

# CONSCIOUS TEMPLATE

MANUAL FOR  
**CONSCIOUS PARENTING**

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THE DEFINITIVE PARENTING  
OPERATING MANUAL



By ...glen 

# **Conscious Template**

## **Manual**

for

## **Conscious Parenting**

The  
Definitive Parenting Operating Manual

By

...glen 🙏

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# Preface

This is the parenting operating manual that wasn't given to you when you left the hospital with your bundle of joy. If it had, then parenting would have been a whole lot easier for both you and your child. Sorry that it wasn't available until now (2022). It is never too late, however, to read this and do what you can now to make life easier for you and everyone involved.

I didn't start working as a child therapist until my own children were teenagers. If you haven't had children yet, but are contemplating it, you are very fortunate to be reading this now. You may know of friends and family who would also benefit from reading this. Feel free to recommend this manual to anyone who would be interested in making parenting not only easier but more fun, as well! I would have given anything to know what I know now, when I first had children. It would have saved my family and I a lot of stress, heartache, and a whole lot of money!

For twelve years I worked with children whose diagnoses included various anxiety disorders, attention-deficit/hyperactive disorder, attention-deficit disorder, autism, bipolar, conduct disorder, depression, dyslexia, learning disabled and oppositional

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defiant disorder. I also saw a few children simply for peak performance training. Many of these children—*some of them as young as three or four years old*—were on various medications that included anti-psychotics, anxiolytics, antidepressants, and mood stabilizers. I'd often see them being given additional meds to mitigate the side effects of other meds, leading to many of these children ending up on multiple medications. And as for the initial and primary reason these children were on medication? Inappropriate parenting.

The vast majority of these children ended up on these psychiatric medications because of green, liberal parenting. With proper parenting, virtually none of them would have needed medication. I employed a holistic treatment approach that included parenting classes, EEG biofeedback, nutritional counseling, and supplements. For legal and ethical purposes, I employed a licensed medical doctor and a Licensed Professional Clinical Counselor certified in EEG biofeedback.

The EEG biofeedback treatment was administered twice a week, for six months. Out of the estimated five hundred plus children I saw during those twelve years, all except for a couple of children were tapered off all their medications. That one child was left on a mood stabilizer by the medical director, for optimal functioning and the other children continued being treated at home on a home unit by his mother. All were objectively tested—over and over and over again—and the parents gave verbal reports on how their child was doing at home and school, twice a week. The medications were reduced only if the tests and reports were positive. Some of the children improved as much as six standard deviations, literally going from one extreme of the spectrum to the other! The Test for Variables of Attention (acronym TOVA) was used to assess impulsivity and inattention.

Because I took a holistic approach, there was no way to determine precisely what worked, what didn't work, or how much one

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thing worked as opposed to another. I didn't care. All I cared about was that the children got better. It became an obsession. I compulsively worked seven days a week, seventy-eight hours a week, for eleven years. Wanting to help more children, seeing only one child at a time eventually wasn't enough. In the twelfth year, I closed down my practice and worked a normal forty hour work-week as an EEG biofeedback therapist for someone else. With the help of Maggie DeMellier, during that time I put together a parenting book called *Parenting by Law or Grace*. Planning to make that book available later this year (2022).

For every child that I treated, millions more were placed on various psychiatric medications. As previously mentioned, this was largely because of inappropriate parenting. Although that didn't cause the various genetic disorders, it did—along with various psychiatric medications—definitely exacerbate their various disorders. For many of the children, those meds activated various psychiatric disorders that otherwise would have remained dormant their entire lives. With the increased use of stimulants and antidepressants among children in America, there was a forty-fold increase in the pediatric diagnosis of bipolar alone during a ten-year period while I was in practice.

A memory of this one doctor stands out in particular. He called me, upset that his twelve year old patient had been tapered off all of his psychiatric meds by my medical director. My explaining that his former patient no longer needed to see him because he had tested out as normal, and was doing well both at home and school, only increased his anger and outrage! When I explained that the child's family had a history of bipolar disorder, and the child should therefore not have been put on stimulants and antidepressants, the doctor became even more enraged. He explained that he deliberately induced bipolar in as many children as possible... so they could be put on the proper medications while they were still young!



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That doctor failed to perceive his logic would also suggest that one would want to induce diabetes in children as early as possible, so they too could be put on the proper meds ASAP. Such logic, I learned, was commonly used by other doctors to justify putting their patients on various meds for a host of other medical conditions—such as high blood pressure, diabetes, and high cholesterol—before meds were even needed... heaven forbid a lifestyle change instead!

Although the EEG biofeedback, psychological evaluations, and testing took up most of my time what I really loved to do was the parenting classes. For almost nine years I also taught continuing education classes at the local university, and my students included professionals wanting to maintain their various licenses. Over time, it became increasingly apparent that I could help a lot more children by writing a book on parenting and doing parenting workshops. So, with the help of Maggie DeMillier, a freelance writer, we put together *Parenting by Law or Grace*. The major focus of that book is boundaries and discipline. It became apparent that yang children are more oppositional and yin children more cooperative. Cooperative, yin children therefore need less discipline and more support (i.e. grace) and yang, oppositional children more discipline and to be challenged more (i.e. law). Telling yang children that they can do it often results in them not doing it, just to prove you wrong, but challenging them by telling them that they can't often motivates them to do it.

Knowing I could write a better parenting book, I bought a one-way ticket to India in order to write not just a better parenting book, but the definitive parenting book. Living in a country with a very different culture would facilitate both a broader and deeper understanding of parenting. I decided to look at parenting from as many domains and perspectives as possible. Each domain that I triangulated would give me a different perspective and additional insights. Thinking it would take two or

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perhaps three years, I dove into the process of researching parenting from every relevant domain I could imagine.

Instead of two or three years, it took over fifteen. Those years were spent traveling the world, living in different cultures, doing endless research, writing for countless hours, and discussing endlessly the emerging parenting paradigm to finish the manual and book on parenting. I spent more time, energy, and money researching and writing than going to college full time for ten years. I often wrote and researched twelve or more hours a day. As mentioned, I decided that the best approach to write the definitive parenting model was to look at parenting from as many different perspectives as possible. From the insights of taking an all inclusive meta-theory approach the definitive meta-theory and the definitive parenting model both emerged. The definitive parenting model and the definitive meta-theory are inextricably linked. For more information on this meta-theory of paradigms see *Conscious Template Manual for Becoming Conscious* and *Conscious Template Book for Becoming Conscious* at [conscious-template.com](http://conscious-template.com).

