Multisenzorické prostredie a senzorická deprivácia v terapii recepčných defektov

Multisensory environment and sensory deprivation in the treatment of reception defects

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Abstract

This article deals with two types of alternative therapy and treatment methods. They are considered to be used in media education, in the treatment of reception defects, such as abuse, narcosis, neurosis, frustration, fetishism and superimposition. Purpose of this article is to summarize and discuss not only these media reality reception defects, but also to object them in two ways – multisensory environment within special pedagogic treatment, sensory deprivation within alternative psychiatric therapy (dark therapy, chamber and floating tanks, meditation, holotropic breathing, neuro-linguistic programming, etc.). Methodology in this study is to consider them as using media in the way of organic reception and therefore included in media anthropology, education and ethics. Within media reality a system reception feedback is needed, therefore the method “anything goes” for this use is explained. The aim of this article is to bind alternative media based methods with the research of reception of the media reality and the outstanding media anthropological issues: therapy, education, ethics, philosophy, etc. The scientific aim not only of this study, but also of author’s whole work is to sustain the whole – media anthropological view – by using partial methods for media reality analysis and proving its relevance in disputing other theories being enclosed within media discourse. Also the ethics – code of dealing with technological extensions of human competence – the media – is a part of the organic reception. As the conclusion a need of such kind of research, education and treatment is objected and the examples of author’s effort are explained. There is strongly recommended to create and use other media anthropology based equipment: Hitchhiker’s Guide to Media Reality, A Chronicle of Abused media, blogs, a textbook, etc.

Keywords: (5-6 words) media anthropology, reception, ethic, education, therapy

JEL Classification: D83, I21, Z18

Introduction

Figure 1: Illustrative image from the webpage of Music club Styx (source: <http://club-styx.cz/music-club.html>) explaining in the form of reception instruction: “Interior and the atmosphere of the Styx Club encourage the wild happenings, resonating at waves of superior non-commercial electronic music. Simply, parties as sensual as wine, which we by the way have from traditional barrels.”

A discotheque (Figure 1) could be definitely described as a media anthropological phenomenon: it has now reached forms dispersed from a field, (free) open-air party, through classic indoor music club concept to multisensory rooms used in snoezelen therapy for disabled people. Surely, they use the same method: construction of environment, a specific media environment. And they use either sensory deprivation or specific engagement or multisensory activation and controlled sensory experiences to treat receptional defects (inability or unwillingness to engage with environment) and to increase motivation and engagement. It may be – at both sides of this therapy bridge – trivialized, that the use of a controlled multisensory or multimedia system within the “regular, daily” multimedia environment is a relaxation, *recreational* type of activity and this is considered to be such a vulgarization and mystification of simple and archaic mechanisms treating the reception of media reality, that one other could be added: the reception of media reality is/is not controllable – e.g. in the media discourse there is a constant debate about feedback – it arose to a research of biofeedback to a message (G. Maletzke), reception (S. Hall), even to a research of the common consciousness (quoted in the example: Global orgasm for piece, <http://www.globalorgasm.org>):

“The Global Consciousness Project, an international, multidisciplinary collaboration of scientists, engineers, artists and others (<http://noosphere.princeton.edu>), maintains a network of Random Event Generators, known as EGGs, located around the world. These EGGs produce streams of random numbers, which go measurably less random during attention-focusing events such as the World Trade Center tragedy, large antiwar protests,

natural catastrophes, acts of war and mass meditations. Thus, collective human consciousness can be measured to have a global effect on matter and energy.

According to their web site, the GCP's purpose 'is to examine subtle correlations that reflect the presence and activity of consciousness in the world. We have learned that when millions of us share intentions and emotions, the GCP/EGG network shows correlations. We can interpret this as evidence for participation in a growing global consciousness. It suggests we have the capability and responsibility for conscious evolution.'“

These are definitely types of knowledge assessment and organization, such as traditional and well described pedagogy, which will be described in a sense of media education later in this study and newly introduced concepts of snoezelen multisensory rooms and other media reception treatment methods will be added.

