DVD series. Dallas: Life Outreach International, 2007.
- Leaf, C. M., I. C. Uys und B. Louw. »An Alternative Non-Traditional Approach to Learning: The Metacognitive-Mapping Approach.« *The South African Journal of Communication Disorders* 45 (1998): 87–102.
- . »The Development of a Model for Geodesic Learning: The Geodesic Information Processing Model.« *The South African Journal for Communication Disorders* 44 (1997).
- . »The Mind Mapping Approach (MMA): A Culture and Language-Free Technique.« *The South African Journal of Communication Disorders* 40 (1992): 35–43.
- LeDoux, J. *Synaptic Self: How Our Brains Become Who We Are*. New York: Penguin, 2002.
- Leedy, P. D. *Practical Research: Planning and Design*. New York: Macmillan, 1989.
- Lehmann, E. L. *Non-Parametric: Statistical Methods Based on Ranks*. San Francisco: Holden-Day, 1975.
- Leuchter, A. F., I. A. Cook, E. A. Witte, M. Morgan und M. Abrams. »Changes in Brain Function of Depressed Subjects During Treatment with Placebo.« *American Journal of Psychiatry* 159, no. 1 (2002): 122–29.
- Levy, J. »Interview.« *Omni* 7, no. 4 (1985).
- . »Research Synthesis on Right and Left Hemispheres: We Think with Both Sides of the Brain.« *Educational Leadership* 40, no. 4 (1983): 66–71.
- Lewis, R. »Report Back on the Workshop: Speech/Language/Hearing Therapy in Transition.« *Communiphon* 308 (1994): 6–7.
- Liebertz, C. »Want Clear Thinking: Relax.« *Scientific American* (21. September 2005). www.scientificamerican.com/article.cfm?id=want-clear-thinking-relax.
- Lipton, B. *The Biology of Belief: Unleashing the Power of Consciousness, Matter and Miracles*. Santa Cruz, CA: Mountain of Love Productions, 2008.
- Lipton, B. H., K. G. Bensch und M. A. Karasek. »Microvessel Endothelial Cell Transdifferentiation: Phenotypic Characterization.« *Differentiation* 46, no. 2 (1991): 117–33.
- Llinas, R. *I of the Vortex*. Cambridge, MA: MIT Press, 2002.

