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Gathering chaos into a satisfying order is a daunting challenge.□□□

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Instead, chew on one thinker—writer, artist, activist,role model—you really love. Study everything there is to know about thatthinker. Then find three people that thinker loved, and find out everythingabout them. Repeat this as many times as you can. Climb up the tree as faras you can go. Once you build your tree, it’s time to start your own branch.□□□□□□□□□□□□□□□□□□□□□□□□——□□□□□□□□□□□□□□□□□□□

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“Steal from anywhere that resonates with inspiration or fuels your imagination. Devour old films, new films, music, books, paintings, photographs, poems, dreams, random conversations, architecture, bridges, street signs, trees, clouds, bodies of water, light and shadows. Select only things to steal from that speak directly to your soul. If you do this, your work (and theft) will be authentic.”“□□□

“You can’t connect the dots looking forward, you can only connect them looking backwards.”“□□□

The Internet can be more than just a resting place to publish your finished ideas—it can also be an incubator for ideas that aren’t fully formed, a birthing center for developing work that you haven’t started yet.

“Be regular and orderly in your life, so that you may be violent and original in your work.”—Gustave Flaubert

THE TERM AUTOETHNOGRAPHY invokes the self (auto), culture (ethno), and writing (graphy). When we do autoethnography, we study and write culture from the perspective of the self. When we do autoethnography, we look inward—into our identities, thoughts, feelings and experiences—and outward—into our relationships, communities, and cultures.1 As researchers, we try to take readers/audiences through the same process, back and forth, inside and out.2“□□□□□”□□□□□□□“□□”“□□”□“□□”□□□□□□□

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as a diagnosisin the 11th Revision of the World Health Organization'sInternational Classification of Diseases. Based on con-firmatory factor analysis studies with adults [12]□theICD-11diagnosis of cPTSD is defined operationally asrequiring one of the two symptoms from each of threeDSM-IVcriteria for PTSD(i.e., intrusive re-experiencing, avoidance of traumareminders, hyper-arousal) and one of the two symptoms fromeach ofthree domains of Disturbances of Self-Organization(DSO). The cPTSD/DSOsymptoms represent post-traumatic: (1) emotional numbing and dysregulation,

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volves chronic difficulty in self-calming when distressedand chronic emotional numbing, but not the emotionallability, extreme uncontrolled anger, and profound emo-tional dyscontrol found in BPD. Negative self-perceptions in cPTSD/ DSOtend to center on a stablechronic sense of guilt, shame, and worthlessness, in con-trast to the more unstable and fragmented sense of selfin BPD. Although both cPTSDand BPDinvolve severerelational problems, this involves intense volatile rela-tional hostility and alternating enmeshmentand disen-gagement to avoid real or imagined abandonment in BPD. In cPTSD/

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airport vehicle, the hanging out at the party vehicle. The point I'm making is that there are many dimensions to us as we go through our lives. It's even a good idea to spend a little time improving some of these vehicles. But one point I'm not making is to be phony, to put on an act, to, as we say in the music business, "shuck and jive." If we stop trying to look a certain way, make an impression, try to communicate, and if we simply "relax into ourselves" and then do nothing, absolutely nothing, something real can begin to happen. And all of the vehicles you have available to you as you create your life have one thing in common: the make-up. So if you do nothing, what's

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But, it took two disciplines to accomplish internalizing structural tension. One was an adequate degree of clarity about the outcome one wanted. The other was an understanding of the actual conditions as they existed throughout the creative process. If you had one without the other, you didn’t have structural tension.□□□

To address structural change, we need to build a system that can reinforce the goals and actions people take, build competency over time, increase organizational and systemic learning, bring out the best in people, and create momentum.

And when that happens, just remember, it’s not the logistics that create a simple life. It is clarity, a sense of direction, and the true expression of your spirit. Each one clears away the fog. Each one builds on the other. So, simplify, simplify, simplify.

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in some form of limbo, not able to go forward and not able to go back. In some sense, all of us live in a state of limitation. For some of us it is physical, for others, economic, for others, internal limitations that seem to rob us of our human spirit. Yet, as we see dramatized in The Terminal, it is through the creative expression of the human spirit that the limitations we have become simply part of the raw material we can use to build our lives.□□□

“Instead of thoughts of concrete things patiently following oneanother . . . we have . . . the most unheard of combination of elements,the subtlest associations of analogy . . . a seething cauldron of ideas,where everything is fizzling and bobbling about in a state of bewilderingactivity”(James, 1880, p. 453).

all creativityinvolves making connections between disparate ideas that seemed tohave no connection with one another.

