

LECTURE  
PAS ~~LECTURE~~ SERIES II LECTURE II

INTRO TO INITIAL RESPONSE REGULATED FLEXIBLE.

R AND F AS YOU KNOW IS THE R STANDS FOR REGULAR , THE F STANDS FOR FLEXIBLE.

CAN THESE ... IN THE CONCEPT OF THE INVOLVEMENT

WHICH IS MORE OR LESS WHAT WE ARE STUCK WITH AT THIS POINT IN TIME. THERE IS A VIAL PART GOT TO START TALKING ABOUT COMBINATIONS LATER ON BECAUSE ITS AWFULLY HARD TO TALK ABOUT R AND F WITHOUT TALKING ABOUT IR, IF, ER AND EF BUT I WANT TO TRY TO DO IT A LITTLE MORE SYSTEMATICALLY LATER ON. THAT'S BASICALLY WHAT THE R, F VARIABLE IS RELATED TO ONE THE WAY A PERSON RITUALIZES, PROCEEDURIZES ORGANIZES AND SO FORTH AND 2, IT IS / THE MOST IMPORTANT OF THE VARIABLES WHEN YOU BEGIN TO TALK ABOUT CERTAIN KINDS OF EMOTIONALITY, EMOTIONAL MAKEUP. ACTUALLY, I THINK IT--THIS IS SOMETHING OF A CONTAMINATED VARIABLE IN ~~that/it/it~~ THE DESCRIPTIVE SYSTEM AND THE IS PROBABLY TWO, MAYBE EVEN THREE VARIABLES. BUT I THINK YOU KNOW THE VARIABLES WERE ALL DERIVED FROM THE TESTS ON THE WEXLER AND CONSEQUENTLY I HOPE WE TREAT IT AS ONE VARIABLE BECAUSE I CAN THEN RELATE IT TO THE TEST PATTERNS BUT THERE ARE SEVERAL THINGS THAT ARE INVOLVED ~~in~~ IN THE R AND F DEMENSION. FIRST IN RELATIONSHIP TO R. THE R INITIAL RESPONSE STAGE IS IN GENERAL WHAT R AND F BEGINS TO RELATE TO IS SOMETHING ABOUT THE BREDTH OF A PERSON'S PERCEPTIVITY, THE SCOPE, THE CAPACITY FOR BEING ABLE TO SEE A WIDE RANGE OF THINGS AS ~~to~~ OPPOSED TO ~~the~~ CAPACITY TO SEE A LIMITED NUMBER OF THINGS AND CONSEQUENTLY SUCH THINGS AS DISTRACTABILITY, CONCENTRATION AND SO FORTH ARE ALL FACTORS THAT ENTER IN TO THE R,F DIMENSION. R IS AGAIN, I'M GOING TO HAVE TO TALK ABOUT EXTREMES, I'VE ALMOST NEVER BEEN SUCESSFUL OF MAKING R ADJUSTMENT SOUND LIKE A SATISFACTORY ONE BECAUSE NOBODY / <sup>AFTER</sup> I'VE EVER TALKED ABOUT IT EVER WANTS TO BE AN R, THEY ALWAYS WANT TO BE AN F BUT THIS IS A VIABLE JUDGEMENT AND I DON'T REALLY KNOW HOW TO DESCRIBE IT WITHOUT USING CERTAIN KINDS OF NEGATIVE TERMS BECAUSE THE FIRST THING IN ~~x~~ TERMS OF WHAT R AND R EXTREME IS THE R ADJUSTMENT IS A TENDENCY FOR A PERSON TO HAVE A NARROW PERSPECTIVE, A CAPACITY TO BE ABLE TO FOCUS VERY STRONGLY ON ONE THING OR ONE SERIES IN HIS ENVIRONMENT AND OFTEN TIMES BE SO CONCERNED AND SO FOCUSED ON ONE THING THAT HE HAS VERY LITTLE PERIPHERAL VISION, IF I CAN USE THAT KIND OF--I DON'T MEAN THAT IN THE LITERAL TERM PERIPHERAL VISION, IT'S SYMBOLIC PERIPHERAL VISION THAT I'M TALKING ABOUT NOW IN RELATIONSHIP IS THAT THE R INDIVIDUAL HAS A CONSIDERABLE TO FOCUS BUT THE NEGATIVE ASPECT OF THIS NARROW CAPACITY TO FOCUS IS THAT THEY CAN BECOME SO FOCUSED <sup>ON</sup> ONE THING THAT THERE ARE MANY THINGS GOING ON AROUND THEM THAT THEY ARE NOT AWARE OF OR WHICH THEY LOSE AWARENESS OF AND CONSEQUENTLY THE ~~x~~ PRIMARY BEHAVIOR OF AN R

