

I. WHAT IS FEEDBACK LEARNING -- a very brief description, definition, purpose, and history

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1. A good deal of the theory and method of FL is based on biofeedback experience.6

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3. This early FL work was mainly concerned with helping individuals develop ways to lower resistance and resolve motivational conflict for desired volitional changes, both in themselves and in their groups.7

4. The first FL experiment took place over 20 years in a cooperative living situation designed to help people learn how to implement volitional changes in themselves, each other, and the environment.7

A. INTRODUCTION

Feedback Learning (FL) is a method that can be used to learn anything. Individuals and groups primarily use it to make self-determined changes in the ways they function, whenever those ways seem problematic.

There are three main applications or objectives of FL. The first is the development of a set of **behavioral skills**, which might be thought of as the basic tools needed for good communication and relationship, interactive problem solving, and personal growth. These skills include awareness, good focus of attention, ability to disclose what is happening and receive the disclosures of others, flexible open-mindedness, and capability for empathetic love.

The second goal of FL is to help individuals learn how to make **self-determined changes** in the ways they think, feel, and behave, whenever they decide that change is necessary.

1 FL's third objective is to help individuals learn how to **cooperatively govern** the large and small social groups in
2 which they live their lives.

3 1. THESE THREE OBJECTIVES ARE ALL INTERWOVEN AND DEPENDENT ON EACH OTHER.

4 They overlap in ways that seem contradictory at first. For example, the behavioral skills are the basic building
5 blocks to making self-determined changes; and yet, few of us start with these skills, and the first self-determined
6 changes we need to make are those necessary to learn them. Also, individuals often need to make personal
7 changes before they can become cooperative members of the groups they belong to; at the same time, having the
8 support of a cooperative group is one necessary component to making those personal changes. This does not mean
9 that there is no place to start the process -- rather, all three of the FL goals need to be pursued at the same time,
0 with progress in each of them spilling over into the other two.

1 2. THE FL APPROACH IS SIMULTANEOUSLY PSYCHOLOGICAL AND POLITICAL.

2 It focuses on individual and interpersonal problems as well as on group governing issues because these problems
3 are considered inescapably linked. Neurotic individuals combine to create aggressive social structures. Aggressive
4 social structures, in turn, produce more neurotic individuals, and the cycle continues. Attempts to focus only on
5 personal change or only on political change -- instead of both simultaneously -- have produced mixed results at
6 best.

7 Traditional psychotherapy tries to help individuals build stronger and happier lives without concerning itself
8 much with the larger context each individual life exists in. As a result, most psychotherapeutic approaches present
9 only one reasonable choice -- make a better adjustment to the way things are. Accept the powerful influences,
0 expectations, and demands of the people you relate to and the society you live in. Or, as Freud put it, learn how to
1 transform your neurotic "misery into basic human unhappiness."

2 Attempts to make changes in social structures without making changes in the individuals that live in and maintain
3 those social structures have similarly limited results. The political cooperative movement, exemplified by the
4 kibbutzim in Israel, sought to revolutionize the social order without concerning itself much with helping
5 individuals make a similar transformation. As a result, their attempts at cooperation either didn't get off the
6 ground, or they evolved into more traditional political and economic units not so different from the mainstream
7 ones. Utopian visions of cooperation are all well and good, but it has been our experience that there are too few
8 people cooperative enough to make them work, ourselves included.

9 The fact that personal and political change are so inter-linked and interdependent is not, in itself, a problem -- the
0 problem is in failing to recognize and deal with this inextricable connection between them. FL attempts to remedy
1 this by combining the processes of personal and social transformation.

2 What's needed is a process that makes it possible for individuals to shape and reshape not only themselves, but
3 also the social and political structure of the many existing groups that they operate in every day. Such groups
4 include families, clusters of friends, work situations, communities, and larger political units. We need to recreate
5 ourselves as individuals and groups who can influence the shape of the societies that shape us. Participatory
6 democracy at any level won't be functional until we can work together to make it happen. Highly interactive
7 methods are needed to deal better than we have with destructive power dynamics as they come up, in the form of
8 status competitions, rivalries, aggressions, and deceptions. These are the dynamics that create resistance to caring,
9 communication, or change and prevent groups from enabling themselves to shift fluidly, with the input of all
0 informed participants. (See Chapter __ on Direct Democracy)

1 FL groups are set up to facilitate frequent and ongoing face-to-face exchange of current information. The group is
2 structured to provide the social and economic security and the consistent emotional support that is needed to
3 encourage people to give each other feedback, interpret the meaning of the problematic issues encountered, and
4 discuss these internal realities as they happen. The possibility of supportively delving beneath the surface makes it
5 possible to identify and resolve the conflicts that are bogging the group down. As a result, the group becomes
6 better able to make its decisions collectively and cooperatively, using a process we call "governance by dialogue."

