Hekalogia in Relation to Mind-Body and Emotion-Focused Approaches in Inclusive Education: A Descriptive-Comparative Conceptual Review

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ABSTRACT:

Background: Inclusive and special education settings involve sustained emotional demands for teachers, caregivers, therapists, support staff, and families. Mind-body and emotion-focused approaches have been discussed as non-pharmacological frameworks for stress, well-being, body awareness, and emotional experience. Hekalogia is an emerging body-emotion approach centered on conscious emotional release, attention to pain, surrender to emotion, emotional movement, and body-emotion integration. Objective: To descriptively compare Hekalogia with established mind-body and emotion-focused approaches, including mindfulness/MBSR, yoga, breathwork, progressive muscle relaxation, EFT/tapping, somatic therapies, brief CBT, and ACT, with emphasis on mechanisms, components, therapeutic language, the role of emotion, the role of the body, and relevance for inclusive education contexts. Methods: A documentary descriptive-comparative conceptual review was developed. No participants were recruited, no intervention was delivered, no biological samples were collected, and no direct human measurements were performed. The unit of analysis was the concept, document, and intervention framework. Results: Hekalogia shares attention to experience with mindfulness, body orientation with somatic therapies, emotional focus with EFT, and acceptance-related language with ACT. Its distinctive feature is the centrality of conscious emotional release and body-emotion integration rather than observation, relaxation, breathing control, posture, tapping, or cognitive restructuring. Conclusion: Hekalogia can be described as a distinct body-emotion approach within the broader mind-body field. For inclusive education, its conceptual contribution lies in offering a language for adult emotional presence, body awareness, and emotional release without claiming clinical superiority or measured efficacy.

Keywords: Hekalogia; emotional release; inclusive education; special education; mind-body interventions; body-emotion integration; mindfulness; somatic therapies; descriptive review

Introduction

Inclusive and special education settings require sustained relational, emotional, and communicative work. Teachers, therapists, caregivers, support staff, and families may face stress, frustration, uncertainty, compassion fatigue, and emotional exhaustion while supporting students with diverse learning, behavioral, developmental, or emotional needs. For this reason, the emotional well-being of adults in inclusive contexts is not peripheral to inclusion; it is part of the relational environment that supports learning and participation.

Mind-body interventions and emotion-focused approaches have been studied as frameworks for stress, anxiety, somatic symptoms, pain, sleep, and well-being. However, these approaches are not conceptually identical. Mindfulness emphasizes present-centered awareness and non-reactivity; breathwork emphasizes respiratory and autonomic modulation; progressive muscle relaxation emphasizes reduction of physiological tension; yoga integrates posture, movement, breathing, and attention; EFT combines emotional exposure and tapping; somatic therapies emphasize interoception and body processing; CBT and ACT use cognitive, behavioral, acceptance, and values-based processes.

Hekalogia is proposed as a body-emotion approach centered on conscious emotional release, attention to pain, surrender to emotion, emotional movement, and integration between bodily sensation and emotional experience. To be discussed academically, Hekalogia should not be reduced to mindfulness, yoga, breathing, relaxation, tapping, or cognitive therapy. It requires a descriptive-comparative framework that identifies similarities, differences, mechanisms, language, and possible study variables.

This manuscript is not a clinical trial, efficacy study, or systematic review of outcomes. It is a documentary conceptual review designed to clarify how Hekalogia can be situated within the mind-body field and how it may be discussed in inclusive education contexts without overclaiming efficacy.

Objective

The objective was to descriptively and comparatively analyze Hekalogia in relation to established mind-body and emotion-focused approaches, identifying its mechanisms, practical components, therapeutic language, role of emotion, role of the body, role of pain, and conceptual relevance for inclusive education and emotional support contexts.

Method

Design. This manuscript used a documentary descriptive-comparative conceptual review. It did not involve participant recruitment, intervention delivery, biological sampling, human measurement, randomization, or follow-up. The purpose was conceptual clarification and comparative synthesis.

Sources. Sources included academic literature on mindfulness/MBSR, yoga, breathwork, progressive muscle relaxation, EFT/tapping, somatic therapies, CBT/ACT, inclusive education, teacher stress and burnout, and Hekalogia documents available to the authors. References were organized in APA 7th edition.

Analytical categories. Each approach was compared across the following categories: central mechanism, practical component, role of emotion, role of the body, role of pain or bodily sensation, therapeutic language, relevance for inclusive education, and interpretive limitations.

Table 1. Conceptual comparison of Hekalogia and established approaches

Approach	Central mechanism	Role of emotion	Role of body	Distinctive difference with Hekalogia
Mindfulness/MBSR	Mindful attention and non-reactive observation	Observing emotion without immediate reaction	Body as an object of awareness	Hekalogia emphasizes feeling and emotional release, not only observation.
Yoga	Movement, posture, breathing and attention	Emotional change may emerge indirectly	Movement, posture and breathing	Hekalogia is not posture-centered and does not require physical sequences.
Breathwork	Respiratory and autonomic modulation	Emotion may be modulated through breathing	Breathing pattern as the central pathway	Breathing may occur in Hekalogia but is not its defining mechanism.
Progressive muscle relaxation	Reduction of physiological tension	Calming and downregulation	Tension and release of muscle groups	Hekalogia is not primarily relaxation; it describes emotional transit.
EFT/tapping	Emotional exposure with somatic stimulation	Emotion is activated and paired with tapping	Tapping points and bodily stimulation	Hekalogia does not depend on structured tapping.
Somatic therapies	Interoception and body processing	Emotion as embodied experience	Sensation, proprioception and interoception	Hekalogia is adjacent but defined by emotional release language.
ACT/brief CBT	Acceptance, cognition, behavior and values	Emotion related to acceptance, cognition or behavior	Body is secondary or complementary	Hekalogia prioritizes body-emotion experience before cognitive restructuring.

