IDENTITY TRAINING

LESSON FIVE

Frank Reinhardt Morris

Reflections on Reflexions

College students studying biology have learned a wonderful phrase: Ontogeny recapitulates phylogeny. To understand what it means, consider the sequential development of the human as a metaphor. This process begins with a single cell becoming more complex cells, which become a rather strange-looking reptile-like water creature, which then becomes a large-brained organism that eventually results in the birth of a land animal. It is all rather remarkable.

We don't intend here to debate an old biological argument. We mention the above phrase only to set the stage for an argument from modern psychology. The adult organism develops in stages. Each stage includes a certain learning task, a given feeling task, and a skill. If one of those three is retarded by the environment or forces within the organism, there will later be a regressional pull. The older person still seeks to accomplish the developmental task, but has lost the way to do it. The failure to solve those original tasks results in a loss of available energy. Colloquially, it means the person has "holes" in the personality.

The principle emerges: Later life's psychological errors largely recapitulate earlier developmental failures. This principle simplifies the matter, as has been shown in other areas of Racket, Reflexion, and Ricochet feelings. Still, the statement is sufficiently correct that we need to underscore its importance.

As indicated in the previous chapter, those personality "holes" affect our parenting. If a mother had a difficult time during her own first six months of life, she will likely have difficulty mothering a 0- to 6-month-old baby. The same could

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

continue throughout the developmental cycle. John, because of body size, was very clumsy from age six to 12, something that was typical in his family. But John's father was very harsh, wanting John to be more coordinated. Decades later, John's son goes through the same phase, and John repeats many of the same mistakes his father made with him.

Unfortunately, children cannot fathom that omnipotent parents have structural flaws. Children need protecting, and they imagine that only a godlike parent has strength enough to accomplish that. Also, in the original bonding, a child is fixated on an all-providing mother. When faced with fallible parents, the child concludes, "Something is wrong with me." A scientific adult could look at the family and note the errors of the parents. But children gather evidence, perceived from the viewpoint that the parents are omnipotent, and make negative decisions about their own personalities. These, in turn, are passed on to the next generation. They are grand invitations for enslaved non-being.

A client came to us once with a tremendous two-year-old's problem: self-hate, blame, guilty ruminations, "no-saying" to suggestions, and the feeling that life equals despair. Much later, it was discovered that the grandmother's father was killed in an industrial accident when her grandmother was two and 1/2 years old. The description of her father showed that he, too, possessed an exceptional two-year-old mentality. The client realized she was carrying on a family tradition.

At the onset the question of freedom immediately emerged. The client shared that her sister had some remnants of the two-year-old issue, but had chosen to handle it quite differently.

The key point is that *choice is available.* Continued work revealed that the client had occasions when she decided to begin her trek of despairing thinking. Her despair was a conglomerate of repressed sadness, anger, and scare, attached to the wish that her dad would make her perfect. The sadness was that her wish did not come true; the anger was pent-up

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

rage (which her sister expressed) at her father; and her scare was of the death wish harbored in the background of her mind.

Catastrophic fantasizing by children with those three feelings link anger with violence, scare with abandonment, and sadness with insanity. Freeing the personality from the terrible imaginings of children is sometimes quite a task.

A similar task is getting adults to understand that, even if Grand Invitations were given back then --ones that would have been accepted by 999 out of 1,000 people--freedom exists *now*. Stored-up anger becomes hatred, which forges chains to the past; it leaves one justifying victim thinking. We have seen so many people lay down chains from the past that we know freedom is possible for those who choose it.

To rephrase a Bible verse, sufficient for the day is the learning thereof. This chapter includes a great deal of information. Don't anticipate that you will completely master it. A glow will come in the darkness as you learn to understand some major patterns in persons with whom you deal.

A challenge: By now, you understand your parents were just normal people, neither gods nor devils. Use the information in this chapter to determine which of the major developmental difficulties might have been experienced by your mother and father. This will be far more than an intellectual exercise. Record data in your LOG.