That is, to be creative, one lets ideas and feelings percolateup from the deeper parts of one's mind.

In order to get the results we desire, we must do two things. We must first create the space to reason in our thoughts, feelings, and actions; and second, we must deliberately use that space to think clearly.

It’s safe to assume that anything useful in this book is someone else’s idea, and that my main contribu-tion is to put the mosaic of what I’ve learned from others who came before me out there for the world.

Never forget that your unconscious □□□□□□□□□□□□is smarter than you, faster than you, and more powerful than you. It may even control you. You will never know all of its secrets. □□□□□□□□□□□□

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Individualist definition: Creativity is a new mental combination that is expressed in the world.

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Creativity is a combination. All thoughts and concepts are combinations of existing thoughts and concepts. The mind is an immense web of symbolic material; most of it has been previously mastered, and simply recalling from memory isn’t creative. Creativity involves a combination of two or more thoughts or concepts that have never been combined before by that individual.

they can’t see. This is why the scientific definition of creativity has to exclude ideas that stay in a person’s head and are never expressed, and ideas that no one else can see or understand. Under this definition, your nightly dreams aren’t creative; ideas that you have but never write down or communicate to anyone else aren’t creative. Creativity lives and breathes in the world, in the objects we can see and touch, in the ideas we express and share, and in the process, products, or artifacts we create.

Sociocultural definition: Creativity is the generation of a product that is judged to be novel and also to be appropriate, useful, or valuable by a suitably knowledgeable social group.□□□

People Are More Creative When They’re Alone

Creativity is a Personality Trait

Creativity is a Healing, Life-Affirming Activity

Creative activities are the fullest realization of human experience. They express the inner being of the person, and result in great personal fulfillment. Creative activities contribute to psychological health; this is why art therapy and music therapy are effective.□□□

Creativity as Self-Discovery□□□□□□□□□□□□

creators to share the widespread cultural beliefs typical of their cultures. American composer Aaron Copland said that “each added work brings with it an element of self- discovery. I must create in order to know myself, and since self-knowledge is a never-ending search, each new work is only a part-answer to the question ‘Who am I?’ and brings with it the need to go on to other and different part-answers” (Copland, 1952, p. 41). Artists with this conception of creativity often speak of the courage required to pursue creative activity (an idea closely associated with existentialist

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European cultures place a high value on the fine arts—those creative products that have no function other than pleasure. Craft objects are seen as less worthy; because they serve an everyday function, they’re not purely creative.

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• Word fluency: Ability to produce words that have given characteristics.• □□□□□□□□□□□□□□□□□□□□

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When we remember, we don’t just access our memories; we rewrite them. □□□□

I am getting better at learning languages with age, not worse!

My point is that we all have our advantages,

Progress happens if you set aside the time to allow it to happen.

activities that will keep you in genuine interactions with human beings.

If what you're doing is boring, then stop what you're do

ing. This doesn't mean that learning a language is boring,just that the way you're trying to do it right now is.

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THE SCHIZOID CONDITION□□□□□□□The Picture of the Shut-in Individual□□□□□□□□

only deal by abolishing therelationship. So her major defence against her anxieties was tokeep herself emotionally out of reach, inaccessible, and keepeveryone at arm's length. She once said:‘I'd rather hate youthan love you’, but this goes even further. She will neither lovenor hate, she won't feel anything at all, and outwardly insessions often appeared lazy, bored at coming, and with alaissez faire attitude. This then is the problem we seek to understand. The schizoid condition consists in the first place in an attemptto cancel external object-relations and live in a

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Living in an Internal World□□□□□□□□

Quite specially in this region lie the schizoid's problems. Heis driven by anxicty to cut himself off from all object-relations.□ □□□□□□□□□

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It has two natural pathways for bridging the gap and speaking to the conscious mind: One is by dreams; the other is through the imagination. Both of these are highly refined channels of communication that the psyche has developed so that the unconscious and conscious levels may speak to one another and work together.

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The unconscious has developed a special language to use in dreams and imagination: It is the language of symbolism. As we will see, inner work is primarily the art of learning this symbolic language of the unconscious. Therefore we will devote most of our time to working with dreams, imagination, and the uses of symbolism.□□□□□□□□□□□□□□□□□□□□——□□□□□□□□□□□□□□□□□□□

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Human consciousness develops out of the primal matter of the unconscious. Its growth is nourished by a continuing stream of contents from the unconscious that rises gradually to the level of consciousness, seeking to form a more complete, conscious person. The incorporation of unconscious materials must continue until, finally, the conscious mind reflects the wholeness of the total self.□□□

The purpose of learning to work with the unconscious is not just to resolve our conflicts or deal with our neuroses. We find there a deep source of renewal, growth, strength, and wisdom. We connect with the source of our evolving character; we cooperate with the process whereby we bring the total self together; we learn to tap that rich lode of energy and intelligence that waits within.□□□

the physical stage and decide how you are going to record your Active Imagination. These details are more important than you might think. Many people give up on Active Imagination before they get started because they can’t find a convenient way to record the imagination as it flows out. We have already talked about the importance of writing your inner work. This is even more true of Active Imagination. Your inner dialogue should be written or typed. This is your major protection against

member and digest the experience afterwards.