The paradigm of paradigms (acronym POP) is called Conscious Template. The Conscious Template Self-Evaluation Quiz for Conscious Parenting and *Conscious Template Self-Evaluation Quiz for Becoming Conscious* are both available for free at [conscious-template.com](http://conscious-template.com). The Conscious Template meta-theory can be overlaid over any domain, paradigm or theoretical model for further insights and understanding. To see how this can be done “Applying Conscious Temple to Various Domains and Paradigms” taken from *Conscious Template Book for Becoming Conscious* is also available for free from the website. The Conscious Template parenting book arose from the Conscious Template meta-theory, and was written over a similar time period. I would switch back and forth between the two books, editing and re-editing the

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books countless times. Parenting was the first paradigm that Conscious Template was laid over.

The world is at a tipping point. There is a desperate need for increased understanding to intervene and prevent the destruction of Earth. Increasingly, the scientists, economists, theologians, ecologists, and other experts are predicting catastrophic outcomes. I have reached the conclusion that the quickest way to turn things around is parenting. The world could be radically transformed, if only parents had a better understanding of how to parent. The world could changed and be transformed in a single generation or two. Regardless of if you are a parent, are going to be a parent, or have decided not to be a parent *Conscious Template Manual for Conscious Parenting* will help you to understand how to be the best possible parent one can be and understand what might have went wrong with how you were parented.

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The intention behind the *Conscious Template Manual for Conscious Parenting* is to keep the information presented as simple as possible. As the saying goes, "Truth is simple and the devil is in the details." This manual provides a basic framework, while avoiding some of the details. That said, the introduction here may initially seem a little complicated. Simply read on and the rest of the manual will become easier and more straightforward, so please bear with me. The remaining manual is fairly easy to read and understand. This manual will focus more on the *what* and *how*, than the *whys*, which is more of the focus in the somewhat more complicated Conscious Template parenting book. You may find the manual and book to be somewhat repetitive, but that is sometimes done deliberately to make sure certain ideas are understood.

Generally speaking, parenting books are often written more for parents of yang (masculine principal) uncooperative children, than yin (feminine principal) cooperative children. There are, however, an increasing number of parenting books out there for those raising yin cooperative children, as well. Some yin children

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practically raise themselves. A green parenting yin couple I once saw in therapy had successfully raised three yin cooperative children, and then—*thinking they were the best parents in the world*—adopted a child who ended up being an extremely uncooperative yang child. That yang child gave them more grief and cost them more money than their three previous yin children combined! She was pregnant three times before she was eighteen years old. Regardless, if your child (or children) are yin or yang, Conscious Template parenting model is the definitive parenting model that you will ever find.

A little understanding of Piaget's developmental stages, Conscious Template's stages, and how the two overlap, is not only helpful, but necessary. That will be presented in the first chapter of the parenting manual. As mentioned, after the first chapter the material will become easier and less technical.

It is highly recommended that the free *Conscious Template Self-Evaluation Quiz for Conscious Parenting* be read first followed up by the *Conscious Template Manual for Conscious Parenting*, providing a foundation, before reading the more theoretical *Conscious Template Book for Conscious Parenting*. Don't forget to also read the free *Conscious Template Self-Evaluation Quiz for Becoming Conscious* and the Conscious Template manual and book for becoming conscious. The manual for becoming conscious can be applied to anything and everything in your life to gain insights and provide solutions. "Applying Conscious Template to Various Domains and Paradigms" illustrates the applicability and usefulness of Conscious Template and is also available for free. To reiterate, ideally the *Conscious Template Self-Evaluation Quiz for Conscious Parenting* should be read first, and is a free download at [conscious-template.com](http://conscious-template.com).

There are two basic parenting models. One is the liberal-modern parenting model, that emphasizes unconditional love, a democratic-orientation, reason, and self-esteem. This parenting

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style is sometimes referred to as green parenting. The other is the conservative-traditional parenting model. Its emphasis is on boundaries, an authoritarian orientation, discipline, and structure. The proponents of both of these models believe categorically that their model is correct, and the other is incorrect. In comparison, Conscious Template is an all-inclusive, unifying *paradigm of paradigms* (acronym POP) that integrates Piaget's developmental model and eleven other domains. An all encompassing meta-theory is called a *paradigm of paradigm* by Conscious Template (acronym POP) and a *theory of everything* (acronym TOE) by others.

The liberal-modern model accuses the conservative-traditional model of traumatizing children, and the conservative-traditional model believes the liberal-modern model spoils them. In truth, both models are often correct in their assumptions. Either of these parenting models are correct when used at the appropriate developmental stage and associated stage of consciousness, and incorrect when used at an inappropriate stage. The Conscious Template parenting model explains when to use each of these parenting models, or which parts of the two models are most appropriate at each stage. Although the cooperative yin child may do well with the liberal model—and be traumatized by the conservative model—the willful uncooperative yang child may thrive with the conservative model and be spoiled by the liberal model. The Conscious Template parenting model utilizes the appropriate model at different developmental stages, and is the optimal approach for all children.

Developmental psychology and biology are the foundation of this parenting model. In each stage of consciousness and development, the brain goes through a major biological reorganization. In addition to increased integration of the brain in each stage, there are structural, biochemical, and bioelectrical changes. If these



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stages unfold ideally— both genetically (nature) and environmentally (nurture)—a qualitatively different intelligence and primary motivating drive emerges. If not, then the child becomes stuck in a stage of consciousness due to unresolved issues and unlearned lessons in that stage of consciousness. Both nature and nurture impact the qualitatively different intelligences and drives.

Depending on the influences of nature and nurture, children often get stuck in the earlier developmental stages and Conscious Template associated stages of consciousness. Although Piaget came up with four developmental stages during childhood, Conscious Template proposes that modern science indicates Piaget's first developmental stage should have been divided into two stages. This creates the five stages of consciousness in the Conscious Template's meta-model. Piaget focused more on the qualitatively different intelligences and physicality of each developmental stage. The more inclusive Conscious Template includes Piaget's focus, while expanding it to also include the defining, primary, motivating drive, biology, and psychology of each stage of consciousness. The earlier stages and associated parts of the brain are embedded in the later stages.

