FROM POINT B TO POINT A AND BACK AGAIN

Prospective Provenance, Spiritual Self-Reflection, Collective Organization, and the Bidirectional Observer–Observed Field

Working presentation and research-design dossier — Version 0.1

Originating proposer and presenter: Illa Isenor

Prepared: November 5, 2026

Proposed session: Wednesday, November 11, 2026

For discussion with: Dr. David M. Boje, Dr. Duncan Pelly, Jillian Saylors, Dr. Grace Ann Rosile, and interested collaborators, including researchers associated with constellation and sand-tray approaches.

Status: Author-directed working proposal, not a completed study, university-approved protocol, verified patent claim, or agreed coauthorship roster. Names indicate proposed discussion partners, not commitments.

1. What David Boje actually requested

In his November 5 email replying to Illa's proposal on Prospective Provenance, Reverse Engineering Continuity, and Human Authorship, David invited Illa to present the proposal and lead a session the following week. He asked for one of her illustrations and an approximately 100-word abstract to circulate, and suggested a 20–30-minute presentation or demonstration followed by about 30 minutes of group processing and discussion. The current agenda for November 11 is listed below. The exact status of any proposed activities still depends on appropriate review and consent.

In a separate November 5 reply to the organizational-development proposal, David suggested discussing an IRB at Duncan's university, an experimental design, participants, and potentially an in-person collaboration. This is an invitation to explore a research pathway, not evidence that IRB approval, institutional sponsorship, recruitment, or funding already exists. David also indicated that he was sharing Illa's authorship update with Jillian.

2. Circulation abstract (approximately 100 words)

From Point B to Point A: A Living Experiment in Human Authorship and Collective Organization

What happens when we stand imaginatively in the future we want, look backward to understand how we arrived there, and use that imagined hindsight to reorganize the present? Illa Isenor introduces a multidomain demonstration joining prospective provenance, spiritual self-reflection, family-constellation imagery, organizational development, and reciprocal observation. Participants examine their anticipated futures, desired alternatives, relationships, and responses to an unfolding group experience. The presenter and researchers document their own expectations and reactions as well. The goal

is to develop testable questions about human agency, collaboration, attribution, and how a shared future can be intentionally designed and responsibly documented.

3. Central thesis and scope

The author's model is deliberately spiritual at its foundation. "Love thy neighbor as thyself" is developed as a double movement: examining and accepting oneself, recognizing others as people with equally complex inner experiences, and asking how those relationships can be reorganized toward collaboration and peace. The author's language of collective consciousness, fields, frequencies, chakras, quantum connection, time spectra, and interdimensional perspective belongs in the record as her conceptual and philosophical framework. Different components require different evidence. A demonstration of interpersonal perception or shared meaning would not by itself prove a literal shared consciousness, a physical quantum mechanism, string theory, or the efficacy of a heart chakra as a scientific construct. Those questions may be developed separately with specialists rather than presented as findings.

The program is not one survey or one study. It is a nested portfolio of studies: individual self-reflection; future-oriented organizational design; interpersonal interpretation; the silent opening; family/organizational constellation arrangements; reciprocal researcher–participant observation; presentation and authorship evaluation; and prospective provenance for AI-assisted creative work. Further relational and physical hypotheses can be proposed later without collapsing all domains into a single outcome measure.

Key definitions in the author's framework

Point A: The present, carrying the consequences and records of the past.

Projected future: Where a person or group expects current patterns to lead.

Point B: The chosen future outcome, intentionally specified before its realization.

B → A: Imagine occupying Point B as if it were the present; look backward from that standpoint to reconstruct the actions, relationships, decisions, and records needed to arrive there.

A → B: Return to present action; implement and document the pathway; compare outcomes with the prior declaration.

New hindsight: At a later observation point, compare the future that was envisioned with the future that occurred, without rewriting earlier predictions.

Bidirectional observation: Participants interpret the presenter; the presenter interprets participants; researchers observe both and examine their own involvement. No observer is presumed neutral merely by occupying a research role.

Prospective provenance: Record original contributions, intentions, consent, versions, transformations, and attribution agreements before disputes arise.

