

This book encompasses what I have learned as a paraplegic living in the USA. One thing is clear: a happy life directly correlates with health, finances, mental health, hope, purpose, and relationships.

**Steps To Absolute Freedom:
What I Learned While Rolling Around Earth**
By Dr. Fred Stinson III

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STEPS TO ABSOLUTE FREEDOM

What I Learned While Rolling Around Earth

Ride With Me!

Dr. Fred Stinson III

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Chapter 1: Know Thyself

The ancient Greek maxim “**Know thyself**” (Greek: Γνῶθι σαυτόν, gnōthi sauton) was inscribed upon the **Temple of Apollo** in the ancient **Greek** precinct of **Delphi**. This well-known saying, which dates back to the 5th Century BC, has been quoted and analyzed by numerous authors throughout history and given various interpretations.

Initially, the famous proverb's primary meaning was “**know your limits.**” This could refer to understanding the extent of one's abilities, recognizing one's place in the social hierarchy, or acknowledging one's mortality. However, in the 4th century BC, Plato, a significant figure in Greek philosophy, reinterpreted the maxim to mean, broadly speaking, “know your soul.” This marked a significant shift in its interpretation, paving the way for later explorations of self-knowledge.

Over time, Christian, Jewish, and Islamic authors cited scriptural equivalents for this maxim, allowing them to discuss self-knowledge without referencing the pagan inscription. By the Protestant Reformation, Christian theologians generally understood the maxim to emphasize two perspectives: 1. knowledge of the

soul's origin in God and 2. awareness of human nature's inherent sinfulness.

Throughout the 19th and 20th centuries, the maxim 'Know thyself' resonated, taking on additional associations. It was frequently quoted by influential German philosophers and authors such as Kant, Hegel, and Goethe, demonstrating its influence in German philosophy and literature. Furthermore, it was cited as an analog of "tat tvam asi" ("that thou art"), one of the "Great Sayings" of Hinduism, showcasing its cross-cultural significance. In the realm of psychoanalysis, it played a crucial role, interpreted as an injunction to understand the unconscious mind, highlighting its adaptability to modern psychological theories.

So, the origins of "**Know thyself**" are ancient and multifaceted, reflecting both philosophical and cultural dimensions. In my book, you will find maxims I learned while rolling around Earth. I hope they give you some clarity.

Watch out for **Hindsight Bias**. This is the tendency to believe we could have predicted an outcome after learning about it. It is also known as the I-knew-it-all-along phenomenon (Myers & DeWall, 2023).

As the **COVID-19** pandemic began spreading in early 2020, some countries' leaders told their people not to panic over "a measly cold," assured their people that the virus was "very well under control," and

encouraged people to continue to "live life as usual." In hindsight, such misjudgments cost many lives.

Likewise, after the 2021 assault on the U.S. Capitol, it was in hindsight obvious that security officials should have anticipated the attack and the chaos that was pursued.

Life consists of many random events; look out for your next opportunity.

People perceive patterns to make sense of their world.

People find order even in random, unrelated events.

People trust their intuition more than they should; intuitive thinking is flawed. Trust your wisdom. The most reliable source of input is God and Algorithms.

Think: Critically examine your sources and evidence.

Consider: Do not dismiss other voices and ideas.

Improve: Use evidence-based principles to enhance everyday life.

Your lifespan requires a multidisciplinary approach from birth to death. You must make many

decisions that God or a higher power can help you with.

Life has predictable cultural milestones that punctuate human growth through life.

It is your individual variations that give spice to life.

When life transitions appear, you will have to embrace the impact of the transitions.

Ziglar (1998) wrote that true success is measured in eight categories: happiness, health, finances, emotional security, the quality of relationships, family relationships, hope, and peace of mind.

Human Development

Much of human life consists of **fundamental markers** that shape how we develop throughout the lifespan. Some markers are influenced by biological or environmental determinants or an interaction of the two.

Normative Transitions are generally experienced in all cultures around the globe. They can be identified in “developed-world,” “developing-world countries,” and indigenous cultures. Normative transitions are predictable life changes that occur during development. Some normative age-graded influences

are those influences within the life course that are correlated with chronological age, such as beginning to talk, beginning a kinder garden, high school graduation, taking care of the goats or animals each morning, becoming a parent, getting married, starting a career, and retirement.

Non-normative Transitions are unpredictable or atypical life changes that occur during development and the influence on the person is unpredictable. Some examples are unplanned teen pregnancy, cancer diagnosis at an early age, unexpected medical issues, legal issues, loss of a child, loss of parents unexpectedly, widowhood, bankruptcy, job reclassification, and divorce.

Psychosocial transitions are normative in contemporary American society, leaving open the question of the applicability of our conclusions to other cultures. There is a distinction between Change and Transition; for example, not all the myriad changes made by individuals and families over a lifetime fit the definition of transition.

It is proposed that significant life transitions for individuals involve qualitative reorganizations of the self and the inner world, social roles, and close relationships (Cowan & Cowan, 2003). Each transition involves shifts in defining who we are and will become. During transitions, roles change in different ways, such as addition (e.g., becoming a parent), subtraction (e.g.,

becoming a widow), and revision (e.g., job reclassification).

Because transitions disrupt the status quo, the usual individual and family resistance to change may be reduced, and openness to trying new ways of coping may increase. Thus, life transitions signal opportune moments to consider. Preventive or therapeutic interventions could help move families closer to adaptive positions on their life trajectories. Studies have shown that intervention studies provide potential benefits for family processes and the impact of family processes on children's adaptation. Disruptive life transitions and treatment strategies help us understand some mechanisms that explain how family processes affect children's development.

Four significant contexts of development: **cohort**, social class, cultural background, and sex. From birth to death, you will generally have four significant contexts of development, and each stage will have different challenges that you must interact with. Again, these stages begin at home and follow you as you mature into adulthood. The interactions can produce positive and negative outcomes (Belsky, 2023).

My cohort is named "**Baby Boomers**," and my social class and cultural background as an African American consisted of social strife and segregation issues. My assumptions are based on my reality and my perspectives. I am 95% male. Technology

advancements have compelled fewer child workers and more education that set limits for childhood development. The 1960s was a “decade of protest” encompassing civil rights, women, and counterculture movements, emphasizing liberation. I made many mistakes and bad decisions along my journey. I co-signed many ideologies that were not positive and harmed humanity and my culture. I am still struggling with many contextual transitions, yet I am purpose-driven.

Today, most women have careers; we have a high divorce rate, a high number of babies born to single mothers, and lifestyles are going through a period of revolution. Upward mobility has risen. I have witnessed a shift in social class and Socioeconomic (SES). These two factors have altered the trajectory from my childhood to late adulthood. SES is a primary marker that refers to status in education and income ranges. Other generations before me have evolved with their challenges and transitions.

Are you ready for Gen Alpha?