Conscious Template's stages and Piaget's developmental stages overlap. Piaget's developmental stages are included in the stages of Conscious Template. As mentioned, Conscious Template divides Piaget's first developmental stage chronologically into two stages of consciousness. Piaget's first developmental stage (Sensorimotor) runs from birth to two years, and Conscious Template's first stage of Survival Consciousness runs from birth to six months. Then the second stage of Pleasure Consciousness runs from six months to two years.

Piaget's Preoperational second stage (from age two to seven) overlaps with Conscious Template's Power Consciousness third stage. Piaget's Concrete Operational third stage (from age seven to puberty) overlaps with Conscious Template's Social Conscious-

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ness fourth stage. Piaget's Formal Operational fourth stage (from puberty through adulthood ) overlaps with Conscious Template's Actualization Consciousness fifth stage (from puberty to age nineteen.) There are four Piaget's development stages, and seven Conscious Template's stages of consciousness.

Only the first five stages of Conscious Template are associated with Piaget's developmental stages of childhood. The last two stages of post-mind Realization and Integration Consciousness are stages of adulthood that most adults will never reach. Most adults get stuck in the earlier stages of consciousness. Even though everyone goes through the physicality of puberty associated with Piaget's Concrete Operation (third stage), most people in the world get stuck in his Preoperational second stage, intellectually and emotionally. This overlaps with Conscious Template's third stage of Power Consciousness emotionally, psychologically, and religiously (between the ages of two and seven.)

Although the Triune Brain Theory overly simplifies the brain—into the reptilian sensate base brain, the mammalian emotional limbic brain, and the neocortex thinking brain—it is, nevertheless, a very useful model in helping to understand the brain. For example, between birth and the age of two the reptilian sensate brain is primarily associated with Conscious Template's Survival Consciousness from birth to six months, and from six months to two years, the mammalian emotional brain of Pleasure Consciousness. The right thinking neocortex is primarily associated with Power Consciousness from two to seven years, the left thinking neocortex with Social Consciousness from seven years to puberty, and the thinking frontal cortex with Actualization Consciousness from puberty to nineteen years. As one ages, the later evolved brain structures increasingly come online. That said, since the entire brain is interconnected at any age and becomes increasingly interconnected as one ages, this is vastly oversimplified. Nevertheless, it remains helpful in



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understanding the developmental stages and stages of consciousness.

Piaget's Sensory Motor Cortex Stage, between birth and age two, is associated with both the reptilian sensate brain and the mammalian emotional brain, and overlaps with Conscious Template's Survival and Pleasure Consciousness. The right, left, and frontal neocortex are all associated with the thinking brain and Piaget's Preoperational, Concrete Operational, and Formal Operational stages as well as Conscious Template's Power, Social, and Actualization Consciousness stages, respectively. Piaget's Preoperational and Conscious Template's Power Consciousness stages are both associated with the right neocortex, Piaget's Concrete Operational stage and Conscious Template's Social Consciousness stage with the left neocortex, and Piaget's Formal Operational stage and Conscious Template's Actualization Consciousness stage with the frontal neocortex.

The more primitive parts of the brain, and their associated functions, emerge first, initially dominate, and are embedded (i.e. the sensate brain is embedded in the emotional brain and both are embedded in the thinking brain.) Although the entire brain is active at any stage of consciousness, the more primitive parts of the brain dominant in the earlier stages. For example, even the latest evolved neocortex, responsible for thought, is involved in both sensory (sensory neocortex) and motor (motor neocortex) functioning. Again, the brain is intricately interconnected and becomes increasingly interconnected at each developmental stage and associated stage of consciousness. Although dividing brain functioning into the reptilian sensate brain, the mammalian emotional brain, and the thinking brain is a gross oversimplification and technically inaccurate (since the human brain did not evolve from the reptilian brain, but evolved independently) it is, nevertheless, useful in understanding the brain and stages of consciousness.

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The first stage of Conscious Template's Survival Consciousness is associated with the earlier part of Piaget's Sensorimotor stage, the reptilian sensate brain, and body intelligence (BQ.) The second stage of Conscious Template's Pleasure Consciousness is associated with the later part of Piaget's initial Sensorimotor stage, the mammalian limbic emotional brain, and emotional intelligence (EQ). Both of these initial stages are pre-mind and, therefore, pre-egoic. The next three stages of Conscious Template's Power, Social, and Actualization Consciousness (Mind-One, Two and Three) arise from the neocortex (the thinking brain) and make up one's intellectual intelligence (IQ.) Mind-Two of Conscious Template's Social Consciousness and the closely associated Piaget's Concrete Operational stage also relate to both one's emotional intelligence (EQ) and social intelligence (SQ.) Think of Piaget's stages as being developmental stages and Conscious Template as stages of consciousness that includes Piaget's developmental stages.

Mind-One of Power Consciousness and Piaget's Preoperational stage are pre-logical, with representational and conceptual thinking. Mind-Two of Social Consciousness and Piaget's Concrete Operational stage use concrete logic and inductive reasoning. Mind-Three of Actualization Consciousness and Piaget's Formal Operational stage use abstract logic and deductive reasoning. The stages of consciousness alternate between yang (masculine principal) and yin (feminine principal.) Survival, Power, Actualization, and Integration Consciousness (1st, 3rd, 5th and 7th odd stages) are yang. Meanwhile, Pleasure, Social, and Realization Consciousness (2nd, 4th, and 6th even stages) are yin. Though the yang stages are more penetrating, willful, and active the yin stages are more encompassing, cooperative, and passive. The post-mind sixth and seventh stages (Realization and Integration Consciousness) are only potential adult stages.

The majority of adults do not exceed the third stage of patriar-

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chal Power Consciousness, and will at most reach the more egalitarian Social Consciousness. Also understand that every stage of Consciousness has a dark, unhealthy, dysfunctional, unconscious side and a light, healthy, functional, conscious side. Furthermore, the goal isn't simply to get into the later stages of consciousness, but to be as healthy as one can be in whatever stage of consciousness one happens to be in.

Unless children are parented with the parenting model appropriate for their developmental age and associated stage of consciousness, they are more likely to remain in the unhealthy side of the earlier stages of Survival, Pleasure, and Power Consciousness. Their overall intelligence may also be negatively impacted. As mentioned, the later stages of Social and Actualization Consciousness are only a possibility. Adults stuck in the earlier stages of consciousness will often access some of the secondary characteristics from later stages of consciousness without accessing the associated primary motivating drive. This is called downloading. The primary motivating drive cannot be accessed or downloaded.