Writing is not the only mode of recording your Active Imagination. Later I will mention some other approaches. But for most people writing is the easiest, most effective way.

Writing always helps to focus and make it conscious. For most people, writing is the best and most accessible f

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You have to be assertive enough to set aside a room and a block of time for yourself. Tell everyone in the house that you are not to be disturbed except for a nuclear blast or the Second Coming. You are entitled to that kind of freedom, privacy, and security. You need it in order to make your journey into the inner world.□□□

In mezzo del camin di nostra vita□□□□□□□□□□
Mi ritrovai per una selva oscura□□□□□□□□□□
□□□□□□Che la diritta via era smarrita□□□□□□□
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□□□□□□□□□□……Questa selva selvaggia…□□□□
□□…… In the midpoint of this journey that is
our life□□□□□□□□□□□I found myself passing
through a dark forest,□□□□□□□□□□□□□□□□□
The right path through which had
disappeared.□□□□□□□□□□ And what a hard
thing it is to speak□□□□□□□□□□□of that
savage forest…□□□□□□□……—Dante, Divine
Comedy——□□□□□□□

The first step in Active Imagination is to
invite the creatures of the unconscious to
come up to the surface and make contact
with us. We invite the inner persons to start
the dialogue.□□□□□□□□□□□□□□□□□□□□□□□□□□□□
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How do we make this invitation? We begin
by taking our minds off the external world
around us and focusing on the imagination.
We direct our inner eye to a place inside
us, then we wait to see who will show up.□□
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It is extremely important to write down everything as it happens and everything that is said. Writing protects you from wandering off into passive fantasies that creep in from the edges of the mind. It helps you to concentrate more and experience more deeply. The physical writing etches the experience more vividly in the conscious mind.□□□

We need all the information we can get.□□□
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The scholars started to believe thatthey could move from certainty (fact) tocertainty without any need for the□□□□□□ □□□□□□□□□□□□□□□□□

The way personal growth is supposed to progress, according to Jung, is that we first develop what comes naturally—introversion or extroversion.

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Your nature is not the problem. The problem is that you have become alienated from your nature—from your power source. As Isabel Briggs Myers discussed in her book, Gifts Differing, "The best-adjusted people are the 'psychologically patriotic,' who are glad to be what they are." For introverts this means, "Their loyalty goes to their own inner principle and derives from it a secure and unshakable orientation to life." □□□□

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Instead of defining—or diagnosing—introversion from the outside, let's look at a description by a man who mined the depths of inner life, Carl Jung:

tended and walled in garden, closed to the public and hidden from prying eyes. His own company is the best. He feels at home in his world, where the only changes are made by himself. His best work is done with his own resources, on his own initiative, and in his own way...His retreat into himself is not a final renunciation of the world, but a search for quietude, where alone it is possible for him to make his contribution to the life of the community.□□

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We Are Introverts, and we are going home.

Where there is too much input, the introvert misses his mind, his subjectivity, his freedom, his very potential.

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In solitude] I'm alone with my head. I feel liberated and I don't need to pretend anything for anyone.□□□□□□□□□□□□□□□□□□□

Introverts spend a lot of time pondering the big questions. Our love of ideas often inspires us to pursue noble work. But, as we soon find, these jobs don't pay us for sitting in a soft chair and thinking big thoughts. Once on the job, we discover—to our horror—that we are expected to carry out the big ideas, and that usually means talking to PEOPLE.

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Manuals on writing emphasize the discipline of "pen to paper," or "fingers to keyboard," but attend less to the writing that happens in your head.

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Write your stuff, hide it, let it stack up. Reread it. Don't worry about it. Don't look for perfection. To switch metaphors, your first writing is as delicate as a seedling. Don't show it to some yahoo who wouldn't know an orchid from kudzu.□□□□□□□□□□□□□□□□□□□

release what's inside while maintaining privacy. Go ahead, scream on the paper or whisper your secrets. It's your paper. Whether you just need to vent or have a book inside you, here are some tips for getting started: □□□□

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The Challenge Of SuccessThe hard partof succeeding in this worldgoes from the desire of making

money,to knowing you could make moreand deliberately choosingto do things for your soul instead.