Psychological Models

Erik Erikson (Psychosocial Theory) is the father of **lifespan development**. He believed in psychoanalytic theory; however, rather than emphasizing sexuality, he argued that our primary motivations center on becoming an independent self and relating to others.

He identified eight unique challenges faced at each life stage and built on each other.

Jean Piaget's theory of **Cognitive Development** suggests that children move through four different stages of learning. His theory focuses not only on understanding how children acquire knowledge but also on understanding the nature of intelligence. He argues that we learn through qualitatively different Assimilation and Accommodation growth stages.

B.F. Skinner founded operant conditioning. According to the behaviorist Skinner, the **Law of Effect** determines any voluntary response. He argued that we learn to associate an action and its consequence; thus, if behavior leads to a rewarded response, it is reinforced or learned. If a behavior produces no reward, an unreinforced response leads to extinction. Skinner argued that operant conditioning produces operant behavior (on the environment, producing positive and negative consequences). Animals, like people, can learn from experience, with or without reinforcement.

B. F. Skinner (1983). "I am sometimes asked, 'Do you think of yourself as you think of the organisms you study?' The answer is yes. So far as I know, my behavior at any given moment has been nothing more than the product of my genetic endowment, personal history, and the current setting."

Some examples of operant conditioning in everyday life are: At school - many of Skinner's educational ideals have been made possible with the help of digital learning. At work and in sports - reinforcers are used to influence productivity. In parenting - desired behavior is increased by giving children attention and other reinforcers when they behave well.

Ivan Pavlov discovered that **classical conditioning** is when one learns to link two or more stimuli and anticipate events; it also produces respondent behavior, which is a behavior that occurs automatically as a response to some stimulus. Pavlov's classical conditioning consisted of a neutral stimulus (NS), which evokes no response before conditioning; an unconditioned stimulus (US), which is unconditionally, naturally, and automatically triggers a response like salivation; and an unconditioned response (UR), which is an unlearned and naturally occurring response to an unconditioned stimulus.

Pavlov used conditioned response and conditioned stimulus to elicit behavior. A conditioned response (CR) is a learned response to a previously neutral but now conditioned stimulus. A conditioned stimulus (CS) is an irrelevant stimulus that triggers a conditioned response after association with an unconditioned stimulus. Pavlov's work explored conditioning processes known as acquisition,

extinction, spontaneous recovery, generalization, and discrimination.

Acquisition is the initial stage where one links a neutral and unconditioned stimulus, and a neutral stimulus begins triggering the conditioned response. The stimulus association could be objects, sights, or smells. Extinction weakens a conditioned response when an unconditioned stimulus does not follow a conditioned stimulus. Spontaneous recovery is the reappearance, after a pause, of an extinguished conditioned response. Generalization is the tendency to respond similarly to stimuli that resemble the conditioned stimulus after conditioning, including the generalized fear response. Discrimination is the learned ability to distinguish between a conditioned and irrelevant stimulus.

Pavlov's principles influence human health and well-being in so many areas of everyday life. Classical conditioning is used to assist with medical treatments, drug cravings, food cravings, and an increased understanding of personal emotions.

Psychologist Michael Tirrell (1990) recalled: "My first girlfriend loved onions, so I came to associate onion breath with kissing. Before long, onion breath sent tingles up and down my spine. Oh, what a feeling!" Conditioning helps an animal survive and

reproduce – responding to cues that help it gain food, avoid dangers, locate mates, and produce offspring.

Ecological Model

Bronfenbrenner's Ecological Model believed that a person's development was affected by everything in their **surrounding environment**. Bronfenbrenner (1977) suggested that the child's environment is a nested arrangement of structures, each contained within the next. He organized them to show how much of an impact they have on a child. He divided the person's environment into five levels: the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem.

The ecological model is an all-encompassing perspective on children that stresses the need to embrace various approaches and emphasizes the reality that many influences affect development. This model stresses the need to use many different methods, emphasizes the need to examine how processes interact, and posits that real-world behavior has many different causes. Because the five systems are interrelated, the influence of one system on a child's development depends on its relationship with the others.

The microsystem is the first level of Bronfenbrenner's theory. The interactive factors have direct contact with the child in their immediate

environment. It includes the child's most immediate relationships and environments. For example, a child's parents, siblings, classmates, teachers, and neighbors would be part of their microsystem. The mesosystem is where a person's microsystems do not function independently but are interconnected and assert influence upon one another. The mesosystem involves interactions between different microsystems in the child's life. For example, open communication between a child's parents and teachers provides consistency across both environments.

The exosystem is a component of the ecological systems theory developed by Urie Bronfenbrenner in the 1970s. It incorporates other formal and informal social structures. While not directly interacting with the child, the exosystem still influences the microsystems. For instance, a parent's stressful job and work schedule affects their availability, resources, and mood at home with their child. Local school board decisions about funding and programs impact the child's education quality.

The macrosystem focuses on how cultural elements affect a child's development, consisting of cultural ideologies, attitudes, and social conditions that children are immersed in. The macrosystem differs from the previous ecosystems as it does not refer to the specific environments of one developing child but the already established society and culture in which the child is developing. Beliefs about gender roles,

individualism, family structures, and social issues establish norms and values that permeate a child's microsystems. For example, boys raised in patriarchal cultures might be socialized to assume domineering masculine roles. Socioeconomic status also exerts macro-level influence on children from affluent families, who will likely have more educational advantages versus children raised in poverty.

The fifth and final level of Bronfenbrenner's ecological systems theory is known as the chronosystem. The chronosystem relates to shifts and transitions over the child's lifetime. These environmental changes can be predicted, like starting school or unpredictable, like parental divorce or changing schools when parents relocate for work, which may cause stress.

Historical events also fall within the chronosystem, like how growing up during a recession may limit family resources or during war versus peacetime. Physical and cognitive changes interact with shifting social expectations as children age and enter new environments. For example, the challenges of puberty combined with the transition to middle school impact self-esteem and academic performance.

Aging itself interacts with shifting social expectations over the lifespan within the chronosystem. How children respond to expected and

unexpected life transitions depends on their ecological systems' support.

Kohlberg's Levels of Moral Thinking

Kohlberg posed this moral dilemma, "Is it okay to steal medicine to save a loved one?"

Kohlberg's theory of **moral development** focuses on how children develop morality and moral reasoning. Kohlberg's level of moral thinking embodied three levels and six phases of sequential growth: obedience and punishment vs. instrumental purpose; good boy, nice girl vs. law and order; social contract vs. universal ethical principle.

Preconventional morality is the earliest period of moral development. It lasts until around the age of 9. At this age, children's decisions are primarily shaped by the expectations of adults and the consequences of breaking the rules. This stage involves reasoning to obedience and punishment. The next period of moral development is marked by accepting social rules regarding what is good and moral.

