

The Territory Beyond Talk Therapy
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A MANUAL FOR PRACTITIONERS OF
ACUDESTRESS

Chapter 6; Roots of Mental Illness in Youth.
 Insecure Attachment Takes its Toll

I have perceived that to be with those I like is enough...
To stop in company with the rest at evening is enough...
To be surrounded by curious, breathing, laughing flesh is enough.

I do not ask any more delight.
I swim in it as a sea.
There is something in staying close to men and women and looking on them, and in the contact and odour of them that pleases the soul well.
All things please the soul, but these please the soul well.
 Walt Whitman

How does one “know the other... as one is also known?” The fact that there are three (RED, BLUE and GOLD) diametrically-different ways of being a human being is a huge human development challenge (until it isn’t). We need to know others, but so many of them don’t experience life like we do. They’re a mystery to us. But perhaps we can learn who they are. Unless and until a young person learns and appreciates that not everyone sees life from the same perspective, one isn’t aware of neuroplastic errors which, as a result, get built into our perceptual apparatus. Is it our **Mirror Neuron System** that needs to be brought on line?

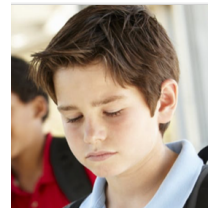


A background of stable parent-child attachment, on the other hand, readies a young person to understand the other kids. Kids who don’t have this intuitive understanding can learn by mirroring those who do. Those who do this will have an easier time making friends. But the 30-40% of kids with **unstable attachment backgrounds** don’t benefit from this. Short of acquiring an advanced intersubjective complexity as a teenager, one may well become bullied, a helpless bystander, or even a bully oneself. If so, it may thrust us into therapy. And the therapy is none too easy, or all that successful. On the other hand, gaining the capacity to access and strengthen the self-knowledge one sees in Susan’s writing and the writings of one **Martin Seligman** might just be made available to these lost-in-space teens. Much like the way that **transpersonal psychotherapy** is used to complete an adult’s work with ketamine²⁵ on treatment-refractory depression, and how MDMA is used by **Mithoefer** to treat untreatable PTSD, our transpersonal job is cut out for us - to augment the differing steps taken by each personality variation we’ve missed out on learning.

²⁵ Becker, Jeffrey; Regarding the Transpersonal Nature of Ketamine Therapy: An Approach to the Work; <https://digitalcommons.ciis.edu/ijts-transpersonalstudies/vol33/iss2/10/>

The Young Canadian Leadership Challenge

In December 1999, four years into our burgeoning work with **5-point ear acupuncture**, we'd seen a resultant 20% increase in our psychotherapeutic effectiveness occur. We were edging up on the results Dr. Smith had reported on treating substance addiction. When we looked retrospectively at our results, we could see that it could only have been due to our growing attention to enabling our patients to fathom the three different (**RED**, **BLUE** and **GOLD**) personality orientations, especially their own, in a hands-on way. Because you'll be doing this too, I need to tell you how it happened to fall into place. To illustrate it, I'll now tell you a story of how we had major fundamental change we were seeing with adults happen with young people from 10-19.



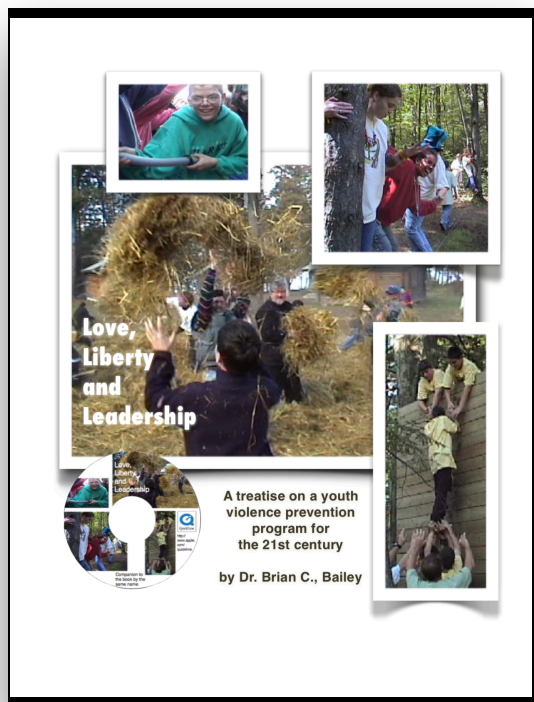
I was attending a alpha-leadership workshop led by **Howard Legace**, of the New Frontiers men's teams, when a totally remarkable young man of 12 years was introduced to the group. He'd been put on a plane from Vancouver by one of Howard's friends there. He'd been to a father-son weekend in the Rockies and had returned home transformed, going from a bullied kid to a self-assured phenomenon overnight. He was so much like our adult subjects. Whatever he'd gained, I wanted it for my own kids, aged 15 and 11.

