

KEN WILBER, JOSEPH CAMPBELL, & THE MEANING OF LIFE:

HOW TWO GREAT MEN COLLABORATE TO GIVE US
THE ULTIMATE HERO'S JOURNEY OF PERSONAL GROWTH & HUMAN DEVELOPMENT
(aka 'The Human Odyssey')

-- Presented in nine installments on IntegralWorld.net --

Hugh & Kaye Martin's new book *The Human Odyssey* is a unique, new way of viewing personal growth and human development. Extensive excerpts from the Introductory Version of this book will be presented on Integral World in nine installments:

☼ **Installation #1: Preliminaries and Introduction.**

PRELIMINARIES. What you need to know to make sense of this book: What the book contains, how it's put together, how you should read it. INTRODUCTION. The field of human development: Its immense breadth, depth, and meaning. The Growth Mentality: How we can avail ourselves of all the growth that we have the potential for.

☼ **Installation #2: Overview of the ADAPT/Life Journey Model.**

The whole model in a nutshell. A comparative overview of the two components: The ADAPT Model (from Ken Wilber) and the Life Journey Archetype (from Joseph Campbell). Thumbnail descriptions of each Domain and Sector of the model from both perspectives.

☼ **Installation #3: Dimensions of the Growth Continuum.**

The various areas of our life where growth takes place. The various features of that growth. The Stages, Transitions, Developmental Sequences, Realms, Arenas, Impediments, etc. These comprise Domain #1 -- the Map of our Life Journey.

☼ **Installation #4: Participants.**

The various aspects of Identity or Self that partake in the growth process. The Self System, Individual & Collective Selves, Types & Personae, Shadow Self, etc. These comprise Domain #2 -- the Voyagers of our Life Journey.

☼ **Installation #5: Processes.**

All the methods, techniques, and focused experiences we use to grow and develop. Either **General Processes** (available to everyone in any situation). Or **Specific Processes** (available only to certain people at certain Stages, Realms, or Arenas). These comprise Domain #3 -- the Sailing Ships of our Life Journey.

☼ **Installation #6: Pathfinders.**

The people and other resources that help us move along our path of growth. These comprise Domain #4 -- the Navigator & Captain of our Life Journey.

☼ **Installation #7: Systems.**

The mechanisms by which all the Dimensions, Participants, Processes, and Pathfinders work together to produce Growth. These comprise Domain #5 -- the Shipping Systems of our Life Journey.

☼ **Installation #8. Conclusion.**

Follow the Thread: Ways to get the essence of this book by following just one component. The ADAPT Gallery: Cartoons and illustrations that shed further light on key concepts from the book.

☼ **Installation #9. Resources for Personal Evolution.**

Annotated outline of books, research studies, and other resources you can use to implement your own personal evolution.

This issue of Integral World contains Installation #5B, Specific Processes.

REQUEST A FREE COPY OF *THE HUMAN ODYSSEY*

If you would like a free, full-color, digital copy of the entire Introductory Version of *The Human Odyssey*, just send your request to Hugh Martin at MartinHughCo@Gmail.com.

If you then post a review and rating of the book on Amazon, Hugh will send you a printed B&W copy of the book. If your review is fairly extensive, Hugh will send you a printed color copy. The most extensive reviews will receive copies of the Advanced Version.

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ONE BOOK, TWO NAMES. The Introductory Version of this book (~300 pages) is called by the short title: *The Human Odyssey*. The Advanced Version (two volumes, ~600 pages) is called by the long title: *Ken Wilber, Joseph Campbell, and the Meaning of Life*. To correspond to the interests of Integral World readers, the book will be listed on this website by its long title, but for convenience it will sometimes be referred to by its short title. Both names refer to the same book.

KEN WILBER, JOSEPH CAMPBELL & THE MEANING OF LIFE

How Two Great Thinkers Collaborate
To Give Us
The Ultimate Hero's Journey
Of Personal Growth & Human Development



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AMALIA KAYE MARTIN

FRONT COVER...

OUR HERO'S JOURNEY

How We Grow and Change Over the Course of a Lifetime

The Meaning of Life

What is the Meaning of Life? What makes life significant? What gives life purpose? Where are we headed -- and why?

Youth. If I am young, and starting out my adult life, what paths are available for me? What should I value most? What choices will make the best use of my talents, my interests, my ideals, my aspirations?

Middle Age. If I am in my middle years, what have I accomplished thus far? What have I missed out on? What new joys do I hope to experience while I still have time? How can I immerse myself in a life that is more meaningful, more rewarding?

Maturity. If I am older, and approaching my later years, what have I achieved that is truly enduring? What legacy of knowledge & wisdom will I pass along to succeeding generations? How can I use the insights and perspectives of a lifetime to make these years the richest and most satisfying of them all?