Due to developmental reasons, children are unable to access the characteristics from stages of consciousness beyond their developmental age. Only in children is one able to see stages of consciousness uncontaminated by the secondary characteristics of later stages of consciousness. Working with children for almost eighty hours a week for twelve years helped me to understand what secondary characteristics are associated with what stages of consciousness.

Adults or children, that are old enough, who are stuck in the earlier stages of consciousness may download some of the secondary characteristics of a later stage of consciousness to the developmental stage that they are stuck in, but without shifting into the later stage of consciousness. To reiterate, the primary motivating drive that defines a stage of consciousness cannot be

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downloaded. For example, teenagers stuck in Power Consciousness (stuck developmentally between the age of two and seven) may download the cognitive intelligence of deductive reasoning of Actualization Consciousness without acquiring any interest in actualizing one's ego through personal growth or shifting into Actualization Consciousness. This is often associated with Asperger's. Downloading the inductive reasoning associated with Social Consciousness (the next stage of consciousness), however, will facilitate a shift into the next stage of Social Consciousness with the primary motivating drive of altruistic social-interest.

Downloading the secondary characteristics from the next stage of consciousness eventually shifts a person into the next stage of consciousness. Understand that downloading can only be done if the person is chronologically old enough to have the supportive biological developmental changes to allow the downloading to occur. Since stages of consciousness cannot be skipped, downloading from the stage after the next stage will not cause the person to shift into the next stage of consciousness. Also the secondary intellectual intelligence of a later stage of consciousness is more likely to be downloaded than the associated emotional and social intelligence. It is easier for yang Power Consciousness to download the secondary characteristics of yang Actualization Consciousness than the secondary characteristics of either yin Social or yin Realization Consciousness. Downloading is easier from a later yang stage to an earlier yang stage than from a later yang stage to an earlier yin stage. This is also true of the later yin stages of consciousness to earlier yang stages. To reiterate, it is easier to download the yin secondary characteristics of a later yin stage of consciousness to an earlier yin stage than to download the yang secondary characteristics from a later yang stage of consciousness to an earlier yin stage of consciousness. This also applies to downloading yang to yang stages of

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consciousness as opposed to downloading yang to yin stages of consciousness.

Once again, however, the motivating drive cannot be downloaded. The presence of a primary motivating drive is the only true indicator that one has reached a particular stage of consciousness. As will be explained in the next paragraph, each stage of consciousness is named after its defining motivating drive. Also, understand that there is a biological basis for the primary motivating drive of each stage of consciousness, and for the qualitatively different intelligences of each developmental stage involving different brain structures, structural changes, integration of brain structures, and biochemical and bioelectrical changes. There is a biological basis for every stage of consciousness. Conscious Template is grounded in biology. The existence of only seven possible stages is limited by biology, and reflects how the brain evolved over time.

Let's review the five stages of childhood. The five emerging primary drives, in order, are survival (self or species), pleasure (self), power (self-interest), social (social-interest), and actualization of self (ego) for personal growth. Each developmental stage requires a different parenting model and parenting technique. Beyond the fourth stage of Social Consciousness (puberty) a person has to want to change, in order to change. Ask any parent... teenagers can thwart virtually anything you do to change them! This is why some extremely yang teenagers may do better in a highly structured military school. Except for a very structured environment like the military, EEG biofeedback is about the only thing I have found that can change someone if they don't want to change. I was surprised, while working in the emergency room of a psychiatric hospital, by how many people told me that the discipline of the military had helped them to turn their lives around. What would have traumatized a more yin person actually helped a more yang person to become civilized and sometimes even

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socialized. Think of being civilized as doing what one is told to do, and being socialized as doing what one tells oneself to do.

Each stage of consciousness has a qualitatively different intelligence, motivating drive, curiosity, interest, and perspective. Because the previous stages of consciousness are embedded in the later stages of consciousness, the appropriate parenting model will depend on what stage of consciousness the child is in at any particular point in time. People often shift between the embedded stages of consciousness. Different areas of interests can be seen in different stages of consciousness. One's sexuality can be in one stage, one's curiosity in another, and one's relationship in still another stage. This means, for example, that a person may be in Power Consciousness and have an interest in science associated with Actualization Consciousness. The interest in science is a secondary characteristic of Actualization Consciousness, downloaded into Power Consciousness. If the person is old enough (in this case beyond puberty), a secondary characteristic can be downloaded. However, the interest in actualization of ego (personal growth) is a primary motivating drive and, therefore, cannot be downloaded. Since primary motivating drives defines a stage a consciousness, the primary motivating drives cannot be either downloaded or uploaded.

In other words, if a person in Social Consciousness develops an interest in personal growth then that interest would shift the person into Actualization Consciousness. Again, keep in mind, that a person cannot skip stages of consciousness. A person in Power Consciousness would not be interested in personal growth before having experienced some altruistic social-interest in Social Consciousness. And please don't confuse the philanthropic foundations of the billionaires that are rooted in self-interest Power Consciousness with the altruistic social-interest of Social Consciousness! Virtually all billionaires, every last one of them, are stuck in the non-altruistic self-interest of Power Conscious-



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ness. If someone in Social Consciousness inherited that much money or received it in a divorce their social-interest would motivate them to spend it helping others. Sharing is a characteristic of empathetic altruistic Social Consciousness and charity is characteristic of sympathetic hierarchal Power Consciousness.

In Power Consciousness, giving is not altruistic. One gives in this stage of consciousness to get more back (i.e. power or wealth, with wealth being just another form of power) than what one gave. I recently read (2021) that Bezos bought a house in Maui and had been giving a good deal of money to the local charities in Maui. This gave him additional power and influence in the area, which clearly benefits him. Although millionaires are often altruistic, the nature of having amassed and maintained billions means moving beyond Power Consciousness is highly unlikely or even impossible for virtually all billionaires. The awakening of the primary motivating drives unfolds from from one stage of consciousness to the other. The existence of the primary motivating drive in a previous stage of consciousness is necessary for the next primary motivating drive to emerge.

Also, remember that the chronological age of a child only indicates the possible stage that a child might have obtained. The later stages, beyond Power Consciousness, are much more likely to activate at a later time than the possible listed times. For example, most people—including children—are generally still stuck in Power Consciousness, and locked in a power struggle with others beyond the age of seven. Seven is the earliest possible time for a person to shift into the next stage of Social Consciousness. The physicality of the developmental stages are much more predictable than the primary motivating drives of the stages of consciousness. For example, virtually everyone goes into the *terrible twos* around the age of two, and reaches puberty around the same time. The timings of the later stages are more unpredictable than the earlier stages.