A few thoughts here about the power of "seeing is believing" as a way to shorten your learning curve towards becoming provider of AcuDestress

*Since this is a training manual, before I digress to tell you a rare story you haven't heard before when you were attending AcuDestress,, let me say a few words about story-telling and transpersonal therapy. Conventional therapies, starting from Freud's psychoanalytic technique of never looking the patient in the eye, tend to discourage therapist self-revelation. It's thought to be dangerous, possibly spawning rampant transference - and it can be. Transpersonal therapy is just the opposite, being highly intersubjective. A patient who needs neuroplasticity to activate a malfunctioning **Mirror Neuron System**. One of the best ways is your self-revelation, and their being able to look you in the eye. But be careful. The MNS can be activated within a few minutes of eye contact. Don't beleaguer it with going on about yourself. But a few minutes of it being about you can turn things on a dime.*

*It bears reminding that **The Territory Beyond Talk Therapy** was designed as a training manual for existing therapists and even the inexperienced wanting to provide AcuDestress. Most (if not all) readers have already seen what I'm talking about how transpersonal work progresses by seeing their own personality up-levelling, by participating yourselves. There won't be many of you reading this who haven't been up-levelling recipients yourselves.*

WARNING: Even though you've heard me talk about it, and seen me write about it, you can't possibly have seen, as I have, at least thirty times in a row over a period of 24 years, a **Borderline** patient (like Susan) after one 5-point ear acupuncture treatment, rise above their personality disorder in front of your eyes as you watch with your jaw dropping open in awe. And for some of you (well maybe not you, as you're hands-on, your skepticism reading Susan's narrative (and mine below) will stop you in your tracks. Your belief is about to be strained again, as mine was when I saw love, liberty and leadership spring up spontaneously in 10-19 year old youth.



By following on the Nobel Prize winning [work of Ilya Prigogine](#) (whom I'll reintroduce in more detail below), and by taking seriously Peniston and Kulkosky's,²⁶ work with neurobiofeedback you might just open your minds to it - if you haven't already. If still in doubt, it's relatively easy for you to prove the wonder of this to yourself. You may have to, if you think I may be wrong. If you're in Ontario (*Bill 50*) or the several other jurisdictions where 5-point ear acupuncture has been legitimized by legislation (about half of all jurisdictions in North America) you can get trained rather easily. More about this later.

I wrote the book [Love, Liberty and Leadership](#) in 2006 as a manual so that others could reproduce the work with did with 350 normal and troubled 10-19 years olds (some whom had had brushes with the law) between 2000 and 2005. It illustrates how we (I worked with **Ken Victor**, youth program director for *Outward Bound* in the United States) created a youth equivalent of our **5-point ear acupuncture** work up until that date with adults only. Don't worry. What follows is optional reading and won't be on your exam. But it may also be a piece you need to learn in order to fully seize the power of "being present."

Young people in the 10-19 age group are the equivalent of adults who don't respond to *talk therapy* (or *warnings*) because their pre-frontal cortex (PFC) is not yet fully developed. Just as they're not yet developed enough to handle the scrapes they get into with their peers, or how to make friends, most are also tuned out to warnings by parents and teachers who are always wanting them to change for the better. The prevailing ideas to handle bullying in 1999 - to discipline or punish them - were well-meaning but completely futile attempts to stop them in their tracks. At then time there was the D.A.R. E. program run by police forces in the United States and Canada, which showed teenagers the scary effects of alcohol and drug addiction, or driving like a maniac. Showing them youth who's become quadriplegic from accidents ended up producing the opposite effect from what might work for adults. They weren't scared. They were challenged. The more scary things they showed these kids, the more the kids were attracted to them. Programs like D.A.R.E. have since been banned at the same time as programs solely including "youth at risk" (who learned to be better criminals from each other.) Disciplining a bully drives him underground, and he does it more.