Results: Descriptive-Comparative Synthesis

The comparative synthesis suggests that Hekalogia is adjacent to several mind-body and emotion-focused approaches but not equivalent to any single one. Its main conceptual distinction is that emotion is not only observed, regulated,

relaxed, or cognitively reframed; it is consciously felt and allowed to move within an integrated body-emotion process.

Compared with mindfulness, Hekalogia shares attention to present experience but gives greater emphasis to emotional movement and release. Compared with breathwork, it may include spontaneous breathing changes but does not place respiratory control at the center. Compared with progressive muscle relaxation, it does not primarily seek relaxation but emotional transit. Compared with yoga, it does not require posture or physical sequences. Compared with EFT, it does not depend on tapping. Compared with somatic therapies, it shares attention to the body but uses a specific language of emotional release. Compared with CBT and ACT, it is less cognitive and more experiential-body-emotional in its central language.

Table 2. Hekalogia terminology and academic translation

Hekalogia term	Descriptive academic equivalent	Interpretive precaution
Feeling	Conscious emotional experience	Avoid translating it as emotional control.
Surrender to emotion	Willingness to allow emotional experience without voluntary resistance	Differentiate from passivity or abandonment of care.
Emotional release	Subjective relief, safe expression, and change in emotional experience	Do not present it as clinical efficacy without data.
Pain	Bodily signal with possible subjective and emotional meaning	Does not replace medical evaluation.
Emotional movement	Perceived change in the intensity, form, or meaning of emotion	Not equivalent to simple relaxation.
Body-emotion integration	Recognition of the relationship between sensation, emotion, and subjective experience	Bridge term for academic communication.

Relevance for Inclusive Education

Inclusive education is not limited to curricular adaptation or access. It also involves emotional climate, relational presence, and the capacity of adults to sustain complexity. Teachers, caregivers, therapists, and support staff may benefit from conceptual frameworks that help them recognize emotional demand, bodily stress, and the difference between calming, observing, expressing, and releasing emotion.

Hekalogia may contribute a descriptive language for body-emotion awareness in adults who support inclusive processes. This does not mean that Hekalogia is presented as a school treatment, a replacement for psychological care, or a validated program for students. Its relevance in this manuscript is conceptual: it provides a framework for discussing emotional presence, body awareness, and emotional release in the adults who sustain inclusive environments.

Table 3. Conceptual relevance in inclusive education contexts

Context	Emotional demand	Descriptive contribution
Teachers	Stress, overload, frustration, emotional fatigue	Body-emotion language for self-awareness and presence.
Caregivers and families	Relational burden, worry, guilt, exhaustion	Emotional recognition without judgment or clinical promises.
Therapists and school support staff	Continuous exposure to emotional demands	Differentiating emotional containment from clinical intervention.
Inclusive programs	Emotional climate, collaboration, communication	Conceptual framework for adult well-being in inclusion.

Discussion

This review clarifies that Hekalogia can be positioned within the broader mind-body field while preserving its conceptual specificity. The central point is not superiority but differentiation. Hekalogia is most accurately described as a body-emotion approach centered on conscious emotional release and integration between sensation, emotion, and subjective meaning.

The distinction between observation, relaxation, breathing control, cognitive restructuring, tapping, and emotional release is important for academic clarity. In inclusive education, such clarity prevents vague use of terms such as emotional regulation or mind-body intervention. Different practices may serve different functions: some calm, some observe, some restructure, some move the body, and some focus on allowing emotion to be felt and integrated.

For external reviewers, Hekalogia should be presented with dual language: its internal terms should be preserved, but each term should be accompanied by a descriptive academic equivalent. This approach avoids both promotional language and conceptual dilution.

Limitations

This manuscript is descriptive and documentary. It does not report outcome data, clinical efficacy, participant experiences, or measured changes. The included comparison is conceptual rather than statistical. Some Hekalogia terms require further psychometric and theoretical development. The authors are affiliated with Hekalogia-related work, which requires transparent conflict-of-interest disclosure and cautious interpretation. The connection with inclusive education is conceptual and should not be interpreted as evidence of effectiveness in school settings.

Conclusion

Hekalogia can be described as a distinct body-emotion approach within the broad field of mind-body and emotion-focused interventions. It shares elements with mindfulness, breathwork, yoga, relaxation, EFT, somatic therapies, CBT, and ACT, but differs through its central emphasis on conscious emotional release, attention to pain, surrender to emotion, emotional movement, and body-emotion integration. In inclusive education contexts, this framework may help articulate adult emotional presence and body-emotion awareness without claiming clinical efficacy or superiority. The manuscript offers a conceptual map that can support clearer academic communication and responsible discussion of Hekalogia in educational and support settings.

Declarations

Funding. No external funding was declared.

Conflict of interest. The manuscript evaluates Hekalogia. The authors are linked to Hekalogia-related academic or research activities, and one author is the creator of Hekalogia. This

relationship should be considered when interpreting the manuscript.

Data availability. No dataset was generated. Sources are available in the cited references.

Author contributions. All authors contributed to conceptualization, documentary review, comparative analysis, critical revision, and approval of the final manuscript.

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