Every transformation demands as its precondition “the ending of a world”—the collapse of an old philosophy of life.□□□□□□□□□□□□□□□□“□□□□□□□”——□□□□□□□□□□C. G. Jung□□

behaviors requires identifying what emotional reality or perception we are defending against through the addiction and risk bearing what has been perceived as unbearable. Going through the fear, rather than defending against it, is the only way we can stop Ixion’s wheel. It is no shame to fear abandonment, suffer boredom, or experience depression. Until we can feel these things—really feel them and not anesthetize them—we will remain unmotivated to change our lives.

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We need to find what supports us when nothing supports us. By bearing the unbearable, we go through the desert to arrive at a nurturing oasis we did not know was there.□□□

The meaning of my existence is that life has addressed a question to me. Or conversely, I myself am a question which is addressed to the world, and I must communicate my answer, for otherwise I am dependent upon the world’s answer.□□□
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self psychology

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a public intellectual

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Humans require acceptance, and given acceptance, they move toward “self-actualization.

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I speak as a person, from a context of personal experience and personal learnings. □□□□□□□□□□□□□□□□□□□□□□□□□□□□□

“This is Me”“□□□□”The Development of My Professional Thinking and Personal Philosophy□□□□□□□□□□□□□□

In fact, it seems to me that most of the mistakes I make in personal relationships, most of the times in which I fail to be of help to other individuals, can be accounted for in terms of the fact that I have, for some defensive reason, behaved in one way at a surface level, while in reality my feelings run in a contrary direction.

What I am saying here, put in another way, is that I have not found it to be helpful or effective in my relationships with other people to try to maintain a façade; to act in one way on the surface when I am experiencing something quite different underneath. It does not, I believe, make me helpful in my attempts to build up constructive relationships with other individuals.

somewhat more adequately than I used to, what I am feeling at any given moment—to be able to realize I am angry, or that I do feel rejecting toward this person; or that I feel very full of warmth and affection for this individual; or that I am bored and uninterested in what is going on; or that I am eager to understand this individual or that I am anxious and fearful in my relationship to this person. All of these diverse attitudes are feelings which I think I can listen to in myself. One way of putting this is that I feel I have become more adequate in letting myself be what I am. It becomes easier for me to accept myself as

This must seem to some like a very strange direction in which to move. It seems to me to have value because the curious paradox is that when I accept myself as I am, then I change. I believe that I have learned this from my clients as well as within my own experience—that we cannot change, we cannot move away from what we are, until we thoroughly accept what we are. Then change seems to come about almost unnoticed.

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This means that instead of perceiving in predetermined categories (“trees are green,” “college education is good,” “modern art is silly”) the individual is aware of this existential moment as it is, thus being alive to many experiences which fall outside the usual categories (this tree is lavender; this college education is damaging; this modern sculpture has a powerful effect on me).

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B. □□□□

C. □□□□□□□□□□

play spontaneously with ideas, colors, shapes, relationships—to juggle elements into impossible juxtapositions

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to share his creation. It is the only way he can assuage the anxiety of separateness and assure himself that he belongs to the group. He may confide his theories only to his private diary. He may put his discoveries in some cryptic code. He may conceal his poems in a locked drawer. He may put away his paintings in a closet. Yet he desires to communicate with a group which will understand him, even if he must imagine such a group. He does not create in order to communicate, but once having created he desires to share this new aspect of himself-in-relation-to-his-environment with others.

From the very nature of the inner conditions of creativity it is clear that they cannot be forced, but must be permitted to emerge. The farmer cannot make the germ develop and sprout from the seed; he can only supply the nurturing conditions which will permit the seed to develop its own potentialities. So it is with creativity.

Note that it is complete freedom of symbolic expression which is described. To express in behavior all feelings, impulses, and formings may not in all instances be freeing. Behavior may in some instances be limited by society, and this is as it should be. But symbolic expression need not be limited. Thus to destroy a hated object (whether one’s mother or a rococo building) by destroying a symbol of it, is freeing. To attack it in reality may create guilt and narrow the psychological freedom which is experienced.

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we now know that there is a mathematical necessity for creativity in any self-organizing information system like the human brain.