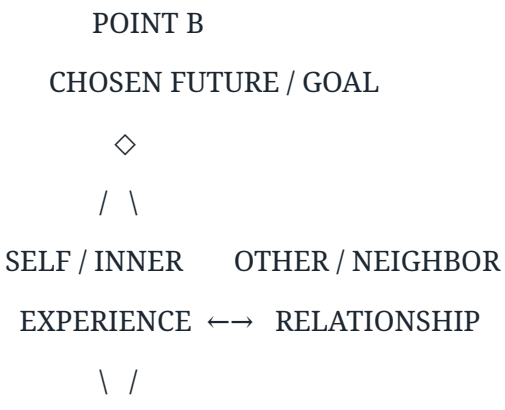
4. Presentation illustration: the design brief David can circulate

Suggested visual title: THE FUTURE LOOKING BACK AT US — A Multidomain Diamond of Self, Other, Time, and Authorship.

Composition: At the top of the image, POINT B: THE FUTURE WE CHOOSE. At the bottom, POINT A: THE PRESENT INFORMED BY THE PAST. Two opposing arrows connect the points: B → A (imagined hindsight / reverse design) and A → B (action / documentation / verification). At left, SELF / INNER EXPERIENCE; at right, NEIGHBOR / RELATIONAL EXPERIENCE. Together these four anchors form a diamond, with a center labeled COLLABORATIVE FIELD: CHOICE, CONSENT, OBSERVATION, REFLECTION. Around the diamond are small branches labeled family constellation, organizational development, spirituality, emotion, nonverbal cues, AI continuity, authorship, provenance, group outcomes, and future evaluation. A thin outer ring reads BEFORE → DURING → AFTER, indicating three observations for every consenting participant, including the presenter and researchers.

Important: This is a communications illustration, not yet the author's final sand-tray figure placement. Her precise forward/backward/side-facing human-figure configuration and its meaning must be specified by her before publication. Do not substitute an invented arrangement for her original design. The author has described figures facing toward and away from one another and side positions connecting people who otherwise do not face each other.

Text-only sketch (not a scientific figure):



◇

POINT A

PRESENT + PAST RECORD

B → A: imagined future hindsight

A → B: action, observation, provenance

EACH PERSON: BEFORE | DURING | AFTER

5. Current 60-minute session plan for November 11, 2026

The earlier invitation proposed a 20–30-minute presentation followed by about 30 minutes of discussion. The current plan for November 11 is a 30-minute presentation followed by 30 minutes of structured participation and closure. This is a presentation and study-design discussion; systematic human-subjects data collection should occur only after the relevant institutional review and any required approval.

Time	Session segment	Purpose
0:00–0:30	Presentation	Illa presents the research question, working terms, evidence pathway, study design, and limits.
0:30–0:45	Breakout groups	Groups define one claim, an observable record, an alternative explanation, a falsifier, and a next step.
0:45–0:55	Report-back	Groups report their designs; the facilitator synthesizes measures, gaps, and next steps.
0:55–1:00	Wrap-up	Participants name one contribution or action; confirm follow-up and close.

Suggested opening reveal

“Congratulations: the demonstration began before I explained it. During that silence, some of you may have interpreted my expression or wondered what I was thinking. I was also having an experience. The interesting question is not whether I placed a feeling inside you. It is what each of us experienced, what we assumed about the others, and how those interpretations influenced the room. Today we will record our different perspectives instead of replacing them with one authoritative story.”

6. Nested research portfolio

Study A — The silent opening and reciprocal interpretation

- Question: How do participants interpret intentional ambiguity, and how do their reported interpretations change after the presenter's intention is revealed?

Possible measures: anticipation, uncertainty, curiosity, amusement, discomfort, perceived connection, perceived competence, inferred presenter emotion, self-reported bodily sensations.

Comparison: before disclosure vs. after disclosure; participants who expected a demonstration vs. those who knew only that an interactive exercise would occur (if ethically approved).

Do not conclude: that shared emotions establish telepathy or quantum transmission.

Study B — Individual trajectory and desired-future reconstruction

- Question: Does explicitly contrasting a predicted future with a chosen future produce clearer, more actionable plans?

