

APEX[®]

**BIOEDUCATIONAL
TECHNOLOGY[™]**

Lighthouse School, Inc.

APEX Model



SEGMENT #1: APEX WHEEL

The first segment of the APEX experience consists of the integrated use of the fifteen methodologies of the APEX wheel for activating the beginning of the biodevelopmental progression. When this first segment is used successfully, insight is cultivated, internal changes are precipitated, and integration occurs. The illustration of the APEX wheel shown to the right represents the fifteen methodologies as proportionately equal, although the successful application of APEX is highly contingent upon methodological flexibility and creativity.



Consistency is the center of the APEX wheel and refers to experiential homogeneity. The purpose of consistency is to promote generalization so that the benefits from the experiences that occur during the first segment of APEX can be leveraged for subsequent collateral application. Consistency and the generalization that it produces are essential features of context treatment—the team-oriented design of APEX Bioeducational Technology.

Self-Exploration Process: Help children to become familiar with their feelings and corresponding needs.

Relationship Advancement Process: Build quality relationships based on mutual investment and love. Show children that you care deeply for them and that they can trust you.

Conflict Resolution Process: Emphasize the notion that conflict, a manifestation of incompatible needs among two or more people occurring at the same time, represents a positive opportunity for constructive and beneficial outcomes.

Motivation Mobilization Process: Provide children with abundant biodevelopmentally conducive extrinsic rewards that can eventually be internalized in the manifestation of intrinsic motivation.

Objectivity Refinement Process: Foster in children the capability to interpret experience in unfiltered, actualistic and realistic ways.

Social Responsibility Process: Provide opportunities for children to understand and express their individuality in the context of successful participation in a pluralistic world.

Need Awareness Process: Encourage exploration of self and others to a depth at which needs, the central core of human experience, are revealed.

Transpersonal Constancy Process: Build a strong distinction between self-worth and deeds.

Authenticity Induction Process: Form relationships with children that involve honesty, transparency and sincerity.

Communication Enhancement Process: Teach effective communication skills as a means of strengthening the quality of relationships that the child has with other people.

Values Clarification Process: Build character by helping children to make sound and objective decisions about important aspects of life experience.

Attitude Adjustment Process: Praise what children have already accomplished and express your confidence in their future success.

Contact Complementation Process: Transmit acceptance and success using words in combination with transpersonal gestures of warmth and approval.

Self-Concept Calibration Process: Help children build a strong and objective notion of self by better understanding who they believe they are, how they imagine others perceive them in social contexts and what aspirations they hold for the future.

Identity Development Process: Use children's first names as often as possible, especially in association with positive accomplishments and other indications of self-establishment.

SEGMENT #2: INTEGRATION

Integration refers to the intrinsic process of personality fortification. As the fifteen APEX methodologies contained in the wheel express their combined effect in the first segment of the APEX experience, a dualistic paradigm shift occurs. First, the child begins to acquire a more comprehensive, objective, and expanded notion of self and is empowered to more confidently self-explore and eventually acquire or deepen self-love. Authentic self-love is a necessary precursor of love for another. Second, the child is provided with relationship enriching experiences that result in more awareness of and gratification of needs, both involving self as well as other. As a result, personality strengthens because higher self-appraisal and enhanced need gratification both promote improved efficiency within the personality structure—the amount of energy required to operate the personality is consequently diminished. A surplus of psychic energy is then yielded for sponsoring insight and other productive applications.

SEGMENT #3: INSIGHT

Insight in biodevelopment is defined as “the constructive interpretation or reinterpretation of some aspect of self/other experience.” Simply stated, insight consists of “learning something new about yourself or other people that you didn’t know before.” Insight is regarded as a very critical segment of the APEX experience. In the bioeducational process, the emphasis is upon recognizing and capitalizing upon the virtually infinite number of experiential opportunities that occur every single day. This practice provides ongoing access to valuable insight that supports improved self-awareness as well as more productive engagement with other people.

SEGMENT #4: EIGHT DIMENSIONS

Life represents sequential segments of time in which experiences intersect with interpretations. As these intersections occur, accrued experience affects interpretation and evolving interpretation further affects experience. All of this occurs within a matrix of eight interconnected dimensions of experience, each of which is influenced by all of the other dimensions of the matrix. The APEX experience provides children with the opportunity to thoroughly explore these eight dimensions.