OR CHARACTERISTIC OF AN R INDIVIDUAL IS, AND AGAIN I HAVE TO USE THIS WORD, BECAUSE I'VE NEVER FOUND ANOTHER ONE THAT QUITE EXPLAINED WHAT I MEAN BY IT. THE R INDIVIDUAL, THE R ADJUSTMENT, HAS A QUALITY THE QUALITY, IN THE SENSE THAT ONCE AN INDIVIDUAL LEARNS TO DO SOMETHING HE IS LARGELY TO CONTINUE DOING THE SAME THING OVER AND OVER AGAIN. LET ME TRY TO GIVE A SORT OF AN EXAMPLE AND ONE THAT DOESN'T HOLD ALL TOGETHER BUT IS ONE OF THE BEST THAT I KNOW OF IN TERMS OF THIS IS THAT AN R CHILD IN HIS PROCESS OF MATURATION, HE IS ~~LARGELY~~ LIKELY TO BE WHAT MANY PEOPLE WOULD CALL A SLOW MATURER. HE'D BE A SLOW MATURER BECAUSE ONCE HE LEARNS HOW TO DO SOMETHING HE IS SO SATISFIED WITH WHAT HE HAS LEARNED TO DO THAT HE MAKES VERY LITTLE EFFORT TO LEARN ~~FOR~~ A NEXT STAGE OF DEVELOPMENT AND AN EXAMPLE THAT I WOULD GIVE IN TERMS OF THIS- AN R CHILD MIGHT LEARN TO CRAWL VERY EARLY BUT WILL BECOME SO AND INTERESTED IN THE BUSINESS OF CRAWLING THAT SOMEONE HAS TO FORCE HIM TO BE IN THE MOOD TO WALK, I MEAN HE DOESN'T MOVE INTO THE DIRECTION OF WANTING TO WALK IN A SPONTANEOUS KIND OF A WAY. CONSEQUENTLY, THE LEARNING OR THE GENERAL CHARACTERISTIC OF R IN ALL OF ITS FORMS AND CERTAINLY IN ITS EXTREME FORMS, IT IS THAT THE R INDIVIDUAL IS MUCH MORE DEPENDENT UPON EXTERNAL EVENTS SOMETHING BEING DONE FROM THE OUTSIDE TO GET THE ~~R~~ INDIVIDUAL TO LEARN AND THERE IS A LACK OF SPONTANEITY IN THE R INDIVIDUAL AND THAT LACK OF SPONTANEITY CAUSES HIM TO MOVE IN THE DIRECTION OF WHICH HE PERSEVERATES, A NEGATIVE QUALITY, BUT A POSITIVE QUALITY IN TERMS OF THAT IS THAT ONCE YOU BEGIN TO TRY TO TRAIN THE R INDIVIDUAL THE R INDIVIDUAL IS THE MOST TRAINABLE OF ALL BECAUSE HE IS SO DEPENDENT UPON THE INSTRUCTION OR ANYTHING ELSE HE'S GIVEN IN TERMS OF THIS FROM THE OUTSIDE THAT HAS A GENERAL, A VERY GOOD CAPACITY TO LEARN. NOW, AND THIS IS THE REAL TRICKY CONCEPT WE GET IN TERMS OF THIS, IS THAT AN R INDIVIDUAL IS IN DANGER IF HE STAYS TOO MUCH IN HIS PRIMITIVE RESPONSE OR HIS INITIAL RESPONSE STAGE, IS IN DANGER OF LEARNING AN AWFUL LOT OF BEHAVIOR WITHOUT HAVING THE SLIGHTEST UNDERSTANDING OF THE MEANING OF THAT BEHAVIOR, IN OTHER WORDS HE LEARNS BUT HE DOESN'T UNDERSTAND. HE'S NOT--IN HIS INITIAL RESPONSE STAGE HE IS UNLIKELY TO SEE RELATIONSHIPS OR UNLESS SOMEBODY EXPLAINS SOMETHING TO HIM