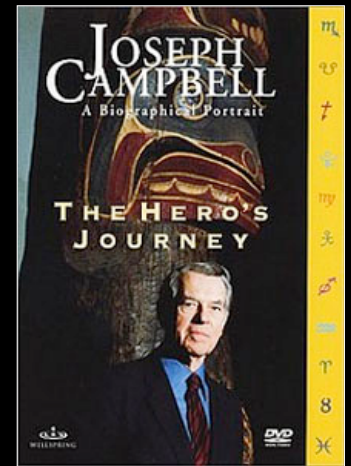
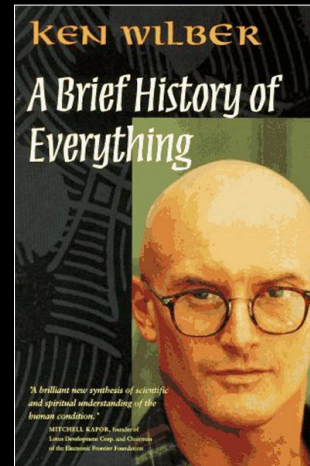
In the course of our life, are we just plodding relentlessly toward our own demise? Or are we in fact progressing toward some higher, more ennobling goal? Are we, like Forrest Gump, just a feather floating through a vast field of purposeless change? Or are we, like Odysseus from Homer's *The Odyssey*, on a great and significant Life Journey – a Journey from Infancy to Eternity, a Hero's Journey?

Ken Wilber & Joseph Campbell

Thanks to the work of two great men, we are now in a position to explore systematically the Meaning of Life from a developmental perspective.

From philosopher and systems theorist **Ken Wilber**, we have learned that Life is all about Human Development. Through Wilber's famous **AQAL Model**, and his more extended **Theory of Everything**, we have further learned that all the multitudinous strands of Human Development are in essence the same sequence.

From scholar and mythologist **Joseph Campbell**, we have learned that much of the world's greatest literature and myth describes the Soul's journey through the vicissitudes of Life -- our **Hero's Journey**. Through Campbell's *Hero With a Thousand Faces*, we have further learned that all the multitudinous Hero's Journeys are in essence the same story.



ADAPT & The Life Journey

When we spin out all the details and implications of Ken Wilber's AQAL and Theory of Everything, we arrive at an all-inclusive Model of Human Development we call **ADAPT** – a model consisting of five major conceptual Domains, with seven or more Sectors within each Domain.

When we spin out all the details and implications of Joseph Campbell's Hero's Journey, we arrive at an all-inclusive mythic story we call the **Life Journey Archetype** – a story which is told likewise through five overarching symbolic Domains, with seven or more Sectors within each Domain.

When we compare the extended versions of Wilber and Campbell – when we trace the parallels between our ADAPT Model and our mythic story of the Life Journey – we find that in essence the two are the same. The ADAPT Model describes in psychological or conceptual terms the various factors that result in Human Development. The Life Journey describes in symbolic or mythic terms those very same factors. This Journey of the Soul through the Stages of Life – this Journey which can be described either through conceptual or mythic terms – is what we call the **Human Odyssey**.



BACK COVER...



KEN WILBER, JOSEPH CAMPBELL, & THE MEANING OF LIFE

How Two Great Thinkers Collaborate
To Give Us the Ultimate Hero's Journey
Of Personal Growth & Human Development
(aka 'The Human Odyssey')

Installment #5B: The Specific Processes of Growth

Proof & Review Copy

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Permissions for some illustrations are pending.

Domain PR: PROCESSES



Processes: The **Sailing Ships**, powered by supernatural forces, that carry us to the Enchanted Islands and Exotic Shores of our Life Journey.



In our Life Journey, the PROCESSES are the SAILING SHIPS, and other MODES OF CONVEYANCE, that carry us along the channels, coastlines, trade routes, and open seas of our Growth.

DOMAINS PR/PPR.

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PROCESSES: OF GROWTH

The **Processes** of Growth are all the means by which we move along the **Growth Continuum** (D1-8). Processes are of two types – **General** and **Specific**:

PPR1-9. General Processes (this section).

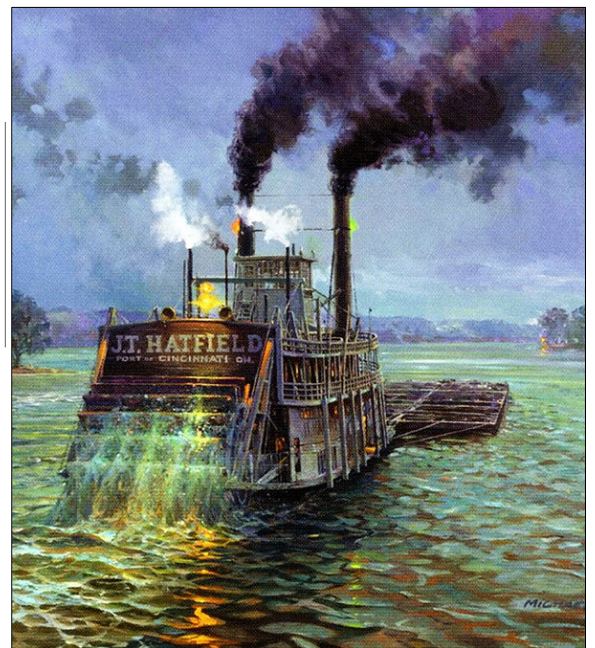
The Fundamental Mechanisms that are available to implement Growth at any Stage, Realm, or Arena. There are relatively few General Processes (9), because they are primarily innate.

PR1-35. Specific Processes (page 174).

The Methods and Techniques that implement specific kinds of Growth at specific Stages, Realms, or Arenas. There are relatively many Specific Processes (35), because they are primarily invented.

The General Processes

In our Life Journey, the *General Processes* are the means of Propulsion that could apply to any Ship: Sails, oars, animal power, steam, diesel, paddlewheel, etc.