Developmental Reflexions

This section on Developmental Reflexions will help you glean possible "holes" caused by childhood decisions. Each stage will include a brief description followed by the child's needs, clues for the observer, and linguistic clues. The comments in each section are not intended to be definitive. They are illustrations of what happens behaviorally and verbally when the tasks of a developmental stage are not fulfilled. As a scientific observer, you can begin to discern the development age of people around you. Caution: Do not anticipate that at the end of Identity Training I you will be a "black belt" in observation of developmental trauma. That will take far

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

more study and information than can be offered in this course. Follow- up reading in books on human development will offer further insight.

I.

In Utero

It may seem strange that grown-ups can have memories dating back to womb days. Yet some people do take the peeling of the onion seriously and follow dreams and bodily Reflexions wherever they lead. The memories are in the musculature. It takes no fabulous observer. The person balls up in the fetal position and begins to behave like an in utero baby. (Such regressions are for advanced students who follow instructions regarding breathing, moving, making sound and reporting experiences).

NEEDS: The unborn infant needs proper nutrition, protection from external blows and internal poisons, and a mother's nurturing love. (Bookstores sell many books on proper nutrition during pregnancy.) Clients re-enact Reflexions involving a mother's fall to the pavement, a blaring noise that gave the child an auditory Reflexion of scare over sudden loud noises. a craving for certain vitamins that the mother did not consume. A mother's toxemia poisoning has left psychological scars (though this properly needs to fall under the category of Ricochet). One client whose mother had seven miscarriages prior to his birth had a continued Reflexion that the world around him was unsafe.

The intent here is to give information about depth psychology, not to scare anyone. The good news is that the parenting that was faulty, even in utero, can be corrected. The goal is SASHET as it occurs in the here-and-now. Remnants of Reflexion feelings even prior to birth are regularly solved by people and their counselors.

CLUES FOR THE OBSERVER: How does a scientific observer note when a person's problems stem from the womb? Part of the answer comes from the clue given regarding Ricochet feelings: a person literally believes in his or her despair in an intense way. Eyes have a haunting quality, and they desire to hide away in small places. Sometimes the person

For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

has a craving or vitamin yearning. There may be a regressional pull. The person throws his or her arms up in a fetal position and draws the legs up accordingly. A pursuit of the spectrum analysis questions when an undefined feeling surfaces and the person moves the body to what the feeling "feels like" will reveal remnants from in utero. If you were to visit a clinic for drug rehabilitation you would see this occurring.

Other clues when a person is dealing with an in utero remnant might be a desire to withdraw and avoid contact with others, a desire for closed spaces, a fear of closed spaces, a fascination with tunnels and elevators, and dreams of being in closed spaces.

LINGUISTIC CLUES: A person experiencing a Reflexion back to the womb might use phrases like "closed in," "light at the end of the tunnel," "boxed," "overwhelmed," "tight," "cramped," "floating," "treacherous," "struggle," and "passive." These language patterns will add to your ability to hear when a person is signaling from the right brain that something was amiss back yonder. This does not mean you should do anything therapeutic: simply observe. You can learn from your instructor some correct, healing statements that can benefit people at these times.

Some find Reflexion feelings from this and the next phase of the birth experience a somewhat frightening part of the seminars. Perhaps it is scary because few of us are doctors and know how to deliver babies. The thought that grown-ups could be signaling from their right brain about a childhood hang-up all the way to the womb is spooky. We all have a desire for a world that is perfectly peaceful like the womb. Maybe also we all have some latent memory of birth trauma

If these sections scare you, remember that a) you are not a therapist, b) you can do a world of good simply by using healing statements provided by your instructor, and c) the outcome of this course has to do with human freedom. In pursuing freedom, it is necessary to follow whatever the source of the problem may be. Read Thomas Vemy's *Life of the Unborn Child*.

For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

II.

Birth Trauma

Many therapies from California propagate the idea that the only Reflexion of any note is that of birth. We disagree. That is a reductionism that summarizes all human ills under one rubric. Still, the birth experience leaves many greatly scarred and leaves all of us with perhaps many little scars. The work of Stanislav Grof and Arthur Janov is helpful as well as a host of therapies that reveal helpful hints.