SO CONSEQUENTLY AN R INDIVIDUAL IS AN INDIVIDUAL WHO HAS A CONSIDERABLE ~~BY~~ CAPACITY TO BE VERY WELL TRAINED BUT ~~HE~~ IF YOU DON'T REALLY SPEND TIME WITH THE R INDIVIDUAL, ALSO TEACHING THE MEANING OF WHAT HE HAS LEARNED, HE IS LIKELY TO CONTINUE TO RATHER APPROPRIATELY DO BEHAVIOR AND LOOK LIKE HE LEARNED AND LIKE HE KNOWS THINGS, LIKE HE KNOWS THINGS THAT HE UNDERSTANDS THINGS THAT HE KNOWS THEM NOW. GIVEN ANOTHER EXAMPLE IN TERMS OF THIS ONE THAT I GIVE QUITE OFTEN, MAINLY BECAUSE AN R INDIVIDUAL HAS A TENDENCY FOR A CERTAIN KIND OF FOCUS BECAUSE HE IS QUITE DEPENDENT ON SOMEONE ELSE TO GET HIM STARTED OR ~~TO~~ TRAIN HIM IT IS QUITE POSSIBLE FOR EXAMPLE AND I REMEMBER THE VERY FAMILY OF ACROBATS, THE FAMOUS FAMILY OF AEROLISTS, IN TERMS OF THIS IF THEY HAD R CHILDREN THEY COULD START THOSE CHILDREN RIGHT OFF AT THE AGE OF 2 OR 3 ON THE BASIS OF GETTING THEM TO LEARN HOW TO BE AEROLISTS AND THAT ONE OF THE REASONS THAT THEY ARE VERY GOOD AEROLISTS IS THAT AN R INDIVIDUAL, THEY TAKE FOR GRANTED THAT ~~THEY/THE/THEY~~ <sup>WHAT THEY</sup> ARE DOING IS THE THING THAT THEY SUPPOSED TO DO AND DO NOT SEE HOW DANGEROUS IT IS AND CONSEQUENTLY THEY MAY--THE CHARACTERISTIC OF AN R CHILD IS THAT OFTEN TIMES HE WILL LEARN CERTAIN TYPES OF THINGS WILL NOT ANTICIPATE OR NOT RECOGNIZE THAT SOMETHING HE IS DOING IS DANGEROUS AND CONSEQUENTLY WHEN HE HAS DONE SOMETHING AND THEN LEARNED THAT IT IS DANGEROUS HE WILL REACT AFTER THE FACT IN RELATIONSHIP TO IT, HE DOESN'T HAVE THE CAPACITY THAT ANTICIPATED SO CONSEQUENTLY YOU CAN TAKE A 3 YEAR OLD CHILD AND TEACH HIM A DANGEROUS THING AND HE WILL BE QUITE COMFORTABLE IN

NOW TURNING IT THE OTHER WAY AROUND AND MAKING THE INDIVIDUAL THE F, LET ME TALK ABOUT THAT A MINUTE. THE F INDIVIDUAL DOES NOT HAVE THE CAPACITY FOR FOCUS AS THE F INDIVIDUAL HAS A WIDE RANGE, AGAIN USE THE ANALOGY, THE SYMBOLIC EXPRESSION ~~X~~ THAT WE USE FOR PERIPHERAL VISION, THE F INDIVIDUAL HAS A TREMENDOUS <sup>AMOUNT OF</sup> CAPACITY TO RESPOND TO ALL KINDS OF THINGS THAT AT THE SAME TIME THEREFORE A PRIMARY PROBLEM THAT AN F INDIVIDUAL HAS IS THAT THERE IS SO MANY THINGS HE IS AWARE, THAT HE COULD RESPOND TO THAT HE HAS AN EXTREMELY LOW PERIPHERAL FOR CONFUSION. AN F INDIVIDUAL IS EASILY CONFUSED VERY EARLY IN HIS LIFE BECAUSE THERE ARE SO MUCH THINGS THAT THEY ARE AWARE OF AND THAT THEY ARE RESPONSIVE TO AND NOW LET ME TRY TO COMBINE THIS

FOR A MINUTE OR TWO, TO THE USE OF THINGS LIKE IMAGINATION

AN F INDIVIDUAL IS LIKELY TO BE A VERY IMAGINATIVE CHILD. IMAGINATIVE HAS A POSITIVE SOUND TO IT BUT IT IS NOT NECESSARILY A POSITIVE CHARACTERISTIC BECAUSE YOU COMBINE I AND F THEN YOU GOT AN I INDIVIDUAL WHO IS REACTING PRIMARILY TO THE INTERNALIZED TRYING TO STIMULI AND IS EXTREMELY AWARE OF ALL OF THE INTERNALIZED IDEATIONAL THINGS THAT ARE GOING ON. THE MOST AUTISTIC OF ALL CHILDREN IS LIKELY TO BE THE IF IF YOU FOLLOW WHAT I MEAN, BECAUSE HE HAS SO MUCH CAPACITY TO BE ABLE TO RESPOND TO A GREAT DEAL OF THINGS THAT ARE GOING ON ON THE INSIDE OF SELF THAT HE CANNOT FOCUS, HE CANNOT ~~NOT~~ CONTROL IT IS MUCH MORE LIKELY TO A DIRECTION OF BEING EXTREMELY AUTISTIC. THE EF CHILD IS LIKELY TO BE THE ONE WHO IN THE MATURATION PROCESS WILL CONTINUALLY TRY TO DO THINGS BEFORE HE IS REALLY LOGICAL, PSYCHOLOGICALLY IN SOME INSTANCES, WILL CONTINUE TO TRY TO DO THINGS THAT HE CANNOT, HE IS NOT YET CAPABLE OF DOING AND WILL HAVE A CONSIDERABLE AMOUNT OF EARLY FAILURE EXPERIENCE IF YOU CAN SEE WHAT I MEAN. THEREFORE, F AS AN INITIAL <sup>RESPONSE</sup> STAGE, THE PRIMARY PROBLEM THAT THE F INDIVIDUAL IS LIKELY TO MOVE IN A DIRECTION OF HAVING AN EARLY EXPERIENCE WITH INFERIORITY. THEREFORE THE F INDIVIDUAL IN THE PROCESS OF MATURATION AND THE PROCESS OF ADJUSTMENT, THE F INDIVIDUAL IS A PERSON WHO IN A SENSE HAS LEARNED TO MANAGE HIS INFERIORITY FEELINGS IN A DIFFERENT WAY THAN THE R INDIVIDUAL DOES BECAUSE THE R INDIVIDUAL ALMOST HAS TO BE TRAINED TO BE INFERIOR IF YOU CAN FOLLOW WHAT I MEAN. THE R INDIVIDUAL HAS A KIND OF SELFCONFIDENCE WHICH IS RESULTING FROM THE FACT THAT HE IS SO FOCUSED, SO INTENT, SO HARD TO DISTRACT IF YOU SEE WHAT I MEAN IN RELATION TO THIS, THAT HE IS NOT LIKELY TO SPONTANEOUSLY BE TO INFERIORITY AND YOU'VE GOT TO IN A SENSE YOU'VE GOT TO TRAIN AN R CHILD TO BE CAUTIONS. YOU'VE GOT TO TRAIN AN F CHILD TO NOT BE OVERCAUTIONS. IF YOU CAN SEE THE CROSSOVER THAT I'M TRYING TO MAKE IN TERMS OF THIS. NOW, THIS BEGINS TO MOVE OFF AGAIN AND BEGIN TO TALK ABOUT EMOTIONALITY AS COMES IN TERMS WITH THIS. AN F