During this time, adolescents and adults internalize the moral standards they have learned from their role models and society. This period also focuses on accepting authority and conforming to the group's norms. There are two stages at this level of morality: instrumental purpose - good boy, nice girl, law and

order. At this level of moral development, people understand abstract principles of morality. The two stages at this level are social contract and universal ethical principles.

These three levels and six stages of moral development are the fundamental structure of Kohlberg's theory.

Social Learning Theory

Cognitive behaviorism (social learning theory) emphasizes the behavioral worldview that children learn by **watching others** and that our thoughts about reinforcers determine behavior. Bandura's (1997) expansion of the social learning theory focuses on charting and modifying people's thoughts. Bandura's social modeling suggests that observational learning occurs by watching and imitating others. Modeling also posits that vicarious reinforcement or punishment helps one anticipate a behavior's consequences in observed situations. Bandura postulated that self-efficacy is an internal belief in one's competence that predicts whether children initiate activities or persist in the face of failures.

Bandura found that brain activity underlies humans' intense social nature. He argued that mirror neurons fire when one performs specific actions and observes others performing those actions; thus, there is a neural basis for imitation and observational learning.

Psychoanalysis

Sigmund Freud (1930) founded the **psychoanalytic** theories approach to psychology. Freud examines unconscious drives to explain human behavior. Freud believed that the mind is responsible for conscious and unconscious decisions and is the primary basis of psychological drives. The id, ego, and super-ego are three aspects that comprise a person's personality. Freud believed people are "simply actors in the drama of their minds, pushed by desire, pulled by coincidence. Underneath the surface, our personalities represent the power struggle deep within us.

Freud cites that man connects with the world around him through feelings manifested from the ego. The ego governs autonomous feelings and energy directed inward. The ego is limited to an unconscious mental entity that serves as a kind of façade. The façade declares that a man in love would defend that "I" and "you" are one and are prepared to behave in such a manner. Another assumption is that a dynamic pathology exists between man's ego and the external world. Freud states there are cases in which parts of a person's body, perceptions, thoughts, and feelings appear alien to the inner self.

Freud reflected on human development from infancy to adulthood. He asserts that an infant's ego continuously evolves throughout its life span, and

although the ego is present in adulthood, it is not the same as it was as an infant. He describes an infant's first ego excitatory object, his mother's breast milk. This object is outside the infant, and his screams prompt its reappearance, thus forming a connection between the ego and the object. He postulates that these kinds of frequent experiences command sensations of pleasure and avoidance of pain; the outcome is the formulation of the pleasure principle.

The **pleasure principle** is a tendency to separate from the ego everything that can become a source of pure pleasure. Freud states that the pleasure ego cannot escape rectification through experience. Here, he posits that people are unwilling to give up objects because they get pleasure not from the ego but from the object. Therefore, man comes to learn the procedure for obtaining internal and external pleasure through deliberate direct sensory activities and muscular action. He cites that an infant can differentiate between pleasurable and unpleasurable sensations.

In Freud's psychoanalytic theory of personality, the **reality principle** strives to satisfy the id's desires in realistic and socially appropriate ways by weighing the costs and benefits of an action before deciding to act upon or abandon an impulse. At the adolescent stages of development, Freud cites that man's inability to cope with unpleasurable excitations leads to pathological disturbances.

Freud uses his psychoanalytical model to describe the interaction between the ego and the external world throughout one's lifespan. He cites that the ego fluctuates from a narrow to a sharply demarcated feeling of maturity. Thus, the ideal ego precisely experiences limitlessness and a bond with the universe—an "oceanic feeling."

Freud also discussed the preservation of mental life and the retention of memories. He cites that memories throughout life are not entirely annihilated or destroyed. He introduces the term memory trace, saying that no memory man has formed can perish—that everything is somehow preserved and can be brought to light in arbitrary circumstances.

Psychosexual Stages

Five stages represent Freud's theory of psychosexual development. According to Freud, each stage occurs within a specific time frame of one's life. If one becomes fixated on any of the four stages, one will develop personality traits that coincide with the specific stage and its focus.

Oral Stage - The first stage is the oral stage. An infant is in this stage from birth to eighteen months of age. The focus in the oral stage is pleasure-seeking through the infant's mouth. During this stage, the need for tasting and sucking becomes prominent in producing pleasure. Oral stimulation is crucial during

this stage; if the infant's needs are unmet during this time frame, he or she will be fixated on the oral stage. Fixation in this stage can lead to adult habits such as thumb-sucking, smoking, over-eating, and nail-biting. Personality traits can also develop during adulthood that are linked to oral fixation; these traits can include optimism and independence or pessimism and hostility.

Anal Stage - The second stage is the anal stage which lasts from eighteen months to three years of age. During this stage, the infant's pleasure-seeking centers are in the bowels and bladder. Parents stress toilet training and bowel control during this period. Fixation in the anal stage can lead to anal retention or anal expulsion. Anal retentive characteristics include being overly neat, precise, and orderly, while being anal expulsive involves being disorganized, messy, and destructive.

Phallic Stage - The third stage is the phallic stage. It begins at three and continues until the age of six. Now, sensitivity becomes concentrated in the genitals, and masturbation (in both sexes) becomes a new source of pleasure. The child becomes aware of anatomical sex differences, which sets in motion the conflict of jealousy and fear, which Freud called the Oedipus complex (in boys). Later, Freud scholars added the Electra complex (in girls).

Latency Stage - The fourth stage is the latency stage, which begins at six and continues until eleven. During this stage, there is no pleasure-seeking region of the body; instead, all sexual feelings are repressed. Thus, children can develop social skills and find comfort through peer and family interaction.

Genital Stage - The final stage of psychosexual development is the genital stage. This stage starts from eleven onwards, lasts through puberty, and ends when one reaches adulthood at eighteen. The onset of puberty reflects strong interest from one person to another of the opposite sex. If one does not experience fixation in any of the psychosexual stages, once he or she has reached the genital stage, he or she will grow into a well-balanced human being.

Freud proposed a set of defense mechanisms in one's body. These defense mechanisms occur so one can hold a favorable or preferred view of themselves. For example, in a particular situation, when an event violates one's preferred view of oneself, Freud stated that the self must have some mechanism to defend itself against this unfavorable event, known as a defense mechanism. Freud's work on defense mechanisms focused on how the ego defends itself against internal events or impulses regarded as unacceptable to one's ego. These defense mechanisms are used to handle the conflict between the id, the ego, and the superego.

Defense Mechanisms

The defense mechanisms are as follows: 1) Denial is believing that what is true is false 2) Displacement is taking out impulses on a less threatening target 3) Intellectualization is avoiding unacceptable emotions by focusing on the intellectual aspects 4) **Projection** is attributing uncomfortable feelings to others 5) Rationalization is creating false but believable justifications 6) Reaction Formation is taking the opposite belief because the true belief causes anxiety 7) Regression is going back to a previous stage of development 8) Repression is pushing uncomfortable thoughts out of conscious awareness 9) Suppression is consciously forcing unwanted thoughts out of our awareness 10) Sublimation is redirecting 'wrong' urges into socially acceptable actions.