Twentieth century obstetrical practices largely were shaped by the philosophy of the University of Chicago's Lying-In Hospital. Friedrich Leboyer of France reshaped them. His procedures have had tremendous impact on hospitals around the world. The net result is that babies now get a gracious introduction to the world: soft lights, warm baths, music, massage, tonal sounds similar to the mother's in utero heartbeat, and mother's loving arms and tummy. Medicine is to be congratulated for its willingness to employ such beautiful practices.

Leboyer learned of the power of traumatic birthing during his own psychoanalysis in France. From that point on, he determined to do something to lessen birth traumas by humane obstetricians. But what of the Reflexion remnants for those of us who have not been treated with these modem methods? We appreciate therapies that employ methods of breathing and following the feelings that allow a person to re-experience the original pain, but the second time around being prepared with the material of the anatomy of a trauma and a lot of care. The task of finding a competent professional may be in order.

NEEDS: Leboyer's methods are geared to the birth child being protected from blaring noise, blinding lights. slapping. and sudden removal from the mother. The child needs air, softness from the mother, warmth, a rocking motion, nurturing touch, a heartbeat, and a breast that gives warm milk.

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

CLUES FOR THE OBSERVER: The person may dream of water and being in drainpipes, being thrust from paradise, or slipping through openings. Sometimes there is a panic scare of not being able to get out of a closed space, oral frustration, writhing of the body. or a concern with suffering exhibited in anything from religious symbolism to sexual pathology. The person might enjoy dramatic dare-devil stunts. If you ask that person why he or she is afraid to express anger, he or she may hesitatingly say, "If I express my anger, I might hurt my mom someway ... though I'm not sure how."

LINGUISTIC CLUES: Frequently used words might include "suffering," "life is a struggle," "trapped," "surprised," "tough," "I'm bad," "guilty," "pressure," "hopelessness," "tight," "uncomfortable," "incapable," and "despair." The person may frequently talk about death. Interestingly, some will go into denial and be in happy or excitement Rackets.

Could it be that your mother had a terrible time in utero which affected her ability to nurture? Did your father have a traumatic birth that led to fascination with struggle and suffering? If you can discern the developmental flaw of your parents, you may still be hesitant to forgive them. Why? Some still wish to retain the myth that parents were perfect. If we lose the myth of their perfection, we have to examine our own normalcy. Maybe we prefer thinking ourselves as victims so we can avoid responsibility. If you find resistance to forgiveness, will you register in your LOG what it is? "I refuse to forgive them because... "

III.

The First Six Months

Life goes on. The LaLeche League stresses this phase of development by emphasizing that breast-feeding makes the final difference in a child's existence. Again, that's a reductionism. but also a good point. (Philosophically speaking, each heresy has had one great truth.) Breast-feeding is important.

For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

NEEDS: A warm, loving, rocking, nurturing, feeding mother is important. Children need shelter and warmth, clean diapers, soft caresses, sounds of tenderness, constancy of care, and contact with a person who feels happy and content. The emotional messages are telegraphed to the child.

An exercise for serious students is to experiment with being held. The "mothers" convey the six SASHET feelings one at a time, without words and just through the rocking, sounds, and body tensions. The effect is very interesting. Those who are being held realize how much is communicated non-verbally. The next realization in this experiment is equally astounding. None of the "babies" think that the care (or lack of it) received had to do with the mother. Each thinks the fault is in their own systems.

In other words, babies who receive poor care during the first six months frequently end up thinking something is wrong with them. The oral anger around poor breast-feeding is imploded and the person becomes scared of his or her anger, all the while defending the mother. The latent need for tactile stimulation means to the person, later in life, that he or she is a "needy baby." A latent anger at women is "pathological" rather than understood as a Reflexion that needs to be solved.

CLUES FOR THE OBSERVER: The person plays with the mouth a lot, complains about touch, and frequently is in a hurry. Dreams have to do with consuming. They may rock back and forth in a self-nurturing way. They are oblivious to their needs and cannot answer questions about what is wanted. They talk about food a lot and when eating, their eyes almost "drink in" the food. The person may learn denial at this age, and be oblivious to all feelings, so any feeling questions are met with silence. Sometimes the person has little trust and is always wondering about the other's motivations. Oral rage can be seen in a whitening about the mouth. They may be very sensitive regarding noise. The person may have breathing difficulties. Smoking and drinking may be obsessional.