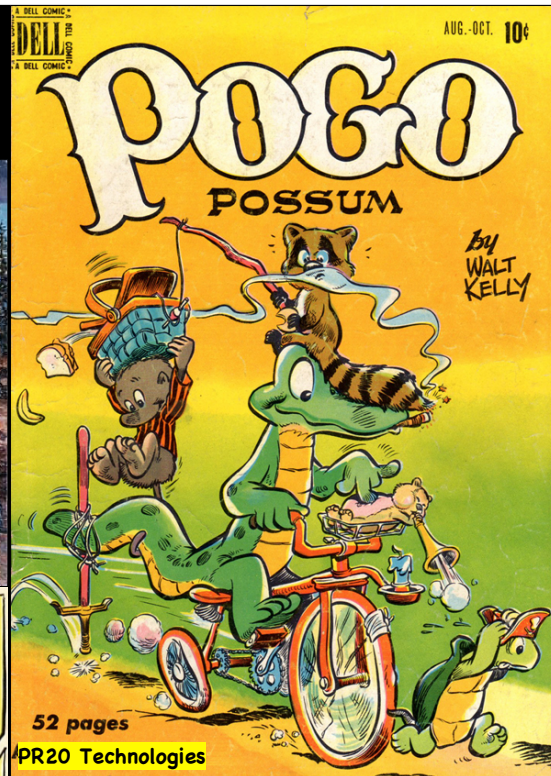
The Specific Processes

In our Life Journey, the *Specific Processes* are the many kinds of ships and boats that can carry us to our destination: Battleships, frigates, sloops, cutters, dinghies, etc.

SPECIFIC PROCESSES



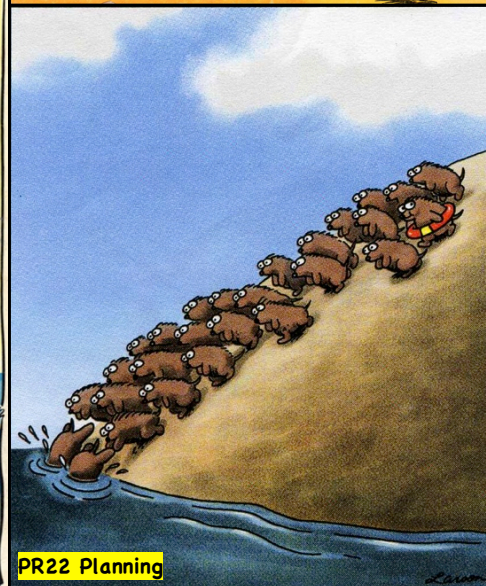
PR34 Holistic



PR20 Technologies



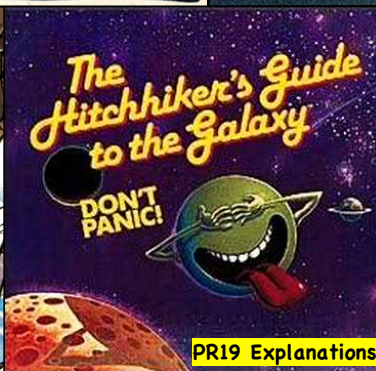
PR5 Relationships



PR22 Planning



PR10 Natural Environment



PR19 Explanations



PR14 Leadership

The Specific Processes of our Life Journey

In our Life Journey, the Specific Processes are the various kinds of boats and Ships that carry us along the Coastlines, the Waterways, and the Open Seas of our Growth.
 (Or, in this case, the Specific Processes might be other Modes of Transportation – like canoes, bicycles, float-
 ing bathtubs, inner tubes, sleds, asteroids – or even webbed feet!)

In our Life Journey, the SPECIFIC PROCESSES are the specific KINDS OF BOATS AND SHIPS (from rowboats to battleships) we use for travel over different kinds of waterways – from rivers and estuaries to coastlines and open seas. *** In a more general sense, the Specific Processes are all the special means by which our Hero's Journey is facilitated – the Prayers and Offerings that invoke the blessings of the Gods, the Rituals and Protocols that allow our Hero to enter the Inner Sanctum, Clever Stratagems that enable our Hero to escape the Dank Dungeon, the Magical Potions that neutralize our Hero's adversaries, Miraculous Weapons that enable our Hero to prevail against overwhelming odds.

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DOMAIN PR. SPECIFIC PROCESSES

Since the dawn of time, the inventive human mind has devised innumerable Methods by which specific kinds of Growth can be implemented. These Methods were invented over the course of centuries to pass along specific forms of wisdom from one generation to the next.

These many Methods of Growth fall into 35 categories we call the Specific Processes. The **Specific Processes** are all the specialized **Methods, Techniques, Therapies, Practices, Programs, Activities, Explorations, Studies, and Focused Experiences** that move us along specific Stages, Realms, and Arenas of the **Growth Continuum**.



The Specific Processes.

Symbolically, the Specific Processes are the many kinds of Ships (and other modes of transportation) that carry us along the open seas and coastlines of our Life Journey.

Specific Processes: Wilber's Modules and Modalities of Integral Life Practice (ILP). Themes of Growth: Wilber Not mentioned.

This section displays a very abbreviated outline of the Specific Processes. For a more complete description, refer the authors' book-length Study, *The Processes of Human Development: The 33 [now 35] Methods By Which People Grow* on IntegralWorld.net. A radically revised and updated version of this Study is currently in progress.