Freud found that our defenses are not under our conscious control, and our unconscious will use one or more to protect us from stressful situations throughout our lifespan. These defenses are natural and normal, and without them, neurosis develops, such as anxiety states, phobias, obsessions, or hysteria.

I genuinely appreciate Freud's work and its usefulness in overcoming neuroses. In Chapter 9, I share what I have learned about changing maladaptive behaviors and neuroses. I encourage you to read more

about his theories and use them wisely to build a healthy and prosperous life.

My psychology books tell me that personality is a personal and individual quality that makes one person different and act differently. Personality is an individual's physical, intellectual, and emotional structure and includes abilities, interests, and attitudes. I encourage you to develop a pleasant personality. Sustainability matters to me because people from a happier and healthier environment are better and promote a safer community.

When you put on the uniform of **God**, you not only represent you, your family, an idea, a trend; You live to be more than your family, an idea, a trend; You represent a Team, a Loving family, a Caring idea, a Universal trend that honors the true God. Fred Stinson III

Erik Erikson (Psychosocial Theory)

Life Stage	Primary Task
Infancy (birth to 1 year)	Trust vs. Mistrust
Toddlerhood (1 to 2 years)	Autonomy vs. Shame and Doubt
Early childhood (3 to 6 years)	Initiative vs. Guilt
Middle childhood (7 to 12 years)	Industry vs. Inferiority
Adolescence (13 to 21)	Identity vs. Role Confusion
Early adulthood (21 to 40)	Intimacy vs. Isolation
Middle adulthood (45 to 65)	Generativity vs. Stagnation
Late adulthood (65 to 120)	Integrity vs. Despair

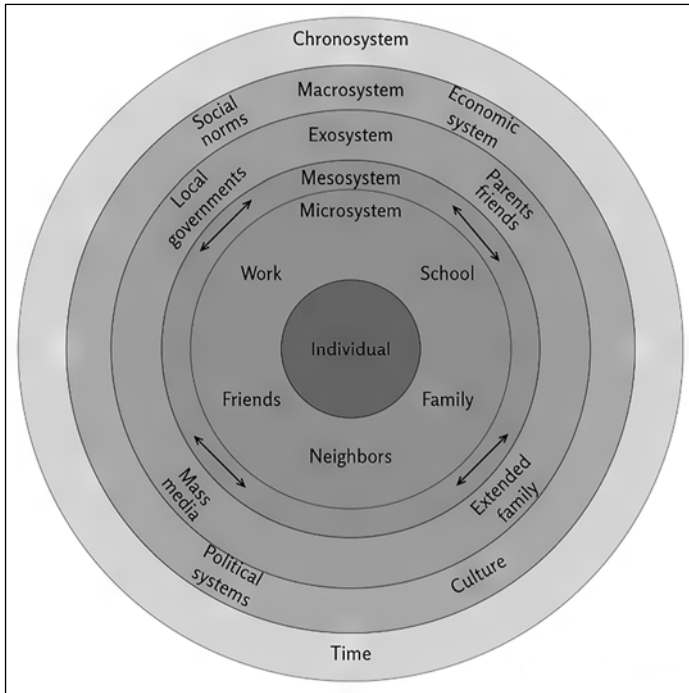
Jean Piaget's Cognitive Development Theory

Age	Stage	Description
0-2	Sensorimotor	Baby manipulates objects and learns the basics of physical reality, which ends with language development.
2-7	Preoperational	Perceptions are captured by their immediate appearances. "What they see is what is real." Belief inanimate objects are alive, learn conservation.
7-11	Concrete operational	Develop a realistic understanding of the world, thinking as adults, and understanding concrete objects.
12+	Formal operational	Reasoning is at its pinnacle: hypothetical, scientific, flexible, fully adult.

Kohlberg's Levels of Moral Thinking

Level (approximate age)	Focus	Example of Moral Reasoning
<i>Preconventional morality</i> (before age 9)	Self-interest; obey rules to avoid punishment or gain concrete rewards.	"If you steal the medicine, you will go to jail."
<i>Conventional morality</i> (early adolescence)	Uphold laws and rules to gain social approval or maintain social order.	"We are supposed to take care of our loved ones, so you should steal the drug."
<i>Postconventional morality</i> (adolescence and beyond)	Actions reflect belief in basic rights and self-defined ethical principles.	"People have a right to live."

Bronfenbrenner's Ecological Systems Theory



Life Principles

You can learn a lot from a **dummy**. Why go through unnecessary pain?

The U.S. Department of Transportation (USDOT) used modeling and vicarious reinforcement to get people to "buckle up." They employed Vince and Larry (test dummies) to impact seatbelt use significantly. They did a longitudinal study to track America's tendency to buckle up: 14% in 1984 versus 90.7% in 2019. This is over six times the increase from where they started! Spiritually Belt Up!

Intrinsic motivation: A desire to perform a behavior for its own sake. It has been shown that excessive rewards can destroy intrinsic motivation.

Extrinsic motivation: A desire to perform a behavior to gain a reward or avoid a punishment.

Prosocial Behavior: An intent to benefit others is a social behavior that "benefits other people or society as a whole," "such as helping, sharing, donating, cooperating, and volunteering." Some prosocial models have prosocial effects (e.g., Gandhi, Martin Luther King, Jr., activists, parents). One common theme in prosocial behavior is that effectiveness is related to consistency in actions and words.

Forgiveness is the process of dealing with your past. You can forgive others for wrongdoing, which will tremendously affect your future. The person who damaged your past will negatively impact your present and influence your future unless you forgive him or her. Forgiveness is the wisest choice.

Everyone has 24 hours a day, 60 minutes an hour, and 60 seconds for every minute. This factor forces us to an inevitable and inescapable conclusion: We have got to make our time work for us. Time is perishable and non-negotiable; we must produce every second.

It is a fact of life that you need to know where you are and where you are going. To get where you want to be, you must **set goals** and develop a plan of action to reach them.

David G Jenkins from UCLA School of Medicine surveyed the people who attended public seminars. He divided them into two groups: (1) Those who set goals and developed a plan of action to reach them and (2) those who took no specific action to set their goals.

The goal-sitters earn an average of twice as much per month as the non-action Group. Not surprisingly, the action group tended to be more enthusiastic, more satisfied with life and work, happier in marriage, and healthier overall. It helps to know where you are going.

In his book *Thought Tool*, Rabbi Daniel Lapin gives us this insight.

Overcome your inhibition to talk to yourself. Speak passionately to yourself. Prepare speeches of you and say them aloud. A winning mindset is the consequence of hearing. Words that penetrate right to the core of personality.