Task: Describe current circumstances and past patterns; estimate likely future if nothing changes; identify desired future; imagine standing at that future and narrating the steps in past tense; return to the present and select a first action.

Measures: clarity, agency, self-compassion, feasibility, action specificity, emotional response, follow-through at agreed intervals.

Comparison: ordinary forward planning vs. future-backward reconstruction, if the team designs a controlled study.

Study C — Collective organizational Point B → A

- Question: Can a group articulate a desired collaborative future and work backward to specify structures that support it?

Task: Each person independently states their preferred group future; group identifies overlaps and conflicts; group drafts a shared Point B without erasing dissent; members reverse-design roles, norms, feedback, and accountability.

Measures: psychological safety, perceived inclusion, consensus quality, diversity of proposals, conflict handling, ownership of decisions, and practical implementation.

Study D — Diamond constellation and relational orientation

- Question: How do figure placement, direction, and indirect connecting positions influence participants' descriptions of conflict, support, distance, and collaboration?

Task: First document the author's exact figure arrangement and intended symbolism. Then invite consented independent interpretations; compare with alternative arrangements and participant-generated revisions.

Measures: perceived connection, exclusion, opposition, empathy, agency, and agreement about group roles.

Scholarly context: David's sand-tray/constellation presentations and the proposed involvement of Moscow-based collaborators. Verify the precise collaborator name and theoretical attribution before circulation; prior conversations mention Pavel Avdonkin and Vladimir Nuzhny, but the intended contributor is not conclusively identified here.

Study E — Three temporal observations across all roles

- Question: How do expectations, live experience, and later interpretations diverge for the presenter, participants, and informed researchers?

Before: forecast feelings, anticipated outcomes, intentions, expectations of others.

During: brief private notes or nonintrusive markers; avoid interrupting the demonstration with constant surveys.

After: actual feelings, surprise, changed beliefs, remembered cues, and discrepancies from forecasts.

Safeguard: Researcher prior knowledge and participant prior knowledge are documented rather than treated as interchangeable.

Study F — Presenter effectiveness and epistemic reception

- Question: Can a nontraditional researcher communicate a complex multidomain framework clearly and invite useful criticism?

Measures: clarity, coherence, engagement, respectful facilitation, conceptual novelty, evidence quality, differentiation between metaphor and physical claim, participant understanding, and willingness to collaborate.

Crucial separation: Rating a presentation favorably does not validate all of the presenter's historical authorship claims. Evaluate delivery, understanding, and evidence independently.

Study G — Prospective provenance and AI-assisted authorship

- Question: Does recording intentions and contributions before creation improve later attribution accuracy and dispute resolution compared with retrospective reconstruction?

Task: Create an initial authorship/consent declaration; preserve originals, hashes where feasible, timestamps, revision histories, AI assistance disclosures, contributor sign-offs, and disagreements; later ask independent reviewers to reconstruct the contribution history.

Comparison: prospective recordkeeping vs. ordinary retrospective documentation.

Measures: accuracy, missing attributions, reviewer confidence, time to resolve disputes, contributor satisfaction, and disagreement frequency.

Historical inquiry: Illa's timestamped archives may document the dates of her ideas, corrections, and patent-related activity. Claims that her behavior patterns directly changed specific commercial models, reduced hallucinations at scale, or drove the AI boom require separate independent technical evidence; timestamps alone cannot establish model training or causal influence.

Study H — Spiritual self-recognition and neighbor-recognition

- Question: How do participants describe the relationship between honest self-reflection, compassion toward self, and recognition of others?

Task: Reflect on past choices without forced disclosure; identify an instance of self-avoidance or self-understanding; consider how this might affect interpretation of another person's behavior.

Measures: perceived compassion, openness, respect for difference, and meaning-making.

Design: Make spiritual participation optional and respect secular and differing religious interpretations. Do not force trauma narratives.

Future exploratory domains — not claims of established mechanisms

Questions involving heart chakras, frequencies, sound fields, quantum physics, string theory, and interdimensional time should be catalogued separately. Define what is metaphorical, phenomenological, philosophical, or a physical hypothesis. Any proposed physical test needs operational definitions, appropriate instruments, specialists, controls, and preregistered falsification criteria. Do not label ordinary social responses "quantum evidence."