0 THE SEVEN THEMES

There are 35 **Specific Processes** -- Methods and Techniques that promote specific kinds of Growth in specific Stages, Realms, or Arenas. Those Specific Processes can be divided into seven **Themes** of emphasis. The Themes and Processes are outlined and briefly described on the following pages.

SPECIFIC PROCESSES: The Seven Themes



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THE SEVEN THEMES OF EMPHASIS

Groupings of the 35 Specific Processes

Specific Processes: The specific methods and techniques by which we grow. The various types of Ships and other modes of transportation that carry us on our Life Journey. Divided into seven distinct Themes of emphasis – ranging from very fundamental to very sophisticated. [Any of these 35 Specific Processes can be applied to any of the eight Systems of Growth (S1-8).]

PR1-6. Foundational Processes (page 178).

The six Processes that are fundamental to all other Processes of Growth.

PR7-10. Physical World Processes (page 180).

The four Processes that engage us with material reality.

PR11-17. Socio-Cultural Processes (page 182).

The seven Processes that engage us with Groups of people – from pairs to whole cultures.

PR18-23. Formal Investigation Processes (page 184).

The six Processes that engage our thinking and reasoning capacities.

PR24-28. Self-Expression Processes (page 186).

The five Processes that enable us to express our inward reality in outward form.

PR29-33. Conscious Development Processes (page 188).

The five Processes specifically intended to promote Growth and resolve problems.

PR34-35. Comprehensive Processes (page 190).

The two Processes that combine and integrate all the other Processes of Growth.

Cat-in-the-Hat eats Green Eggs & Ham.
Natural Nutrition (PR2) is one of the Foundational Processes that are necessary for any of the other Processes to work.



PR1-6. FOUNDATIONAL PROCESSES

1 2 4 5

Foundational Processes are the six fundamental processes upon which all future Growth is built. They are basic to our physical health, our emotional well-being, our capacity to relate to others, our ability to engage effectively with the real world, and our capacity to know the truth of anything.



PR1. Nurture & Bonding

Nurture: Our needs for basic physical and emotional sustenance. **Bonding:** Our needs for intimate connectedness with loved ones. **Nurture & Bonding Processes** promote stability, security, and self-confidence. They support the capacity for warm, open, intimate, and caring relationships throughout life.



Early Nurture & Bonding.

"We always keep our babies physically close - using baby slings, kiddie backpacks, and frequent on-demand holding."

PR2. Natural Nutrition

Natural Nutrition Processes provide natural, whole foods - containing all the nutritional building blocks for physical and mental development, without the toxic residue.

Early Nutrition. "Even when we're short of time, we try to cook our kids real, home-made meals." Convenience foods contain excessive sugars and chemicals - but they also convey a subtle message of neglect.



PR3. Holistic Health

Holistic Health Processes are treatment practices that mobilize the body's natural capacity to maintain wellness and heal itself. These Processes minimize medical intrusion by avoiding unnecessary medications and procedures. They often utilize traditional and ethnic health practices, herbs, and minerals that have proven effective over centuries. They also utilize the health-giving properties of many of the other Specific Processes. These Processes produce the vigor, clarity, responsiveness, and harmony that support all other Processes.



Early Health. "Annie was born 12 weeks premature. We gave her chamomile, rescue remedy, and other herbs and homeopathics, to reduce colic, build her resistance, and put her emotions in balance."

PR4. Sensuality & Sexuality

Sensuality & Sexuality Processes are pervasive experiences of bodily pleasure. **Sensuality**: A moderate sense of pleasure felt throughout the body. **Sexuality**: An intense sense of pleasure, originating with the genitals, and spreading throughout the body. Both Sensuality and Sexuality can provide an all-consuming feeling of physical aliveness, bodily awareness, and intimate connectedness.

Sensuality & Sexuality. "Our Teenagers like to feel sexy. However, they don't act out their sexual impulses until there is a deep, mutual attachment and long-term commitment."



PR5. Relationships & Marriage

Relationship & Marriage Processes are experiences involving the long-term or permanent Relationship between two people. **Relationship**: A close association between two people. **Marriage**: A Relationship with a formal commitment to remain together permanently. Relationships provide a reciprocal Growth mechanism – where (ideally) each person receives recognition, encouragement, guidance, and support from the other.



Early Relationships. "As soon as Dean was old enough to be away from Mom, we enrolled him in nursery school – so he could learn to make friends."

PR6. Family & Group Dynamics

Family & Group Dynamics Processes are experiences that promote connection, enjoyment, appreciation, and mutual support among family and group members. **Group**: A social unit of three or more people, who share some common bond. **Family**: A Group whose members are close blood relations, or who function as if they were blood relations. Family & Group Dynamics Processes provide a sanctuary of love and comfort, a pattern for future social relationships, and a set of role models for intimate and caring behavior.



Family Dynamics. "We always take our kids with us -- whether we just go out to dinner or on a big vacation. They behave well because they know they're loved and accepted."

In Wilber's *ILP*, certain aspects of Nurturing & Bonding (#1) are covered under the *Sex, Shadow, Emotions, and Relationships Modules*. Natural Nutrition (#2) is represented only in diet programs listed under the *Body Module*. Holistic Health (#3) is not represented. Sexuality & Sensuality (#4) is covered under the *Sex Module*. Relationships & Marriage (#5) are covered under the *Relationships Module*, and somewhat under the *Shadow and Emotions Modules*. Group & Family Dynamics (#6) receives some coverage under the *Shadow and Relationships (Integral Parenting) Modules*.