INDIVIDUAL WILL USE A POSITIVE

THE F INDIVIDUAL IS AN EXTREMELY SENSITIVE CHILD AND BY SENSITIVE THE SENSITIVITY HAS BEEN RELATED AS A FACT THAT HE IS RESPONSITIVE TO AND VERY TO ALL THE THINGS THAT ARE GOING ON ON THE OUTSIDE. THE IF IS VERY SENSITIVE ABOUT THE TINGS THAT ARE GOING ON ON THE INSIDE BUT THIS SENSITIVITY CARRIES WITH IT AGAIN THE EXTREME THE IF INDIVIDUAL IN HIS SENSITIVITY, HIS SENSITIVITY IS LIKELY TO MOVE IN A SENSUAL DIRECTION. SENSUAL BEING THE BODILY FUNCTIONS--I'LL HAVE TO USE AN EXAMPLE--YOU CAN SEE IT IS VERY HARD FOR ME TO EXPLAIN. THE IF, THE EXTREME IF MAYBE COME SO MUCH CONCERNED ON THE BASIS OF GAINING THE SENSITIVITY IN TERMS OF THE SENSUALITY OF THEMSELVES INTERNALIZES THAT IN THE EXTREME, THE INITIAL RESPONSE THE IF AS WELL AS HAVING THE AUTISTIC QUALITY IS ALSO LEARNING TO HAVE A STRONG ~~statistic~~ STATISTIC QUALITY ASSOCIATED WITH

IF IS NOT A STATISTIC IN THE SENSE THAT THE INDIVIDUAL IS NOT ONLY AWARE OF HIS BODY BUT HE IS UNDULY AWARE OF HIS BODY IN THE SENSE THAT AN IF CHILD IS LIKELY TO FIND A GREAT DEAL OF TIME EXPLORING HIS BODY--AN IR CHILD WILL EXPLORE HIS BODY BUT HE IS MUCH MORE LIKELY, THE IR CHILD IN MY EXPERIENCE WHEN HE DISCOVERES HIS HANDS HE IS LIKELY TO SPEND ALL OF HIS TIME LOOKING AT HIS HAND RATHER THAN AT BOTH HANDS OR EXPLORING HIS BODY. DOES THIS MAKE ANY SENSE TO YOU WHAT I'M TRYING TO SAY IN RELATIONSHIP WITH THIS. ALSO, IN RELATION TO SENSUALITY, IT MOVES IN AN OUTWARD DIRECTION IN THE EF CHILD--THE EF CHILD IS NOT GOING TO GET AS MUCH SENSUAL SATISFACTION IF YOU WILL IN RELATIONSHIP TO THIS, IN TERMS OF JUST EXPLORING HIS BODY. HE IS LIKELY TO BE ALSO TO BE QUITE SENSUALLY ORIENTED IN THE SENSE OF EXPLORING THE ENVIRONMENT ON THE OUTSIDE AND THAT AN EF CHILD IS LIKELY TO BECOME VERY INTERESTED AND INVOLVED WITH A MOTHER'S FACE OR WITH VARIOUS THINGS THAT ARE GOING ON ON THE OUTSIDE AND THAT HIS SENSUALITY IS QUITE IMAGINATIVE IN THE SENSE THAT HE HAS LOST HIS FOR ESENTIAL STIMULATION CONCERNED WITH HIS EXTERNAL RELATIONSHIP OR IS MUCH MORE LIKELY TO MOVE IN THE DIRECTION ON THE BASIS OF WHICH HE WOULD LIKE TO FOCUS ON ONE PARTICULAR KIND OF A SENSUAL ACTIVITY OR SOMETHING IN TERMS OF THIS IN A PARTICULAR WAY. AGAIN, ONE OF THE THINGS THAT A ER CHILD IS LIKELY TO MOVE IN A DIRECTION.