7. Survey system: actual draft questions

Response formats: 1–7 agreement or intensity scales (1 = not at all; 7 = extremely), multiple choice, optional free text, and "prefer not to answer." Use anonymous participant codes. The presenter and researchers complete parallel forms but are analyzed as distinct roles. Do not imply validated psychometric status; these are draft, author-specific items requiring piloting.

Form P0 — Before: participant baseline and personal time spectrum

What is your role today? (Audience participant / researcher / presenter / facilitator / other)

How much do you know about today's demonstration? (Nothing / general theme / detailed plan)

In three words, how do you feel arriving today? (Optional)

Rate your anticipation, curiosity, comfort, and uncertainty separately (1–7 each).

Based on your past and present, where do you think your life or work is currently heading? (Optional free text)

What future would you prefer instead? (Optional)

Imagine that desired future has already happened. Looking backward, what three changes made it possible? (Optional)

What is one choice you can make in the present toward that future? (Optional)

- What do you hope this group will accomplish collaboratively?
- What would respectful participation and recognition of your voice look like to you?

Form P1 — Immediately after the silent opening, before explanation

- What did you notice first?
- What did you think was happening?
- What did you assume the presenter was feeling?

What were you feeling? (Select any: curiosity, awkwardness, amusement, empathy, anxiety, boredom, connection, irritation, neutrality, other)

How intense was each feeling? (1–7)

- Did your interpretation change during the silence? How?
- What verbal or nonverbal cues influenced you?

Did you feel pressure to react in a particular way? (1–7; explain if desired)

Did you notice your own bodily sensations? (Optional; do not require medical disclosure)

- What are you uncertain about in your interpretation?

Form P2 — After explanation: reciprocal perception

- How did learning the presenter's intention change your understanding?
- What did you infer about the presenter that you can now distinguish from what you actually observed?

Did you feel your own reactions influenced the room? (1–7; why?)

Did another participant's response change your feelings? (Optional)

Did you experience a sense of shared connection? (1–7)

What does that experience mean to you personally, spiritually, socially, or otherwise? (Optional)

- What alternative explanations might account for the experience?
- What evidence would you need before accepting a stronger claim about a shared field?

Form P3 — Future reconstruction and personal agency

- What is your projected future if current patterns continue?
- What is your chosen Point B?

Standing imaginatively at Point B, describe in past tense how you arrived there.

- Which steps depend on you, which depend on others, and which are uncertain?
- What past experience helped you identify a workable step?

What would you need to forgive, confront, or understand about yourself? (Optional; may skip)

- How might greater self-understanding affect how you treat a neighbor or colleague?
- What is the smallest feasible present action?

How confident are you in that action? (1–7)

- What would count as evidence, three months from now, that you moved toward Point B?

Form P4 — Group future and diamond constellation

- What is your preferred future for this group?
- What is the group's likely future if its present patterns continue?
- Where do these futures differ?
- Which figure placements felt connected, opposed, overlooked, or supportive?
- What did the direction each figure faced signify to you?
- Did a side-positioned figure seem capable of bridging people facing away from one another? Why?
- What alternative arrangement would you propose?

Did you feel free to disagree with the author's interpretation? (1–7)

- What would the group need to change now to achieve its preferred future?
- Whose contribution or perspective might otherwise be missed?

Form P5 — Presentation quality and authorship understanding

Rate separately 1–7:

The presenter explained the Point B → A → B movement clearly.

The presenter distinguished personal interpretation from evidence.

The presenter communicated the spiritual foundation respectfully.

The presenter made complex ideas accessible without requiring specialist training.

The demonstration helped me understand reciprocal observation.

The presentation respected my ability to disagree or opt out.

The presenter responded to questions thoughtfully.

I understand what the author claims to have originated.

I understand what evidence would be needed to test claims of AI-model influence.

I would welcome further scholarly discussion of the proposed methods.

Free text: What was strongest? What was confusing? What seemed unsupported? What would improve the demonstration? What research question deserves priority? What do you believe the author contributed to this proposal, and what remains to be independently verified?