Author of this study was through his professional experience with media reality led from a linguistic inquiry (Kosmály 2007) and general linguistic discourse (master thesis on Nominalization), through rhetoric and persuasion research (Kosmály 2006, 2008a, 2008b, 2008c) and the reviewing function (Kosmály 2005) to the research of myth, reception and feedback (Kosmály 2010, 2011a, 2011b) and conducted mere research and educational activities – during his employment at the Comenius university at Prague (UJAK) in academic year 2009 – 2010 he wrote a textbook *Mediální osmonoh (Media octopus)* in order to provide his Czech students with the knowledge base required for the understanding of media and language communication, the essence of marketing, ethics and education and the frame of media anthropology. The personal and scientific shift in authors “knowledge base” is evident; from the problem of the text and its system (literary reality) and its quotation – for the language scientist a quotation apart from the “language reality” is called as from “the para-lingual” universe – to research of language mechanisms (myth production, review orientation) and the reception of media reality, media system (ideology, education, organic reception, epistemic competences). A leading theme, a leitmotiv of author's study is named in his doctorate thesis as “the reception instruction in the media reality” and explained as “a function of the system to instruct the recipient about qualities of the content” and a mechanism of the content propagation, reproduction and reception ending with its *re-creation*.

1. Methodology

As mentioned, the problem of quoting the content of media reality has to be solved. Media anthropology trivially symbolized through Marshall McLuhan's message “*The Medium is The Message (event. Massage, Mass Age, Mess Age)*” could only solve the problem of scientific methods *created* within discourses of the traditional, Saussure linguistics and the superiority of the written form of communication, but *re-created* within the age of mass production and content re-production in various communication discourses and various forms, with the thesis of McLuhan's contemporary, Paul Feyerabend representing the essence of media system (reality): “*Anything goes*”.

It is highlighted, that in use of media reality and treatment of various reception defects this method was used in order to achieve a recreational, relaxing effect as well as the creational – re-creational effect: reception reaction with the use of epistemic competences (based at organic reception). This idea is evident, because the author of this study is able, in his actual media reality, quote alike an existing use of controlled use of media reality, also the use of constructed multisensory environment either for disabled or dis-engaged people and the *ethos* (legitimization) of this use: to let them, or to lead

them, treat receptional defects, missing or dysfunctional competences related to daily multisensory activation in media reality and environment. Paul Pagliano, the front man on the field of using multisensory room as a therapy tool for children with profound multiple (learning) disabilities, wrote in his foreword to Susan Fowler's book *Multisensory Rooms and Environments. Controlled Sensory Experiences for people with Profound and Multiple Disabilities* (Fowler 2008, p. 9) this: "A key idea behind the use of multisensory rooms and controlled sensory environment is for them to act as a catalyst, to provide a kick start to sensory engagement, thereby motivating the person with profound multiple disabilities to want to continue to engage in multisensory experiences in the community. Different people experience the world in different ways."

That is simply the point of dealing with media: to receive and review them in a form of organic, systemic reception, what is by Paul Pagliano understood as: "the necessity for a controlled sensory experience arises when a person cannot or does not engage with the regular environment in meaningful ways."

Concerning the relation between (hu)man and media, its understanding, the type of knowledge transfer acting besides and within the discourse we accent the role of outstanding, applied competences: epistemic competences of understanding the content and re-viewing it for educational purpose/knowledge transfer. As such, for example, "a reviewing competence" could be researched and measured, as well as educated with other media competences overriding, transcending the common literacy (Kosmály 2011b): "Interpretation is more than the reading, publishing is more than the writing, persuasion, argumentation and commenting is more than the speech, critical 'not listening (to)', disobedience, is more than the listening and the organic reception is more than thinking". Organic reception stands out from the concept of completed reception process of the literary communication (Miko; Popovič 1978) and from other communication and media theories and models discussed as prophetic for media anthropology (Kosmály 2011a), especially receiver's reception (Hall 1973, Holub 1984, Heilbrunn 1996) and in the sense of systemic feedback to a system (Ajaya 2000), a step of completing the reception process with a reaction based at orientation and meta-communication, ethics, education, etc. Herbert Marcuse, a critical theorist, proposed that the language (he has not precisely named it, but was thinking of it as a medium, system and form of reality) as a half-point of knowledge process was robbed of its autonomy, critics and demonstrative power, the dialectic character of the original language reminding the tension between "is" and "supposed to be" (simply, the matter of ethics) is suppressed/repressed and the "new language" insists on shortcut-ing (cutting, pasting, thanks to the computer program MS Office everyone is involved, everyone is a surgeon - *of own language*), identifying person/object with its function, etc. (Marcuse 1972, p. 91). The *indoctrination* and *manipulation* causes and supports one-sided (one dimensional, linear) thinking and behavior (in the surrounding multidimensional environment) and a *false-consciousness*, that "is immune against own falseness" (Marcuse 1972, p. 43). As a linear and causal understanding of consumption leading to destruction of that consumed has described the regular, "marketing and mass" consumption B. Heilbrunn in his study *IN SEARCH OF THE HIDDEN GO(O)D - A philosophical deconstruction and narratological revitalization of the eschatological metaphor in marketing* and suggested the opposite of it as "a narratological revitalization", when there "...the consumption no longer refers to an act of destruction effected by the consumer, but rather to an 'experience' in which the priority is given to affective and emotional factors" (Heilbrunn 1996, p. 124), because as Heilbrunn adds, and this could be mystified as a slogan for media anthropological research of the