7 3. OUR INNATE CAPACITY FOR VOLITIONAL CHANGE IS SEVERELY UNDERUTILIZED.

8 We go through many changes throughout our lives, and the world around us changes at an ever faster clip, but
9 there is nonetheless a widespread sense that we have no way of influencing the direction of these changes. Of
0 course, if you believe that it is difficult or impossible to make changes in either yourself or the world around you,
1 then you're almost certainly unlikely to try making changes in both at once. We are regularly sold the notion that
2 personality is largely predetermined, if not by the genes our parents passed onto us than by the way they raised us.
3 The social groups we belong to -- at work or school, in our families, with our friends, in our neighborhoods -- are
4 such a complicated web of relationships and agendas that any attempts to shift the dynamics usually just upset

1 people and are almost inevitably frustrated. As a result, a great deal of trouble and unhappiness is simply taken for
 2 granted as part of the "human condition." Wisdom is measured by the success with which a person accepts and
 3 adjusts to "the way things are" in themselves, the others they come in contact with, and the larger society around
 4 them.

5 This seems a terrible and costly mistake. Human beings are certainly limited creatures, but nowhere near as
 6 limited as we have been socialized to believe. The human condition we observe and are taught to accept is really
 7 just one possibility, and not one we have thoughtfully chosen.

8 FL is based on the premise that we each have the capacity to make volitional changes in ourselves as a human
 9 birthright. Further, we assume that we have the both the responsibility and the strong inclination to influence the
 0 other people and groups we interact with. Realizing how much "the way things are" is the way we have
 1 consciously or non-consciously elected to make them, is the first step toward inheriting the power to make them
 2 differently. The second step involves becoming aware of ourselves in the process of doing what we do. This
 3 makes the third step possible, which is understanding how and why we do what we do. All three of these steps are
 4 necessary for us begin to actualize our ability to make powerful, even radical changes in ourselves, and to
 5 influence others around us, and the world that we all share, in profound ways. Taking these steps is where the FL
 6 process really begins.

7 **B. DEFINITION OF FL**

8 Essentially, FL is an **interactive cognitive method** for making **volitional behavior changes**. It is especially useful
 9 when the changes desired are difficult to make because **resistance** and destructive **power dynamics** are particularly
 0 strong and **motivation** is correspondingly weak. (The first part of the FL process is usually an attempt to resolve
 1 those conflicts and increase motivation.) The FL approach is based on a theory of human nature that is
 2 realistically **optimistic**, and which offers possibilities for more functional human expression.

3 A brief description of each of these elements of FL should provide a better sense of what we are talking about.

4 1. FL IS A FUNDAMENTALLY **INTERACTIVE** PROCESS THAT TAKES PLACE IN AN ONGOING 5 SERIES OF EXCHANGES BETWEEN PEOPLE.

6 It is based on the premise that human beings are highly social by nature. Everything works better, both
 7 individually and collectively, when we follow our natural inclinations to interact empathetically and form as many
 8 reciprocally beneficial relationships as we can. We are inclined to care about each other, bond with one another,
 9 and love each other whenever possible. It is assumed that. Each individual has an innate drive to experience and
 0 contribute their own unique value, and to receive the value that others have to give. Everyone benefits in the
 1 exchange. It's thought to be our nature as human beings to want to empower ourselves and each other to do
 2 whatever we decide to do together as cooperatively and enjoyably as possible. In the course of FL activity, people
 3 are encouraged to actualize all of these innate social capabilities.

4 2. FL REGARDS NEUROSIS AS A DISORDER OF THE INTELLECT THAT IS BEST ADDRESSED 5 THROUGH A **COGNITIVE** PROCESS.

6 Attempts are made to understand the emotional dynamics involved and to interpret them in the context of current
 7 events. FL theory holds that our dysfunctional behaviors persist because we hold onto irrational thinking that
 8 supports them. In order to change the behavior, we must first identify, rethink, and change erroneous thinking. FL
 9 refers to neurotic thought processes, and the conclusions they bring us to, as **ideational mistakes**. Many of these
 0 ideational mistakes were first made in childhood and have been carried into adult life, where they cause all kinds
 1 of trouble.