PR7-10. PHYSICAL WORLD PROCESSES

1 2 4 5

Physical World Processes are the four ways of encountering material reality. These experiences enable us to integrate our inner mental processes with the external world of our perceptions and actions. They allow us to perceive the physical world more accurately, to engage with it more effectively, and to appreciate its intricacy, multiplicity, and beauty.



PR7. Sensory Experience

Sensory Experience Processes are activities that engage our five senses in experiences with the physical world. They give us a strong appreciation of, orientation to, and connection with external reality – along with the capacity to trust our own responses and perceptions.



Early Sensory Experience. "The best toys are real things that our children can see, hear, and touch. Too much television and computer can separate kids from reality."

PR8. Physical Activity

Physical Activity Processes are activities that engage our bodies in vigorous, natural movement. They enable us to experience ourselves as present and real -- and engender a sense of groundedness, self-confidence, and empowerment.

Early Physical Activity. "When Jeremy is held aloft, like an airplane flying through the sky, he learns with his body that he can become anything and go anywhere."



PR9. *Life Experience*

Life Experience Processes are experiences that engage us with the challenging activities and situations of everyday life. Includes: Real-world exploration, trial-and-error, hard knocks, 'benign neglect.' Such experiences enable us to try things out, to learn by experience, to profit from our successes and mistakes. They engender groundedness, connection, confidence, and empowerment.

Life Experience. "We consciously involve ourselves in unfamiliar situations, so we don't get set in our ways. We like travel to exotic locations, to hike off the trail, and to meet people outside our social circle."



PR10. *Natural Environments*

Natural Environment Processes are experiences that allow us to observe, study, imitate, appreciate, and make use of the world of nature. They enable us to experience and resonate with the rhythms, order, and harmony of all natural processes -- and to feel comfortable and confident with the natural parts of ourselves.



Early Natural Environments. "At the petting zoo, Annie pets the pig – while the lamb nuzzles her for food. Our kids bond best with the natural world when they can explore it without restriction."

In Wilber's *ILP*, Sensory Experience (#7) and Physical Activity (#8) are somewhat represented in the *Body and Sex Modules*. Some aspects of Life Experience (#9) are covered under the *Work Module*. Natural Environment (#10) is not represented.

PR11-17. SOCIO-CULTURAL PROCESSES

1 2 4 5

Socio-Cultural Processes engage us with Groups of people – ranging from couples, families, teams, and workgroups, to communities, ethnic groups, nations, generations, even whole societies and cultures. They enable us to relate better to others, to function more effectively in society, and to appreciate our place in the larger pattern of culture.



PR11. Skills

Skills Processes are activities that teach us how to make something, or to do something. They promote a sense of competence, confidence, and effectiveness.



Early Skills. "As soon as they are able, we give our kids chores around the house. They feel good about themselves – and learn self-reliance and initiative."

PR12. Habits & Programming

Habits: Standardized, repetitive, routine patterns of behavior. **Programming:** The process of converting transient actions or behaviors into Habits. Includes: Repetition, routines, practice, conditioned response, internalization, and self-regulation. **Habits & Programming Processes** make mundane tasks more efficient, and free the attention for more interesting and important activities. They also engender attentiveness to and satisfaction with the ordinary activities of life.



Early Habits. "We try to make simple routines (like eating all your dinner) habitual and automatic. That avoids a lot of bad behavior."

PR13. Responsibility

Responsibility Processes are activities that develop our ability and commitment to respond dependably to a perceived need. They are often reciprocal activities, where we are accountable for the performance of duties or tasks, in exchange for certain privileges or benefits. They allow us to achieve full membership in a group by contributing to its maintenance and development. Responsibility gives us a sense of security, of belonging, of importance and significance.



Early Responsibility. "For our kids, chores are not work. They are a fun ways to help out, and to be included as a full member of the family."

In Wilber's *ILP*, Skills, Habits, Responsibility, Enterprise, and Service (#s 11-15) are somewhat represented under the *Work, Relationships*, and *Ethics Modules*. Acculturation (#16) receives some representation through practices from diverse cultures in all *Modules*. Archetype & Myth (#17) receives some coverage under the *Shadow (Dreamwork)* and *Spirit Modules*.

PR14. Enterprise & Leadership

Enterprise: Self-initiated activities that provide goods or services in exchange for compensation – for instance, operating one’s own business. **Leadership:** Prepare us to create and guide an Enterprise -- or participate significantly in its operation (through management, marketing, etc.). **Enterprise & Leadership Processes** are the next step beyond Responsibility (PR13). They allow us to choose our own work, to regulate our own time and effort, and to take charge of our own future. They create a sense of independence, security, self-sufficiency, and empowerment.



Early Enterprise. "Lizzie and Jane tried to earn money for snacks and a movie by setting up a lemonade stand. Unfortunately, they drank up most of their profits!"

PR15. Values, Ethics, & Service

Values: The guiding principles upon which we base our life. **Ethics:** The codes of behavior we derive from a system of Values. **Service:** The efforts we make on behalf of others, as a result of our Values and Ethics. **Values, Ethics, & Service Processes** emphasize unconditional giving and sharing. They allow us to express love, appreciation, and generosity without expectation of benefit – and to give back to society for all the blessings we ourselves have received. They create a feeling of satisfaction, self-worth, and significance.