- Lozanov, G. *Suggestology and Outlines of Suggestopedy*. New York: Gordon and Breach Science Publishers, 1978.
- Lozanov, G. und G. Gateva. *The Foreign Language Educator's Suggestopaedic Manual*. New York: Gordon and Breach Science Publishers, 1989.
- L. T. F. A. »Brain-Based Learning.« Unpublished lecture series. Johannesburg, South Africa: Lead the Field Africa, 1995.
- Luria, A. R. *Higher Cortical Functions in Man*. 2nd ed. New York: Basic Books, 1980.
- Lutz, K. A. und J. W. Rigney. *The Memory Book*. New York: Skin and Day, 1977.
- MacLean, P. »A Mind of Three Minds: Educating the Triune Brain.« *77th Yearbook of the National Society for the Study of Education*. Chicago: University of Chicago Press, 1978, 308–42.
- Margulies, N. *Mapping Inner-Space*. Tucson, AZ: Zephyr Press, 1991.
- Markram, H. »Blue Brain« Project Accurately Predicts Connections between Neurons.« *ScienceDaily* (17. September 2012). Reprinted from materials provided by Ecole Polytechnique Fédérale de Lausanne. www.sciencedaily.com/releases/2012/09/120917152043.htm.
- Marvin, C. A. »Consultation Services: Changing Roles for the SLP's.« *Journal of Childhood Communication Disorders* 11, no. 1 (1987): 1–15.
- Maslow, A. H. *Motivation and Personality*. New York: Harper & Row, 1970.
- Mastropieri, M. A. und J. P. Bakken. »Applications of Metacognition.« *Remedial and Special Education* 11, no. 6 (1990): 32–35.
- Matheny, K. B. und J. McCarthy. *Prescription for Stress*. Oakland, CA: New Harbinger Publications, 2000.
- McAllister, A. K. »Cellular and Molecular Mechanisms of Dendritic Growth.« *Cerebral Cortex* 10, no. 10 (2000): 963–73.
- McEwan, B. S. »Stress and Hippocampal Plasticity.« *Annual Review of Neuroscience* 22 (1999): 105–22.
- McEwan, B. S. und E. N. Lasley. *The End of Stress as We Know It*. Washington, DC: National Academies Press, 2002.
- McEwan, B. S. und T. Seeman. »Protective and Damaging Effects of Mediators of Stress: Elaborating and Testing the Concepts of Allostasis and Allostatic Load.« *Annals of the New York Academy of Science* 896 (1999): 30–47.
- McGaugh, J. L. und I. B. Introni-Collision. »Involvement of the Amygdaloidal Complex in Neuromodulatory Influences on Memory Storage.« *Neuroscience and Behavioural Reviews* 14, no. 4 (1990): 425–31.
- »Meditation's Positive Residual Effects: Imaging Finds Different Forms of Meditation May Affect Brain Structure.« *Harvard Gazette*. <http://news.harvard.edu/gazette/story/2012/11/meditations-positive-residual-effects>.
- Merzenich, M. M. »Cortical Plasticity Contributing to Childhood Development.« In *Mechanisms of Cognitive Development: Behavioral and Neural Perspectives*. Edited by J. L. McClelland und R. S. Siegler. Mahwah, NJ: Lawrence Erlbaum, 2001.
- . »Promising Results in Controlling Tinnitus with Brain Training.« <http://merzenich.positscience.com>.

- Meyer, J. *The Battlefield of the Mind: Winning the Battle in Your Mind*. New York: Faith Words, 1995.
- . *Life without Strife: How God Can Heal and Restore Troubled Relationships*. Lake Mary, FL: Charisma House, 2000.
- Miller, G. A. »The Magical Number Seven, Plus or Minus Two: Some Limits on Our Capacity for Processing Information.« *Psychological Review* 63 (1956): 81–97.
- Miller, T. und D. Sabatino. »An Evaluation of the Educator Consultant Model as an Approach to Main Streaming.« *Exceptional Children* 45 (1978).
- »Mind/Body Connection: How Emotions Affect Your Health.« FamilyDoctor.org. <http://family-doctor.org/online/famdocen/home/healthy/mental/782.html>.
- Mogilner, A., J. A. Grossman, U. Ribary, M. Joliot, J. Volkmann, D. Rapaport, R. W. Beasley und R. R. Llinas. »Somatosensory Cortical Plasticity in Adult Humans Revealed by Magnetoencephalography.« *Proceedings of the National Academy of Sciences* 90, no. 8 (1993): 3593–97.
- Montessori, M. *The Absorbent Mind*. Amsterdam: Clio Press, 1989.
- Mountcastle, V. »An Organizing Principle for Cerebral Function: The Unit Module and the Distributed System.« In *The Mindful Brain*. Edited by G. M. Edelman and V. Mountcastle. Cambridge, MA: MIT Press, 1978.
- Nader, K. »Manipulating Memory.« *MIT Technology Review*. www.technologyreview.com/video/413181/manipulating-memory.
- Nader, K., G. E. Schafe und J. E. Le Doux. »Fear Memories Require Protein Synthesis in the Amygdala for Reconsolidation after Retrieval.« *Nature* 406, no. 6797 (2000): 722–26.
- National Institute of Mental Health statistics. www.nimh.nih.gov/statistics/index.shtml.
- Nelson, A. »Imagery's Physiological Base: The Limbic System: A Review Paper.« *Journal of the Society for Accelerative Learning and Teaching* 13, no. 4 (1988): 363–71.
- Nelson, R., ed. *Metacognition Core Readings*. Boston: Allyn and Bacon, 1992.
- Newberg, A., E. D'Aquili und V. Rause. *Why God Won't Go Away: Brain Science and the Biology of Belief*. New York: Ballantine, 2001.
- Novak, J. D., B. Gowin und J. B. Kahle. *Learning How to Learn*. Cambridge, UK: Cambridge University Press, 1984.
- Nummela, R. M. und T. M. Rosengren. »Orchestration of Internal Processing.« *Journal for the Society of Accelerated Learning and Teaching* 10, no. 2 (1985): 89–97.
- Odendaal, M. S. »Needs Analysis of Higher Primary Educators in KwaZulu.« *Per Linguam*, special issue no. 1 (1985): 5–99.
- Okobukola, P. A. »Attitudes of Educators Towards Concept Mapping and Vee-Diagramming as Metalearning Tools in Science and Mathematics.« *Educational Research* 34, no. 3 (1992): 201–12.
- O'Keefe, J. und L. Nadel. *The Hippocampus as a Cognitive Map*. New York: Oxford University Press, 1978.
- Olivier, C. *Let's Educate, Train and Learn Outcomes-Based: A 3D Experience in Creativity*. Pretoria, South Africa: Benedic, 1999.
- Olsen, K. E. *Outcomes Based Education: An Experiment in Social Engineering*. Kranskop, South Africa: Christians for Truth. 1997.