media reality reception: „Consumption is more a construction of meaning than a destruction of products.“

Reception defects are mentioned in this study and their research is proposed. Therefore a brief outline should be here manifested: uncritical fixation and addiction, fascination and illusory profile, identity or consciousness based on a projection (neurotic form of it – introjection) that is deeply legitimized – put in a frame – with superimposition, perceptual illusion and a deformation of consciousness in the manner of implanting to one’s experience, what he/she remembers from previous perception (reception) and so the perception (reception) is distorted and finally the perceived thing appears to be different than it is. As S. Ajaya explains in his book *Psychotherapy East and West* Shankara in his work *The Quintessence of Vedanta* characterized superimposition as qualities of single objects, that we imagine as being present in something other (Ajaya 2000, p. 98). So we constructed and presented a simple model of the organic reception (Kosmály 2010, 2011a, 2011b) based on the systemic feedback to two-step process of mystification – called by R. Barthes exnomination and described as in his book *Mythologie* as a process of focusing either on the empty denotate, the full (second) denotate and on the signification and the final sense (Barthes 2004, p. 126-127). Our model is explained via two-triangle reversible signification process (Figure 2):

Figure 2: Organic reception as reversing ex-nomination

The place marked as the „differential“ is the place of balance, equilibrium within sympathy and antipathy with media, where the ethical conative relationship building attendance to media reality is created – the humane understanding.

2. Background and the therapeutic use

The concept of snoezelen multisensory experience dates itself in the 1970s and the concept of sensory deprivation into 1954’s development of the isolation tank by John C. Lilly and later 1970s studies (Zubek *et al.* 1969). More information may be obtained from public sources, such as the webpage <http://www.snoezeleninfo.com/history.asp>, that states: “The concept of SNOEZELEN was defined in the late 1970s by two Dutch therapists, Jan Hulsegge and Ad Verheul while they were working at the De Hartenberg Institute in

Holland, a center for people with intellectual disabilities. At the Institute's annual summer fair, Hulsege and Verheul set up an experimental sensory tent filled with simple effects such as a fan blowing shards of paper, ink mixed with water and projected onto a screen, musical instruments, tactile objects, scent bottles, soaps, and flavorful foods. It was a tremendous success, especially with low-functioning clients who demonstrated positive verbal and non-verbal feedback. The therapists called this multi-sensory experience 'snoezelen', a contraction of the Dutch verbs 'snuffelen' (to seek out or explore) and 'doezelen' (to relax)." Paul Pagliano and other authors focus on the controlled environment with multisensory stimulation and name it multisensory environment (MSE).

The origin of the sensory deprivation experience was to create an environment totally isolated from external stimulation and to seek a relation between consciousness and brain. Peter Suedfeld wrote in 1969 as summarizing *Sensory deprivation: Fifteen years of research* in same named book that, "The group which in 1951 developed the experimental sensory deprivation technique (in their case, homogenous light and sound...) was directed by Professor D. O. Hebb. While the immediate stimulus for the research was an interest in Russian and Chinese 'brainwashing', measures were taken of intellectual, perceptual, affective, motor and electroencephalographic, as well as attitudinal, changes. The results, widely and rapidly disseminated, led to important modifications in motivational and neuropsychological theory - including Hebb's own - in establishing the active as well as reactive tendencies of human beings" (Zubek et al. 1969, p. 9). According to the mentioned publication, a common effect of the former sensory deprivation experiments was an increased "susceptibility to external influence, including both primary suggestibility and persuasibility" because the subject being „at loose ends, without guidelines for his behavior, unable to concentrate, and in a state of stimulus- and information-hunger“ (Suedfeld In Zubek et al. 1969, p. 166). The effects of short-term and extended or forced deprivation differ: exposure to a partially sensory deprived environment may have relaxation, meditative, effects, but an extended deprivation can result in „extreme anxiety, hallucinations, bizarre thoughts, and depression“ (Stuart Grassian's *Psychiatric effects of solitary confinement* through Wikipedia source http://en.wikipedia.org/wiki/Sensory_deprivation). The sensory deprivation used as a restricted environmental stimulation therapy (REST) may include two types: a chamber REST or a floating REST.