If we listen to others being maligned, our relationship with the vilified individual is forever altered despite our disinclination to believe what we hear. Listening to gossip usually leaves us feeling dissatisfied with our spouse, children, employees, friends, and life in general. Speaking gossip usually leaves us feeling less worthy. Words penetrate deep into our souls and cannot be erased or ignored.

If we truly wish to believe something, we should tell it to ourselves audibly rather than think about it silently since we remember far better than when we hear it. Since we remember far better than what we hear, reading aloud increases our vocabulary, fluency, and range of ideas. Above all, it inspires!

I have observed people for many years; here is a general **observation**.

A local speaker was lecturing at a local university; it was open to the study body. The speaker arrived and started his lecture as scheduled. One-third of the students were attentively listening. The other two-thirds were reading, texting on their phone, or pretending to be asleep.

The local television station had heard that the speaker was speaking at the university and sent a camera crew to get media shots. They walked down the left-hand aisle, came onto the stage behind him, and started filming the entire student body as they listened to the presentation. An interesting phenomenon took place. One hundred percent of the students became alert, sat up straight, and were enormously attentive. The spotlight was on them!

In life, the spotlight is always on all of us. We are all obligated to moral ethics, civil responsibility, and community concerns. Hence, put down your cell phone or distracting devices and learn to **STAY IN THE MOMENT**. Do not let yourself get caught being unaware of your behavior. Conduct your life as if the camera is on and the mic is open; we will live in the moment with integrity. The picture we have of ourselves as we live will be the character based on a non-hypothetical persona. We will not have to apologize or explain tomorrow what we did today.

Seven years ago, an article in the New York Times pointed out that many people have every reason to be **pessimistic** about themselves. If they were poverty-stricken as a child, had been abused and neglected, felt no love, and had never had a word of encouragement, etc., then no wonder they are harmful.

What can you do if you fit into this category? First, you accept that failure is an event, not a person, that yesterday did end last night, and today is a brand-new day. Second, you must understand that you are what you are and where you are because of what has gone into your mind. When you change your thinking, you change your actions; when you change your actions, you change your future. So, the question is, what do you put in your mind?

Make it a point to read books that are optimistic and upbeat. Attend seminars and other upbeat, optimistic people. Listen to motivational and inspirational media at home and in your car. In a matter of days, your thinking will slowly and perceptibly shift. In a matter of months, you will be firmly headed in the right direction with goals carefully written down and a good chance of reaching them.

This is the way young people are lured into drug and alcohol traps. Early on, some drugs and alcohol make a person feel good, and they enjoy the feeling after a few trips. On these drugs and alcohol, however,

they begin to lose their symptoms, and their sense of perspective, and their drugs have less and less effect. This leads them to indulge in more robust, more critical, potent drugs. Moreover, he or she is then hooked.

The story's moral is that people want to give little or nothing and get a lot. A more successful formula is to give a lot, and you will get a lot in return.

Cut the ties to everything that is holding you back Family, friends, negativity, regrets, failures, comfort zones, alcohol, drugs...etc. Cut Them!

I seek strength, not to be greater than my brother, but to fight my greatest enemy - myself. Native American Prayer

You must decide many times daily to experience absolute freedom. Fred Stinson III

The **Truth** will not *always* set you free. The truth can be the catalyst for inner change, followed by the effort to make change happen. Fred Stinson III

Steps To Absolute Freedom

You Can Learn A Lot From A Dummy



**WHY GO
THROUGH THIS?**

**YOU COULD LEARN A LOT FROM A DUMMY.
BUCKLE YOUR SAFETY BELT.**

A Public Service Message   U.S. Department
of Transportation

Chapter 2: Child Development

At the writing of this book, most prenatal development and the **newborn** were transmitted by sexual intercourse. Epigenetically, the process (a) sperm cells (male) surround an egg (female); then (b) as one or more sperm penetrates the egg's jellylike outer coating, a series of events begins that will cause sperm and egg to fuse into a single cell. If all goes well, that cell will subdivide repeatedly to emerge nine months later as a 100-trillion-cell human being.

The conception and birth process involve chromosomes, structures made of DNA molecules that contain the genes; DNA (deoxyribonucleic acid), a molecule containing the genetic information that makes up the chromosomes; and the genome, which is complete instructions for making an organism and consists of all the genetic material in that organism's chromosomes.

Various professionals play a crucial role throughout the prenatal and child development journey. Medical doctors, including obstetricians-gynecologists (OB/GYN) and obstetrics-gynecologists (DO), provide comprehensive care for women, their reproductive organs, and overall health. On the other hand, developmental scientists are dedicated

researchers and practitioners who meticulously study the human lifespan from birth to late adulthood. Their collective efforts contribute significantly to our understanding of child development, a specific scientific study of development from birth through adolescence.

Prenatal Development

Prenatal development happens in distinct stages: first, the Zygote is a fertilized egg that enters two weeks of rapid cell division and develops into an embryo; the second stage is an embryo-developing human organism from about two weeks after fertilization through 8 weeks. The embryo grows and develops rapidly, and at 40 days, the spine is visible, and the arms and legs are beginning to grow; the third stage is the fetal development of a human organism from 9 weeks after conception to birth. By the start of the ninth week, when the fetal period begins, facial features, hands, and feet have formed. As the fetus enters the sixteenth week, its 3 ounces could fit in the palm of your hand.

Prenatal and the Universe

As Plato cited, studying the universe conversely has revealed much about prenatal development. For example, we know that teratogens are agents, such as a chemical or virus, that can reach the embryo or fetus during prenatal development and cause harm, such as

Fetal alcohol syndrome (FAS). Many things can influence prenatal development, and many variables can affect our universe.

Infancy and Childhood

Once the infant begins to expand, the **maturation process** begins to unfold. Maturation is a biological growth process that leads to orderly, independent changes in behavior. Developmentalists have found that humans have a critical period for exposure to certain stimuli or experiences for proper development; however, they argue that brain development does not end with childhood.

An enriched environment (baby talk, smile, laughter, play) leads to enriched cognition (brain cell), the mental activities associated with thinking, knowing, remembering, and communicating. Unfortunately, impoverished environments impoverish brain growth. Erikson termed this initial stage (infancy to 1 year): Trust vs. mistrust. He argues that infants develop a sense of essential trust if infancy's needs are dependably met.

Attachment Differences

The psychologist Harlow's landmark studies found different types of **attachment**. For example, baby monkeys clung to the cloth-covered "mother," which provided contact comfort; however, they leaned over to

feed from the wire-mesh “mother” – vividly refuting the behaviorist idea that infants become “attached” to the reinforcing stimulus that feeds them. Harlow argues that a child’s need for affection is greater than the need for food and that the primary attachment figure is crucial for healthy development.