- O'Mathuna, D. und W. Larimore. *Alternative Medicine: The Christian Handbook*. Updated and expanded. Grand Rapids: Zondervan, 2007.
- Ornstein, R. E. *The Psychology of Consciousness*. New York: Penguin Books, 1975.
- Ornstein, R. *The Right Mind: Making Sense of the Hemispheres*. Orlando, FL: Harcourt, Brace, 1997.
- Palincsar, A. S. und A. L. Brown. »Reciprocal Teaching of Comprehension Fostering and Monitoring Activities.« *Cognition and Instruction* 1 (1984): 117–75.
- Palmer, L. L., M. Alexander und N. Ellis. »Elementary School Achievement Results Following In-Service Training of an Entire School Staff in Accelerative Learning and Teaching: An Interim Report.« *Journal of the Society for Accelerative Learning and Teaching* 14, no. 1 (1989): 55–79.
- Paris, S. G. und P. Winograd. »Promoting Metacognition and Motivation of Exceptional Children.« *Remedial and Special Education* 11, no. 6 (1990): 7–15.
- Pascuale-Leone, A. und R. Hamilton. »The Metamodal Organization of the Brain.« In *Progress in Brain Research*. Edited by C. Casanova and M. Ptito (2001), 134.
- Paul-Brown, D. »Professional Practices Perspective on Alternative Service Delivery Models.« *ASHA Bulletin* 12 (1992).
- Perlemutter, D. und C. Coleman. *The Better Brain Book*. New York: Penguin, 2004.
- Pert, C. B. *Molecules of Emotion: Why You Feel the Way You Feel*. London: Simon and Schuster, 2004; New York: Simon and Schuster, 1999.
- Pert, C., G. Pasternak und S. H. Snyder. »Opiate Agonists and Antagonists Discriminated by Receptor Binding in the Brain.« *Science* 182 (1973): 1359–61.
- Peters, T. *Playing God? Genetic Determinism and Human Freedom*. 2nd ed. New York: Routledge, 2003.
- Planck, M. »Max Planck Quotes.« www.goodreads.com/author/quotes/107032.Max_Planck.
- »The Pleasure Centres Affected by Drugs.« *Canadian Institutes of Health Research*. http://the-brain.mcgill.ca/flash/i/i_03/i_03_cr/i_03_cr_par/i_03_cr_par.html.
- Plotsky, P. M. und M.J. Meaney. »Early Postnatal Experience Alters Hypothalamic Corticotropin-Releasing Factor (CRF) mRNA, Median Eminence CRF Content and Stress-Induced Release in Adult Rats.« *Molecular Brain Research* 18, no. 3 (1993): 195–200.
- »Positive Psychology: Harnessing the Power of Happiness, Mindfulness, and Personal Strength.« *Harvard Health Publications*. Harvard Medical School. www.health.harvard.edu/special_health_reports/positive-psychology-harnessing-the-power-of-happiness-personal-strength-and-mindfulness.
- »Power of Forgiveness—Forgive Others.« *Harvard Health Publications*. Harvard Medical School. Dezember 2004. www.health.harvard.edu/press_releases/power_of_forgiveness.
- »The Prevalence of Mental Illness Today.« *Harvard Health Publications*. Harvard Medical School. www.health.harvard.edu/newsweek/Prevalence-and-treatment-of-mental-illness-to-day.htm.
- Pribram, K. H. *Languages of the Brain*. Monterey, CA: Brooks/Cole, 1971.
- Pulvermuller, F. *The Neuroscience of Language: On Brain Circuits of Words and Serial Order*. Cambridge, UK: Cambridge University Press, 2002.

