

# matrices and their associated factors: developmental phases, the abilities they confer and the processes they carry out

For assessment purposes: If you have poor or no ability in certain skills, you may be stuck in the Matrix related to those skills. You may have developed other, later skills, but they will only be used in the service of the matrix you're stuck in. Developing all these abilities relies on getting enough experience – sufficient practice for sending epigenetic signals.

### Matrix 1:

Develops: phase 1 (network 1 and first half of network 2)

Natural context: Platform: the womb. Energy\*: placenta. Input: fertilization (for egg); sensorimotor input, especially right after birth for calibration

Locus of attention/awareness: sensorimotor, rear brain networks. (Strictly speaking, all energy available to us throughout our lives comes from interactions between the sun, this planet, and ourselves. Energy transfer is a set of processes; not a thing.)

#### associated abilities:

sensorimotor skills; motion, hand-eye coordination, grasping, reflex speed,

Écrit par Alex Jeudi, 23 Septembre 2021 10:31 - Mis à jour Jeudi, 06 Janvier 2022 14:36 object manipulation ability to discern what you like and what you don't like accurate physical assessment (awareness of hunger, thirst, etc.) calibration of short range senses; awareness of touch, taste, temperature and pressure spatial skills: body-space coordination & balance, copying (copying another's movements) association: sensorimotor ordering (categorization of sensorimotor experiences with appropriate associations) ability to remember the names of familiar things/people audio recognition of your own name recognizing objects and textures by touch/taste distinguishing location of sounds

awareness of external pressure or discomfort and ability to move to achieve greater comfort

ability to distinguish places that you like from places that you don't like

recognizing different foods by taste responding affectionately to those close to you

ability to group objects, animals and people by category

care: (of body; eating, drinking, etc. without assistance)

ability to play (learn)

**control:** physical/spatial - control of internal processes (eg, bladder control) and external (motion)

ability to regulate your own temperature (obviously within reasonable human limits)

system stability response dynamics

ability to pay attention

communication: with gestures, sounds and body language

ability to indicate what you like and what you don't like

learning cycle:

concentration; focusing attention on specific input (volitionally)

observation; attending to a process, thing, person or event over time

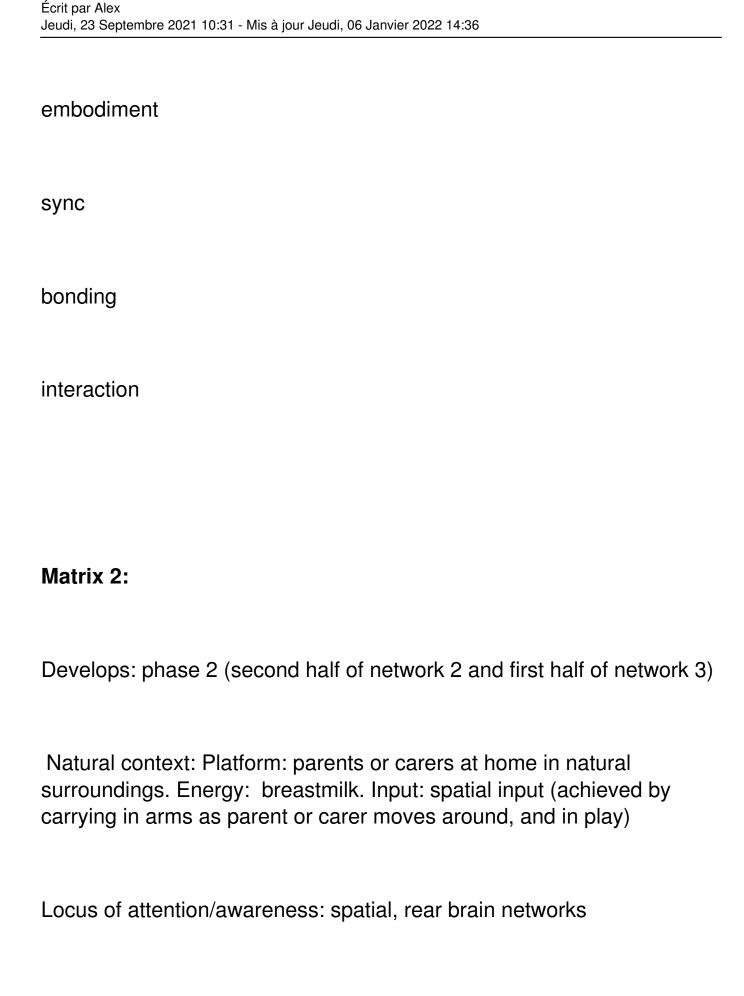
ability to perceive your surroundings and make sense out of what you see