# 1. A Quick Overview of the Stages

## **Yang Survival Consciousness Infancy and Unconditional Love**

**I**nfants need unconditional love. The first stage lasts from birth to six months, and is associated with the sensate reptilian brain of pre-egoic yang Survival Consciousness. Consciousness enters form and interfaces with the sensate, reptilian, base brain of the infant. Consciousness is aware of and lost in sensations. Affect is inextricably intertwined with consciousness. Affect is the uncaused love, peace, and happiness that is one's birthright and is inextricably intertwined with consciousness. Reality is experienced and perceived very differently in each stage of consciousness. Unless the infant encounters sensory overload and downloads emotions from the next stage of pre-egoic, yin, Pleasure Consciousness then that infant lives in a world dominated by his or her senses. There are only needs in this stage of consciousness.

The thinking brain of the neocortex doesn't come online until the awakening of the ego, in egoic Power Consciousness, around



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the age of two. Without thought, there is no time. Without time there is no ego. In the eternal here and now there is no there and then. Before the age of two, one is still in the proverbial Garden of Eden.

Although all children, at any age, need a lot of love and nurturing, the unconditional love of the liberal-modern parenting model and a little structure from the conservative-traditional model are the only parenting models that are needed in this stage of consciousness. Contrary to the other stages, infants cannot be spoiled. The role of their parents is exclusively that of a *caretaker*.

### **Yin Pleasure Consciousness Early Childhood and Boundaries**

The second stage begins around six months, and ends around two years of age. It is associated with the emotional, mammalian brain of Pleasure Consciousness. Consciousness is now aware of the emotions of pre-egoic Pleasure Consciousness and the embedded sensations of pre-egoic Survival Consciousness. As mentioned, unless one is sensorily or emotionally overloaded before the age of two, then their birthright is innate love, peace, and happiness that is intrinsically inexplicably entwined with consciousness. That is the case for no reason whatsoever. The uncaused innate affect of love, happiness, and “peace that passeth all understanding” is the default state of pre-egoic Survival and Pleasure Consciousness.

Affect (innate love, peace, and happiness) is intertwined with consciousness and is veiled by thought after the age of two. Consciousness interfaces with the mammalian emotional brain. Conscious Template defines feelings as the interaction of sensations or emotions with thinking in Mind-One, Two, and Three of Power, Social, and Actualization Consciousness. So, *feeling good for no reason* in this stage of consciousness refers to the uncaused

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default state of love, peace, and happiness and *not* the feelings that are created by the emotions of Pleasure Consciousness or the sensations of Survival Consciousness interacting with thinking in the later mind-One, Two, and Three stages of consciousness. With the awakening of thoughts in Power Consciousness, wants displace the preferences of Pleasure Consciousness.

In addition to the love and nurture of liberal parenting, the boundaries of conservative parenting are also needed to teach the meaning of ‘no!’ Although at this age children are unable to follow even simple commands, they are capable of mimicking and modeling their parents’ behavior in order to be helpful. This has been explained by the discovery of mirror motor neurons.

Regardless of the age of their children, the first thing I taught parents in my parenting classes was to learn how to say no to their children. Although yin children are much more cooperative than yang children both will benefit by learning, “the meaning of no.” All the later stages are built upon this foundation. The single most important parenting technique is being able to say no and mean it. If you want respect from your children, then absolute consistency is required when you say no. No means no... not maybe... or yes... not even if the child cries or gets upset. Failure to teach your child no in Pleasure Consciousness is likely to result in screaming temper tantrums and emotional meltdowns later in Power Consciousness. If no is taught before the age of two, and after the age of six months, then you will avoid this behavior and will have dramatically reduced the stress of parenting for the next sixteen years. The role of the parents is that of a ***guide***.

### **Power Consciousness Middle Childhood and Discipline**

The *terrible twos*—associated with the pre-logical, representational, and conceptual thinking of the right thinking brain (right

neocortex)—begins the third stage of yang Power Consciousness. The interfacing of consciousness with the thinking brain creates ego, and it is then that the child is expelled from the Garden of Eden. In Power Consciousness, *feeling good* depends increasingly on fulfilling ones insatiable wants. Feelings are defined by Conscious Template as the interaction of thought with sensations or emotions. At times, Conscious Template defines things with a different slant or meaning. The pre-mind (pre-thinking/pre-egoic) stages of Survival and Pleasure Consciousness are prior to what Conscious Template refers to as feelings.

The fulfillment of wants does not cause one to experience love, peace, and happiness. It is the temporary cessation of wants through the fulfillment of a want that allows one to be aware of one's underlying, uncaused love, peace, and happiness. Wants cloud the underlying eternal innate peace, love, and happiness that is our true nature. Until the insatiable ego creates additional wants, then the temporary fulfillment of one's wants allows the uncaused love, peace, and happiness to shine through.

When innate love, peace, and happiness are not shrouded by wants or overwhelming sensations, emotions, thoughts, and feelings one experiences the underlying love, peace, and happiness that was our birthright in the earlier stages of pre-mind Survival and Pleasure Consciousness. Religion and spirituality are the quest to regain one's innate uncaused love, peace, and happiness. Wants are insatiable in Power Consciousness. Billionaires, addicts and collectors are stuck in this stage of consciousness. How much is enough? Always a little more. Addiction is related to not learning and internalizing no in Pleasure Consciousness, and not learning and internalizing discipline in Power Consciousness. Billionaires are addicted to power and wealth and are stuck in Power Consciousness. If one doesn't learn no externally, or is not disciplined externally, one cannot learn to tell oneself no or discipline oneself internally.

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At times, when falling back to one's embedded Pleasure Consciousness one may still experience innate love, peace, and happiness for no reason whatsoever. Over time, however, this occurs less and less often. The uncaused love, peace, and happiness is being displaced and veiled by the wants of Power Consciousness. Consciousness, in this stage, becomes identified initially with representational thinking and later with conceptual thought. The egoic activity of sensing, emoting, feeling, and thinking is perceived as an entity. In reality, sensing, emoting, feeling, and thinking are activities (verbs not nouns). Who you really are is finite consciousness that is aware of thinking, feeling, emoting, and sensing.