The second one (Figure 3), "Flotation consistently leads to relaxed alertness, decreased negative and either stable or somewhat increased positive affect... and psychophysiological signs of lowered stress and activation..." as reported by Peter Suensfeld and Eric Eich (Suedfeld; Eich 1995, p. 321).

Figure 3: Floating tank

Source: http://en.wikipedia.org/wiki/Sensory_deprivation

The first one, the chamber REST is nowadays represented via dark room, dark chamber sensory deprivation technique – it consists of controlled therapeutically led stay in total darkness.

There is reported, that fewer than 10 per cent by the chamber therapy and fewer than 5 per cent by the floating therapy leave before ending the session (according to the quoted Wikipedia entry and sources mentioned there). Within both techniques, there are reported visual, mental and cognitive hallucinations – they are obviously discussed as “misidentifying”, but concerning the Pagliano’s statement about supporting role of the multisensory controlled environment in continual engagement with regular environment and reporting, that in some uses of dark chamber REST or holotropic breathing therapy, reminisced “traces” are being “transcended” via mandala or image creation – so the role of hallucinations may be a part of therapeutic work (leading, discourse). However, the Wikipedia entry quotes another source and conclusion: “According to the *Journal of Nervous and Mental Disease* the hallucinations are caused by the brain misidentifying the source of what it is currently being experienced, a phenomenon called faulty source monitoring.” (Mason, O; Brady, F. The psychotomimetic effects of short-term sensory deprivation. In *Journal of Nervous and Mental Disease*, 2009, Issue 197/10, p. 783-785 quoted through Wikipedia under http://en.wikipedia.org/wiki/Sensory_deprivation#cite_note-negativesense-11). But the same text mentions, that floating therapy was studied for stress and pain reduction, aiding in the cessation of smoking (25% of REST patients achieved long term abstinence, in combination with other methods long term abstinence of 50% and combined with weekly support groups long term abstinence of 80% patients), alcoholism (in conjunction with educational messages patients after 2 hours of REST treatment reduced alcohol consumption by 56% in the first two weeks).

Regarding the scope of our study, we propose to research within themes of media abuse, media education and ethics of dealing with media, as a problem of reception defects, the problem, if the smoking possible is a kind of media abuse behavior and a reception defect: form of uncritical fixation at the medium (cigarette substituting, ex-nominating, the plant tobacco). In the sense of achieving organic reception the use of media reception therapy method based on controlled sensory experience in combination with media education would be suitable. Deprived as well as treated and healed could be any competence or need, in the form of a restriction, restricted environment and as the textbook for psychotherapy study at Charles University in Prague, Czech Republic, accents, “*psychotherapy tends to be effective here by needs at risk, that are significantly psychosocial nature, such as conduction of a meaningful life or the need for a positive emotional feedback*” (Vymětal et al. 2004, p. 30-31, translation PJK). Deprivation at an early age could result in anaclitic depression or separation anxiety – so the consequences of forced deprivation may be the same as causes, these controlled sensory experiences are treating, as well as the consequence of consuming, linear reception behavior may cause fixation or narcosis and be treated with rising epistemic competence and engaging through organic reception. Fusion is the target of elder, psychoanalyst based “anaclitic therapy” (Zubek et al. 1969, p. 12-13), but in this paper the systemic character of response to system is accented. A distinction between “anaclitic and introjective” patients is tied with behavior stereotypes, but characterizes two basic situations, where the reception and recipient of media reality could end: “*The anaclitic or dependent personality style is characterized by fears of being abandoned. These individuals, often lonely and helpless, have a desperate need to be loved, cared for, nurtured, and protected.*