Ethics & Service. "When Sheila joined the Peace Corps, she worked at an orphanage in the African country of Cameroon. The joy she saw on those bright, young faces gave her life a whole new sense of purpose."

PR16. Acculturation

Acculturation Processes are experiences that involve us in the ceremonies and traditions of our own culture – and introduce us to the diverse practices and rituals of other ethnic and cultural groups. Acculturation Processes encourage flexibility, multiple-perspective thinking, and emotional generosity.



Early Acculturation. "When Annie met kids from the South African Children’s Choir, she discovered that faith spans many cultures." Music is a language that dissolves differences and unites us.

PR17. Archetype & Myth

Archetype: The recurrent stock characters and situations that populate our Collective Unconscious. **Myth:** An epic story or legend, which uses Archetypal characters and situations to convey universal truths. **Archetype & Myth Processes** illustrate and exemplify foundational and essential features of a Culture – including heroic characters and core values. They enable us to identify with that Culture, to emulate those Heroes, and to participate in the primordial bond that unites all humankind.

Early Archetypes. "From their earliest years, our children love to hear stories about great heroes: Odysseus, Moses, and Robin Hood. Those heroes will become the models for the dreams and ambitions that inspire their later life."



PR18-23. FORMAL INVESTIGATION PROCESSES 1 2 4 5

Formal Investigation Processes engage our thinking and reasoning abilities to understand, affect, and utilize both tangible and abstract reality. They allow us to rise above the world, to view it from a more comprehensive perspective, to live in harmony with it, and to make use of it for our own needs. They create a sense of stability, congruity, cohesiveness, and empowerment.



PR18. Order, Structure, & Systems

Order: Arrangement according to some pattern or method. **Structure:** A tangible or abstract construct arranged according to certain principles of Order. **System:** A set of Structures integrated and coordinated by means of certain principles of Order. **Order, Structure & Systems Processes** enable us to organize, coordinate, interpret, and utilize the multiplicity and diversity around us in terms of functional wholes. They engender a sense of clarity, stability, unity, and empowerment.



Early Structure. "Old-fashioned wooden blocks are the best building toy for our little children - because they don't require connectors. They're especially good for teaching weight, volume, balance, and design."

PR19. Explanations & Theories

Explanations: Activities that define, explain, discuss, clarify, give reasons for, or place in context any phenomenon we may encounter. **Theories:** Explanations that require or are amenable to Proof (PR23). **Explanations & Theories Processes** range from casual curiosity to focused inquiry, but lack the formal rigor of Logic (PR21) or Science (PR23). These Processes instill a sense of curiosity, a spirit of inquiry, and a conviction that the world makes sense.



Early Explanations. "Even though Dean's too young for chess, he likes us to explain the rules. That way, he can move the men around the board the way they're supposed to go."

PR20. Technologies & Inventions

Technology & Invention Processes are activities that describe, explain, examine, demonstrate, operate, or discuss the implications of, any practical device, mechanism, or process. **Technologies** are often derived from **Science** (PR23), by means of **Logic** (PR21), using the creative process of **Invention**. They promote a sense of competence and empowerment, a spirit of inquiry, a mobilization of creative energy, and an optimism that one's situation can be elevated and improved.



Early Technologies. "Sal's favorites were toys that slide, spin, whirr, and ring. When he outgrew his Busy Box, we assembled trays full of old gadgets he could play with."

PR21. Logic & Reasoning

Logic & Reasoning Processes are the explicit skills of developing formally- reasoned explanations and arguments. **Logic:** The formal process we use to move from a premise to a conclusion. **Reasoning:** The formal process we use to choose among alternatives. Logic & Reasoning enables us to create unified wholes from apparently disparate information. Whereas **Explanations** (PFR19) merely state what we believe to be true, Logic & Reasoning tells ‘how’ we came to that belief, and ‘why’ we can feel confident it is true. These skills produce a profound sense of confidence, competence, and empowerment – and the capacity to expand our understanding beyond perceived limits.



Early Reasoning. “Wouldn't you like a fun day at the beach? Then let's go to sleep now, so we can leave early tomorrow morning!” Logic and Reasoning don't always work with a screaming toddler.

PR22. Planning & Orchestration

Planning: The capacity to anticipate and organize the various features of some future event. **Orchestration:** The capacity to coordinate and implement that event. **Planning & Orchestration Processes** enable us to visualize and actualize any of several alternative futures – thereby imparting a feeling of empowerment, a sense of perspective, a release from self-doubt or fatalism, and a confidence to act.



Early Planning. “Annie's party was a big success because we planned out every detail in advance. All the kids had enough to eat, and the party favors were just right.” Careful, meticulous planning is what allows spontaneous fun to take place.

PR23. Science & Proof

Science: The systematic process of investigating the world of objective reality – and formulating testable **Theories** (PR19) for our observations. **Proof:** The process testing the truth or falsehood of our Theories. Includes: Systematic observation, corroboration, scientific method, and weight of evidence. **Science & Proof Processes** promote a profound conviction that the world makes sense, that we can distinguish between truth and falsehood, that we can understand and influence our surroundings, and that we can progress and evolve beyond our apparent limits.



Early Science. “We observe Tommy Turtle very carefully – using measurements and numbers. How many days until hatch? How big is he? How fast does he grow? How much does he eat? How quick does he move?” Science and math make the most sense when they are applied to interesting phenomena in the real world.

In Wilber's *ILP*, the various Cognitive Processes (#s 18-23) are well-represented under the *Mind* and *Ethics Modules*, and in the systematic logic and structure underlying all the *Modules*.