This stage ends around the age of seven. Again, the terrible twos are an indication that a child wasn't taught the meaning of no in the earlier stage of Pleasure Consciousness. If the meaning of no had been taught previously in Pleasure Consciousness this next stage would have been so much easier for both you and your child. If the appropriate parenting model and techniques aren't applied to a specific stage of consciousness, then it will be increasingly more difficult to teach a child those skills and lessons in the next stage and in the later stages of consciousness. The authoritarian style and external discipline of the conservative, traditional model is needed more in the stage of Power Consciousness than any other stage of consciousness to civilize the child and instill self-discipline.

In self-interest Power Consciousness, the child needs to learn how to take care of him or herself. Manners and etiquette need to be taught. There is no logic in this stage of consciousness. Beliefs are conditioned and immutable. By accepting external discipline one learns self-discipline. Taking turns needs to be taught. Although they fully understand 'mine' it is difficult for Power Consciousness to accept or understand 'ours'. So taking turns is easier to accept and understand. It is yours and now it is theirs, is

much easier for them to accept and understand. Sharing is innate in Pleasure Consciousness, and needs to be taught later in Social Consciousness. Mine in Power Consciousness becomes ours in Social Consciousness.

Children need to learn that they are obligated to do what they are told to do immediately without hesitating or questioning, in Power Consciousness. This stage necessitates a much more conservative, traditional approach to parenting. Yang children will need more structure than yin children. There is sympathy (feeling bad for someone) but without the ability to see another's point of view, there can be no empathy (feeling bad with someone.) The second most important lesson of childhood is self-discipline. Accepting external discipline leads to self-discipline. There is empathizing at any age but no empathy until Social Consciousness. Empathizing is picking up the emotions of the other but being unable to distinguish one's emotions from the other's emotions.

Learning the meaning of no previously in Pleasure Consciousness is the most important lesson of childhood. If your child has learned the meaning of no in Pleasure Consciousness, and self-discipline in Power Consciousness then the remaining years of parenting will be infinitely easier and less stressful for both child and parent. The role of parents is that of a **coach**. Competition and discipline are healthy, secondary, yang characteristics of Power Consciousness and are embedded in the later stages of consciousness. As one shifts into the later stages, competition between others becomes more with oneself instead.

The first three stages are the most critical stages of childhood. If the child has been loved unconditionally in Survival Consciousness, boundaried in Pleasure Consciousness, and taught self-discipline by obeying external discipline in Power Consciousness, it is most likely that the remaining parenting will be drastically easier. If parenting is done correctly in the first three stages, then it is very likely that the subsequent parenting will be relatively

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stress free. If not done correctly, it is likely to get much more difficult.

### **Social Consciousness Late Childhood and Consideration**

The fourth stage—associated with the inductive thinking and concrete logic of the left thinking brain—begins around the age of seven and ends at puberty. Once again, please remember that the timings of these stages of consciousness beyond Power Consciousness are only approximations. In reality, people often get stuck in yang, patriarchal, Power Consciousness and only a minority of the population ever reaches the later stages of consciousness, especially beyond Social Consciousness. About half the population in America is still stuck in Power Consciousness. Conscious Template's parenting model, however, will maximize the possibility that children reach the later stages of consciousness, or at the very least be healthy and functional in whatever stage of consciousness they are in.

In the yin stage of Social Consciousness, there is a renewed focus on emotions. Love and helping others (social-interest) becomes more important than power and control and is the primary motivating drive. The power and greed of Power Consciousness is displaced by the love and sharing of Social Consciousness. The insatiable wants of Power Consciousness can now be tempered with gratitude. Previously, in insatiable Power Consciousness, there wasn't any authentic gratitude. Gratitude facilitates the awakening and shift into altruistic Social Consciousness and reduces the insatiable wants and greed of Power Consciousness.

Although love and nurture are needed in every stage of consciousness, this stage is the first stage in which the child needs to be taught to be considerate of others. The lesson of this stage is



...glen 🙏

that of how to be helpful and kind to others. Previously, in self-interest Power Consciousness, only the illusion of social-interest could be taught through manners and etiquette. This, nevertheless, is crucial in preparing the child for being considerate of others in Social Consciousness.

Concrete logic and inductive reasoning are accessible at this age. Conditioned beliefs acquired in Power Consciousness can then be questioned and changed by connecting the dots (inductive reasoning) and reflecting on one's concrete experiences. This facilitates seeing another's point of view, and allows empathy to awaken. This stage of consciousness is about learning to give and being helpful without martyring oneself. The role of the parents becomes that of an *instructor*.

### **Actualization Consciousness**

#### **Teenagers and the Actualization of Ego**

Finally, puberty heralds in the fifth stage of adolescence associated with the deductive thinking and abstract logic of the frontal thinking brain that dominates in Actualization Consciousness. Consciousness is identified with thoughts feelings, emotions, and sensations... and the focus is on polishing up the ego. In this stage it is individualization, self-determinism, and actualization of the ego that is the primary motivating drive.

To differentiate healthy rebellion from the antisocial acting out behavior that is associated with Power Consciousness, one needs to determine if the child has been unconditionally loved in Survival Consciousness, boundaried in Pleasure Consciousness, civilized in Power Consciousness, and socialized in Social Consciousness. If so, the motivating drive to actualize self emerges, resulting in individualization and self-determination (healthy rebellion) and a breaking away from the herd mentality of Power and Social Consciousness. If the child has not been civi-

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lized in Power Consciousness and socialized in Social Consciousness then the behavior is not coming from the healthy rebellion of Actualization Consciousness but the anti-social acting out of Power Consciousness.

Although genetics is important, both society and one's parents are instrumental in helping one reach Social Consciousness. The switch from Social Consciousness to Actualization Consciousness, however, is dependent primarily on the child, and to some extent on his or her genes. Being loved unconditionally in Survival Consciousness, boundaried in Pleasure Consciousness, civilized in Power Consciousness, and socialized in Social Consciousness are gifts bestowed upon the child by one's parents and society. Individuating through self-determination and self-actualization must be done of one's own volition. In order to individuate and self-determine, rebelling is necessary in Actualization Consciousness so one can actualize ego.

Although stages of consciousness cannot be skipped, one may shift into the later stages of consciousness with unresolved issues in the previous stages of consciousness. A child unloved, poorly boundaried, uncivilized, and unsocialized is only capable of acting out and is incapable of rebelling or individuating. Their behavior may appear similar, but the primary motivating drive behind the behavior is different. To properly intervene, one needs to understand what primary motivating drive is motivating the behavior. While rebellion is healthy—and is an indication of the actualization of self in Actualization Consciousness—antisocial behavior in Power Consciousness is unhealthy, and indicates instead that the child wasn't sufficiently boundaried in Pleasure Consciousness, and/or civilized sufficiently in Power Consciousness. While antisocial behavior is likely to put the self and others at risk, rebellion is likely to put only the self at risk. For example, a person driving a car at high speeds with others in the car is antisocial, whereas driving



in the same way by oneself on a motorcycle is more likely to simply be rebellious.