LIKELY TO BECOME PREOCCUPIED WITH THEIR MOTHER'S BREAST, WHICH WOULD BE AN  
 EXAMPLE THAT I COULD PUT WITH AN ER, AN IN TERMS WITH THIS THE  
 CHILD BEGINS TO EXPLORE ALL ON THE BASIS OF THE MOTHER'S BREAST BUT AND  
 DEPENDING ON THE CULTURE YOU OPERATE IN THIS KIND OF EXPLORATION IS LIKELY TO BE MET WITH A  
 CERTAIN KIND OF PUNISHING THE APENEN, YOU DON'T TOLERATE THAT OR THE IR CHILD WHO  
 DISCOVERED THEIR GENITALS AND PERSEVERATES IN RELATION OF GAINING SENSUAL SATIS-  
 FACTION BY FONDLING THEIR GENITALS OR MOVING IN THAT DIRECTION AGAIN DEPENDING  
 UPON THE CULTURAL MILEAU WHICH / THEY ARE LIKELY TO HAVE IMMEDIATE EXPERIENCE  
 IN TERMS OF SOMEBODY TRYING TO THE MOVEMENT OF THEIR PARTICULAR KIND OF  
 DIRECTION. AGAIN, IN A GENERALIZED WAY A SMALL CHILD WHO DISCOVERS MASTURBATION  
 AND WHO CONSISTENTLY MASTURBATES IS LIKELY TO BE AN R. DO YOU SEE WHAT I MEAN?  
 BECAUSE ONCE THEY'VE FOUND SOMETHING IN RELATIONSHIP LIKE THIS, THEY ARE LIKELY  
 TO RESEVOR OVER AND OVER AGAIN AND BECAUSE THEY HAVE PERSEVORATED AND BECAUSE  
 THEY ARE FOCUSED ON IT THE ATTENTION AND THE DISTRACTION AND THE WAY THAT THAT  
 INDIVIDUAL IS PUNISHED IS INCREASED BECAUSE IT TAKES A LOT OF PUNISHMENT IN  
 ORDER TO GET THE R INDIVIDUAL TO MOVE AWAY FROM, IN A SENSE, AGAIN TO USE A  
 NEGATIVE WORD, THE CHARACTER IS A ONE-TRACT MIND. ALSO, NOW R AND F AS I PUT  
 IT IN TERMS OF THIS ARE BEGINNING TO GIVE A LOT OF CLUES ONE FORM OR ANOTHER IN  
 TERMS OF NOT ONLY A PERSON'S SENSUALITY, BUT ALSO HIS SEXUALITY ~~AND/SINCE~~

WE MIGHT TALK ABOUT SEXUALITY FOR A MINUTE. THE I INDIVIDUAL WHETHER HE IS R OR F  
 THE I INDIVIDUAL TENDS TO BE ALSO ~~IF~~ SENSUAL. THE IF IS THE MOST ORAL SENSUAL OF  
 ALL. THE IR IS ALSO AUTO SENSUAL OF ALL. THE IR ~~IF~~ IS ALSO AUTO-SENSUAL AND  
 CONSEQUENTLY ON OF THE PRIMARY DIRECTIONS THAT AN INDIVIDUAL IS GOING TO BE

IN TERMS OF HIS SEXUAL SEXUALITY WITH THE SEXUALIZED IDENTIFICATION  
 IS TO MAKE HIM FEEL GUILTY BECAUSE HE IS SO OR ORAL IF=  
 HE IS IR ~~AND/TA~~ ON THE BASIS ON WHICH HE WILL MOVE OUT AND TRY BEING MUCH MORE  
 EXPRESSIVE IN HIS RELATION WITH THE PEOPLE OUT THERE. THE ER-ES GROUP ARE HETERO-  
 SENSUAL, OR I'VE EVEN USED THE WORD BI-SEXUAL BECAUSE AN ATTEMPT AT RELATIONSHIP TO