Desperate to avoid endangering interpersonal relationships, they avoid conflicts and seek fusion, synthesis, and harmony on emotional, intellectual, and interpersonal levels. They tend to use avoidant defenses (e.g. denial and repression) and are very aware of and focused on their environment. By way of contrast, the introjective or self-critical-personality style values individuality and self-control. Interpersonally aggressive and self-assertive, they emphasize a sense of identity: achievement, power, prestige, and perfection. They are logical thinkers, introspective, ruminative, autonomous, self-critical, and tend to utilize counteractive defenses, such as projection, isolation, intellectualization, and over-compensation." (Barone; Hersen; Hasselt 2004, p. 52) This variety shows itself also in the offered treatment methods, but to stay in the problem – reception defects – there may be considered to divide the similarly, those caused by "anaclitic" frustrated experiences with media reality and those caused by "introjection" of false attitudes, images and needs. It can be balanced in the sense of the organic reception differential and achieving the (epistemic) understanding within a controlled sensory (either deprived or activated) environment. For example, not only the obvious meditation is here thought of, but the extended techniques used by Tibetans (Dzogchen), ancient Egyptians and Mayans under the name "Dark retreat" (further information at Wikipedia under http://en.wikipedia.org/wiki/Dark_retreat).

Peter Suedfeld and Erich Eich in their study *Autobiographical memory and affect under conditions of reduced environmental stimulation* state, that "Little systematic research has been undertaken on the memorial effects of the floating REST. Two such studies both reported improved memory for meaningful materials, especially if learning and testing were both conducted in the tank (Smith & Sinha, 1987; Taylor, 1990). Subjects in several studies have also mentioned having especially vivid memories, but objective tests have not supported these claims unequivocally (Suedfeld et al., 1985-86; Barabasz, 1990b)... Recent research has established that various methods of mood modification – music, hypnotic suggestion, instructions, odors, etc. – can influence the emotional quality of retrieved memory." (Suedfeld, P.; Eich, E. 1995, p. 322) A trivialized example of daily routine research could be within media anthropological study – outlined: a situation in the public transport, in a subway wagon people use sensory deprivation – e.g. listening to music and reading – to either block or better receive the media environment; listening to music and thereby reading or studying. So the therapy of restricted environmental stimulation may produce a higher pleasantness of memorizing or retrieving memories and may produce a higher engagement in meaningful ways – what may be considered the main purpose of the holotropic breathing REST. Incensement of motivation and positive mood (pleasure) or a higher activation because of anxiety could be included into learning techniques for the organic reception of media reality. Quoted researchers state, that while the higher pleasantness ratings of REST-related memories could be explained through familiarity with the environment leading to linking, it still remains the problem of understanding, why the memories retrieved in REST were more familiar in the first place. The REST may be used as a media education controlled environment aid: under the circumstances, that the hypothesis "that complete or partial reduction of ambient stimulation with or without other supporting techniques such as partial sensory activation leads to *"a psychological state which is convenient for research on mood congruence on autobiographical memory, and perhaps on other mood-cognition relationships"*" (Suedfeld, P.; Eich, E. 1995, p. 325). The state of stimulated and motivated mood is considered to be a pure essence for learning and teaching (especially in knowledge management or lifelong learning the motivation plays an important role). It is also argued, that floating produces other positive effects; firstly, for commercial

propagation purposes, there is claimed, that “floatation evokes the production of brain waves alpha and makes possible even to tune the brain on the waves theta. This is the state to which the human being gets only thanks to long-term training of certain meditation techniques. It also happens to synchronization of both brain hemispheres.” (Source: http://www.alico.cz/lang1/floating_tank.html) M. Hutchison reports in his book *The book of Floating – Exploring the private sea*, that John Turner and his colleague, psychologist Thomas Fine at Medical College of Ohio proved through tests, that “floatation lowers the levels of norepinephrine, epinephrine (also known as adrenaline), Cortisol, and ACTH, among others.” (Hutchison 1984, p. 78-79) Elevated levels of these chemicals are supposed to be directly linked to high levels of stress and stress-related illnesses, but are also considered as the attempt of the body to fight stress, the body’s fight-or-flight response. Deprived of stimulation, the body instinctively assumes a hypo metabolic, homeostatic state with balanced levels of stress biochemical matter and what is more, the brain is cut off from external stimuli – visual, tactile, auditory information, gravitation forces, etc. – and turns inward, so the subtle processes outstand with clarity, e.g. visual imaginery (this is reported not only by floating REST, but also by Dark Chamber REST and holotropic breathing).