Developmentalists have also learned a lot about attachment differences. Harlow posits four types of attachment. **Secure Attachment** occurs when the mother is present. Infants play comfortably and explore their unfamiliar environment. When she leaves, they become upset; when she returns, they seek contact with her. Sensitive and responsive mothers have infants who are securely attached.

Either anxiety or avoidance of trusting relationships marks Insecure Attachment. Anxiously attached infants may cling to their mothers. They may cry loudly when she leaves and remain upset for prolonged periods. Infants are less likely to explore their surroundings. There are three subsets of insecure attachments: (1) Avoidant – the child is unresponsive to the caregiver. (2) Anxious-ambivalent: the caregiver cannot calm the child. (3) Disorganized attachment – the child seems frightened or behaves bizarrely when the caregiver arrives.

The Love Hormone

Oxytocin is a natural hormone that manages key aspects of the female and male reproductive systems, including labor, delivery, lactation, and human behavior. Your hypothalamus makes oxytocin, but your posterior pituitary gland stores and releases it into your bloodstream.

Once the baby is born, oxytocin helps to move milk from the ducts in the breast to the nipple and to foster a bond between mom and baby. Our bodies also produce oxytocin when we are excited by our sexual partners and when we fall in love with an object like a dog or cat. That is why it has earned the nicknames "love hormone" and "cuddle hormone."

Toddlerhood

Erikson argues that toddlers (ages 1 to 3) in the Toddlerhood stage of development are in a stage of **Autonomy, Shame, and Doubt**. This is a period in which a child is introduced to socialization and self-regulation skills. Researchers have found that exuberant, joyful, and fearless toddlers find socializing more difficult.

Temperamentally friendly childrearing strategies for socializing a rambunctious toddler for parents are to offer positive guidance, foster positive guidance with a calm, clear, limiting setting, arrange the child's

environment to suit their temperamental style, minimize vulnerabilities, and accentuate strengths. Parents avoiding power assertion is a critical step in assisting the socialization of rambunctious toddlers. Developing and providing the right temperament—The fit of socialization between caregiver and child is essential.

Developmental Psychology

Continuity and stages present the issues and studies encompassing a child's development. Development is a slow, ongoing process of maturation guided by instructions programmed into people's genes. Stages focus on the forces and interests affecting individuals at different points.

Stability marks one's personality as one age. Changes, however, can take place anywhere throughout the lifespan and give the individual their identity. The ability to change offers individuals hope for a brighter future. It lets them adapt and grow with experience.

Early Childhood

Early childhood is staged between ages 3 through kindergarten, and middle childhood is between ages 7 to 12. During these stages, children develop unique human social cognitive skills, the ability to reflect on their actions, and the ability to read the minds of others.

Erikson calls the 3 to 6 years the age of exploration, which is termed Initiative versus Guilt and involves skill testing. Middle childhood, aged 7 to 12, is termed industry versus inferiority, which consists of following adult reality and working toward desired wants.

Brain Development

Brain development is slow-growing, and the frontal lobes spearhead the growth of middle childhood achievements. The cerebral cortex, myelin sheath, synaptogenesis, and visual and motor cortices neurons are other brain increases. Early and middle childhood have cortexes of a notable size compared to other species. Our mammoth frontal lobes make humanity unlike any other animal on earth.

The **Frontal lobes** lying just behind the forehead are involved in speaking, muscle movements, making plans, and judgments. The Parietal lobes at the top of the head and toward the rear receive sensory input for touch and body position. The Occipital lobes at the back of the head include areas that receive information from the visual fields. The Temporal lobes above the ears include regions that receive information from the ears.

The human brain consists of the Brainstem, the Oldest and innermost brain region responsible for automatic survival functions; the Medulla, which is the Base of the brainstem and controls heartbeat and breathing; the Pons, which helps coordinate movement

and control sleep; the Thalamus, the brain's sensory control center; and the Reticular formation, a network running through the brainstem and thalamus that plays a vital role in controlling arousal.

The cerebellum, known as the "Little brain," is situated at the rear of the brainstem. It aids in the judgment of time, discrimination of sound and texture, and emotional control. It helps coordinate voluntary movement and life-sustaining functions and processes and stores memories of things that cannot be consciously recalled.

The **Limbic System** is the neural system between the oldest and newest brain areas. It is associated with emotions and drives and includes the amygdala, hypothalamus, and hippocampus.

The central nervous system (CNS) consists of the brain and spinal cord, and the peripheral nervous system (PNS) consists of sensory and motor neurons connecting the CNS to the rest of the body. The PNS controls the autonomic nervous system, which controls the more autonomous (or automated) internal functions; its sympathetic division arouses and expends energy, and its parasympathetic division calms and conserves energy, allowing routine maintenance activity to take place within the brain.

Principles of Physical Growth

Both the Early and Middle encompass the cephalocaudal principle. The **cephalocaudal principle** states that growth and development follow a pattern that starts with the head (age 3-6) and then proceeds to the rest of the body – head to toe (age 7-12). The Head region starts growth at first and is followed by other organs. The child gains control of the head region first, then the arms and the legs as they get taller. This stage also involves the Mass-to-specific principle, which is the development and perceived progress in fetal development from random joint movements to coordinated joint movements.

Two types of physical development are found within these two stages: fine and gross motor skills. Fine motor skills can be observed when boys compete with girls in sack races, but girls outperform boys in school skills.

Cognitive Development

Piaget's **cognitive development** model calls this state preoperational and concrete operational thinking. In preoperational thinking (3 to 7 years), children are locked into immediate appearances and inability to step back and think conceptually. Concrete operational thinking (8 to 11 years) children have developed logical reasoning abilities. Children can perform conservation

tasks in concrete operational thinking for number, mass, volume/liquid, and matter.

Piaget also found that children's perceptions about people were incongruent. Children lacked identity constancy, animistic thinking, use of artificialism in conceptualization nature, and were egocentric.

Vygotsky's **zone of proximal development** (ZPD) argues that children learn best when adults create instruction that matches their capacities. He found that adults use scaffolding to promote independent performance and that education is a collaborative, bidirectional learning experience. Vygotsky's ZPD argues that scaffolding allows current competence to grow to potential intellectual competence.

Language Development

One of the most profound and critical cognitive development of early and middle children is their language acquisition. Avram Noam Chomsky, an American professor, is called "the father of modern linguistics." Chomsky's work helped us understand the "**blank slate**" concept. He helped develop cognitive psychology with his essays critiquing B.F. Skinner. His work in linguistics has influenced computer science and advanced the field of artificial intelligence. He and others have postulated that developing speech is required from the interaction of the below language tasks.

- Phonemes
- Morphemes
- Mean length of utterance (MLU)
- Syntax (grammar)
- Semantics
- Overregulation
- Overextension/underextension

Emotional Development

Typically achieved around age 4 or 5 (universally), early and middle children develop a theory of mind, which is understanding that other people have different beliefs and perspectives from their own. False belief tasks often measure this.