I gathered a group of men, assembled on account of their desire to make a difference to young people. I took them to Vancouver for the next iteration of *The Young Men's Adventure Weekend* (YMAW). I was surprised that the theme of the weekend wasn't for boys to become better-than-themselves boys, but for fathers to become better-than-themselves fathers. The boys who attended quite benefited from the extra attention it afforded them. But to turn a bullied kid into a confident young man? Well that's something different.

The YMAW program is largely made up on the spot (as was the Bach-y-Rita brothers neuroplasticity program for their father, Pedro) and emphasizes, first and foremost not telling the young people what to do and not do, but celebrating their victories. It worked. In the time we attended, more youngsters like the one we had met popped up as a result. As the weekend drew to a close, a 17-year-old came and sat with me on a log, the same 17-year-old who had threatened my friend with a knife on the first night of the program, and told me he had never warmed up to adults before. He'd been in jail for attempted murder of his father, and had lived on the street since he was 13. He smiled broadly and I smiled back.

Mine was a smile of knowing we could arrange to have more people smile like him back in Ottawa. I didn't particularly relate to him as a bully, but I suppose he had been. We returned to Ottawa, in awed

²⁶ Russo, G.M. : A Research Analysis of Neurofeedback Protocols for PTSD and Alcoholism
www.neuroregulation.org/article/download/14295/9288

appreciation of what we'd seen, but our intention was directed towards the kids, as we already had a program for adults. I'd recently met **Ken Victor**, an American psychologist who'd been with *Outward Bound*, and had taught school in detention centres for young offenders. He told us that neither he nor anyone else had solved the problem of how to change kids. So we knew we had our work cut out for us. And we knew from Vancouver to talk up not down to kids. But, with kids off his own, he was still keen to try. We also knew that non-self-conscious young people were better learning candidates.



The other men and I had fortuitously trained to be *Ropes Course* trainers. [Ropes Course learning](#) was an invention of the British military during World War II to teach officers to “think outside the box.” It was immensely popular and still is, 70-some years later. It involves creating a physical puzzle, never seen before by participants, in the forest, which cannot be solved by one person and requires the cooperation of a group. [I'll show you here the Mohawk Walk](#) which is a part of every *Ropes Course* in the world and which you'll see below in our own YCLC movie, a little further on.



The *Ropes Course method*, which we'd already used with young Olympics-In-Training Canadian athletes was our equivalent *neuromodulator (catalyst)* to 5-point ear acupuncture, just as it had been for British officers during *World War II*, and for those who'd suffered from “battle fatigue.” It stressed working together as a team, an inspiring and attention-grabbing fun event. Judith Herman (*Trauma and Recovery* p. 26) tells us that the best treatment for PTSD (before it was called PTSD) found during *World War II* by US military psychiatrists was getting the soldiers back to the camaraderie of their own small fighting unit. The YCLC was serving an identical purpose, We had kids who

were battle scarred from living in a bullying culture - whichever role they themselves played. They needed a “safe space.”

So, we made up a “*participatory theatre*” game. Groups of 6-8 boys (girls were included later) became imaginary *Knights Templar* teams seeking to protect the community from a mysterious Dark Knight while getting back powers they'd lost when they were scattered around Europe in 1307 after the Friday-the-13th round-up in France. Teams participated in several *Ropes Course* events, after which they had to represent themselves and their success to a group of (adult) High Council who awarded them (or not) if they were able to make a convincing case for having learned a skill linked to leadership while they did the challenge event. The award/reward was a piece of the puzzle leading to a treasure map, creating an incentive for new learning about how to work together cooperatively to get the task done. The boys chose themselves which qualities to pursue. “*Kindness*” was only one of many. The men we recruited to participate, joined in with the agreement that they would not try to talk to the boys into anything, or discipline them, and only celebrate with them when they had something good happen. They in turn rounded up boys of their own, or boys from their extended families, with the understanding that they could come with their own sons, but that they had to work with somebody else not their own boy. Frankly, we did not anticipate what happened. At the end of a busy day of alternating Ropes Course and High Council, when we had an evening campfire, the boys stood up and spontaneously made highly articulate speeches (beyond their age and maturity) about what they'd learned, and exactly replicated what we'd seen in the first boy from Vancouver in 36 out of 45 participants. **Just in case you've never dealt with bullies, having a bully turn his attention away from bullying is a huge thing, virtually unheard of, so I'd better tell you about how it happens. The bullies became leaders and the bullied kids their whole selves. But how that came about is another story - from Chapter 6.**