Holger Kalweit was the pioneer of a specific type of chamber REST – a therapy with the dark (*Dunkel-therapie*, 2004) which was previously mentioned as used by certain Tibetans. The point is, that a complete sensory deprivation in a controlled therapeutic environment leads to rise of the unconsciousness mechanisms and suppressed feelings, needs, values, self-image, etc., so in the environment of hypo metabolic and homeostatic state, these “frustrations” are being solved. There is also reported a better ability for learning – although it has never been tested and researched in a complex way, with present educational tools (besides neuro-linguistic programming, what will be discussed below). The ability to learn adjectives lists has been researched and was proven, that it was improved under sensory deprivation (Vernon, J.; Hoffman, J. Effect of sensory deprivation on learning rate in human beings. In *Science*, 123, 1956, p. 1074-1075), the suggestibility is increased as well (Zubek *et al.* 1969, p. 155), but on the other hand, it was stated, that subjects in the various deprivation environments “tend to experience disturbances in thinking, and particularly in thinking about any one topic for a prolonged period” (Zubek *et al.* 1969, p. 129) and the initial research group, the Manitoba group “failed to obtain significant intergroup differences in rote learning ability...” (Zubek *et al.* 1969, p. 140). We prematurely close this issue with the statement, that “incensement of learning ability” in restricted environmental stimulation therapy is a hot topic for research; because it has never been regularly researched (e.g. the “Total Isolation” experiment by BBC failed to research the attendants because of enormous disturbance and uncomfoting of the environment provided) and some restricted environments are presented as having such potential (e.g. dark therapy, Vernon, J. *Inside the black room*. New York: Potter, 1963). A useful discourse may give a more precise view – so called *neurolinguistic programming* (NLP) with the method named *chunking*. Very trivialized and simplified, as this method is used either named or unnamed widely and for various purposes, we could explain, that methods of persuasion, figure and ground programming, focusing and linguistic derivation and re-classification are used. So, **chunking** could therefore be described as *grouping* (Miller, G.A. The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information. In *Psychological Review*, 1956, 63, p. 81-97) and a chunk as “a collection of elements having strong associations with one another, but weak associations with elements within other chunks” (Gobet, F. *et al.* Chunking mechanisms in human learning. In *Trends in*

Cognitive Sciences, 5, 2001, p. 236), what is more – as the Wikipedia entry mentions – there have been developed several successful computational models of learning, such as EPAM (Elementary Perceiver and Memorizer) and CHREST (Chunk Hierarchy and REtrieval STructures) and “*chunking has also been used with models of language acquisition*” (source: [http://en.wikipedia.org/wiki/Chunking_\(psychology\)#Chunking_as_the_learning_of_long-term_memory_structures](http://en.wikipedia.org/wiki/Chunking_(psychology)#Chunking_as_the_learning_of_long-term_memory_structures)). We dare to use the example of neurolinguistic programming in the context of the controlled sensory experience, because it was developed as a problem of gestalt techniques – figure, ground, underlying structures and meta-models (R. Bandler, F. Perls, V. Satir) and is based on the theory of the surface and the deep structure of language (N. Chomsky), so in this way it intends to suppress some phenomena in order to focus on another. Whether it is a pseudo-science discourse or a set of practices, nowadays the NLP is used in marketing, brand- and image-building, and it considers the fact, that in the frame of a marketing consumer, people are partially programmable. For the psychotherapeutic or media reception therapy use, NLP provides a “*reframing technique which seeks to achieve behavior change by shifting its context or meaning*” (quoted via Wikipedia source under http://en.wikipedia.org/wiki/Neuro-linguistic_programming) – as such is used either as an adjunct to other therapies or solely under the name “Neuro Linguistic Psychotherapy” (Bridoux, D.; Weaver, M.; *Neuro-linguistic psychotherapy*. In Davies, D. (Ed); Neal, Ch. (Ed). *Therapeutic perspectives on working with lesbian, gay and bisexual clients*. Buckingham, England: Open University Press, 2000. p. 73–90). But, on the other hand, the scientific research of this technique couldn’t yet produce relevant facts and explanations, how and if whether is NLP effective as a strategy for social influence and some reviews on NLP stated, that NLP contains factual errors. We may propose – within the aims of our study – that this may be partially a problem of quotation of “the reality” (mentioned linguistic vs. media-anthropological). The problem of the sphere of myth creation – second nomination system and (what can be seen and quoted as an immanent feature of quoted artifacts) and its reversion (meta-creation, reception activity, the compound of the artifact, usable for transcendence of its frame). In such a view, this technique can be explained as a form of creation a functional media environment, specifically based on the deprivation or promotion of relevant phenomena (e.g. Derren Brown’s vocabulary construction in a persuasive dialogue and construction of a false need – “red bike”, see under <http://www.youtube.com/watch?v=befugtgiKMG>). As we quote the opposite – Druckman’s study on the roles of expectancy effects, belief perseverance, emotions, thought suppression, and organizational cultures (Druckman, D. *Be All That You Can Be: Enhancing Human Performance*. In *Journal of Applied Social Psychology*, 34, 2004, p. 2234–2260) – on the other side of the coin we propose, that NLP may be studied as an media anthropological phenomenon and should be researched for its role in therapy of media reality reception. Druckman explained a research conducted by the National Research Council Committee that found “*little support for some (e.g., sleep learning, meditation, parapsychological techniques, hypnosis, total quality management) and stronger support for others (e.g., mental practice, expert modeling, cooperative learning, team training, practice to optimize transfer of cognitive and social skills)*”. Within a specific activity – frame setting of a media education and reception therapy friendly environment – the NLP technique could be studied and compared with others – as a method of interpretation and production – any others, such as e.g. REST, MSE, biofeedback or cryogenic chamber therapy. The last mentioned, cryogenic chamber, or whole body cryotherapy (WBC) is reported to have positive effects e.g. on psychological stress, insomnia, rheumatism, muscle and joint pain, fibromyalgia,