Brain imaging of Theory-of-Mind and Autobiographical Memory found that thinking about ourselves and decoding other people's emotions involves distinctive (but closely aligned) brain areas. A worldview also influences this thinking, whether it is collectivist or individualistic. Separate brain areas light up when reflecting on self, liked, or disliked others. Attitudes about self concerning others mirror the brain's physical architecture. More astonishing brain-imaging found that thinking about yourself and family members activates the same or more separate brain regions, depending on whether you have a collectivist

(interdependent) or individualistic (self-oriented) worldview.

Researchers found other good benefits from exploring the theory of mind. Children with superior theory of mind skills demonstrate a stable social advantage with age. Theory-of-mind abilities are linked to sharing and helping to predict emerging conscience. Children with theory of mind are more reluctant to cheat, dislike inequity, and are less prejudiced against minority groups. Theory of mind helps promote character and is critical for healthy development.

Emotional regulation is enhanced in middle childhood. Emotional regulation skills involve controlling feelings, tendencies, and self-esteem distortions. Externalizing tendencies include denying reality, acting on immediate impulses, and behaving disruptively and aggressively. Internalizing tendencies involve learned helplessness, intense fear, social inhibition, and depression.

Harter identified five areas related to **self-esteem** in Middle Childhood: (1) Scholastic competence, (2) Behavioral conduct, (3) Athletic skills, (4) Peer likeability, and (5) Physical appearance. Researchers found that promoting realistic self-esteem involves enhancing self-efficacy, emphasizing effort,

encouraging realistic perceptions, and providing accurate feedback.

Aggression

Early and Middle Childhood must cope with **aggression**. Aggression is any hostile or destructive act toward another. Types of aggression are proactive—hostile acts to achieve a goal, reactive—hostile acts carried out to harm, and relational—hostile acts to harm a person’s relationship. Aggression in childhood is rejection by teachers and peers in school, a hostile worldview, and reactive-aggressive, in which children may think differently in social situations.

Bullying is moral disengagement in action. Bullying occurs when one or more children (or adults) harass or target a specific child for systematic abuse. Bully - victims are exceptionally aggressive children (with externalizing disorders) who repeatedly bully and get victimized. Cyberbullying is an increasing trend and is defined as systematic harassment conducted through electronic media, public, and anonymous.

Why do children bully? Research has found that children bully because of revenge, recreation, social rewards, and peer reinforcement. Preventing bullying and helping rejected children involves an appreciative audience, class norms that support or reject relational rejection, and bullying-prevention programs that work

more effectively to avoid normative relational aggression.

Taming excessive aggression techniques include avoiding punitive and shaming discipline, encouraging socialization of prosocial behavior, and understanding that early acting-out and risk-taking behavior may predict adult competence in the right environment.

Social Development

Eight or more hours are spent engaging in early and middle development play. Play is the work of early childhood. Exercise play involves running and chasing behavior, exercises physical skills, rough-and-tumble play, and excited shoving and wrestling. Play is biologically built into being male.

Pretending (fantasy play) begins pretending, emerges in later infancy, and is facilitated by mothers. Collaborative pretend play starts around age 4, involves fantasizing with another child, and can continue until early adolescence. Gender-segregated play differences are found in the social skills of boys and girls. Boys excitedly run around; girls calmly talk. Boys compete in groups and live in a more exclusionary, separate, and rigid world. Girls play collaboratively in smaller, more intimate groups. Boys' life view in a more exclusionary, separate world.

Another valuable stage in Middle Childhood is the development of prosocial behavior, which consists of sharing, helping, and caring actions. This includes Empathy—feeling the exact emotion of another; sympathy—feeling up for a person needing help; moral disengagement—rationalizing or justifying a moral act; and Induction—getting a child to empathize for causing pain to another.

Friendships with others are the proving ground for relationships. **Friendships** are vital during middle childhood, protect and enhance the developing self, and teach emotional and conflict management. Friendships are built on shared similar interests, morals, values, and trustworthiness. Kohlberg's pre-conventional morality (before age 9) argues that children's moral thinking is focused on self-interest by obeying rules to avoid punishment or to gain concrete rewards.

Mourning a Child

The death of a child can be more upsetting than any other loss or transitional shift. It can alter one's state of being because it is an **off-time event**. Many parents experience survivor guilt, receive unwanted simplistic advice, and expertise redemption sequence.

Here are five ideas to help parents deal with the death of a child. Discussing death with a child during the final weeks can help parents avoid any regrets.

Sharing hands-on care during the final days can be rewarding. Feeling that healthcare providers are caring and supportive can help relieve some of the pain. Consider the child's developmental stage and look at the child's life situation. Next, interventions should involve a multifaceted, community-centered approach – doctor, psychotherapist, and support groups.

Conclusion

Today, child development trajectories based on previous psychological theories are similar. Outside play and socialization have shifted because of technology and video play. Organic food is rare and expensive. The ingredients on today's packaging are made using "**Bioengineering.**" Parents choose 2-3 children; few prominent families have 6+ children. Child labor laws are enforced; thus, newspaper routes and lawn care services, once done by children to buy bikes and toys, are performed by adults earning a living. Parents are relying on technology to limit the natural process of having children.

My Childhood Story

My childhood was within the normal range of developmental milestones. I had a loving mother and father who gave birth to 11 children; I was the fourth oldest, with an older sister who died at age 2. We had a wonderful time growing up together. During my early development, my maternal and paternal grandparents

initiated and cared for me and taught me social mannerisms and graces.

As an initiative African American child, I was always eager to try new activities and experiences without fear of failure. I quickly learned what I could and could not control; if I made a mistake, I tried again. I played and generally did what was necessary, even without conscious reasoning. My mother taught me how to pray, seek God's guidance, laugh, and love; there was no limit to what she did.

My childhood included chores. My chores included house cleaning, feeding chickens -free range, washing clothes in a kettle, shelling peas, hoeing garden, and racking yards, all tasks I learned from watching my grandparents and parents. I learned how to milk a few cows from a neighbor. One grandparent had an outhouse for pooping.

My theory of mind was standard yet somewhat influenced by more collective features. I understood that my parents, siblings, and community had different beliefs and thoughts about me and their expectations. I was industrious, and my self-esteem was within the normal range. I developed average competence skills from active scaffolding that grew to potential intellectual competence.

I experienced a secure attachment and many oxytocin highs when my mother, father, and dog

reappeared. I developed an autonomous personality, and it has remained stable. The play was big in my childhood, and I had many siblings. We were always creating and engaging in playing what seemed like a thousand active (hiding-seeking, Captain May I, hopscotch, biking, riding, dancing, etc...) games. Fantasy play was also significant. In the 1960s, acting out parents' roles, TV characters, and cartoon characters were regular socialization. After midnight, there were no television channels available.