THIS THE EARLY SENSUAL-SEXUAL EXPERIENCE OF EITHER AN ER OR ES ESSENTIAL EXPERIENCE OF TOUCHING MOMA OR TOUCHING DADDY IS INDISTINGUISHABLE, I MEAN I DON'T HAPPEN TO BELIEVE ANYTHING SUCH THING AS ABSOLUTE MALE-FEMALE REACTION. DO YOU SEE WHAT I MEAN ~~BY~~ WHEN I SAY BI-SEXUAL IN RELATIONSHIP ON THE BASIS THAT A BI-SENSUAL OR BI-SEXUAL EREF WILL BE CONSTANTLY MAKING TACTICAL TOUCH EMOTIONAL RELATIONSHIP WITH THE PEOPLE ON THE ENVIRONMENT ON THE OUTSIDE AND HE IS LIKELY TO BE SO INDISCRIMANATE THAT THE EARLY PRESSURE THAT IS PLACED UPON HIM, THE PRESSURE IN RELATIONSHIP OF TRYING TO CONTROL AND MOVE INTO THE DIRECTION OF BEING MUCH MORE SELF-CONTAINED, MUCH MORE AUTO-SENSUAL IN A SENSE IN TERMS OF THIS SO THE WORD LIKE I WAS TALKING AND I AND E, THE I HAVING TO LEARN TO SHOW FEELINGS, THE R HAVING TO LEARN NOT TO SHOW FEELINGS, THE E HAS TO LEARN TO STOP TO SHOW SO MUCH FEELING PARTICULARLY IN HIS FEELING RELATIONSHIPS AND THINGS ON THE OUTSIDE AND MOVING AWAY FROM HIS ENVIRONMENT AND THE I HAS TO MOVE INTO THE DIRECTION OF FINDING WAYS OF MAKING CONTACT WITH HIS ENVIRONMENT. NOW, THIS BEGINS TO BE ONE OF THE MOST IMPORTANT INGREDIENTS OF INTERPRETING THE MEANINGS, OR ADJUSTMENTS OF AN INDIVIDUAL BECAUSE YOU HAVE AN ER INDIVIDUAL OR AN EF INDIVIDUAL WHO WILL BE MANERISMS OR METHODS IN WHICH HE WILL <sup>IN A WAY,</sup> ~~WORKING~~ TO KEEP THE ENVIRONMENT AT A DISTANCE. THAT IS THEREFORE, TENSION IS LIKELY TO BE ON THE - DIRECTED TOWARD NOT BEING TOO RESPONSIVE TO THE THINGS THAT ARE GOING ON AROUND HIM. AGAIN, A SIMPLE EXAMINATION. A SIMPLE SAMPLE. THE EF CHILD BECAUSE HE IS SO ~~S~~ RESPONSIVE IN RELATIONSHIP TO THIS AS IN HIS MASTURATION PROCESS IS GOING TO HAVE A GREAT DEAL OF BODILY MOVEMENT, IF YOU FOLLOW WHAT I MEAN, HE SQUIRMS, HE CONSTANTLY <sup>OVER</sup> ~~REACTIVE~~ OVER-ACTIVE, CONSEQUENTLY HE HAS TO LEARN MECHANIZMS IF HE MAKES AN ADJUSTMENT, HE HAS TO LEARN MECHANISMS ON THE BASIS OF WHICH HE CONTROLS HIS ~~OWN/A/~~ OVER-REACTIVITY. CONSEQUENTLY THIS WILL GET TO THE PLACE WHERE MANY AN ES GO, IN THE EXTREME AS TERMS OF THIS, MANY ~~OF/THE~~ <sup>AN</sup> ES ~~EXTREME~~ ADULT IS LIKELY TO BE ONE OF THE MOST ~~PAINED~~ <sup>CONTAINED</sup> INDIVIDUALS THAT YOU EVER . EVERYBODY GOING TO HE IS VERY CONTROLLED BECAUSE WHEN HE IS CONTROLLED IS HIS WHOLE DIRECTION THAT HE HAS MOVED IS IN THE DIRECTION OF TRYING TO AVOID ~~TO~~ BEING TOO RESPONSIVE AGAIN AN

ER, EF and ER, the natural way that a person relates in an initial response of E and R, ER or EF is they are constantly moving out in involving you see what I mean, involving in people in their environment - that if there are in the process of involvement and one of the major early problems that an ER individual has is that he is likely to be so demanding that somebody would be involved with him and react to him on his terms that he becomes very dominant or what- the word that I prefer to use-because it is a primary characteristic- is the initial response are periods where there are high degree of selfishness. Now with the ER that selfishness is in the sense of which the individual is demanding that there be somebody ~~to~~ relate with him all the time. And therefore, he can be a very demanding child and that again an ER child going to first grade is likely to be the one to disrupt the classroom because he constantly wants to interact with the teacher and have the teacher interact with him. Do you see what I mean? His selfishness is likely to be that when he wants to talk he wants to be listened to. And that he demands because of this reciprocation that is a function of E ~~that~~ he demands that a general characteristic of an ER individual is oftentimes talking to you you have got to show them that you are listening to them. The ER individual is much more likely to say "Don't you agree, isn't that so or are you listening?" In terms of this is that in any kind of an interaction with an ER that ER will have an ingredient in their makeup on the basis of which they demand reciprocal involvement. Now, the IR child, outgoing in a sense going to grade school going to the first grade, one of the primary things in terms of that the IR child may be moving into a direction of which he is preoccupied with some kind of internal activity on the basis of which he is not paying attention, he's not paying attention because he's relating to what's