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

LINGUISTIC CLUES: Sentences that occur frequently include "I never get enough," "I feel inadequate," "I don't trust them," and "I'm unlovable." Food and skin are thematic in dominate speech patterns. The person may talk about sex often and has difficulty realizing that nurture and sexuality can be separate. The person may wish a lot and verbalize yearning fantasies.

IV.

The 7-Month-Old Child

NEEDS: The child needs to be aware of separateness from the mother and also that if Mom is not there, she will be back shortly. No long separations. This does not mean total constancy from the mother, because the child can make decisions very rapidly. It does mean that the mother provides a great deal of support and nurture. Hospitalization and vacations need to be avoided if at all possible by the mother during this stage.

CLUES FOR THE OBSERVER: The person talks about abandonment a great deal. If there are six people in a group and one is missing, the person will react with a measure of scare. There may be an obsessional concern about being on time, and huge anger (covering scare) if someone is late.

LINGUISTIC CLUES: Because of the anxiety (scare) about abandonment, the person talks about coming, going, constancy, fickleness, abandonment, faithfulness.

This is a difficult area to observe. It is mentioned because it may be the background drama for someone you care about. While it's a small time span for a child, it can affect the entire life-span of an adult.

V.

7 -18 months

This is the exploratory age, when the child is curious about the world. The child tastes toys, smells animals and food, makes funny sounds, sees colors move and shine, and

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

touches everything. If children are in a playpen and receive no stimulation, they are bored. If there is no protection, we have a child in trouble. And, if a parent takes one thing away, the child needs it replaced with two other alternatives.

NEEDS: The child needs options, protective limits, stimulating toys, and protection while exploring so he or she doesn't get hurt. The child's task is to explore!

CLUES FOR THE OBSERVER: The person with an exploratory block usually is quite restless. A hurry-scurry attitude and difficult time with taking in strokes may come from this period. Hyperactivity may be evident in persons with an exploratory block. The person may rebel over any limits as well.

In some cases, however, the child was in a halter or playpen and not allowed to explore and thus is quite passive. This frequently is the source of a tremendous pleasing ritual where one is overly concerned about upsetting anyone - especially women - and adjusts his/her personality accordingly.

LINGUISTIC CLUES: Time- and space-oriented language abounds as the person concentrates on schedules and opportunities. The person is unhappy when they have nothing to do and complains about lack of activity. A favorite song may be "I'm late, I'm late, for a very important date."

Persons with an exploratory issue experience difficulty in learning that they are accepted for *being*, not just *doing*. This is not just a one-time learning, for the person has such difficulty taking in strokes. They are the over-achievers who lost touch with their bodies in their obsession with doing.

VI.

The Two-Year-Old

The mere mention of the terrible twos causes many a parent to flinch. A two-year-old can be a terrific pain in the posterior. Two-year-olds use their budding

For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

intelligence to say "NO!" to suggestions. They continually threaten temper tantrums if parents don't give in. The child hides tenderness and scare and seems like an angry little ingrate. Later, much later, when an employee has an unresolved two-year-old issue, they have a flow of oppositional thoughts on any subject that arises.

As you may have noticed, these individuals are highly intelligent and frequently rise to the top. The sheer exercise of their brain in taking the opposite has aided the rise of IQ. A great deal of hidden scare forces the person to continually prove his or her intelligence.

NEEDS: The child needs to hear that there is separateness, that the parent respects the child's thinking, that it is okay to say "no," that limits still exist and that reasons will be given for the limits. Children need to know that their "No!" will not be smashed, but also that others will not cower in fear. They need to know that threats will never gain love. Finally, children need to know that they can still think when they are scared, and that it is permissible to be tender.