DIMENSIONS	SPIRITUAL	AFFECTIVE	TEMPORAL	SOCIAL	COGNITIVE	SENSORY	PHYSICAL	BEHAVIORAL
INITIAL MANIFESTATIONS	Belief	Feeling	Orientation	Attachment	Reasoning	Perception	Health	Activity
ADVANCED MANIFESTATIONS	Universality	Awareness	Being	Intimacy	Wisdom	Interpretation	Wellness	Intention

Spiritual: The Spiritual Dimension of biodevelopment involves opportunity for attachment. The initial manifestation of this dimension is belief and the advanced manifestation is universality.

Affective: The Affective Dimension of biodevelopment involves emotion. The initial manifestation of this dimension is feeling and the advanced manifestation is awareness.

Temporal: The Temporal Dimension of biodevelopment involves time. The initial manifestation of this dimension is orientation and the advanced manifestation is being.

Social: The Social Dimension of biodevelopment involves interaction—the dynamic interplay between the self and other people. The initial manifestation of this dimension is attachment and the advanced manifestation is intimacy.

Cognitive: The Cognitive Dimension of biodevelopment involves thinking and information processing. The initial manifestation of this dimension is reasoning and the advanced manifestation is wisdom.

Sensory: The Sensory Dimension of biodevelopment involves the relationship between a person and their use of sight, sound, touch, taste and smell in experiencing elements of the outside world. The initial manifestation of this dimension is perception and the advanced manifestation is interpretation.

Physical: The Physical Dimension of biodevelopment involves the body. The initial manifestation of this dimension is health and the advanced manifestation is wellness.

Behavioral: The Behavioral Dimension of biodevelopment involves action. The initial manifestation of this dimension is activity and the advanced manifestation is intention.

SEGMENT #5: IRA

IRA is an acronym for Identify, Redefine and Amplify. This triadic application segment refers to the practice of metaphorically “stopping time.” As opportunistic dimensional experience is identified in the normal day-to-day course of the child’s activities, the child is encouraged to closely examine the experience (i.e., identify), conceptualize the meaning of the experience in a different way (i.e., redefine), and then appreciate the value or significance of the experience at a much deeper, more biodevelopmentally relevant, level (i.e., amplify). As this process repetitiously occurs over time, the child’s capacity to interpret and benefit from what might otherwise be considered mundane experience expands. This expansion yields much higher probabilities of biodevelopmental achievement because the child acquires a new set of experiential interpretation skills that eventually become self-utilized. This new set of skills fortifies the child’s biodevelopmental achievement and thereby provides the child with a much greater likelihood of attaining optimal life success.

SEGMENT #6: FOUR FOUNDATION PROCESSES

As the nine segments of the APEX experience unfold, the child participates in a graduated journey of self and other exploration. They encounter new experiences and information that help them to integrate their personality, they discover new insights, they realize that there are eight dimensions of life experience and they learn to closely examine experience and glean intricate details of advantage from the experience. They then become increasingly more adept at capitalizing on their experience as they prepare for the rest of their journey toward the destination of optimal life success. Assimilation, accommodation, discrimination and generalization are the foundation processes, the powerful means by which the capitalization of experience occurs. The child is helped to take the insight gleaned from selected experience and apply the insight in these four foundational ways that will extract the maximum possible benefit from the experience. The four foundation processes are therefore the mechanisms by which insight is converted into functional formulations that advance the child’s biodevelopment.

Assimilation: Assimilation refers to the capacity to interpret and learn new experience. Assimilation is the foundation process that helps a child to maximize the functional value of an insight by ensuring that the child has objectively interpreted and learned the practical meaning of the insight.

Accommodation: Accommodation refers to the capacity to change in response to prevailing experience. Accommodation is the foundation process that overrides homeostatic inertia, promotes internal transformation and represents an important prerequisite for functional adaptation.

Discrimination: Discrimination refers to the capacity to interpret distinction. Discrimination is the foundation process that counterbalances the tendency to anticipate experiential redundancy—to approach present and future experiences with the expectation that it will replicate past experience.

Generalization: Generalization refers to the capacity to convert specific experience to broad-based experience. As children learn to decipher experience, they have a tendency to encapsulate the insight derived from the experience into a context-specific perception. Generalization is the foundation process that converts this tendency for context specificity into a proclivity for context expansive functional insight that has been learned.

SEGMENT #7: FUNCTIONAL ADAPTATION

Functional Adaptation is the capacity of a person to engage with the environment in constructive and successful ways. This occurs as insight is converted from the abstract to the actualized form via the four foundation processes. There are many important qualities that a person may possess that are very useful in terms of the success of their lives. Among the most important of these qualities and skills are insights, thoughts, feelings, needs, opinions, ideas and beliefs. Although these qualities are very important, they are in and of themselves very limited. Their usefulness is derived from their application potential—the extent to which they can be transformed into real life experiences consistent with constructive and successful outcomes. This application proficiency represents the essence of functional

SEGMENT #8: BIODEVELOPMENT

Biodevelopment is the segment of the APEX experience that refers to the cross-dimensional and fully actualized process of life achievement. It represents the total measure of a person’s ability to be intrinsically and functionally successful in the world. A major principle of APEX Biodevelopmental Theory is that biodevelopment is not static—it is never predetermined or locked at a certain level. Rather, biodevelopment can constrict or expand according to the variability of experience to which an individual is exposed.