In desperation over the ineffectual attempts of a string of medical specialists to “cure” me, I turned inward. I began keeping a personal journal of my feelings and thoughts about the illness, the doctors, my life, and myself. I stopped taking medication and started concentrating on journal-keeping. It was the only thing that gave me relief. It also helped me develop enough insight and courage to enter psychotherapy for the first time.□□□□□□□□□□□□□“□□”□□□□□□□□□□□□□□□

As members of a so-called advanced society, we are taught to place a higher value on the “civilized,” rational, adult self. We look down upon the qualities of the “other side”—the intuitive, emotional, artistic, poetic, childlike, and non-rational. So here we have a civil war within the psyche—a split mind (schizophrenia).□□□□□□□□□□□□□□□□□□□□□□□“□□”□□□□□□□□□□□□□□□□□“□□□”□□□——□□□□□□□□□□□□□□□□□□□

Ritalin. Already in my fifties, I was a successful and respected family doctor whose columns of medical opinion were praised for their thoughtfulness. I practice medicine with a high value on avoiding pharmacology unless absolutely necessary, and needless to say, I have always advised patients against self-medicating. Such striking imbalance between intellectual awareness on the one hand and emotional and behavioral self-control on the other is characteristic of people with attention deficit disorder. □□□□

e DSM IV defines attention deficit disorder by its external features, not by its emotional meaning in the lives of individual human beings. It commits the faux pas of calling these external observations symptoms, whereas that word in medical language denotes a patient’s own felt experience. External observations, no matter how acute, are signs. A headache is a symptom. A chest sound registered by the doctor’s stethoscope is a sign. A cough is both a symptom and a sign.

DSM IV □□□□

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one of the volumes to place it beside its companion. Turning a page, you begin to read a poem. e poem has a classical reference in it, which prompts you to consult your guide to Greek mythology; now you are lost because one reference leads to another. An hour later, your interest in classical mythology exhausted for the moment, you return to your intended task. You are hunting for the missing half of a pair of socks that has gone on furlough, perhapspermanently, when another item of clothing on the floor reminds you that you have laundry to wash before the evening. As you head

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Active attention is a capacity the ADD brain lacks whenever organized work must be done, or when attention needs to be directed toward something of low interest.

A facility for focusing when one is interested in something does not rule out ADD, but to be able to focus, the person with ADD needs a much higher level of motivation than do other people.

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Hyperactivity is the third salient characteristic of ADD.

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e individual with ADD experiences the mind as a perpetual-motion □□ADD□□□□□□□□□□□ machine.

withoutspecific aim or direction. As long ago as 1934, an article in e New England Journal of Medicine identified a distressing quality to some people’slives, which the authors called “organic drivenness.” I, for one, have rarely had a moment’s relaxation without the immediate and troubling feeling that I ought to be doing something else instead. Like father, like son. At the age of eight or nine, my son said to me, “I always think I should be doing something, but I don’t know what it is.” e oldest person to whom I have prescribed a stimulant was an eighty-five-year-old woman who, on taking Ritalin, was

e restlessness coexists with long periods of procrastination. e threat of failure or the promise of reward has to be immediate for the motivation apparatus to be turned on. Without the rousing adrenaline rush of racing against time, inertia prevails. Not once in high school or university did I begin an assignment or essay before the eve of the day it was due.

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“I am a person of permanentpotential,” one patient said. Surges of initial enthusiasm quickly ebb. People report unfinished retainer walls begun over a decade ago, partly constructed boats taking up garage space year after year, courses begun andquit, books half read, business ventures forsaken, stories or poetryunwritten—many, many roads not traveled. “□□□□□□□□□□”□□□□□□□□□□

the spirit of things. I observe people talking to each other, people I may know quite well, acutely aware that I have nothing to say to anyone. Social conversation has always been a mystery to me. I have at times looked at people engaged in animated discussion and wished that I was invisible so that I could overhear them—not to eavesdrop but to find out once and for all exactly what there is to talk about. My patients with ADD tell me much the same thing about their experience. “I don’t know how to make smalltalk, or I’m afraid of saying something stupid,” a twenty-six-year-old woman said. And the truth is,

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ADD is not a problem of knowing what to do; it is a problem of doing what you know.
—RUSSELL A. BARKLEY, PH.D., “Improved Delayed Responding”

IT IS NOT THAT I WISH to be late. I do not imagine for a moment that I [illegible]—[illegible]·A·[illegible]will be late.