Please note: It is important for the child to say "No." That is how they learn the concept of separateness. They need to be allowed "No," and the parents need to understand the "No" doesn't mean the child is in control. For example: "I hear you don't want to put on your boots before we go outside. It is ok for you to not want to put on your boots. You are a good thinker. Now we'll finish getting dressed so we can go outside (as the parent begins putting on the boots)." If the child objects with a tantrum, the parent can offer options. "You can let Daddy put the boots on you or you can ask Johnny to help you." All of this is done with calm awareness that the "No" is an important way for the child to learn separateness, which is okay. That doesn't mean the parent gives up rules or consequences. It does mean they don't impose punishment because they are irritated with a two-year-old's "No."

CLUES FOR THE OBSERVER: When an adult confronts with old two-year-old behavior, you may feel scare, and you may realize that you are ricocheting that person's unacknowledged scare. The person is contrary and points out the opposite of whatever is

For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

mentioned, sometimes quite brilliantly. The person may exhibit bravado, pushiness, or abrasiveness that is difficult to be around. And they can be controlling.

LINGUISTIC CLUES: "No," "yes, but," "to the contrary," "on the other hand," "not to be different, but . . .," and words indicating the person's alternative viewpoints come forth frequently.

You probably know several people who follow the "no" routine. They are usually very smart. They may have gained high positions by their ability to never give an inch and stay focused on what is *right*. The same person may be adamant, critical, and responsible for other bright people leaving the firm. If they do not solve the background scare, they are difficult to be around.

VII.

Oedipus and Electra 3-6-Year-Olds

Johnny and Janie grow up with one becoming more interested in strokes from Mom and the other interested in strokes from Dad. The boy begins to fantasize about Mom's life and the girl does the same with Dad. How can I make Mom (or Dad) happy? (We also deal with this under Ricochet.) Children have a fertile imagination and ask many questions. At age four, they begin fantasizing, wondering about dinosaurs and devils, wars and destruction, angels and spooks. It is a great age for Christmas and a scary age for Halloween.

NEEDS: The child needs to know the difference between wish and reality, but this is hard to accomplish. The child needs affirmation for the feeling Rainbow and congratulations for thinking. The boy needs to hear from his mother that he is good and loveable; the girl needs the same from her father. The wise parent demonstrates love for their spouse in front of the child. Honest information is a necessity.

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

CLUES FOR THE OBSERVER: The person may be wide-eyed with wonder and imagination as wishes cloud reality. They may be green with scare as they imagine huge internal catastrophes. Their energy may be against authority figures and bound up with how to do things perfectly in a loving relationship. Internal dialogs are frequently tied to a continuing childhood battle with either parent.

LINGUISTIC CLUES: "What if," "Let's imagine," "I wish," "I dream," and "somewhere over the rainbow." The person is absorbed with mind reading, making fantasized guesses about what others are thinking. Those guesses then affect the person's attitudes and actions. They also reveal strange cause-effect thinking, saying that others "make me feel," or they fear that they cause others to feel a certain way.

(If a couple boasts a 4-year-old Electra and a two-year-old Toad, you would want the Toad for thinking, and the Electra for companionship. It might be volatile, but never boring.)

VIII.

Developmental Generalizations

For purposes of depth psychology, the preceding considerations are primary. The following developmental generalizations offer insights for observers who want to further understand human phenomena:

1. The person frequently in the Parent position with little awareness of feelings (perhaps a happy, excitement or tender Racket), generally is oblivious to stirrings of the soul younger than 6 years of age. They stay in the Parental frame of mind mentioned in Lesson Two. Their developmental "stuck" age would be 6 to 12 years.

2. Some people have a great fear of being laughed at When you question them as to the source, they usually refer to the scares of the junior high student who is peer-conscious and terrified of becoming the scapegoat

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

3. At age 8, for some unknown reason, people frequently make a major moral decision. Clergymen often will have had some major occurrence at that age.

4. Feelings surge in adolescence, as the child recycles at age 13 the experience of the neonate; at age 14 the experience of the 2-year-old; and the Oedipal and Electra stirrings during the other years. This is at an unconscious level. Feelings of dissociation occur during adolescence as things and people are divided into phony or real. T he person cannot satisfactorily find answers to questions of identity. Growth spurts, the onset of sexuality, and the handling of aggressive tendencies put teenagers on an unconscious roller-coaster of feelings. It is exciting and scary, sad and happy, angry and tender--to the max.