visually tracking a moving object

attention; attending to relevant input

awareness of object constancy (you are aware that just because you can't see or hear or feel something, that doesn't mean it isn't there.

	6/4
sensorimotor memory	
perception	
alertness	
oroprioception	
emotional weighting calibration (unconscious)	



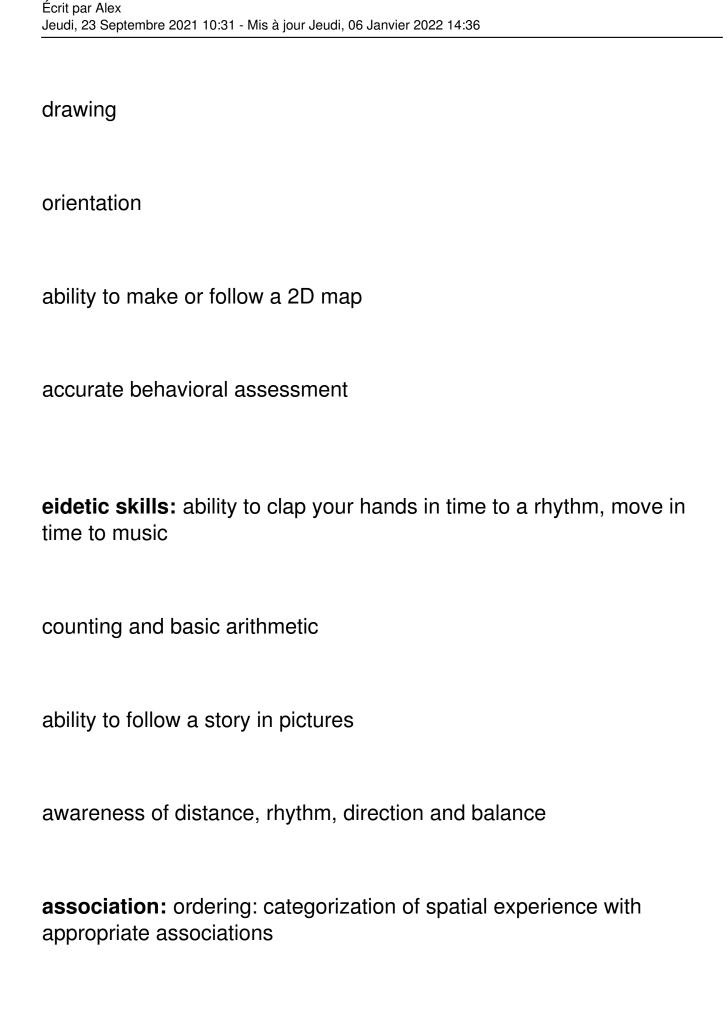
home

### associated abilities:

<b>spatial skills:</b> locomotion; balance, standing, sitting, walking, swimming, running and climbing
calibration of long range senses of sight and sound
ability to see long- and short-range distances, and to locate origins of sounds
awareness of where you body is in relation to surroundings and how it is moving through space
sufficient dexterity for basic tool use
ability to seek and acquire food

ability to remember the names of familiar places and behaviors

awareness of local territory and where to find what, in and around the



recognition of different places, people and things via sight and sound

discrimination between higher and lower pitched sounds

ability to recognize impoverished environments consciously (boredom) and respond by seeking better input

ability to group places by category

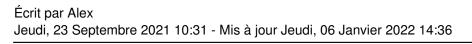
care: awareness of hunger and thirst and able to repond appropriately

ability to feed yourself (ie, to transfer food from bowl to mouth) and drink without assistance

ability to groom yourself (teeth cleaning, hair washing, bathing, laundry etc.) without assistance

awareness of fatigue and appropriate sleep response

care: of your space; keeping things clean and where you want them to



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**control:** spatial/eidetic – control of your own behavioral processes and locomotion

control of your space, what you want in it and where

control of where you decide to go

control of what you do (your own behavior)