2 The prejudicial conclusions we cling to are considered flawed not because they are necessarily "wrong," but
 3 because they are rigidly **habituated**. However, many of the old ideas that underlie generalized prejudices are also
 4 simply not true. Our ideational mistakes come from a variety of sources and cause a great many problems.

5 Patterns of thought become deeply embedded in the first place because of the unchallenged and mostly
 6 unquestioned assumption that they are true. Many of them grow out of longstanding social norms, moral values,
 7 and religious convictions that were heavily reinforced in us as children. Others began through traumatic or
 8 idiosyncratic happenstance in each individual's personal history. The irrational **magic thinking** that is created and
 9 reinforced in this process not only discourages, but sometimes punishes attempts to rethink or change any of what
 0 already exists in our minds. The problem is that we tend to compulsively apply these old ideas to current
 1 situations, where they are often hopelessly inappropriate. Current perceptions are distorted because they are
 2 filtered through these old prejudices and therefore prevent accurate evaluation of people and block spontaneous
 3 responses and reactions to stimuli. In addition, different longstanding ideas almost always contradict each other,
 4 and therefore they generate painful internal conflicts and emotional distress. Taken together, these factors produce

1 a range of fears that create resistance to the flow of current information and ideas necessary for self-determined
2 (volitional) change. (See Section V-- Evolution of the Neurotic Personality)

3 3. THE FL **METHOD** HELPS INDIVIDUALS RETHINK AND CHANGE THEIR PROBLEMATIC 4 WAYS OF THINKING AND BEING

5 The process involves learning to make clear pictures of what behaviors you want to change, and what you want to
6 change them to. It's also necessary to understand the causative **dynamics** and expectations involved, as well as the
7 **motivation** for the changes you want to make, whatever motivational conflicts exist, and the relevant resistances
8 to it.

9 The FL method walks each participant through three overlapping and repeating phases:

0 We need to learn how to identify our current **thoughts, feelings, and behaviors** at the time that they're happening.

1 FL relies upon repetitive on-the-spot **feedback** and interpretations. By feedback, we mean a report a person gets of
2 a thought, feeling, emotion, performance, experience, response or other event that s/he generated. Interpretations
3 are defined as speculations about the meaning of events observed. It's particularly important for others to
4 feedback expressions of the behaviors that we have targeted for change. If we can learn to welcome this feedback
5 information (which is of course a big "if"), we can ourselves eventually become increasingly aware of our own
6 problematic individual and group patterns.

7 Once we become aware that a behavior we've targeted for change is currently happening, we can take that
8 opportunity to understand why we hold onto it.

9 **Discussion of the dynamics** that underlie these events is another pivotal FL tool. With some patience and
0 persistence, and help from others, we can discover the history, purposes, and impact of our current thoughts,
1 feelings, and behaviors. It is then possible to truly reevaluate them. We can then look at our desire to continue to
2 pursue these purposes. We can assess whether they are possible to achieve. And we can determine what else we
3 might want that is more possible or more desirable.

4 While we are attempting to identify what's happening and understand why we are making it happen, it's important
5 to begin considering what other options are available.

6 In other words, we can begin to think about and experiment with other, more functional ways to serve our
7 purposes. Trying out new ways of thinking and acting is a **trial and error process**, with each attempt yielding
8 information about us that helps to shape the next trial.

9 The work is primarily done in a group setting, so that many different points of view, and many sources of support
0 and encouragement, are available to each learner. Most problematic behavior patterns are acted out in the ongoing
1 group process, where they can then be fed back and discussed. Alternative behaviors can be formulated and also
2 tried out in process.

3 In the course of implementing change decisions, we learn how to rethink some old ideas and replace habituated
4 patterns of behavior with more reality-based, more functional, and much more rewarding ways of perceiving,
5 thinking, and being in the world. We also acquire the skills needed to make well integrated changes in our
6 personalities, relationships, socio-economic or political groups, and the general environment. (See Section V --
7 Behavioral Guidelines for more discussion of these behavioral skills)

8 4. FL DEFINES **VOLITIONAL CHANGE** AS SHIFTS IN BEHAVIOR AND IDEATION THAT ARE 9 MADE BY CONSCIOUS DECISION, AND IMPLEMENTED OVER TIME, AT LEAST PARTLY IN 0 AWARENESS.

1 This is in contrast to the many changes that we initiate and carry out all the time, without bringing the process into
2 our awareness. Non-volitional changes include a plethora of physical changes, from the regulation of blood sugar
3 to the knitting of broken bones, which usually happen far more effectively without our conscious intervention.