nurses and other physicians at Vancouver Hospital. At 8:50 I leap into the shower, still confident: there is space between the big hand of the watch and the hour marker, so I am not late. [illegible]9[illegible]9[illegible]8[illegible]50[illegible]at the traveling always takes longer than I expect, that ice will have to be scraped off the car, that I will not find the keys, that I may get stuck in traffic do not arise in the mind as concrete possibilities. Two thought systems vie for control in the brain: the one logical and aware, the other

time I have to rush back up the stairs once, then twice, to find briefcase or lunch or stethoscope, I feel utterly frustrated. □□9□□ □□□□

child, in his egocentric manner, believes that he can stoptime, speed it up, or slow it down.”1 e networks of nerve cells responsible for the various brain activities do not all develop the same way,at the same time, or, necessarily, to the same degree. With ADD we witness a delayed or permanently arrested maturation of the balanced time sense most people achieve by adulthood. In attention deficit disorder, the circuitry of time intelligence is underdeveloped. [illegible]7[illegible]“[illegible]”[illegible]

the small child, seems to be that only the present exists and needs to be taken into account. He lives as if his actions had no implications for the future,no effects on future needs, relationships or responsibilities. e short-term goal is invariably chosen over the long-term, with the exception of activities or projects capable of arousing the sluggish motivation-reward nexus in the brain. e present impulse dominates. It has been aptly said that people with ADD forget to remember the future. In the moment of action or decision making, ADD adults are

intelligence. In his best-selling book Emotional Intelligence, DanielGoleman, behavioral and brain sciences writer for e New York Times,defines this capacity as “being able to motivate oneself and persist in the face of frustrations; to control impulse and to delay gratification; to regulate one’s moods and keep distress from swamping the ability to think …”2 We have only to place a negative qualifier before the “being able” in that sentence, as in “not being able,” and we arrive at a succinct description of the ADD personality. [illegible]

like believing that if there are three generations of butchers or bakers or candlestick makers in a family, then meat cutting,baking and candle manufacturing must also be genetic. e family atmosphere in which the child spends the early formative years has a major impact on brain development. It is obvious that brain/ mind problems such as ADD are far more likely to develop in families where the parents are struggling with dysfunction or psychological problems of their own. It would be astonishing if children growing up in such unsettled environments did not develop some of the same problems. No

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Sensitivity is the reason why allergies are more common among ADD □□□□□□□□□□□□□□□□□□□□

ey both are expressions of the same underlying inborntrait: sensitivity. Since emotionally hypersensitive reactions are no less physiological than the body’s allergic responses to physical substances, we may say truthfully that people with ADD have emotional allergies.

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advantage for humankind because it is this group that best expresses humanity’s creative urges and needs. rough their instinctual responses the world is best interpreted. Under normal circumstances, they are artists or artisans,seekers, inventors, shamans, poets, prophets. ere would be valid and powerful evolutionary reasons for the survival of genetic material coding for sensitivity. It is not diseases that are being inherited but a trait of intrinsic survival value to human beings. Sensitivity is transmuted intosuffering and disorders only when the world is unable to heed the exquisitely tuned physiological and psychic

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ADD children whose needs for warm parental contact are most frustrated grow up to be adults with the most severe cases of ADD. □□□□□□□□□□□ADD□□□□□□□□□□□□□ADD□

Nature’s goal for human growth is for the eventual maturation of a self-motivated, self-regulated and self-reliant adult. e infant lacks these attributes. We may say that the natural agenda is really the transformation of regulation from dependence on another individual to independence,from external regulation to internal regulation.

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When visual-spatial orientation is impaired, a person tends to bump his head a lot or run into people unseeingly and have difficulty following physicaldirections—all features of ADD I am intimately familiar with. □□□□

Family strife and parental depression contribute to the child’s ADD □□□□

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cerebral apparatus of awareness: unless some other special switch is turned on, tuned out will be the state that the brain automatically returns to. Because tuning out is based on deeply entrenched neurological responses, their later activation requires very little stimulus. Once a circuit is established, signals will travel along it much more easily than along alternative routes, in a manner analogous to the ease of walking along a beaten path rather than through grass or bush on either side of it,or water flowing in a channel instead of across flat ground. If we want

Although we think of attention as a function of the intellect, its deepest roots are in the subsoil of emotion.

Emotions remain the basis ofattention, even after the intellect comes to dominate our conscious thought.

In fact, there is a close link between the visual and attentionalsystems: a powerful incentive for the development of both is the infant’s emotional relationship with the mothering adult.

eir brain’sattentional system cannot switch into “schoolwork mode” when it is consumed by anxieties about the child’s emotional connection with the world.