PR24-28. SELF EXPRESSION PROCESSES

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4 5

Self-expression Processes are processes that express our inner reality in an outwardly-perceivable form. They enable us to understand and appreciate ourselves, to manifest our special gifts in tangible or perceivable form, and to convey our inner qualities to others.



PR24. Language & Communication

Language: The formulation and articulation our inner thoughts and emotions in verbal or written form. **Communication:** Conveying those thoughts and emotions to others through Language and other forms of expression. **Language & Communication Processes** create a sense of identity, clarity, and order – along with the ability to connect intellectually and emotionally with others.



Early Language. "First rub your fingertips on the sandpaper chin of the picture of Daddy. Now feel the stubbly chin of your real Daddy!" Through *Pat the Bunny*, Annie learns that the Language in books corresponds to the experiences of everyday reality.

PR25. Recorded Experiences

Recorded Experience Processes are activities that capture highlights and representative vignettes of quintessential life moments in permanent form – through photography, video, drawing, poetry, etc. They enable us to retain and re-live the high points of our lives. They allow us to recall and re-integrate fragmented strands of memory -- thereby reviving, illuminating, and perpetuating those experiences and perspectives that make life precious.



Early Recorded. "We try to capture only the highlights, the unique events, the quintessential moments. Otherwise, there's just too much footage for anyone to watch." The most memorable photos are surprise occurrences that are not planned or posed.

In Wilber's *ILP*, there is some representation for all Self-Expression Processes (#s 24-28) under the *Emotions (Creative Expression & Art)* and *Shadow (Art & Music Therapy)* Modules.

PR26. Humor, Comedy, & Fun

Humor: Activities that point up the absurdity and incongruity of life situations in an amusing or entertaining way. **Comedy:** An arrangement of Humor activities to form a complete entertainment experience. **Fun:** Activities done just for pleasure, with no regard for higher purpose or significance. **Humor, Comedy, and Fun Processes** reveal our quirks and foibles, deflate false pride, lighten our load, keep our daily affairs in perspective, enable us to accept pleasure, and teach us not to take life too seriously.



Early Humor. "Our kids love old-time comedies, with lots of slapstick and pratfalls – even though they don't get all the jokes. Because that humor works at many levels, it's still funny for us as adults."

PR27. Stories & Literature

Stories: Accounts of real or imaginary people and/or events told for entertainment and/or instruction. **Literature:** Stories and other written works with superior or lasting artistic merit. Along with their artistic and emotional value, **Stories & Literature Processes** can provide illustrations of instructive life situations, powerful role models, illuminating perspectives, inspiring themes, effective strategies, and cautionary tales that we can apply in our own lives.



Early Literature. "Mike Mulligan's Steam Shovel gave his last ounce of energy to save small town America." Great children's stories are built on heroic sacrifice and just rewards.

PR28. Expressive Arts

Expressive Arts Processes are activities that express our inner world of thought, emotions, and fantasy in outward form -- through observable and/or tangible media. Expressive Arts enable us to connect with our inner nature, to reclaim alienated parts of ourselves (our Shadow side), to convey our inner reality to others, and to communicate perceptions, insights, and convictions that are beyond the power of words.



Early Arts. "Lizzie and Jane make quite a mess with their finger paints – but they always have a great time, and usually remember to clean up afterwards." Authentic art begins by allowing kids to express themselves - without inhibitions or restraint.

PR29-33. CONSCIOUS DEVELOPMENT PROCESSES

1 2
4 5

Conscious Development Processes are techniques, practices, and programs we use with conscious intention to promote Personal Growth, resolve psychological problems, and facilitate spiritual enlightenment. Such Processes are particularly helpful for Challenges and Impasses not easily resolved through the other, non-intentional Processes described elsewhere in this Sector.



PR29. Body Therapies

Body Therapy Processes use body-centered techniques to promote healing and transformation in the Realms of Body, Psyche, and Spirit. Such Processes restore aliveness -- by opening bodily regions to blood flow, oxygen replenishment, nerve transmission, and toxin removal. They mobilize and align bodily energy patterns, dissolve blocks, and alleviate physical discomfort. They release repressed trauma, disengage self-defeating attitudes and behaviors, and improve emotional responsiveness and spontaneity. They restore balance, grounding, wholeness, and appropriate boundaries.



Early Body Therapies. "After Sal's difficult birth, Cranial-Sacral work loosens the plates of his skull, restores cranial flow, and allows him to relax."

PR30. Introspection & Self-Awareness

Introspection: Inner-directed explorations of our thoughts, imaginings, emotions, and physical feelings. **Self-Awareness:** The heightened state of consciousness that results from extensive Introspection. **Introspection & Self Awareness Processes** enable us to reflect on our inner world – but not necessarily to express it (PR24 & 28) or to change it (PR31). They promote self-knowledge, self-acceptance, self-appreciation, and self-confidence – with a consequent awareness and appreciation of the world around us. (The Explorations in this book are largely exercises in Introspection.)

Early Introspection. "When the kids at school make fun of Annie's braces, she shares her feelings with Mary Kate. Mary Kate gives her sympathy and comfort, and explains why some kids act mean."