- Raichle, M. E., A. M. MacLeod, A. Z. Snyder, W. J. Powers, D. A. Gusnard und G. L. Shulman. »A Default Mode of Brain Function: A Brief History of an Evolving Idea.« *Neuroimage* 37 (2007): 1083–90.
- Rajechi, D. W. *Attitudes: Themes and Advances*. Sunderland, MA: Sinauer, 1982.
- Ramachandran, V. S. und S. Blakeslee. *Phantoms in the Brain*. New York: William Morrow, 1998.
- Redding, R. E. »Metacognitive Instruction: Trainers Teaching Thinking Skills.« *Performance Improvement Quarterly* 3, no. 1 (1990): 27–41.
- Restak, K. *The Brain: The Last Frontier*. New York: Doubleday, 1979.
- Restak, R. *Mysteries of the Mind*. Washington, DC: National Geographic, 2000.
- . *Think Smart: A Neuroscientist's Prescription for Improving Your Brain Performance*. New York: Riverhead Books, 2009.
- »Revised National Curriculum Statement Grades R-9.« Policy document. Pretoria, South Africa: Department of Education, 2002.
- Rizzolatti, G. und M. F. Destro. »Mirror Neurons.« *Scholarpedia* 3, no. 1 (2008): 2055. http://www.scholarpedia.org/article/Mirror_neurons.
- Rogers, C. R. *Freedom to Learn*. Columbus, OH: Merrill, 1969.
- Rosenfield, I. *The Invention of Memory*. New York: Basic Books, 1988.
- Rosenzweig, E. S., C. A. Barnes und B. L. McNaughton. »Making Room for New Memories.« *Nature Neuroscience* 5, no. 1 (2002): 6–8.
- Rosenzweig, M. R. und E. L. Bennet. *Neuronal Mechanisms of Learning and Memory*. Cambridge, MA: MIT Press, 1976.
- Rozin, P. »The Evolution of Intelligence and Access to the Cognitive Unconscious.« *Progress in Psychobiology and Physiological Psychology* 6 (1975): 245–80.
- Russell, P. *The Brain Book*. London: Routledge and Kegan Paul, 1986.
- Rutherford, R. und K. Neethling. *Am I Clever or Am I Stupid?* Van-derbijlpark, South Africa: Carpe Diem Books, 2001.
- Sagan, C. *The Dragons of Eden*. New York: Random House, 1977.
- Saloman, G. *Interaction of Media, Cognition and Learning*. San Francisco: Jossey-Bass, 1979.
- Samples, R. E. »Learning with the Whole Brain.« *Human Behaviour* 4 (1975): 16–23.
- Sapolsky, R. M. »Why Stress Is Bad for Your Brain.« *Science* 273, no. 5276 (1996): 749–50.
- Sarno, J. *The Mind-Body Prescription: Healing the Body, Healing the Pain*. New York: Werner Books, 1999.
- Schallert, D. L. »The Significance of Knowledge: A Synthesis of Research Related to Schema Theory.« In *Reading Expository Material*. Edited by W. Otto and S. White. New York: Academic, 1982, 13–48.
- Schneider, W. und R. M. Shiffrin. »Controlled and Automatic Information Processing: I. Detection, Search and Attention.« *Psychological Review* 88, no. 1 (1977): 1–66.
- Schon, D. A. *Beyond the Stable State*. San Francisco: Jossey-Bass, 1971.
- Schory, M. E. »Whole Language and the Speech Language Pathologists.« *Language, Speech, and Hearing Services in Schools* 21 (1990): 206–11.