Friends often become more important than family after puberty in the stage of Actualization Consciousness. If the child has been loved unconditionally in Survival Consciousness, boundaried in Pleasure Consciousness, civilized in Power Consciousness, and socialized in Social Consciousness, it is possible to add in the reasoning of the liberal-modern parenting model. Or, in other words, democratic parenting is now appropriate. If the child hasn't been socialized, it is critically important to determine what went wrong. Does the child still need to be taught the meaning of no (Pleasure Consciousness), learn discipline (Power Consciousness) and/or how to be considerate (Social Consciousness)? The abstract logic and deductive reasoning made possible in Actualization Consciousness allow one to question and change one's beliefs by simply thinking and asking oneself—is this belief reasonable and logical? In this stage, the child learns to balance giving and taking. This stage is about taking responsibility for one's life and to stop blaming oneself (Social Consciousness) or others (Power Consciousness). The role of parents is then that of a *teacher*.

## Some Additional Information

Remember, each developmental stage represents a shift into another stage of consciousness and reflects underlying physical, bio-electrical, and bio-chemical changes in the brain. Each succeeding stage of consciousness is associated with structural changes in the brain, and the later evolved structures of the brain becoming more active. There is a biological basis for these stages of consciousness and development.

Getting stuck in an earlier stage of consciousness may be environmental (cultural or inappropriate parenting) or genetic (e.g.

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Downs Syndrome.) In other words, it can be the result of either nurture (environment) or nature (genetic). Nurture would be analogous to the software of a computer and nature analogous to the hardware. If the developmental impasse is due to genetic reasons, then a shift to the next stage of consciousness typically will not occur because the biological hardware is not functional enough to support said shifts. Genetics may also place limitations on a child's intelligence, emotional functioning, and potential to access later stages of consciousness.

To maximize a child's genetic potential, they need to be parented using the appropriate parenting model and at the appropriate time. If the child does not receive the necessary and appropriate parenting, shifting from one stage of consciousness to the next becomes more difficult. Their chance of shifting at the normal developmental stages, as well as of being functional and healthy in those stages, becomes slimmer.

Since a child's consciousness changes at each stage, good parenting requires one to adapt. To reiterate, each stage of consciousness requires a different parenting model and different parenting techniques. Unless there are genetic problems, a child potentially has access to the stage of consciousness associated with his or her developmental stage. Since the previous stages are embedded in the subsequent stages, then older children will at times show the embedded stages of consciousness and behaviors that would normally be associated with younger children. To determine the stage of consciousness your child is currently coming from, ask yourself—"What is motivating his or her behavior? What is the underlying drive?" It is crucial to understand the primary motivating drive to determine the child's stage of consciousness, and therefore the appropriate intervention.

After the age of two—if a child didn't learn the meaning of no in Pleasure Consciousness—they will cry, melt down, tantrum, act scared, and/or gladly make him or herself miserable in some

way or another to makes others even more miserable (emotional blackmail) to get his or her way and defy you when you say no. This can be avoided by teaching your child boundaries and the meaning of no before the age of two. If this wasn't done, then time-out needs to be implemented between two and seven when ever they cry, melt down, throw a tantrums, or make themselves miserable in response to being told no or not getting their way. I cannot over emphasize how wrong the liberal parenting model is about not teaching a child no between the age of six-months and two years in Pleasure Consciousness. Yin parents with yin cooperative children—with more of a flight response then a fight response—may do okay with not telling their children no but it is going to be a disaster with yang children.

A child who is only acting scared to get their way can simply be ignored. Ask yourself what is motivating the behavior. Determining the motivating drive is crucial. For example, is the child really afraid, and coming from Survival Consciousness, or is the child making him or herself scared or appear scared so they can get their way, or control you? That would mean they are coming from Power Consciousness instead.

I had one parent come to me who was being completely controlled and manipulated by an apparently frightened child who wanted her mother to accompany her at all times. I told her to tell the child that she had to accompany her mother at all times instead. The child immediately became angry, thereby revealing that the child was only acting scared and was really in a power struggle with the mother. I explained to the mother that a yin child with more of a flight response is cooperative, and a yang child with more of a fight response is uncooperative and competitive. Once the mother understood that her child was more yang, she realized what she needed to do and everything changed in a very positive way. Acting arose from the patriarchy, which is associated with Power Consciousness at the collective level. Children,

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especially if they are yang, are inclined to lie and deceive in this stage of consciousness. Power Consciousness is characterized by secrets and lies both individually developmentally and collectively in the patriarch.

The single most destructive aspect of green parenting is the lack of boundaries and the naïve belief that telling a child no will somehow stifle their creativity. For almost all of human existence, children's lives depended on learning no at a very early age, when mobility began. Without boundaries, a child would likely die. There are children who are by nature yin and cooperative, but there are also yang children who are willful and uncooperative by nature. In an attempt to control their behavior, many of these yang children will end up on psychiatric medications if the appropriate parenting isn't used in each stage of consciousness.

Keep in mind the subsequent, later stages of consciousness beyond shame-based Power Consciousness are only a potential. Even in first world countries, there is a significant percentage of the population still stuck in Power Consciousness. The collective consciousness—or center of gravity—in first world countries is generally more rooted in guilt-based Social Consciousness (though shame-based Japan is the exception to the rule) or in some cultures (e.g. the Scandinavia countries) are even more into secular Actualization Consciousness. All the patriarchal countries, including Japan, have a collective consciousness in Power Consciousness. In some of these countries, due to an emphasis on education more for boys and a pervasive double standard, the women may be more in Pleasure Consciousness.

In patriarchal Japan, the women are increasingly refusing to get married or have children. They are therefore clearly shifting more into Power Consciousness. Since the population in Japan is somewhat xenophobic (a fancy word for racist) immigration is frowned upon and the population is, therefore, declining rapidly. Being a patriarchal culture, dating is generally frowned upon and,

therefore, group get togethers are more acceptable in Japan. Like in most patriarchal cultures, this means matchmakers are frequently relied upon.