My brain, language, cognitive, emotional, and social development was within the normal range of child development. I started elementary school and finished middle school with my cohorts. During my middle school years, I attended 3 to 4 different schools; thus, my social group and friendships grew considerably. I dished out bullying and received some.

In middle childhood, I had stable emotion regulation and was skillful at controlling feelings while monitoring my tendencies. I externalized some ideas, acted on immediate impulses, and, at times, behaved disruptively and aggressively. Due to my immediate family size, I internalized not having certain privileges. My self-esteem was within normal range. I experienced no learned helplessness, intense fear, or depression.

My ecological system was stable, dynamic, and sometimes questionable. My father, a military man,

had an above-average work ethic. My mother worked and taught me through nurturing and scaffolding. I was raised in a village with all systems correcting and disciplining members of our neighborhood. My environment was evolving as I was introduced to family and community incidents. When I arrived in the seventh grade, I was introduced to segregation and conflicting racial relationships between Caucasians and African Americans.

Aggression was normal in my neighborhood, school, and community. I experienced no unusual trauma; however, my parents experienced the death of their first child (off-time event) shortly after my birth in 1957. Near the end of my childhood, I had lost both my maternal and parental grandparents. As a child, I did not understand death, but it had visited my community many times and was celebrated as a homegoing.

Life Principles

Children pay more attention to what you do than what you say. Psychology 1101

To little boys and little girls, **love** is spelled T-I-M-E.

Kids go where there's excitement. They stay where there's love.

The great violinist Issac Stern was asked if talent is born. The question was about Stern's outstanding performance. He responded that talent is born, but musicians are made. Becoming a great musician requires incredible discipline, hard work, and skill.

No matter how great the talent or other field of endeavors, unless the individual is personally disciplined, much of the potential will remain just that - potential.

Discipline refines fire, turning talent into ability. You will get more done if you only crack the whip at yourself. Tie discipline to commitment, and it becomes an irreversible decision that you will do what most people won't today so you can have tomorrow what most people can't.

Our creative imagination can solve many problems. So, when faced with a dilemma, encourage your inner child to use that creativity to produce healthy solutions.

Many of us remember the movie *Stand and Deliver*, the story of Jamie Escalade, an immigrant from Bolivia who taught at Garfield High School in inner-city Los Angeles. He accomplished remarkable resources with students known to be especially difficult to teach. If we treat others as if we were the failing John Does, chances are dramatically better than they would be compared to idle, pessimistic teachers; an empathic mindset would improve their performance.

You have **two parents**; each has two parents and a total of four parents. Before that, you had eight great-grandparents, 16 great-great-grandparents, and 32 great, great great grandparents. If you persuade and pursue that line and allow an average of 25 years between generations, that will mean that 500 years ago, there were 1,048,576 people on Earth involved in your production.

Now, if you calculate the average investment of time expended by our parents, teachers, the farmers who raised the food you have eaten, and the workers who produced the automobiles you were riding in, the number increases even more. Now add the combined schools, churches, office buildings, grocery stores,

department stores, etcetera, where you work and trade, the workers who paved the street, the doctor who cared for you, and the dentist who provided your day. The dentist who provided your dental care and the authors who wrote the books you've studied and read. The figure gets to be impressive.

When you consider it for a moment, you are the only one who can use the education and ability that all these people have contributed to you. You have a tremendous responsibility to make their investment pay off, right?

The great basketball legend and champ Michael Jordan has accomplished much in his lifetime. His basketball accomplishments have been well-documented by writers worldwide. Jordan has shown in his documentary that his greatness is vicariously incurred.

In 1997, a classic demonstration of team spirit occurred between the Chicago Bulls and the Utah Jazz. Jordan received a pass and then distributed the ball to Steve Kerr, who dropped in a 17-foot jump shot from behind the three-point line for three points. Kerr's shot won the game and ended the series. We all must remember that individuals score points, but teams win games.

Self-esteem: The way that you feel about yourself. That feeling of your worth influences every facet of your life.

Faith: This is your attitude toward God or your Higher Power. It will influence your attitude toward your fellow man and family members.

Hope: What is your attitude toward your future? Alfred Adler, the psychiatrist, said hope is the foundational quality of all change; it is the excellent activator. It gets people moving toward an objective. Hope is the realistic expectation that something good is going to happen.

Often, we are not even fully aware of our thoughts or do not realize they are negative. Our thinking becomes habitual; we become so accustomed to responding to situations with disdainful or judgmental thoughts that we do not even register how these thoughts inform our feelings and behavior.

The Thrill of Victory and the Agony of Defeat are defining moments in life. Fred Stinson III

Children Live What They Learn

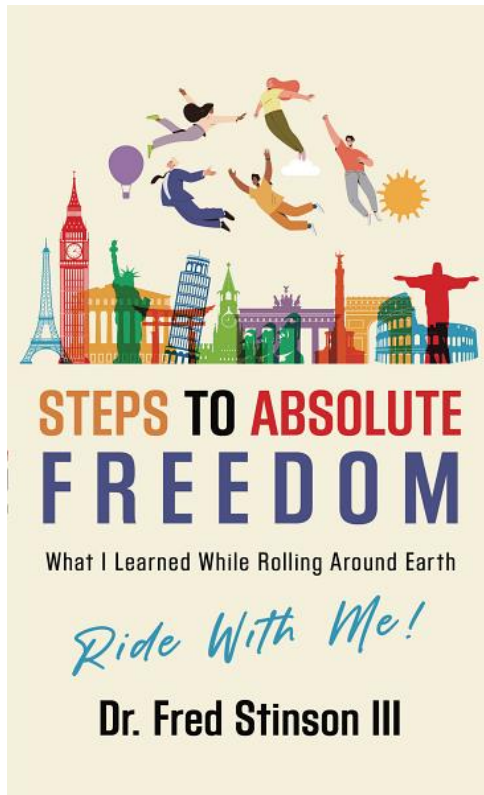
If a child lives with criticism,
 He learns to condemn.
If a child lives with hostility,
 He learns violence.
 If a child is ridiculed,
 He learned to be shy.
 If a child lived with shame,
 He learned to feel guilty.
If a child lives with encouragement,
 He learns confidence.
 If a child lives with praise,
 He learns to appreciate.
If a child is treated with fairness,
 He learns justice.
 If a child lives with security,
 He learns faith.
 If it's our lives with approval,
 He learns to like himself.
If a child lives with acceptance and friendship,
 He learns to love the world.

Dorothy Law Nolte

Surround yourself with the inspired, the passionate, the motivated, the grateful, the open-minded, the honest, and the loyal.

Our Most Precious Assets: Children





This book encompasses what I have learned as a paraplegic living in the USA. One thing is clear: a happy life directly correlates with health, finances, mental health, hope, purpose, and relationships.

**Steps To Absolute Freedom:
What I Learned While Rolling Around Earth**
By Dr. Fred Stinson III

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