- Schuster, D. H. »A Critical Review of American Foreign Language Studies Using Suggestopaedia.« Paper delivered at the Aimav Linguistic Conference at the University of Nijmegen, the Netherlands, 1985.
- Schwartz, J. M. und S. Begley. *The Mind and the Brain: Neuroplasticity and the Power of Mental Force*. New York: Regan Books/Harper Collins, 2002.
- Schwartz, J. M. und R. Gladding. *You Are Not Your Brain*. New York: Avery, 2012.
- Schwartz, J., H. Stapp, M. Beauregard. »Quantum Physics in Neuroscience and Psychology: A Neurophysical Model of Mind-Brain Interaction.« *Philosophical Transactions of the Royal Society*. www.physics.lbl.gov/~stapp/PTB6.pdf.
- Scruggs, E. und J. Brigham. »The Challenges of Metacognitive Instruction.« *RASE* 11, no. 6 (1987): 16–18.
- Seaward B. L. »Stress in America Today: Are Your Wellness Programs Prepared for the Super Stress Superstorm?« *Wellness Council of America News and Views*, 1996. www.brianlukeseaward.net/articles/SuperStress-WELCOA-Seaward.pdf.
- Segerstrom, S. C. und G. E. Miller. »Psychological Stress and the Human Immune System: A Meta-Analytic Study of 30 Years of Inquiry.« *Psychological Bulletin* 130, no. 4 (2004): 601–30.
- Shapiro, R. B., V. G. Champagne und D. De Costa »The Speech-Language Pathologist: Consultant to the Classroom Educator.« *Reading Improvement* 25, no. 1 (1988): 2–9.
- Shepard, B. »The Plastic Brain: Part 2.« *UAB Magazine*. University of Alabama, Birmingham. www.uab.edu/uabmagazine/2009/may/plasticbrain2.
- Sheth, B. R., D. Janvelyan und M. Kahn. »Practice Makes Imperfect: Restorative Effects of Sleep on Motor Learning.« *PLoS One* 3, no. 9 (2008): 3190.
- Simon, C. S. »Out of the Broom Closet and into the Classroom: The Emerging SLP.« *Journal of Childhood Communication Disorders* 11, no. 1–2 (1987): 81–90.
- Singer, T., cited in Daniel Kane. »How Your Brain Handles Love and Pain.« *NBC News: Science Mysteries*. www.msnbc.msn.com/id/4313263.
- Sizer, T. R. *Horace's Compromise: The Dilemma of the American High School*. Boston: Houghton Mifflin, 1984.
- Slabbert, J. »Metalearning as the Most Essential Aim in Education for All.« Paper presented at University of Pretoria, Faculty of Education, 1989.
- Slife, B. D., J. Weiss und T. Bell. »Separability of Metacognition and Cognition: Problem Solving in Learning Disabled and Regular Students.« *Journal of Educational Psychology* 77, no. 4 (1985): 437–45.
- Smith, A. *Accelerated Learning in Practice*. Stafford, UK: Network Educational Press, 1999.
- Solms, M. »Forebrain Mechanisms of Dreaming Are Activated from a Variety of Sources.« *Behavioral and Brain Sciences* 23, no. 6 (2000): 1035–40; 1083–1121.
- Sperry, R. »Hemisphere Disconnection and Unity in Conscious Awareness.« *American Psychologist* 23 (1968).
- Springer, S. P. und G. Deutsch. *Left Brain, Right Brain*. New York: Freeman, 1998.
- Sprouse, E. »5 Notable Discoveries in Epigenetics Research.« <http://dsc.discovery.com/tv-shows/curiosity/topics/5-discoveries-epigenetics-research.htm>.