4 We also make non-volitional changes in our behavior and personalities, and this can be problematic. Over time,
5 the things we like to do and not do, and the ways we think and feel are always changing, sometimes quickly and
6 sometimes slowly. Very often, we become aware of these changes only after they've happened. For example, we
7 may find that we no longer like a particular person or task that we used to love. We may construct some kind of
8 explanation for this shift so it makes sense to us after the fact, but most of the time we weren't even aware in
9 process that we were changing anything. We're even less aware of the real underlying reasons for the change or its
0 impact on the rest of our lives.

1 People begin using the FL method because there is something happening in their personal lives or group activities
2 that they don't like or would like to make better. They are almost never aware of the reasons why the thing they

1 want to change exists. The choice to adopt the way of thinking and behaving they now feel stuck with was not
2 made volitionally. This information gap has to be remedied before something new can be evolved.

3 As described above, the FL process helps people understand why things are the way they are and what old non-
4 volitional change decisions made them that way, at the same time that they are initiating a new volitional change
5 process. Participants decide consciously which direction they want to move in. As the process progresses, they
6 almost always revise that decision, doing so this time with at least some awareness of that choice. The process of
7 implementing volitional change decisions is brought into awareness frequently, through feedback from ourselves
8 or others.

9 The goal of all this is not to find a "new way" of being or better way of thinking that we can settle on. The option
0 of replacing an old dogma with a newer one is always available, but rarely considered desirable. Rather, the hope
1 is that individuals will develop into more fluidly thoughtful conscious change agents, able to learn and
2 volitionally change throughout their lifespans. FL assumes that when people learn to influence their own change
3 process, they also become able to cooperatively govern as well as volitionally shape and reshape the structure of
4 the groups they function in, and eventually perhaps the larger world we all live in. As part of this interactive
5 learning process, people come to depend on each other for help and learn to welcome influence from all sources.

6 In sum, we believe that it is both possible and preferable for us to volitionally impact the inevitable evolution of
7 our personalities and ideation, and our group structures, policies, and objectives. The primary objective of FL is to
8 help people learn how to volitionally participate in the process of ongoing change, as a necessary, very exciting
9 part of everyday life. In these terms, FL regards volitional change as a way of living, in which the natural growth
0 of individuals, groups, and societies can take place, with each person's conscious influence constantly present as
1 part of the mix of social evolution. (See Section II, The FL Theory of Change)

2 5. FL IS ESPECIALLY USEFUL WHERE RESISTANCE IS STRONG

3 The FL method of implementing volitional change is particularly useful to people and groups whose motivation
4 for these changes is in conflict because fear-based resistance is high. This is very often the case when the patterns
5 of behavior and ideation targeted for change are deeply habituated.

6 If the motivation for change is unconflicted and therefore resistance is low, volitional changes can be made easily
7 and their implementation usually does not require much intervention from FL or any other externally generated
8 learning method. These relatively effortless ongoing changes are implemented and reinforced almost
9 automatically in the successes and failures, rewards and punishments, of the normal interactive process of living.
0 (See Chapter __ on Resistance).

1 6. FL WAS DEVELOPED LARGELY AS A MEANS FOR DEALING WITH DESTRUCTIVE GROUP 2 POWER DYNAMICS.

3 In addition to being a group of individuals trying to help each other make personal changes, the FL group is also a
4 political entity that gathers to solve the problems that it encounters both within the group and between the group
5 and the world it interacts with. The attempt in each of these problem-solving gatherings is to make decisions
6 mainly by consensus with everyone's **informed participation**. This is very difficult to accomplish, as anyone who
7 has tried it can attest. Some people are persistently **passive**, both in efforts to inform themselves and in their
8 participation in the **dialogue** process. Others compete for **dominance**, putting concerns about their relative **status**,
9 **position**, and individual relationships in the group above the product of good decisions.

0 The FL process is specifically designed to work through destructive power dynamics such as these. Ideally, any
1 attempt to reach a consensus decision may be interrupted if a participant believes that the process is being stymied
2 by **aggression**, passivity, status or dominance competitions, and other power-related issues. Of course, such
3 interruptions themselves can become part of the game, and a competent and credible **facilitator** is necessary to
4 guide the process. Although it is by no means easy or uncomplicated and requires a lot of strong motivation, we
5 have found it possible to explore and understand some of these divisive dynamics as they're happening by using
6 this technique. (See Section VIII-C, Paragraph 9 on power dynamics)

7 7. THE FL METHOD IS BASED ON AN OPTIMISTIC THEORY OF HUMAN NATURE THAT 8 PROVIDES FLEXIBLE FRAMEWORKS OF BEHAVIORAL GUIDELINES FOR RETHINKING OLD 9 WAYS OF LOOKING AT THINGS

0 This theory suggests that a number of positive human inclinations are innate drives that are intrinsic to our
1 human nature.