itching, and psoriasis, even on the release of endorphins and treatment of headaches (quoted through <http://en.wikipedia.org/wiki/Cryotherapy>). So, the outstanding question and methodological problem has to be discussed: how to convince a recipient, which is partially or fully receptional incompetent that he has to build on existing common literary or other basic cognitive competences and achieve competences needed for functional and systemic (organic) reception? It is the question submitted by our quotation of media reality artifacts: do they propose false, irrationality and lies purposely? The methodological aid for this is to analyze media reality as an interaction of artificial, apparatus base systems, which don't recognize any ambivalence of values such as lies or false, etc. and of the human creator using a two-step nomination mythological system (either as producer or receiver of the content). Because of this, it has to be said, that any language or logic based study of media reality artifacts should be within a method of interpretation, linked to a specific discourse (e.g. critics on reception instructions acting for consumer orientated behavior should be analyzed as the lack of reception instruction's potency and retrieving the recipient's feedback; as frame setting, ideology and media abuse, etc.) and the reception deformations should be treated with a systemic form of feedback – therapies that use a controlled media environment and sensory engagement. As an example we may now present the phenomenon of frustration in media reality reception. Frustration is defined in the textbook for psychotherapy study at Charles University in Prague, Czech Republic as a “*defeat of specific manifested human tendency*” (Vymětal *et al.* 2004, p. 31, translation PJK) and such as is overlaying the deprivation. Frustration is being built on continuous disillusion, degradation, anger etc., is shorter than deprivation, and could be treated preventively (avoiding such situations or reception) or by changing one's reaction on frustration (building his epistemic competences).

3. Discussion – Programming the REST and the MSE

The design of media for the purposes of media education or reception (epistemic, competence, engagement) treatment will be discussed, researched and described as a part of our further work and published by author of this study. To introduce this discussion, we quote P. Suedfeld's remark: “*Floating REST is a multimodal manipulation, which imposes particular conditions of visual, auditory, tactile, and thermal stimuli; a particular and limited set of bodily positions; a liquid surrounding much of the body; and restricted mobility. How to control for all of these factors is a puzzle.*” (Suedfeld, P.; Eich, E. 1995, p. 323) He proposes two strategies; first one is to restrict the subject to a room or building, so that there is some limitation and monitoring over their surroundings and activities – this one results in a highly homogenous experience for all members, but in fact it is a partial REST situation; the second is to allow subjects free activity and because of experimental condition of confronting a normal environment with that of REST – but the question is, what may “a normal” environment be? (e.g. only the subway journey to laboratory with the experiment may contain several media realities and situations) – so this strategy produces an uncontrolled range of environments and activities.