- Stephan, K. M., G. R. Fink, R. E. Passingham, D. Silbersweig, A. O. Ceballos-Baumann, C. D. Firth und R. S. J. Frackowiak. »Functional Anatomy of Mental Representation of Upper Extremity Movements in Healthy Subjects.« *Journal of Neurophysiology* 73, no. 1 (1995): 373–86.
- Sternberg, R. »The Nature of Mental Abilities.« *American Psychologist* 34 (1979): 214–30.
- Stickgold, R., J. A. Hobson, R. Fosse und M. Fosse. »Sleep, Learning und Dreams: Off-Line Memory Reprocessing.« *Science* 294, no. 5554 (2001): 1052–57.
- Stickgold, R. und P. Wehrwein. »Sleep Now, Remember Later.« *Newsweek*, 17. April 2009. www.newsweek.com/id/194650.
- Sylwester, R. »Research on Memory: Major Discoveries, Major Educational Challenges.« *Educational Leadership* 42, no. 7 (1985): 69–75.
- Tattershall, S. »Mission Impossible: Learning How a Classroom Works Before It's Too Late!« *Journal of Childhood Communication Disorders* 11, no. 1 (1987): 181–84.
- Taub, E., G. Uswatte, M. Bowman, A. Delgado, C. Bryson, D. Morris und V. W. Mark. »Use of CI Therapy for Plegic Hands after Chronic Stroke.« Presentation at the Society for Neuroscience, Washington DC, 16. November 2005.
- Taubes, G. *Good Calories, Bad Calories: Fats, Carbs and the Controversial Science of Diet and Health*. New York: Anchor Books, 2008.
- Thembla, A. »Education for Blacks in South Africa: Issues, Problems and Perspectives.« *Journal of the Society for Accelerative Learning and Teaching* 15, no. 1–2 (1990): 45–57.
- Thurman, S. K. und A. H. Widerstrom. *Infants and Young Children with Special Needs: A Developmental and Ecological Approach*. 2nd ed. Baltimore: Paul H. Brookes, 1990.
- Tunajek, S. »The Attitude Factor.« Wellness Milestones. *AANA NewsBulletin*, April 2006. www.aana.com/resources2/health-wellness/Documents/nb_milestone_0406.pdf.
- Uys, I. C. »Single Case Experimental Designs: An Essential Service in Communicatively Disabled Care.« *South African Journal of Communication Disorders* 36 (1989): 53–59.
- Van derVyver, D. W. »SALT in South Africa: Needs and Parameters.« *Journal of the Society for Accelerative Learning and Teaching* 10, no. 3 (1985): 187–200.
- Van derVyver, D. W. und B. de Capdeville. »Towards the Mountain: Characteristics and Implications of the South African UPPTRAIL Pilot Project.« *Journal of the Society for Accelerative Learning and Teaching* 15, no. 1–2 (1990): 59–74.
- Van Praag, H., A. F. Schinder, B. R. Christie, N. Toni, T. D. Palmer und F. H. Gage. »Functional Neurogenesis in the Adult Hippocampus.« *Nature* 415, no. 6875 (2002): 1030–34.
- Van Praag, H., B. L. Jacobs und F. Gage. »Depression and the Birth and Death of Brain Cells.« *American Scientist* 88, no. 4 (2000): 340–46.
- Vaughan, S. C. *The Talking Cure: The Science Behind Psychotherapy*. New York: Grosset/Putnam, 1997.
- Vaynman S. und E. Gomez-Pinilla. »License to Run: Exercise Impacts Functional Plasticity in the Intact and Injured Central Nervous System by Using Neurotrophins.« *Neurorehabilitation and Neural Repair* 19, no. 4 (2005): 283–95.
- Von Bertalanffy, L. *General Systems Theory*. New York: Braziller, 1968.

