

Brief notes on Music Students helped by Thought Field Therapy (TFT)

LH /RH= Left Hand/Right Hand

PR =Psychological Reversal

#### Typical PR examples shown in Musical Performance

These are available from me, on manuscript paper, for anyone interested.. The examples would typically involve confusion relating to reversing of clefs, up/down regarding direction of pitch, (sharp/flat), LH/RH, sequencing of letter names, particularly going down ('backwards') from C.

#### SIGHT READING

Sight Reading PR mistakes in the LH (sometimes RH) include the examples as above. PR often shows up in the area of Sight Reading because there has been no prior practice, as such, of the particular piece and therefore no self-correction of reversal has taken place before or during the 'performance'.

#### SELF CORRECTION OF REVERSAL MISTAKES

Self- correction of PR mistakes on music practised may have been corrected due to, for example, the sound being strange or checking of notes in the learning process.

If there has been no self-correction of PR when practising music, such a well-practised mistake will occur during the 'performance'.

#### OTHER MUSICAL PROBLEMS HELPED WITH TFT

These include lack of agility of fingers, keyboard geography, rhythmical/co-ordination problems and problems giving visual cues to their accompanist to co-ordinate the performance.

#### SUMMARY

The students/performers are often confused as to what is causing their difficulties and after correction of PR, or tapping TFT sequences, they find the playing easy/feel calm/relaxed. In some situations they may not even realise that their fingers are now going to a different and correct note after treatment.

I have helped many Music Students get good results using TFT or TFT VT with Dr Colin Barron for emotional problems such as guilt, frustration, anger, fear and trauma as well as toxin identification and treatment (see below).

Help with all of the above has improved their musical performances as is already well known in TFT.

#### MUSIC EXAM PREPARATION

The following are brief notes of case studies of Music Students who I used TFT with to help them prepare for aural (ear) tests for Music Examinations.

I often have a very short amount of time to teach students to sing in tune/be able to clap in time to music etc. The speed and effectiveness of TFT makes this possible.

PR problems showed on singing tests involving up/down ie high/low in pitch

Once PR was corrected or the 7 sec treatment/tapping sequences were given, the student would be able to sing in tune./ the pitch was now accurate

TFT has also been very useful for helping with students' emotional problems in the aural tests, such as by giving them tapping sequences to overcome embarrassment, fear and anxiety. In some cases, treating for embarrassment enabled the student to sing in tune without practice or further instruction.

#### CASE STUDIES-INVOLVING TOXINS

The following cases are those where Individual Energy Toxin identification was used either with TFTdx or TFT Voice Technology (VT)

PR mistakes were evident and were corrected without musical practice after doing the 7 sec treatment or after avoiding the identified toxin(s).

#### Case 1 Alzheimer's/ Rheumatoid Arthritis

I observed PR mistakes with LH notes. The student/client felt that they were not making progress. NB Piano practice at home was not done at any stage. They had anxiety and depression, partially as they were told by Dr that they 'had lost all their memory'. After Toxin identification and avoiding chocolate, eggs and foundation (make-up cream), there were no PR mistakes and it enabled the student to improve emotionally as well as

with agility of fingers/ability to use correct fingering/keyboard geography/ability to read music due to improved eyesight.

Case 2 Multiple Scleroses (MS)

After avoiding the identified toxin of milk, finger work/agility was much improved.

Other cases of effective toxin treatment:

Case 3 confectionary and chips

Case 4 hair gel

Case 5 deodorant

Case 6 sugar and chips

Case 7 various

Case 8 deodorant

Case 9 various

Case 10 chocolate

Case 11 deodorant

Case 12

I (the 'disabled' teacher!) was having trouble with one student helping them with Rhythm in performance. Their parents did not want me to use TFT with them. Coincidentally their dentist advised them to stop consuming sugar as it was causing dental problems. Since then, the student has had no rhythmical problems on the piano.

Due to me being able to recognise PR through their musical performance, I usually know myself, BEFORE confirming with the student, whether they have avoided the identified toxin.

CONCLUSIONS

Through recognising PR and other problems in musical performance, the potential of the musician can be realised and in so doing, their emotional and physical health, together with their academic ability can also improve, as well as their musical performance!

One parent's comment before using TFT. 'shall I stop the piano lessons as my child is finding it difficult?'

Thanks to TFT and its developer, Dr Roger Callahan, I feel I have become a more 'able' Music Teacher!

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