SEGMENT #9: OPTIMAL LIFE SUCCESS

Optimal Life Success refers to the highest manifested state of biodevelopment—a state in which a person reaches the maximum degree of cross-dimensional achievement possible according to their inherent potentials. Optimal life success is defined by character-qualifying features such as enlightenment, self-awareness, social consciousness, values refinement, empathic sensitivity, and moral development. Other relevant features of optimal life success include family, community, vocational and social orientation. These are the substantive features of people that define authentic biodevelopment—not the simplistic, materialistic and oftentimes narcissistic features of life achievement that have become common indices of success in western culture. The individual who has achieved advanced biodevelopmental expansion supportive of optimal life success has a healthy character structure predicated upon an objective, integrated, balanced, and mutualistic engagement with the world which supports a lifestyle of authenticity and an orientation toward righteousness.

OVERVIEW

APEX is a unique bioeducational, or life educational, program consisting of an integrated set of application protocols that promote positive biodevelopment, or positive life development. APEX is an acronym for Assimilated Personal Enrichment Experiences.

Positive biodevelopment is the growth and expansion of a person's inherent capabilities. It occurs as a person encounters beneficial experiences that extend over a period of time. A person experiencing advanced biodevelopment is objective, balanced, integrated, self-aware, interpersonally proficient, socially responsible, highly motivated to pursue productive goals and very capable of successfully negotiating the broad spectrum of life's diverse challenges.

APEX Bioeducation is the experiential process that facilitates positive biodevelopment. APEX Bioeducation consists of APEX experiences that are provided in the life simulation contexts of school settings. Exploring and understanding self and self/other relationships are very important elements of these experiences. The complex interrelationships that link a child's personal experiences with other people's experiences are at the core of the bioeducational experience.

The power of APEX is derived not from one or more of its nine individual application segments, but from their combined utilization. Although the nine segments are depicted as sequential for instructional purposes, their utilization can best be regarded as developmentally flexible. The experiential process of APEX generally follows the sequence of the nine segments, but a child's participatory level could correspond to different segments at varying times depending on individuated circumstances. Segments can therefore be sequential, reversed, repeated or temporarily skipped, but the child must ultimately become experientially proficient in each of the first eight segments for the final segment of optimal life success to become fully manifested.

The most powerful interfering factor in the achievement of positive biodevelopment is unresolved conflict involving either the self alone (unresolved intrapsychic conflict) or the self and another (unresolved interpersonal conflict). Unresolved conflict arises when needs are not gratified. Needs (and the corresponding feelings that arise from them) are regarded in APEX theory as representing the most lucrative targets of treatment—this is because needs are foundational in that they determine much of the quality of a person's life. The resolution of conflict occurs via its inevitable reenactment within the self/other character of the APEX experience. As the underlying conflicts affecting the child are systematically re-enacted, a cluster of changes occurs that sponsor insight. The accumulation and functional manifestation of incremental insight is a primary means by which APEX facilitates positive biodevelopment. Functional manifestation of insight occurs via a process called functional adaptation, the seventh segment of APEX. Functional adaptation is the capacity of a person to engage with the environment in constructive and successful ways and represents an important prerequisite for the eighth segment—biodevelopment—to fully materialize.

APEX Bioeducation and the positive biodevelopment resulting from it help children to better and more objectively understand themselves, to be more successful in interpersonal relationships, more proficient in resolving intrapersonal and interpersonal conflicts, have higher academic achievement, be more positive and optimistic, be better able to understand the links between cause and effect, to acquire more civic consciousness, to behave in functionally productive ways, to formulate more stable and constructive value systems and to be more highly motivated to confront productive life engagement.

The central dynamic feature of APEX application is consistency generated as a result of context-based experiences provided by a team-oriented approach. Consistency is the glue that holds the many APEX application protocols together to produce its many beneficial outcomes. APEX Bioeducational Technology is an effective way to provide children with both augmentative and compensatory experiences that foster their improved aptitude for successfully mastering the inevitable challenges of life

Lighthouse School, Inc.

25 Wellman Avenue, North Chelmsford, MA 01863-1334

(978) 251-4050

www.lighthouseschool.org

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