- Vythilingam, M. und C. Heim. »Childhood Trauma Associated with Smaller Hippocampal Volume in Women with Major Depression.« *American Journal of Psychiatry* 159, no. 12 (2002): 2072–80.
- Walker, M. P. und R. Stickgold. »Sleep, Memory and Plasticity.« *Annual Review of Psychology* 57 (2006): 139–66.
- Wark, D. M. »Using Imagery to Teach Study Skills.« *Journal of the Society for Accelerative Learning and Teaching* 11, no. 3 (1986): 203–20.
- Waterland, R. A. und R. L. Jirtle. »Transposable Elements: Targets for Early Nutritional Effects on Epigenetic Gene Regulation.« *Molecular and Cellular Biology* 23, no. 15 (2003): 5293–300.
- Watters, Ethan. »DNA Is Not Destiny: The New Science of Epigenetics Rewrites the Rules of Disease, Heredity, and Identity.« *Discover: The Magazine of Science, Technology, and the Future*, November 2006. <http://discovermagazine.com/2006/nov/cover>.
- Wenger, W. »An Example of Limbic Learning.« *Journal of the Society for Accelerative Learning and Teaching* 10, no. 1 (1985): 51–68.
- Wertsch, J. V. *Culture, Communication and Cognitions*. Cambridge, MA: Cambridge University Press, 1985.
- Whitelson, S. »The Brain Connection: The Corpus Callosum Is Larger in Left-Handers.« *Science* 229, no. 4714 (1985): 665–68.
- Widener, C. *The Angel Inside: Michelangelo's Secrets for Following Your Passion and Finding the Work You Love*. New York: Crown Publishing, 2004.
- Wiley, J. und A. F. Jarosz. »Working Memory Capacity, Attentional Focus, and Problem Solving.« *Current Directions in Psychological Science* 21, no. 4 (2012): 258.
- Wilson, R. S., C. F. Mendes De Leon, L. L. Barnes, J. A. Schneider, J. L. Bienias, D. A. Evans und D. A. Bennett. »Participation in Cognitively Stimulating Activities and Risk of Incident Alzheimer Disease.« *JAMA* 287, no. 6 (2002): 742–48.
- Wright, N. H. *Finding Freedom from Your Fears*. Grand Rapids: Revell, 2005.
- Wurtman, J. *Managing Your Mind and Mood through Food*. New York: HarperCollins, 1986.
- Young, L. J. »Being Human: Love: Neuroscience Reveals All.« *Nature* 457, no. 148 (Februar 2009). www.nature.com/nature/journal/v457/n7226/full/457148a.html.
- Zaidel, E. »Roger Sperry: An Appreciation.« In *The Dual Brain*. Edited by D. F. Benson und E. Zaidel. New York: Guilford, 1985.
- Zakaluk, B. L. und M. Klassen. »Enhancing the Performance of a High School Student Labelled Learning Disabled.« *Journal of Reading* 36, no. 1 (1992).
- Zdenek, M. *The Right Brain Experience*. Maidenhead, Berkshire, UK: McGraw-Hill, 1983.
- Zimmerman, B. J. und D. H. Schunk. *Self-Regulated Learning and Academic Achievement: Theory, Research and Practice*. New York: Springer-Verby, 1989.



Schalte dein Gehirn an – Arbeitsbuch

Nur wer sein Denken ändert, kann auch sein Leben verändern.