5. During the college years and on through the age of 30, the person goes through a latency period differing from the ages of 6 to 12. This one is more *an Adult latency* than Parental. The concern is accomplishment, accruing material goods, getting the form of things correct in marriage, obtaining a mortgage, beginning a family, becoming socially stable and secure in a job. The 20's are rather sleepy years when the Rainbow feelings take a back seat to formalizing operations. Wives may be angry underneath while husbands are developing banal lives devoid of real feelings. The adaptation of the original Script inevitably comes out during these years.

THE DEVELOPMENTAL REVIEW IS COMPLETE

You have done it. This is the most difficult material in the entire course, and you may congratulate yourself for surviving it. Studying it occasionally, however, will provide you with an amazing array of answers to the dilemmas provided to you by people you know.

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

IX.

A Friend's Questions

A friend reviewed this material and asked: "Will students be willing to study this much?" We wondered the same thing until the first 1000 people took the course. The ultimate answer is, "You get what you pay for." If you want instant, happy solutions you may be lost in a world of wishing that will result in no solutions. This material gives six simple SASHET words and then provides a map for what happens when you ask questions using them and the spectrum analyses.

If you ask the Golden Question, "How old do you feel?" of a person displaying infantile behavior, it is best to have a map.

An illustration: Japan had long been a manufacturing marvel and regularly beaten its American counterparts. Japanese society is highly Parental, with workers highest loyalties being obedience to country. Other countries gain that loyalty during times of war; Japan gets it even during times of peace. America is organized differently, around the principle of individual freedom.

Identity Training I takes the principle of individual freedom to new heights--and depths. Depth psychology offers a path to accompany the principle of liberty upon which this country was founded. This means that the accomplishment of here-and-now SASHET (by eliminating Reflexions, Rackets, and Ricochets) will allow people to grow and produce and become all they can. Real SASHET does not make people selfish; it makes them live to the maximum. It's been said that a happy worker is a productive worker. A person honored for his or her feeling set will do his or her best.

American leadership is in a double bind. A ny place where competency is important--business, school, industry, for instance--we have a choice between shallow psychological solutions that give temporary relief, temporary answers, and momentary satisfaction, or the information of depth psychology.

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

"No pain, no gain" is an adage from sports. In psychology, the principle must be "No deep SASHET understandings, no real psychology that will transform individuals and work contexts."

Americans are fad conscious. But "instant solutions" simply do not work. The Via Regia to the soul happens to be the SASHET feelings. Following them where they lead with appropriate questions releases immense stored-up energy.

X.

The Notion of Developmental Recycling

Some external occasions trigger previous developmental issues. As we said previously, a mother giving birth may recycle her difficulties with her own birth trauma; a mother with a two year old may be cantankerous and negative; a father with a six- to 12-year-old son may become critical about coordination.

A person may, in marriage, have earlier developmental flaws triggered in two different ways. In taking the feeling polarity to a spouse, the person may trigger an old, unresolved issue. For example, if a spouse has a Tender Racket, the person may go into a previously denied anger Racket from age two. In Ricochet style, out of an attempt to please, a marital partner may act out the repressed feelings of the spouse. This is difficult to perceive. It can mean that the spouse is os psychologically sharp that the partner's flaw is seen and acted out largely coupled with his or her own denied developmental issue.

Recycling a particular developmental issue may occur as one grows older because of similar physical conditions. Breaking both legs in a car accident may take a person to exploratory dilemmas. The loss of teeth may take a person back to early oral difficulties.

We need to openly admit another result of peeling the onion. In removing, say, one's Parent lid that was oblivious to feelings, a person may discover a repressed developmental set that has been previously denied. This causes some people to refuse to learn feelings, out of the

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

scare that they might uncover “devils” or some such. There are no devils in the unconscious, only a little child with frustrated feelings and limited perception of the world. The failure to look within effects the depth at which life is experienced and personal freedom is limited. Everyone must decide whether they want the consequences of life without feelings or life with SASHET.