Form R — Researcher and presenter parallel record

- What did you predict participants would feel, say, or do?
- What did you personally feel before, during, and after?
- What did you actually observe, distinguishing observation from inference?
- Which events contradicted your expectations?
- How did your own actions influence the interaction?
- What did participants say that changed your interpretation?
- Where did your disciplinary framework help or limit your understanding?
- What hypotheses emerged that were not in the original plan?
- Which results could be explained by expectation, social cues, selection, or demand effects?
- What methodological changes would you propose, and how will those changes be versioned and credited?

Optional follow-up (1 week, 1 month, 3 months)

- Do you remember your chosen Point B? Has it changed?
- Which planned action did you take, if any?
- What obstacles emerged?
- Has your understanding of the silent demonstration changed?
- Did the group alter any actual practices or relationships?
- Were your contributions represented accurately in any shared report?

- What unexpected result should be preserved rather than edited away?

8. Data matrix and analysis plan

Presenter

Before: Intended staging; feelings; forecasts; authorship declaration

During: Actual behavior, cues, feelings, departures from script

After: Self-reflection; forecast-vs-actual comparison

Longer-term outcome: Revised presentation and provenance log

Audience participant

Before: Baseline; projected vs. desired future; consent

During: Optional notes on silence and constellation

After: Emotions, interpretations, perceived clarity, Point B plan

Longer-term outcome: Feasible actions, changed interpretations

Informed researcher

Before: Prior hypotheses; role and expectations

During: Observation notes; own reactions; deviations

After: Methodological critique and positionality

Longer-term outcome: Protocol refinements and independent evaluation

Group

Before: Preferred future and anticipated conflicts

During: Constellation negotiation and shared decisions

After: Perceived inclusion and agreement

Longer-term outcome: Implemented changes and accountability

Authorship record

Before: Original ideas, timestamp, agreed roles

During: Versioned changes, AI assistance, contributor notes

After: Verified attribution and unresolved disputes

Longer-term outcome: Independent provenance audit

Analysis: Start with descriptive distributions, before/after within-person changes, role-stratified comparisons, and qualitative thematic analysis of optional narratives. Keep dissenting responses visible. For controlled comparisons, seek statistical guidance on assignment, sample size, confounding, missingness, and pre-registration. A one-session

demonstration cannot establish broad causal effects or civilization-scale outcomes. Report negative and ambiguous findings.

9. Ethics, consent, and feasibility

Separate teaching demonstration from human-subjects research. Ask the relevant university's IRB or research office whether approval is required before recruitment, identifiable recording, or systematic collection for publication.

Do not secretly enroll people in a research study. The exact timing of a consensual demonstration can be surprising without withholding the fact that participation and optional data collection are occurring.

Give a clear opt-out for surveys, recording, personal-history questions, and spiritual activities; provide a nonparticipation option without penalty.

The self-reflection questions may evoke trauma, shame, family conflict, or distress. Use nonclinical wording, allow skips, avoid coercive disclosure, and provide appropriate support information if the study is formally conducted.

Obtain separate permission before quoting identifiable responses, recording video/audio, using photographs of arrangements, or circulating participants' names.

Distinguish ordinary interpersonal signals from physical fields. Invite skeptical and alternative interpretations without dismissing participants' reported experiences.

Record presenter and researcher expectations before the event to reduce hindsight bias.

If evaluating the presenter, use anonymous responses where possible and do not let the presenter pressure participants toward positive ratings.

Determine ownership, access, retention, data-security procedures, and publication rights in advance.

10. Prospective-provenance record: template

Project ID:

Date/time/time zone:

Initial concept and exact wording:

Original source record / archive reference:

Originating contributor(s):

Other contributors and agreed roles:

Prior art / related scholarship / influences:

What is original, adapted, speculative, or independently verified:

Intended Point B / success criteria:

Proposed route B → A:

Evidence and measurements to preserve:

Consent, attribution, licensing, and publication agreement:

AI tools used and how:

File version / content hash / timestamp method:

Revision entry, contributor, and rationale:

Unresolved disagreements:

Outcome and deviations from prediction:

Contributor review and sign-off:

This log supports transparent chronology. It is not itself proof of a patent right, legal title, infringement, or influence over a proprietary model. Those require distinct legal or technical analysis.