**communication:** with speech; ability to tell or show people close to you how you feel about them

### learning cycle:

**observation -** ability to closely observe items, places or people you're interested in

**modeling -** ability to model the behavior and abilities of others in order to learn them oneself

ability to compute what someone else is likely to think or is thinking
ability to compute what someone else is likely to do or is doing
added processes:
orientation
volitional seeking
kinesthesia (awareness of your body's motion in space)
2D mapping (tracking) & coordination
spatial memory
conscious emotional weighting

### Matrix 3:

Develops phase 3 (second half of network 3 qnd first half of network 4)

Natural context: Platform: The natural world; the forest, the plains, the seashore, mountains, local environment. Energy: hunting & gathering food. Input: contents of the planet (eidetic, environmental input)

Locus of attention/awareness: emotion and imagination 'mid' brain networks

### associated abilities:

eidetic skills: ability to keep track of and recall a series of events in the co rrect order

autobiographical memory – awareness and accurate recall of a course of events

image memory

calibration of intuition

procedural skills:

ability to detect and remove or avoid harmfuk or unpleasant items

ability to recognize when something needs to be cleaned, and to clean it (asic hygiene)

ability to warn another of danger

ability to roughly calculate relative distances

ability to explore new territory and make a mental map of what is where

ability to play and compose music, make up stories, choreograph movements

**association:** categorization of emotional experience with apropriate associations

ability to group events by category

recognition of and ability to name items by scent alone

synesthesia - sensory merging and association of sight with smell, sound, texture etc. (the beginning of metaphorization and concept abstraction)

concrete categorization - ability to process complex concrete concepts

reversable translation (between concrete rear networks and abstract frontal and medial networks)

care: of your emotional needs and stability, and awareness of those of others

of your input needs and provision

of your local environment

control: of what you feel - your emotions and your expression of them

ability to calm yourself down, make yourself laugh or invoke the mood of your choice

eidetic/procedural - control ofwhere you go and when

input control: ability to choose what you interact with and follow your own interests (the beginning of self determination and free will)

ability to motivate yourself

communication – ability to communicate to others what you are doing

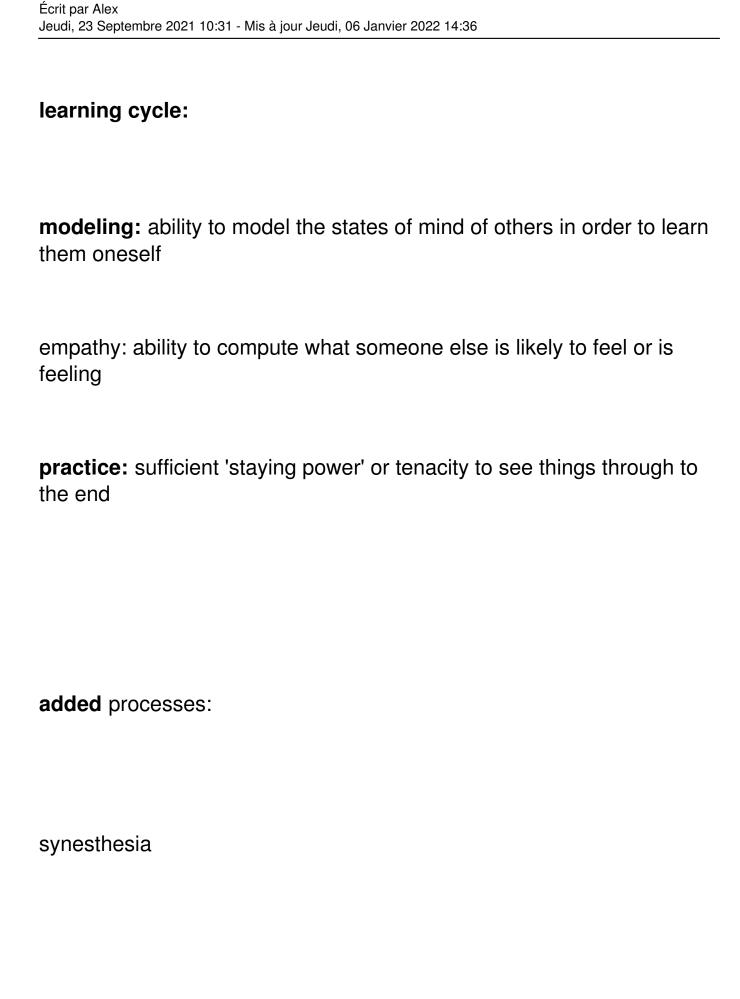
awareness of location (you are able to walk for a distance in any direction away from home and find your way back from memory)