There is a persistent idea within Transactional Analysis that old developmental issues are recycled on an 11-year cycle. Though we have not been able to verify that completely, there does seem to be some truth to it as evidenced in the early need restlessness characteristic of persons at age 30, 40, and 50.

Finally, if your SASHET Rainbow gets out of balance, you might wonder, "What might I be recycling? How does this relate to the development Reflexion material? What help can the anatomy of a trauma give me in solving this? Do I need a counselor?"

For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

IDENTITY TRAINING

STUDY GUIDE

LESSON FIVE

Reflexion feelings continue to be the theme of this lesson because they so powerfully limit freedom--particularly as it concerns deep relationships. When two people start getting close, material from childhood emerges. While Rackets are fairly easy to discern, Reflexions are more difficult, sneaky even.

It's obvious to anyone who is close that the record is stuck in a certain groove, the music has ceased to unfold its melody, and the person is hopelessly repeating an old dilemma. The person, however, is oblivious to the repetition. Their oblivion is not due to stubbornness, though. F ailure to understand one's problem is not a result of being evil. Rather, the Unconscious Mind influences without the person being aware of it. What the right brain does is not noticed by the left brain, and vice versa.

Further writings in your LOG

1. Ask your mother to tell you about her pregnancy with you, the birth process, and your first six months. Record any information she gives you as well as your interpretation. (If she is not available, a close aunt, cousin, or other relative may be able to fill in some of the blanks.)

2. Write the hospital in which you were born and ask for your birth records. Scan those for hints of traumas you may have experienced.

3. What do you think your mother's mood was during her pregnancy, the birth process, and during the first six months? Record your intuitions. Also, brainstorm on whether or not at that time in her life she had any specific traumas that may have affected care of you.

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

4. Glean information from your mother or father about early feeding and touching. Did your mother, for instance, have postpartum depression? Who held you? Were you breast fed? Did you have colic or any early childhood illness? Were you in an incubator? Persist with these questions. Assure your parents that you are not looking to assess any blame or to justify feeling sorry for yourself. You are only looking for data that may be relevant to self-understanding.

5. As you read over the various sections of this chapter, which stood out as a possible developmental area of note? Record why that one may be significant to you.

6. Record several dreams you have had lately and then read over the developmental eras and discern where there could be a developmental block. Record both the dreams and your interpretations in your LOG.

7. Following a clue that is in the text, record what developmental difficulties might have ruled your mother's and your father's lives.

8. Ask an older person you respect how childhood affected someone they observed over the years. For instance, was their son angry as a two year old, and did he continue that anger in his marriages? If you go to a retirement facility, look for an older person who appears to be aware and objective about what is going on in the facility.

9. On three-by-five cards write the basic information about developmental ages following the outline of the text: Age, needs, clues for observer, linguistic clues. The exercise of studying them will lodge the material in your mind. We hope you will get a general idea or sense of direction and follow up as you desire based on personal goals.

10. The text barely mentions developmental problems after age six. Why do you think this is so? Do you disagree with that approach?

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org

11. We have included five developmental generalizations about situations after age six. Do you relate to those personally? Record in your LOG how those generalizations either do, or do not, reflect anything in your life.

12. Would you be a teenager again if you had the chance? Why or why not?

13. The text makes a large generalization about people 18 to 30 years of age. The idea is that basic SASHET feelings are subverted to issues of work and child-rearing and mortgage. Can you relate to going through a period of "latency" (i.e. a form of "feeling sleepiness") during that period?

14. The notion of developmental recycling offers another chance to record in your LOG how you may have re-experienced material from your childhood during, say, the raising of your children. Record ages that were especially difficult for you as a parent.

***

KEY TERMS IN LESSON FIVE

- Birth trauma
- Depth Psychology
- Developmental Recycling
- Exploratory
- In utero
- Neonate
- Oedipus and Electra
- Ontogeny recapitulates phylogeny
- Seventh month crisis
- The Two Year Old

Rev. 1b For personal use only. Written approval required for commercial use.
FDLEGACY FOUNDATION. MorrisCreativeChange.org