going on inside of him and he's oblivious to what's going on on the outside. Consequently, rather than the IR child in the first grade being the disruption in the classroom, the IR child is likely to be the one to be singled out somewhere along the line and in terms of "we've got to make this particular ~~child~~ kind of a person more reactive, more responsive, more ~~j~~ more relating. Now, again as I've said that you could have R, this is a person who has great capacity for learning. You take an IR individual if you make contact with him and you teach ~~him~~ him certain kinds of social behavior in the first grade, he is likely to be the one who will be the most effective in learning to do the serious behavior that is required of him. You see what I mean because he may not know the meaning of what he is doing but he knows what it is he is supposed to do because he has been trained to do it. Consequently an IR individual is likely, if placed in a highly difficult situation on the basis of which there are very definite rules of behavior that are being--that or he is dependent on someone to tell him what to do before he will do it. Now the ER individual is going to have ~~to~~ much more of the over-behavior and going to be much more resistant and much harder to get him to get him to learn appropriate behavior because so much of it is directed outside and is relatively disruptive. Now,

hyperactive children are more often than not EF children. EF children out of control. The autistic child you hear a great deal about now this is the IF child in the extreme so the IF the extremely autistic child, the EF the extreme the hyperactive child. Now, there's a little bit of a problem on that because sometimes the real--some hyperactivity is likely to be R plus that is a person is very strongly R on the basis of what he begins to do something in a particular way and refuses to stop. Now, that's not what I don't think this is what many of the hyperactive children are in relationship to this. The hyperactive child is the one who moves into the direction of which he loses control as because he is attempting to respond to so many things that are going on around him. Again, in the pathological sense a manic state is in a sense an F confusion state. An F confusion state manic state particularly a manic state on the basis of which as a classic one that I use to see that I suppose they <sup>do</sup> exist now on the basis of which the person begins to get overanxious the lights, the stars because what they're doing--they're responding to everything that's going on around them without any particular kind of a control, in relation to a manic state. Now, so EF in a sense is an extreme. Its pathological manifestation is the and manic depressive is manic depressive because an individual who becomes so overresponsive actually fatigues himself to the point that he has to move in the depression state more than is the fatigue <sup>state</sup> occurring from the overactivity of the overmanic state. I would try to make a very definitive differentiation between a manic state and maybe I'm defining these words for my own satisfaction rather than the way they're really meant, from a state because a state is much more likely to be an IR individual attempts to maintain contact. I mean a state carries with it a relatively inappropriate manner or method

on the basis of what a person is trying to say in a contact ~~and~~<sup>in</sup> what is almost a purer way, he is so busy trying to stay in contact that he's really not reacting or relating or performing anything in particular to anything going on around him. This is a fugue state and I have to use

an IR individual beginning to move into the process of the - beginning to come under the influence of alcohol, alcohol is an inhibitor, it means in a sense that the individual is moving into the depressed direction, and remember what I said Monday that depression in the ~~eye~~ I individual is apathy. Therefore the direction <sup>that</sup> the alcoholic is taking <sup>to move</sup> is <sup>the</sup> burden in the direction of being happy. Therefore, the propensator

by the means by which the individual begins to move in the guilt producing direction rapidly, he begins to be active as a means to avoid being apathetic. Therefore, a very tight IR is going to be an individual who is relating to everybody and is not relating to anybody. I think you know or see the kind of an IR drunk who in a group will go around and talk at every table and relate to everyone and actually not even wait to be responded to, has no particular demands of any kind in relation to it, he's just moving around to keep this is a kind of fugue state, if you follow what I mean. Now the ER individual of the alcoholic state, or I'll take the IR state one farther if the person ever really gets gets drunk the IR moves from a state of fugue state into a state of apathy and when he's drunk, he's out of contact, he's gone preceded by a great deal of overactivity. The ER again as the effect of the alcohol is going to have <sup>up</sup> on him is to move

him into the direction of making him more difficult for him to control in his relating. Consequently, the tight ER will eventually move to a period of time where he gets more and more distant from the environment that he's in, he gets kind of glassy eyed and very protective about relating and now when he gets drunk he begins to relate to everybody in the room so he moves from the attempt to control his overactivity by what is <sup>in</sup> a sense withdrawal precipitated in the direction of over-responsiveness, over-relating or over-emoting, an E individual is more likely to have a crying drunk, if you all --this is the psychological means that he has, than is an IR likely to have, a crying drunk. But an IR who is very discouraged or depressed actually can move into a direction into which he ~~can~~ knocks himself out and his crying drunk, and his crying may not be crying on the outside but I'm crying on the inside, in terms of this that an apathetic IR may be in a state of profound depression <sup>in</sup> the same way that an agitated crying drunk ER is. And if you asked him how he felt after it was over they'd tell you they felt the same way but their behavior would be in an entirely different direction in terms of this. Now also in connection with this, the difference between ER and IR in their relationships with driving an automobile. And again I'll use driving an automobile while under the influence of alcohol because you get the extreme although there are certain aspects of this whether were talking about alcohol or not. The IR individual is the one who tends to focus on certain kinds of things in relation--he does not drive by feel this would be the word that I would use. He drives in a sense by the ques that he has learned to abide by--the white line down the middle of the road, the various things in terms of this and consequently ~~when~~ once he gets the fix on that white line the IR individual is likely to drive being aware only of the white line and that in most instances the IR is likely to have