awareness of direction and change of direction

ability to use emotion appropriately in communication

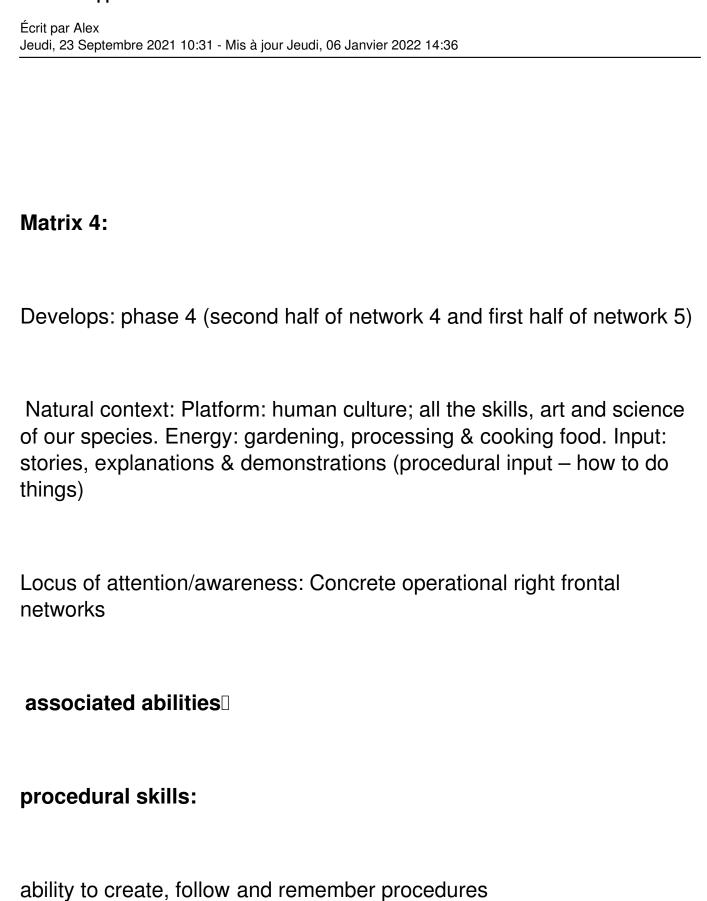
ability to form bonds that enhance communication

ability to use metaphoric language



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Jeudi, 23 Septembre 2021 10:31 - Mis à jour Jeudi, 06 Janvier 2022 14:36 metaphorization abstraction Theory of Mind empathy 3-D mapping (navigation) central memory-processing hub coming online concrete/abstract translation algorithms (based on archetypal presets) eidetic memory, short term memory (RAM) emotional weighting congruity



creativity	construction	and	designing	<b>skills</b>
cicalivity,	CONSTRUCTION	anu	uesigning	SKIIIS

ability to make up a story

ability to follow a recipe, list of instructions, directions or series of movements