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never noticed because she was not hyperactive, only a day-dreamer, told me that she spent entire school days staring out the window, lost in fanciful adventures with imaginary friends. From the outside, one might have described her as“distracted.” e Latin root of distract is “draw away”—drawing her away from the inside was her hiddenmost emotional longing. Her brain unconsciously assigned greater value to a self-created internal universe than to anything or anyone in the classroom. □□□□□□□□□□□□□□□□□□□□

concerned with seeking emotional contact, his prefrontal cortex is freed to allocate attention to the task at hand, illustrating that what we call attention deficit disorder is not afixed, unalterable physiological state; it’s a physiological state, yes, but notfixed and unalterable. e warmth and satisfaction of positive contact with the adult is often just as good as a psychostimulant in supplying the child’s prefrontal cortex with dopamine. Greater security means less anxiety and more focused attention. e unseen factor that remains constant in all situations is the

when our attentional resources are consumed by internal thoughts and feelings, there are few left over for dealing with the world outside.”7

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calls“restoring the interpersonal bridge.” Chronic stress experienced by the parent has the effect of breaking that bridge. e small child does not have a large store of insight for interpreting the parent’s moods and facialexpressions: they either invite contact or forbid it. When the parent is distracted or withdrawn, the older infant or toddler experiences shame. Shame postures are observed in infants in response to nothing more than the parent breaking eye contact. e demeanor of the infants of depressed mothers is one of inactivity and the averted gaze. □□□□

when they cannot easily answer a question, when I interrupt their flow of speech to ask for moreinformation, when I tell them that we will wind up the session in a few minutes as time is running out. People ask forgiveness for being in myoffice in the first place. eir opening words may be an apology: “I am sorry to be taking up your time. I am sure there are many people waiting to see you who need help a lot more than I do.” Of course, they also apologize if they think they have too serious a problem: “I’m sorry, I know it’sdifficult to help me. You couldn’t have imagined you would be dealing with such a

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memories of the distant, stressed or distracted caregiver. ere will be a sense of discomfort as soon as the mind becomes aware of itself, because such awareness immediately triggers responses encoded with the infant’s distress at feeling emotionally alone. e mind then lapses into helpless lethargy, or races away, looking for something to attach to: some idea, some fantasy,some memory, conversation, music, reading—anything. When it cannot do so, there is intense unease—or the aversion to one’s own mind, which we call boredom. [redacted]

A requirement of healing, becoming whole, is circuitry in the brain that can carry different messages and a different, nonhelpless image of the self. ere is strong evidence that such circuits can develop at any time inlife, as can neural pathways to help the cortex to do its job of inhibition and regulation. [redacted]

It is not curing that ADD children need: they need to be helped to grow. What is required is not a change in parenting techniques but a change in parenting attitudes, based on a deeper understanding of the child. e adult with attention deficit disorder needs also to gain a deeper understanding of herself, to undertake the task we will later describe as self-parenting.

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Integration of cognition withemotion—the melding of what we know with what we feel—is the very integration the healing process in ADD requires. Lack of it underlies the fragmentation of the ADD mind.

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understandable desire of parents is for point-by-point advice: What do I do in this situation? How do I handle that? Important as such questions are,they are secondary. e answers to them depend on how one interprets the child’s behaviors and on what the long-term objectives are. What we want to promote is not a mere change of behavior but a transformation of inner experience leading to the development of self-regulation. □□□□□□□□□□□□□□□□□□□□

Every child with ADD has been wounded by a disruption in the □□□□

In human brains, the circuitry of reason and emotion are closelyconnected, which is why troubled relationships lead directly to difficulties in brain processing. ey are not the only cause of disorganized thinking,but they are by far the commonest cause. Restoring relationships on a healthy basis promotes mental organization. New ways of processing emotions need new neural circuits, and the wiring of new circuits requires new experiences in a favorable emotional milieu. e relationship with the parents is the earth, the rain, the sun and the shade in which the child’s mental development must blossom

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Its blood will neither chill nor overheat, no matter what the external temperature. e cold-blooded animal can endure a far narrower range of habitats because it does not have the capacity to self-regulate the internal environment. People with ADD, especially children, are like cold-blooded animals, in this sense.eir internal balance is too easily upset by even relatively slight external variations. ey are too often reacting automatically instead of acting purposefully. Many find transitions stressful because they are not flexible enough to adjust emotionally to even small changes. Others with ADD thrive on constant turmoil

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the child's moods to set the emotional tone of the whole household. A child in this situation is deeply insecure. He is made insecure by his lack of emotional self-control because there are no adults around able to maintain a steady and functioning environment, whatever his own particular internal states may be. ere is no development amid such a lack of safety. It only appears that the child's moods are in control, because the parents are unaware of how profoundly their own mind states and their own lack of internal self-regulation affect the child. It's another vicious cycle. e parents need the child to

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relationships with their partners, especially after children begin arriving to upset the fragile emotional balance between them. ey are also likely to fuse emotionally with one or another of their children. ere may be the semblance of a close relationship between parent and child, but in reality the child’s individuation is hindered, as he grows up feeling automatically responsible for the parent’s feeling states. Later the child will harbor a sense of responsibility for the whole world. Even what can be seen as selfish behaviors represent nothing more than unconscious and desperate efforts to throw off that sense of

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When we consider the word lazy, we realize that it does not explain anything. It is only a negative judgment made about another person who is unwilling to do what we want them to do.