2 Some of these drives are obvious and widely agreed upon (for example, the sex drive). Some of the drives that
3 FL argues for are more radical. For example, we believe that there is a basic human inclination to innovate,

1 which manifests in drives to make changes in yourself, and to try to influence others and the environment,
 2 whenever such changes are needed. We also believe that there is a basic human need to make reciprocal
 3 relationships wherever possible, which manifests in drives to create loving relationship and to establish
 4 cooperative social structures. (See Section III, FL Theory of Human Nature, for full list of the drives assumed
 5 by FL).

6 When people become afraid of their own natural drives, they develop protective counter-drives and defensive
 7 behaviors. For example, fear of bonded relationship and cooperative interaction might manifest as dominance
 8 struggles. Attraction in the face of fear of rejection may be experienced as strong aversion or dislike.
 9 Energetically active desire might be curbed and controlled by bouts of depression, or by strongly held moral
 0 taboos. Love is frequently converted to indifference and even to active or passive aggression. People tend to
 1 empathize and love selectively, often only where they can convince themselves that they have a certain amount
 2 of control over their beloved and over the outcome of relationships.

3 These counter-drives take root because most people never mature into full actualization of their basic human
 4 capabilities and drives. After they reach a certain age, they stop innovating and try to keep things the way they
 5 are or even try to go back to the way they were. Yet, despite all attempts to keep things static, everyone and
 6 everything does keep changing -- there is no way to stop the inevitable flow of change. As we discussed above,
 7 people may choose not to participate in or be aware of these changes until after the fact, if at all.

8 Choosing to stop innovating severely limits problem-solving capability. Loving sparingly leads to widespread
 9 unhappiness and discord between people. Unfortunately, these self-protective choices are rooted in so much fear
 0 that they are often difficult to reconsider and harder still to let go of.

1 The FL behavioral guidelines are suggestions for ways to begin gratifying the many human drives that are
 2 stymied by fear. The first step is to develop the basic skills described above -- awareness, focus of attention,
 3 disclosure, thought, and love (see Section V -- Behavioral Guidelines). Taken together the framework of
 4 guidelines provides an outline of what a "more human" human would look like. Referring to these guidelines is
 5 useful in the process of developing realistically attainable alternative behavioral skills. Participants learn to use
 6 these frameworks to reconsider the many mistaken assumptions about themselves and the world that they
 7 learned early and reinforced throughout life. Self-designed growth of this kind is considered part of our natural
 8 human development as individuals, and in an evolutionary sense, as a species.

9 **C. HISTORICAL ROOTS OF FEEDBACK LEARNING IN BIOFEEDBACK**

0 **1. A GOOD DEAL OF THE THEORY AND METHOD OF FL IS BASED ON BIOFEEDBACK** 1 **EXPERIENCE.**

2 Extensive research done with biofeedback training has conclusively demonstrated that it is possible to learn how
 3 to control many physical functions that had previously been regarded as automatic and involuntary. The success
 4 of biofeedback depends on the following preconditions: motivation that includes the belief that one can
 5 reasonably expect to succeed, but can successfully cope with either success or failure, availability of ongoing
 6 feedback, and the ability to receive feedback without becoming too upset.

7 The success of biofeedback training, like any other kind of learning, rests first on maintaining relatively
 8 unconflicted motivation. If fear of the change or resistance to it is strong, conflict increases and motivation lowers
 9 proportionately. For example, in biofeedback experiments with animals, motivation for learning was maintained
 0 easily by rewarding success, and rats were trained to control the firing of a single neuron. If human subjects could
 1 handle their failures as calmly as rats, feedback that they were succeeding would be enough reward to sustain
 2 motivation for the learning to take place.

3 The second requirement for biofeedback success is the availability of ongoing feedback, as close to the time of the
 4 event as possible. In biofeedback research experiments, feedback was given in visual or auditory electronic
 5 displays that reported the subject's success or failure in learning to change the target behavior or physiological
 6 function. Many of the human subjects learned to substantially control their brainwave frequency and amplitude,
 7 general or differential (specific) muscle tension and skin temperature (all indicators of relaxation), as well as other
 8 functions that were previously considered non-voluntary.