ability to explain a series of steps or instructions to another

ability to demonstrate things you can do so that others can copy you

accurate reading, handwriting, typing, spelling

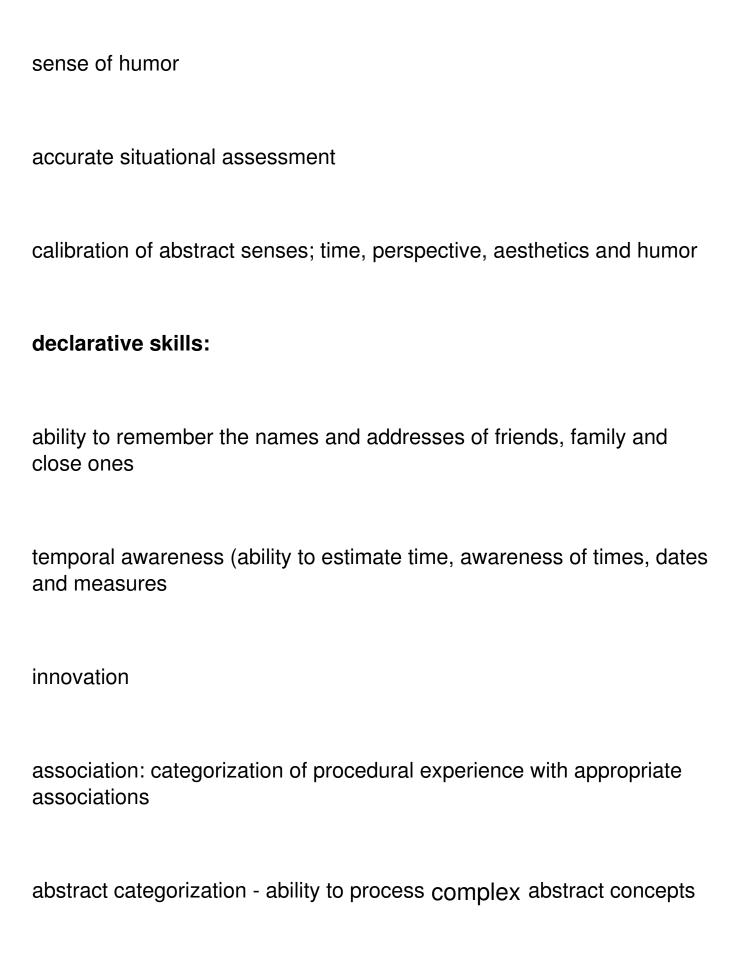
ability to write music, poetry, stories and prose

complex tool/machine use

aesthetics - awareness of harmony and discord in sound, color, proportion etc.

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care: of others where necessary

preservation and sharing of your culture

control: procedural/declarative

dexterity - fine control of bodily movements, ability to do complex tasks with tools/materials

ability to focus on the item or issue you choose to

**communication:** diplomatic skills,propriety, skill-sharing, creative output, technology

learning cycle:

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variation: beginning to introduce of	r express	your ideas	across
different domains and media			

added processes:

synthesis

procedural memory

# **Matrix 5**

Develops: phase 5 (second half of network 5 and first half of network 6)

Natural context: Platform:	your mind. E	nergy: your	brain.	Input:
facts, data & information (	declarative in	put)		

Locus of attention/awareness: Formal operational left frontal networks

### associated abilities:

### declarative skills:

ability to logically follow and remember facts and figures

ability to demonstrate procedures; an experiment, instructions, techniques, series of movements

ability to present your creative output in appropriate ways

ability to follow formal logic or reasoning

	accurate	self-assessm	າent
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### executive skills:

intellect

analysis, judgment, decisions, planning, comoutation, calculation, resource allocation

**association:** categorization of declarative experience with appropriate associations

care: of your own mind and mental health

**control:** full autonomy of self - control of your own thoughts, beliefs, decisions and choices

declarative/executive - control of what you say and how

free will of volitional choice in all aspects of your life

**communication:** ability to present and explain ideas, facts and theories coherently via a choice of media

# learning cycle:

variation: ability to try the same idea in different ways and differe 

nt ideas in the same context

applying or expressing your ideas across different domains and media

**competence:** closing the gap between between understanding and comprehension.

added process
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analysis

declarative memory

### **Matrix 6**

develops phase 6 (second half of network 6)

Natural context: Platform: entelechy (the progran itself). Energy: the universe. Input: interaction (working memory input).