Wir alle wollen zufriedener, glücklicher und gesünder sein, wissen aber oft nicht, wie wir das erreichen können. Nichts von dem, was wir versuchen, scheint echte Veränderung zu bringen. In diesem Arbeitsbuch zu ihrem Bestseller hilft Dr. Caroline Leaf dem Leser, die Wissenschaft und Weisheit von *Schalte dein Gehirn an* aufs tägliche Leben anzuwenden, um so das Denken zu entgiften und mehr Zufriedenheit und bessere Gesundheit zu erfahren.

Schalte dein Gehirn an: Das Arbeitsbuch verknüpft Wissenschaft mit der Bibel und stellt zu jedem aufgeführten Kernpunkt tiefgreifende, persönliche Fragen, die dem Leser dabei helfen, die Auswirkungen des eigenen Denkens auf Gehirn, Körper und persönliche Lebensführung zu verstehen. Im Anschluss folgt jeweils ein themenvertiefender Abschnitt, der wichtige Verbindungen zwischen wissenschaftlichen Erkenntnissen und der Bibel offenlegt.

Bist du bereit, ein Maximum an Zufriedenheit und Gesundheit zu erfahren? Dann schalte dein Gehirn an!

112 Seiten, Paperback, ISBN 978-3-95933-162-3. Auch als E-Book erhältlich.



Schalte dein Gehirn an – jeden Tag

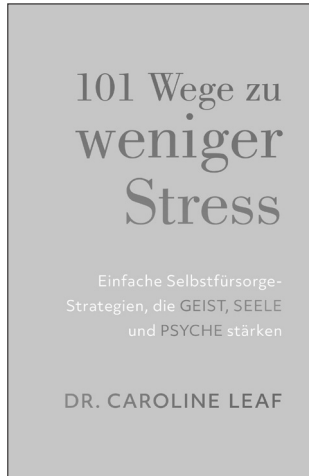
Ein glücklicheres, gesünderes und erfüllteres Leben – und zwar von heute an!

Das, worüber wir nachdenken, hat sowohl physische als auch emotionale Auswirkungen auf uns. Nach Ansicht der Forscher sind die meisten Krankheiten, die uns heute plagen, das direkte Ergebnis eines toxischen Gedankenlebens.

In ihrem Bestseller *Schalte dein Gehirn an* stellte Dr. Caroline Leaf ein Konzept vor, das zeigt, wie man durch korrekte Denkmuster zu besserer Gesundheit und Wohlbefinden gelangt. Hier nun lernen die Leser, wie sie Übungen in ihren Alltag integrieren, deren Ziel ein gesundes, glückliches Leben ist. Ermutigende Texte bieten die richtigen Strategien, um die Vorteile eines entgifteten Gedankenlebens zu nutzen – und das jeden Tag!

Bist du bereit, ein Maximum an Zufriedenheit, Denkfähigkeit und Gesundheit zu erfahren? Dann schalte dein Gehirn an!

379 Seiten, gebunden, ISBN 978-3-95933-164-7
Auch als E-Book erhältlich.



101 Wege zu weniger Stress

Weniger Stress. Mehr Freude.

Eines ist klar: Die Welt wird nicht weniger stressig. Arbeit, Familie, persönliche Verpflichtungen, globale Probleme – unser Leben ist vollgestopft mit Dingen, die unsere psychische Gesundheit strapazieren. So wie unser Körper durch Bewegung und gute Ernährung fit wird, können wir auch die psychische Gesundheit verbessern, indem wir bestimmte Gewohnheiten und Reaktionsweisen etablieren.

Mentale Selbstfürsorge hilft uns, geistige Zähigkeit und Widerstandskraft zu entwickeln, die uns schwierige Zeiten überstehen und alle Lebensbereiche gut meistern lässt.

144 Seiten, Taschenbuch, ISBN 978-3-95933-189-0
Auch als E-Book erhältlich.