9 The third condition for effective biofeedback training is that feedback of progress be received without emotional
 0 upset or undue arousal, regardless of successful or failing performances. If they become too discouraged, subjects
 1 are likely to lose motivation because they begin to doubt their ability to succeed. Tensions generated by
 2 experience of failure or success distract the learner's attention from the feedback, and further interfere with the
 3 learning. If the experience of failure is too unpleasant, the learner might simply terminate it. At this point, it's
 4 sometimes necessary to try to understand and lower the fears that cause resistance to feedback, and let go of the

1 distracting tensions that accompany fear. Also, relaxation exercises that will return learners to a calmer state more
2 quickly can be introduced.

3 In summary: for biofeedback training to succeed, it's necessary to be aware of both positive and negative
4 feedback, feel calm about the failures and good about the successes, and thereby keep reinforcing motivation until
5 the subject succeeds in completing the learning. Unfortunately, the benefits of biofeedback training were limited
6 because the learning took place at quiet times, and it wasn't easy for people to transfer the ability to relax when
7 they found themselves in stressful circumstances.

8 2. FEEDBACK LEARNING EXPERIMENTATION BEGAN IN THE 70'S BY VERY SUCCESSFULLY
9 APPLYING BIOFEEDBACK GUIDELINES TO THE PROCESS OF LEARNING ENGLISH AS A
0 SECOND LANGUAGE.

1 Later attempts to apply the same ideas and methods to learning how to make volitional changes of more complex
2 patterns of flawed behavior and cognition ran into considerable motivational conflict. Resistances regularly
3 encountered disclosed deep and repetitive fears of failure, loss of self-confidence, damage to existing
4 compensatory defense systems, and threats to current co-dependent relationships. The fear that almost always
5 accompanied attempts to volitionally change personality and ideation in any significant depth were of course also
6 present.

7 3. THIS EARLY FL WORK WAS MAINLY CONCERNED WITH HELPING INDIVIDUALS DEVELOP
8 WAYS TO LOWER RESISTANCE AND RESOLVE MOTIVATIONAL CONFLICT FOR DESIRED
9 VOLITIONAL CHANGES, BOTH IN THEMSELVES AND IN THEIR GROUPS.

0 Learners were conflicted about trying to replace the familiar and automatic fight/flight/freeze/submission
1 reactions to perceived threat with more cognitive approaches. They were also trying to develop problem-solving
2 and interactive thinking skills that they had difficulty believing themselves capable of.

3 Participants also encountered some difficulties letting go of the dream of reaching a high competitive status
4 position, which they believed would permanently solve problems, and instead learning to engage in more
5 cooperative efforts.

6 They had trouble learning to love, care about, and trust people that they couldn't control.

7 It was most difficult to learn to regard their self and public images and their sense of their own identity as moving,
8 developing phenomena, instead of trying to establish permanent or static pictures of how they should be and how
9 they are.

0 The interactive power struggles and battles for control, as well as the many other competitive dynamics in
1 relationships, all remained difficult to confront and resolve.

2 These are just a few of the many challenges that confronted the early FL researchers. For these reasons, and many
3 more, while the decision to make changes was often easy, maintaining motivation to implement them was too
4 often slow, difficult, and sometimes too painful to continue. Many of these problems have not yet been overcome.

5 4. THE FIRST FL EXPERIMENT TOOK PLACE OVER 20 YEARS IN A COOPERATIVE LIVING
6 SITUATION DESIGNED TO HELP PEOPLE LEARN HOW TO IMPLEMENT VOLITIONAL
7 CHANGES IN THEMSELVES, EACH OTHER, AND THE ENVIRONMENT.

8 Together, participants created a new, largely positive, very attractive, and constantly evolving culture. They
9 worked, played, and governed their lives and their community together, often applying many of the FL behavioral
0 guidelines to their daily living experiences. Almost all of the people involved successfully helped each other
1 accomplish a good measure of what they undertook to do. Perhaps most importantly, most of the people did learn
2 the basics of motivation and problem solving.

3 After making some of the changes of greatest concern to them, most people decided to discontinue engaging in
4 the intensive ongoing FL process. The cooperative, self-governing intentional community that they created
5 continues and they still discuss plans, problems, and make decisions together on a daily basis. However, they also
6 continue to struggle with the same destructive power dynamics that have historically plagued all groups, from
7 families or small intentional cooperative communities with utopian dreams to more or less cynical or idealistic
8 national and international political structures. In this work, they have achieved only limited success.