Locus of attention/awareness: executive functional mid-frontal networks

### associated abilities:

**executive skills:** self-direction, strategy, planning, coordination, conflict resolution, problem solving

**association:** categorization of all domains of experience with appropriate associations

care: multiple skills in all aspects of self care, care of others and environment

control: control of what you think, say, do and feel

directive control of your life path

forward planning and accurate prediction

communication: via multiple means

# learning cycle:

**competence:** closing the gap between between understanding and comprehension; full ability in the discipline sought

# added processes

working memory

**IMMMUN Appendix 1** Écrit par Alex Jeudi, 23 Septembre 2021 10:31 - Mis à jour Jeudi, 06 Janvier 2022 14:36 coordination strategy networks/processors and their related skills

key to categories in each network:

- 1 senses/tools for comprehending (based on core concept/network agent)
- 2 simple behaviors (based on core behaviors/context)
- 3 memory & association (based on core concept
- 4 complex behaviors (abilities) & processing (based on core concept/matrix)
- **5** tools for awareness, feedback, monitoring (based on core concept/matrix)
- 6 data transfer/communication mode

# **Network 1 abilities & functions**

- 1.1 Senses of touch, taste, temperature and pressure matter related tools
- **1.2 Motion, self care & hygiene, system maintenance & repair** system stability & response dynamics (animal behaviors: "serene & clean")
- **1.3 Sensorimotor memory & association** memory & association

**1.4 Sensorimotor processing & categorization** knowing where things belong in matrix/processing context

**1.5 Attention & concentration** Navigating through varying circumstances, analyzing what's going on

# 1.6 Cell mechanics

Network 2, abilities & functions
2.1 Senses of sight, hearing, distance, rhythm,
direction & balance spatial related tools

2.2 Proprioception/ kinesthesia, dexterity & locomotion system stability & response dynamics (animal behaviors: "Seek & Squeak")

- 2.3 Spatial memory & association memory & association
- **2.4 Spatial processing & mapping** knowing where things belong in matrix/processing context
- **2.5 Motivation, Orientation, Observation** Navigating through varying circumstances, analysing what's going on.
  - 2.6 2D mapping

# **Network 3, abilities & functions**

**3.1 Senses of smell, pheromone detection** density related tools

**3.2 Emotional stability & weighting** system stability & response dynamics (animal behaviors: befriend or defend)

3.3 Eidetic memory/ RAM & congruous association memory & association

3.4 Eidetic processing; Imagination, Perception & 3D mapping knowing where things belong in matrix/processing context

**3.5 Empathy, Intuition, Prediction, Modeling & Bonding** Navigating through varying circumstances, analysing what's going on.

# 3.6 Analogical, Eidetic graphics

# Network 4, abilities & functions

**4.1 Senses of time, perspective, aesthetics and humor** (abstract audio/visual)? time related tools

**4.2 Complex tool use, dexterity, construction & synchronized motion** system stability & response dynamics (animal behaviors: create & cooperate)

- **4.3 Procedural memory & association** memory & association
- **4.4 Cultural/complex behavior processing & synthesis** knowing where things belong in matrix/processing context
- **4.5 Inspiration, Tenacity, willpower (self control) & propriety, play, Metaphoric language & Creativity** Navigating through varying circumstances, analyzing what's going on.
- 4.6 Archetypal stories

**Network 5, abilities & functions** 

**5.1 sense of acceleration/deceleration, hardwired calculation abilities** (abstract pressure/touch/taste/temp.?) energy related tools

**5.2 Self awareness, self esteem, presentation** system stability & response dynamics (animal behaviors: assess & impress)