In the development and construction of multisensory environment, there is advised to set up “sensory banks” – a set of equipment bind to specific sensory stimulation and by composing various sets and banks, an *individual multisensory environment* can be created. The concept of sensory banks was first introduced by Flo Longhorn in the book *A Sensory Curriculum for Very Special People* (1988) as mentioned by Susan Fowler (Fowler 2008, p. 212). Sensory banks could be also used as a motivator – as Fowler

mentions, “if a person is very motivated by tactile objects, the tactile bank can be used as a resource to find objects that will interest that person. These objects can then be mounted on a frame and suspended around a person to create their own mini tactile environment. Alternatively, activity arches can be set up which are theme based.” (Fowler 2008, p. 212) Some equipment may overlap designed categories or may be used as an assessment tool to find out, what exactly motivates a person to explore it, so the most comprehensive method of designing a sensory bank is a multisensory equipment analysis (Fowler 2008, p. 216–222). This includes categorizing the equipment via stimulation of specific sense, other possible functions, use in relaxation and leisure and possible use as an assessment tool (e.g. for improving various skills, motivation or engagement, etc.). It is thus apparent, that programming either the MSE or the REST, or their ancestor – the discotheque – requires authorized persons, professionals, educators, therapists, managers, inspector, etc. They are involved in so called MSE team which is the base of constructing the environment. Programming involves besides that leading also development and design (decoration, aromatic oils, and individual sensory-activating elements), structuration of various stimuli (light, music, touch, etc.) and of course a therapeutic structure of experienced sessions (e.g. in holotropic breathing there is a mandala, picture drawing session following after the breathing activity). This brief introduction on this topic may be concluded with the notion, that in the environment programming there is an essential need for a therapy orientated research and outlining various activities and then for structuring the environment in the way in which various activities will be performed. Although many devices and tools either for multisensory or sensory restricted environment are massive and monolithic, principally there can be created various environments within the same room or any other space – we are no more caged like in ordinary medical environment as media controlled environments are more and more likely organized in the way of “anything goes” principle, that seeds also the media reality.

Conclusion – media engagement as organic reception

The declared purpose of multisensory environments is to motivate or re-motivate patients to continue or start engaging within their regular environments in a purposeful way. The aim of restricted environmental stimulation therapy may be understood in a similar way: not only for recreation, but also for re-creational purposes – to improve the engagement level of individual and thereby teach him about new skills, competences and experiences or lead him on his journey into the depths of own consciousness. And the point of re-creation, meta-creation or a completed feedback indicate the mentioned media consume concept – that of organic reception, which recognizes reception as a part of re-circulation of the content and the essence of the communicational chain (when receiver becomes creator he reproduces the content and continues with the communication). There have to be many issues and problems explained and researched within the context and view of our study – the role and combination of various therapies, the role of elements from media environment in the media reception therapy (especially the functionality of individual elements has to be researched; on one hand causing deformations and on the other healing it). There has to be experimented and proven, that the key feature of communication and other competence is reception. Once this is broken or unfinished, various deformations occur – that is the primary hypothesis which needs to be checked before the research of reception deformations and their therapy starts. We honestly give the last word explaining the basic media anthropological principle of this study – comparison and combination of sensory activation or restriction methods with

the intention to treat reception defects, encourage purposeful engagement and learning activity, for retrieving handicapped or deformed skill, competence, or even consciousness... The last but not least word goes to Gejza Vámoš, a Slovak philosopher and his explanation, why should people join together and fight the principle of biological cruelty, which one created themselves from a perfect, unicellular form into a complex vulnerable organism:

“To reach – based on knowledge of biological philosophy – the point, which the humanity has yet not reached although having dozens of metaphysical spooks. By collapsing the arrogant and false individuality reach the principle of love, that one only, although not successful, at least ambitious and the destiny cushioning opponent and paralyzer of the cruelty principle, which has its greatest support in the individual delusions of mankind, either in living or after-dead.” (Vámoš, G. 1996, p. 87, translation PJK).

Figure 4: *Clip consciousness – are we cancers of the stream of consciousness (reality, communication) suffering from reception cancers?*

Source: <http://www.i-creative.cz/wp-content/uploads/2008/06/humr-morsky-rak.thumbnail.jpg>

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