So the laziness and the procrastination are not immutable traits of a person but expressions of his relationship with the world, beginning with the family of origin.

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And one may choose what is contrary to one’s own interests and sometimes one positively ought … One’s own free unfettered choice, one’s own caprice, however wild it may be, one’s own fancy worked up at times to frenzy … What man wants is simply independent choice, whatever that independence may cost and wherever it may lead. □□□□

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inner core of self, the true will, is stunted. is is why the various epithets such as stubborn,willful and so on indicate not a strong will but the lack of one. An emotionally self-confident person does not have to adopt an oppositional stance automatically. She may resist others’ attempts to control her, but she will not do so rigidly and defensively. If she opposes something, it is from a strong sense of what her true preferences are, not a knee-jerk reflex. A child not driven by counterwill does not automatically experience any advice,any expression of the parent’s opinion, as an attempt at control.

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For ADD children (and for ADD adults), it’s all or nothing. When anger arises, all feelings of attachment and love are banished. Since counterwill grows as attachment weakens, the child who is upset and angry may, in that moment, resist the parent with the emotional fury one would feel toward a despised enemy.

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As with every aspect of the development of the ADD child, the growth of □□ADD□□□□□□□□□□□□□□□□□true, internal motivation requires a secure attachment relationship with the parent. Without the safety of the attachment relationship, the small child will be too anxious to focus his attention on a meaningful exploration of the world around him.

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Without parental empathy, the child shuts down and hides behind the wall of emotional defenses; without structure, he becomes lost,uncertain and anxious

children are driven to act out every strong feeling and every urge—it is the only way they can express themselves. ey are thus unable to take charge ofthemselves, impelled as they are to act by emotions they cannot identify. Without learning to symbolize emotions they are also likely to experience everything in terms of simple and opposing categories: people are alternately mean or nice, good or bad. It’s either “I love you, Mommy” or“I hate you.” e child has greater autonomy, a greater choice of possibleresponses, when she can say, “I didn’t like what Mrs. So-and-so said to me in class today,” than when she is

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am. It might sound strange, coming from an ex– drug addict, or however you want to phrase it—a clean addict now, a soberdrunk—but I don’t want to alter my mind with drugs as behavior control. I am the way I am as a result of my upbringing, the influence the world has had on me, what I have seen, my experiences. I am not about to try to change because some people say I’ve got a problem. And maybe I do.”“If you don’t think it’s a problem for you,” I said, “there is no reason you should take medications.”“It’s not that it’s not a problem,” Angus replied. “I can see how it is, but I don’t care. I’m not going to change

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In the ADD child, low self-esteem is manifested not just by the self- □□□□□□□□□□□□□□□□-putdowns he may utter, such as “I’m dumb.” Above all, it is apparent in the perfectionism and in the dejection and discouragement he experiences when he fails at a task or loses in a game. Nor can he accept not being in the right. e fragile and self-rejecting ego is unable to endure any reminders of its fallibility. Many people with attention deficit disorder retain that fragility into adulthood. □□□□□□□□□□□□□□□□“□□□”□□□□□□□□□□□□□□□

asked whom they confided in when as children they were lonely or in psychicpain, almost none recall feeling invited or safe enough to bare their souls to their parents. ey kept their deepest griefs to themselves. On the otherhand, many recall being hyperaware of the parents' difficulties and struggles in the world, of not wanting to trouble them with their own petty and childish problems. e sensitive child, writes the Swiss psychotherapist Alice Miller, has "an amazing capacity to perceive and respond intuitively,that is unconsciously, to this need of the mother, or of both parents."1 □□□□

If the child does not feel accepted unconditionally, he learns to work for acceptance and attention. When he is not doing this work, he feelsanxious, owing to an unconscious fear of being cut off from the parent. □□□□

represents, in many situations, reactivated early memories stored in the implicit memorysystem, a vast and infallibly accurate record of past experiences. Implicit memory happens, according to the psychologist and memory researcher Daniel Schacter, “when people are influenced by a past experience without any awareness that they are remembering.”2 Unconscious emotions and conscious feelings, rapid shifts in mood and dramatic physiological changes in the body can occur under the impact of implicit memory. □□□□