**5.3 Declarative memory & association** memory & association

**5.4 Ergonomic processing & analysis** knowing where things belong in matrix/processing context

5.5 Intellect (IQ), Autonomy, innovation, introspection

& planning Navigating through varying circumstances, analysing what's going on

### 5.6 Formal language & symbols

# Network 6, abilities & functions

**6.1 Self direction & morality** (tools for interaction) power related tools

**6.2 Diplomacy & communication** system stability & response dynamics (animal behaviors: coordinate & communicate)

# **6.3 Working memory & association** memory & association

**6.4 Coordination** knowing where things belong in matrix/ processing context

**6.5 Interaction; Judgment, decisions & strategy** Navig ating through varying circumstances, analyzing whats going on?

6.6 pure thought (non-verbal)

## symptoms of being stuck in a matrix

#### People stuck in M1:

Relate everything to: Womb experience (fists clenched, curled up, thumb sucking).

Get anxious when: Awake, due to sensory overload.

Cannot cope with: Sensory motor input.

Deal with anxiety by: Wimp behavior (sleeping heavily, or crying, whimpering and screaming if made to stay awake or exercise much).

Possible phobias: Fear of physical exercise, walking etc.

People stuck in M2:

Relate everything to: Getting sensorimotor input (sex, food, fighting, territory, physical movement).

Get anxious when: Their desires are not quickly met, or when faced with anything too different from themselves, or when their 'parental substitute (usually a partner) seems threatened.

Cannot cope with: Stillness, Silence, being ignored.

Deal with anxiety by: Concrete bully behaviors: Using aggression, noise, physical violence, rage.

Possible phobias: Fear of silence, fear of solitude (Monophobia), fear of insects and/or animals (and may harm animals), fear of the unknown/strange/foreign (Xenophobia), fear of emotional expression, poetry or poetic language, fear of outdoor/ open spaces (Agoraphobia). Bad cases often won't leave home, or even go outside. Mild cases feel anxious doing so.

People stuck in M3:

Relate everything to: Emotion and imagination (melodrama, superstition, magic, religion, fiction, sentiment).

Get anxious when: The environment/nature seems threatened, or they believe they have 'sinned' (transgressed the moral rules of their society's belief system).

Cannot cope with: Confinement, especially indoors.

Deal with anxiety by: Wimp behaviors: complaining, moaning and whining, or appealing to a 'higher power' (prayer, self denial), or bully behaviors: emotional blackmail (an attempt to make others feel they have 'sinned').

Possible phobias: Fear of small spaces or confinement (Claustraphobia), fear of machines or technology (Technophobia).

#### People stuck in M4:

Relate everything to: Material things and constructs (tool usage and manipulation, society, objects, machines, systems, order, bureaucracy).

Get anxious when: Their position in society or their group seems threatened, or material things do not function as they should.

Cannot cope with: Disorder, tardiness, the unconventional, unexpected change, non-conformism.

Deal with anxiety by: Abstract bully behaviors: Sulking, leaving in a huff, stonewalling, slamming doors/thumping, throwing or kicking material objects, posturing, threats of legislation or 'official' punishment.

Possible phobias: Fear of solitude (Monophobia), Fear of

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failure (Atychiphobia), fear of abandonment (Autophobia), fear of change (Metathesiophobia), fear of the future (Chronophobia).

People stuck in M5:

Relate everything to: Their own ideas, and coming up with those; analysis. Financial gain, narcissism and possession of objects.

Get anxious when: Anything gets in the way of their ideas or anyone disagrees with them.

Cannot cope with: Criticism, distractions, interference, boredom, confrontation, lack of resources.

#### **IMMMUN Appendix 1**

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Deal with anxiety by: Wimp behaviors: Self isolation, running away, self medication, or bully behaviors: Shouting, threatening behavior, blustering.

Possible phobias: Fear of germs, fear of crowds (Enochlophobia), Fear of intimacy (Aphenphosphobia).

#### IMMMUN Appendix 1

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