In Wilber's Archeological Model of the Realms, Body Therapies are applicable only during the early Stages of Development, or for people revisiting those Stages in therapy. In ADAPT's Architectural Model, bodywork is applicable to the entire span of the Developmental Sequence – both for healthy people and those with entrenched Impasses. (Appx A7h)

PR31. Psychotherapies

Psychotherapy Processes are sophisticated, mind-oriented techniques designed to resolve mental difficulties, promote psychological well-being, and develop one's inner potential. **Actualization Therapies** (PPR3): Coach- or Counselor-guided techniques that help relatively healthy people overcome Challenges (D7a). **Restoration Therapies** (PPR4): Therapist-guided techniques that help troubled people to resolve deep-seated Impasses (D7b). These methods increase self-awareness, enable developmental flow, and promote satisfaction and fulfillment.



Early Psychotherapies. "Jane began having recurrent nightmares of monsters under her bed. We always let her sleep with us until she felt secure enough to return to her own room." When children are too young to describe their inner thoughts and feelings, their dreams can give us clues on how we can help them.

PR32. Psycho-Biologic Techniques

Psycho-Biologic Processes are techniques and programs that use **Natural Nutrition** and **Holistic Health Processes** (PR2, 3) to achieve psychological (as well as physiological) balance and stability. Such Processes may also use psychological techniques (PR 29, 31) to improve physical health and wellbeing. These techniques often address inherited and acquired body chemistry conditions that are at the root of many problems that might appear psychological. Such methods contrast to the symptom-suppressing, psycho-active drug therapies of mainstream medicine (mood pills, Ritalin, etc.).



Early Psycho-Biologic. "When Baby Annie gets fussy or colicky, just a warm tea containing natural laxatives and sedatives (Senna and Chamomile) is often enough to settle her into a quiet and tranquil sleep."

PR33. Spiritual Practices

Spiritual Practices are techniques and programs that use structured activities, exercises, and rituals to access **Transcendent States** of Consciousness (D8), to awaken to the **Divine Presence** (P7), or to attend to the **Holy Spirit** (PF12). Such Practices provide a regular, systematic method of rising above daily concerns, of connecting with universal forces, of grounding oneself in enduring values, of connecting oneself with fellow believers, and of experiencing profound satisfaction and contentment.



Early Spiritual. "Through stories like *Pinocchio*, Annie learns that there really is a Divine Presence – and that heartfelt prayers actually can come true."

In Wilber's *ILP*, there is limited representation for Body Therapies (#29) under *Body* and *Sex Modules*. Introspection and Psychotherapies (#30-31) are well covered under the *Shadow*, *Emotions*, *Relationships*, and *Sex Modules*. Psycho-Biologic Techniques (#32) are not represented. Spiritual Practices (#33) are well covered under the *Spirit*, *Body*, and *Sex Modules*.

PR34-35. COMPREHENSIVE PROCESSES

1 2 4 5

Comprehensive Processes combine and coordinate many diverse Growth Processes into a single, mutually-related Growth experience. Such Processes immerse us in an environment where every element is dedicated toward implementing our Growth. These Processes create a profound sense of connectedness, a perspective encompassing the full range of life's possibilities, and an attitude that no dream is impossible.



PR34. Holistic Environments

Holistic Environments are comprehensive activities or programs that combine a diverse range of Processes – a smorgasbord of Growth opportunities that are related, but not necessarily integrated. Such Processes are often **Holistic Growth Situations** (PF3) or **Growth Centers** (PF9) that offer undistracted immersion in a wide range of Processes over an extended period of time. They produce a recognition of life's vast possibilities, an appreciation for life's abundance, and a glimpse into the potential unity of all human experience.



Family Holistic. "When our family goes camping together, we all experience soaring mountains, shady forests, rushing streams, and blazing sunsets. We all help to unpack the gear, set up the tent, start the campfire, and toast the marshmallows."

PR35. Integral Programs

An **Integral Program** is a comprehensive set of activities that integrates a wide array of Dimensions, Participants, Processes, Pathfinders, and Systems into a unified program of Personal Development. Such Programs are often **Holistic Growth Situations** (PF3) or **Growth Centers** (PF9) – where the various activities and situations are woven together by a central organizing principle. In comparison to the 'smorgasbord' of Holistic Environments (PR34), an Integral Program is a unified meal -- containing all the essential nutrients, prepared by a skilled chef, and served by an attentive staff. Integral Programs produce a recognition of life's vast possibilities, a profound sense of unity and order, a deep level of groundedness and authenticity, and a solid assurance of life's meaning and purpose.



Family Integral. "We consciously use the Family Garden activities to build our kids' character. While they're learning about plants and soils, they're also learning to plan and organize, to be consistent and responsible, to observe closely, and enjoy the out-of-doors."

In Wilber's *ILP*, Holistic Environments (#34) are not represented. The entire discipline of *Integral Life Practice* is itself Wilber's ultimate Integral Program (#35).

SPECIFIC PROCESSES



Specific Processes in the Pogo-Fenokee Swamp

Many of the activities of Everyday Life (D3a) can be viewed as 'learning experiences' -- Specific Processes that, in one way or another, help people grow. (Or, in this case, help possums and alligators to grow!) *** In Pogo's World, where can you find these Specific Processes?: Bonding (PR1). Nutrition (PR2). Relationships (PR5). Physical Activity (PR8). Skills (PR11). Enterprise (PR14). Technologies (PR20). Language (PR24). Humor (PR26). Expressive Arts (PR28). Introspection (PR30). Holistic (PR34). *** Which other Specific Processes can you find here?