unexpected accidents because he is so busy, so focused in one particular area that he does not really begin to be aware of something that is beginning to happen up ahead and again I say, in Washington traffic is an example of what I consider IR driving behavior-it's where there is a line of cars all stopped, one lane on the right wide open but right down the way there is a barricade and every one is on the left because they are waiting to go around this barricade there will always be an IR driver who comes driving and wondering why aren't these people going down the right side of the road? and go right down and almost run into the barrier because it's a fact they did not anticipate or see ahead in relationship to this. Now consequently, an IR when he gets drunk is likely to be the type of an individual that because he focuses on that white line is very possible sometimes that that white line might be on the right side of the road instead of the white line in the middle of the road and he pulls over and goes speeding down and runs into a steel abutement which often happens where they-an IR drunk driver because of the fact that he's gotten that line fixed. He also, depending on other things that happen, can move over the white line and get started down it and be going right straight down the wrong side of the road and have head on crashes again this is the thing an IR drunk is likely to do because of the way in which his perception is organized and how it is being affected. Now the ER drunk, or the ER driver, is going to have a little bit more feel, a word I've used in terms of this, the ER driver in a sense has a feel along the road in terms of this and has much more awareness of the environment out there, he actually again<sup>in</sup> a state that an ER driver can be very aware and be looking and seeing something and be very aware of something going on up there and <sup>being</sup> very careful about

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getting there and come by an intersection and be totally unaware of somebody coming in at the side. He is focused so much in one direction and although it is an externalized kind of a focus something very close to a relatively unexpected taking place he does really recognize something in time. On the other hand when he begins to get drunk, the drunkenness begins to accentuate and subsequently, the drunk ER driver is the one who weaves down the road. You see, an IR driver doesn't weave down the road, he usually--he increases his speed and goes straight as an arrow. He goes straight as an arrow. The ER driver has a tendency to slow down and to begin to feel, and as he begins to feel, he gets over here and then he sees that line and he ~~begins to~~ reacts and so the reaction that comes in it in a sense of an overreaction to state anywhere along the line.

End of Tape 2- both sides

The IR child going into the first grade may move in the direction in which he is preoccupied with some kind of internalized activity, on the basis of which he is not paying attention. He's not paying attention because he's relating to what's going on inside himself and is oblivious to what is going on outside himself. Consequently, rather than being a disruption in the classroom, the IR child is likely to be the one singled out by the teacher as the one she has to make more reactive, more responsive, and more released. Because he is an R, the IR child has a great capacity for learning; and if the teacher can make contact with him and teach him certain kinds of social behavior in the first grade, he is likely to be the one who is most effective in learning to do the stereotypic behavior that is required of him. He may not know exactly the meaning of what he is doing, but he knows what he is supposed to do because he has been trained to do it. Consequently, an IR individual is likely, if placed in a highly difficult situation on the basis of which there are very definite rules of behavior that are being required, to be dependent on someone to tell him what to do.

In contrast, it is much harder to get the ER individual to learn appropriate behavior, because he has much more overt behavior and will be more resistant since so much of his behavior is directed outside and is relatively disruptive.

IF child (in the extreme) -- autistic

EF child (in the extreme) -- hyperactive

However some overactivity is likely to be R+, i.e., a person who is very strongly R on the basis of which he begins to do something in a particular way and refuses to stop. Whereas the hyperactive child is the one who moves in the direction where he loses control because he is

Another important aspect regarding R and F is in relation to reaction to organic damage. The F individual has relatively early experience with confusion, and spends a good deal of his life learning how to control confusion; the R individual has much less experience with being confused, and has much more of a capacity to be organized. Consequently, when an organic condition occurs in an individual, the R - individual is much more likely to be disabled by mild confusion because he hasn't had much experience with being confused. An F individual will often be able to tolerate a great deal of confusion, and it may take a longer period of time for the organic condition to have a very severe effect on him.

(ER - individuals who develop some kind of locomotion disorder)

Because they have always been very good at maintaining their motor activity, when it is interfered with by some kind of locomotion disorder, the ER - individual is likely to be very grossly disabled at an earlier time than an IR - individual who doesn't have the same awareness of his motor activity.