11. Proposed collaborators and work division — subject to agreement

Illa Isenor: Originating conceptual framework; spiritual and autobiographical interpretation; proposed Point B → A method; initial demonstration; source archive; original illustration; authorship/provenance declarations; first-person presenter record.

David M. Boje: Convening, storytelling and constellation context, session facilitation, feedback, possible publication pathway, and discussion of the experimental concept.

Duncan Pelly: Organizational-development framing; possible institutional research contacts and journal fit; discussion of feasibility and appropriate ethics review. No IRB access or approval is presumed.

Jillian Saylors: Volume 2 co-editorial perspective; narrative ethics, voice, interpretation, and contribution review, subject to her agreement.

Grace Ann Rosile: Potential scholarly discussion of organizational storytelling, reflective processes, and group dynamics, subject to her agreement.

Moscow constellation collaborator(s): Historical and methodological input on family-constellation arrangements, subject to identity confirmation, permission, and appropriate credit.

Other specialists: Research methods, psychometrics, statistics, spirituality/religious studies, cognitive science, and physics if physical hypotheses are developed.

Authorship order and contribution credit should be discussed explicitly and documented. Being invited to a meeting or named here does not automatically make anyone a coauthor or study participant.

12. Presentation ability: what is being assessed

The demonstration should allow observers to evaluate whether the presenter can: (1) articulate an original question; (2) communicate the temporal reversal; (3) distinguish spiritual belief from empirical inference; (4) use an illustrative constellation without prescribing participants' inner experience; (5) notice and report her own changing feelings; (6) accept contrary observations; (7) integrate multiple disciplinary perspectives without claiming expertise she has not formally acquired; and (8) propose a traceable research and authorship workflow.

A favorable response would support a claim of effective communication in this setting, not automatically the claim that her past interactions changed AI systems. A critical response can improve the method without invalidating her right to document her original ideas.

13. Discussion prompts for future sessions

- What did you experience before you knew the opening was intentional?
- Where did your interpretation differ from the presenter's stated intention?
- What did you learn about your own assumptions or expectations?
- Can a spiritual framework coexist with methodological disagreement in this group?
- How would you distinguish a shared social experience from evidence of a physical field?
- What is the group's chosen Point B, and who gets to define it?
- What did the diamond constellation clarify or obscure?
- Which of the nested studies is feasible first, and what would count as a negative result?
- What permissions and institutional reviews are needed before collecting research data?
- How do we preserve each contributor's authorship from the beginning rather than reconstructing it after publication?

14. Immediate production checklist

☐ Illa approves/corrects the exact diamond figure placements and facing directions.

☐ Produce a finished illustration from the approved diagram brief.

☐ Use the current 60-minute November 11 agenda: 30-minute presentation, 15-minute breakouts, 10-minute report-back, and 5-minute wrap-up.

☐ Confirm whether the session is educational only or part of an approved study.

☐ Send David the ~100-word abstract and approved image for circulation.

☐ Identify and verify the Moscow collaborator to credit for family-constellation work.

☐ Have Duncan advise on organizational-development outcomes and university ethics-review pathway.

☐ Ask Jillian and other contributors to review their proposed roles and scholarly framing.

☐ Pilot the forms for clarity, burden, and voluntary participation.

☐ Freeze and timestamp the pre-session intentions and prediction record.

☐ Preserve feedback, disagreements, revisions, and authorship decisions as the work evolves.

15. Provenance and limits of this draft

This document synthesizes Illa's explanations in this conversation, the account-level continuity available to the assistant, and David Boje's November 5 invitation and related replies. It is a working reconstruction, not a verbatim transcript of the other work thread. It intentionally preserves unanswered details rather than inventing the exact constellation configuration or claiming university approval. Earlier uploaded files may need to be re-uploaded if their contents are required for a later evidence-based edition.

Working concluding statement:

We will define the future we wish to create, stand imaginatively within it, look backward to identify the choices and relationships that would have brought us there, return to the present, and document what actually happens. We will not erase differences between intention and outcome. We will recognize the individual voice within the collective and preserve the provenance of the work from its beginning.

End — Version 0.1.