The culture in Japan is extremely civilized (possibly the most civilized country in the world), but not socialized with etiquette and manners that may have reached their peak. Power Consciousness being next to Pleasure Consciousness, aestheticism (appreciation of beauty) is highly evolved in Japan. The appreciation of beauty and creativity arises from embedded pre-mind Pleasure Consciousness or is possibly even being downloaded from post-mind Realization Consciousness. The egoic mind stages of consciousness are neither appreciative of beauty nor creative.

Remember, no matter how precocious a child or a culture appears to be, neither a child nor a culture can *skip over* any stage of consciousness. What appears to be socialized is better explained and understood as being highly civilized (i.e. disciplined). The defining, primary motivating drives simply cannot be skipped over. Some interest in a primary motivating drive has to be there for the stage of consciousness to be active. The Japanese culture has been adept at downloading science (a secondary characteristic) from yang Actualization Consciousness. The primary motivating drive of self-actualization in Actualization Consciousness, however, cannot be downloaded. What may appear to be individualization from Actualization Consciousness is more likely to be anti-social activity from Power Consciousness. There are individuals in all stages of consciousness in virtually all countries, regardless of the collective consciousness of said countries.

Although Asperger's individuals (high functioning individuals on the autism spectrum disorder stuck in yang Power Consciousness) have deficits in the secondary characteristics of the yin stages of consciousness, they are often highly functional in the secondary characteristics of the yang stages of consciousness. A photographic memory, or an amazing rote memory (a secondary

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characteristic of Power Consciousness) is often associated with Asperger's. Their high functioning minds in the rote memory of Power Consciousness are also dependent on the downloading of deductive reasoning and abstract logic from yang Actualization Consciousness, done in honor of power to compensate for earlier deficits in the yin stages of consciousness. This may give them the mistaken appearance of being motivated by altruistic social-interest in Social Consciousness or the actualization of self in Actualization Consciousness. In truth, the Asperger's rocket-men billionaires are all stuck in insatiable, non-empathetic, patriarchal, shame-based Power Consciousness. An Asperger's friend once told me years ago, "It is logical and reasonable for me to be honest. I am not behaving myself out of guilt, it simply keeps me out of trouble."

Guilt is a secondary characteristic of guilt-based yin Social Consciousness that cannot be downloaded. My understanding of developmental psychology and extensive training in projective testing in graduate school helped me to quickly and accurately diagnose my clients. The downloading of some secondary characteristics like guilt and empathy into Power Consciousness would quickly shift a person into the next stage of Social Consciousness.

Not all of the characteristics can be downloaded. If an Asperger's child or adult is developmentally old enough, then some secondary characteristics from a later stage of consciousness can be downloaded but once again not the defining primary motivating drive. An example of this is the previously mentioned Asperger's teenager or adult downloading abstract logic or deductive reasoning for power into yang Power Consciousness from yang Actualization Consciousness. On the other hand, as mentioned, some of the secondary characteristics of yin Social Consciousness cannot be downloaded without shifting a person into Social Consciousness. Lower functioning autistic children or adults generally cannot access the secondary intellectual charac-



teristics of Actualization Consciousness, and will therefore have poorer social and emotional skills.

Do not use a parenting model, or part of a parenting model, unless the child reaches the chronological age for that stage of consciousness. Also, do not try and use a later parenting model if the child is still stuck in an earlier stage of consciousness, no matter what their chronological age may be. Until the child reaches the chronological age it is inappropriate—and potentially damaging—to parent a child from a later stage of consciousness (e.g. reasoning with a child before the child is in puberty or disciplining a child before the age of two.) What appears to be abstract logic and deductive reasoning in Asperger's children before puberty may simply be due to their phenomenal rote memory. Each stage of consciousness has a different parenting model, the role of the parent is different, and the lessons to be learned are different.

Depending on the sensibilities and stages of consciousness of both the child and the parent, certain stages will be easier for parents to handle than other stages. The tasks and lessons at each stage are different for both parent and child. If the parent doesn't use the model that is appropriate for their child's particular stage of consciousness, the next stage is going to prove a whole lot more difficult for both of them. The child may shift into the next stage of consciousness without having fully learned the tasks, lessons, and skills that are developmentally necessary to be healthy in the previous stage. This means that the child will either remain in the earlier stage of consciousness and/or will shift into the next stage of consciousness still needing to learn the tasks and lessons from the previous stage. These children will be more likely to regress, particularly under stress. There will be uncooked seeds (unresolved issues) that still need to be resolved. On the other hand, if the child possesses the genetic potential, and if he or she is exposed to the appropriate environment (parenting model), it is

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much more likely that the child will make a developmental shift into the next stage of consciousness in a much healthier manner.

When a child has delayed development, whether due to genetics or inappropriate parenting, the parents must respond according to the stage of consciousness the child currently exhibits. Also, remember that until the child reaches the chronological age associated with a developmental stage and/or the corresponding stage of consciousness it is highly unlikely and virtually impossible that the child can be in that stage of consciousness. What you are seeing is either a projection, or wishful thinking. As a therapist, I constantly saw parents attributing both negative and positive characteristics to their children that were simply not developmentally possible. For example, crying before the age of two is because of sensory overload in Survival Consciousness, or emotional overload in Pleasure Consciousness... and not because of any wants. Wants are not activated until the awakening of the ego, with the activation of the thinking brain in Power Consciousness. Before the age of two, a child is not deliberately trying to upset you or make your life miserable. After the age of two... well, they are definitely quite capable of doing so!

Also, keep in mind that genetic conditions can cause children to remain in a delayed stage of consciousness. For example, children diagnosed with autism or Down syndrome, regardless of parenting, will remain in earlier stages of Survival and Pleasure Consciousness past the normal chronological ages. It is important to adjust your parenting approach accordingly. Using the appropriate parenting model and parenting techniques will maximize their genetic potential, be it the unconditional love of Survival Consciousness, boundaries of Pleasure consciousness, discipline of Power Consciousness, consideration of Social Consciousness, or the reason and logic of Actualization Consciousness. Although this manual is written more for children not on the spectrum, it is



equally applicable to children who are emotionally, psychologically, mentally, or physically challenged.

It is relevant to note that the health and well being of a child begins with conception, and perhaps even before. Therefore, it is important that the mother takes care of herself while pregnant and before becoming pregnant. Eating well, getting moderate exercise, and minimizing emotional and psychological stress are all essential. In addition to your physician, consider consulting with other healthcare professionals about diet, exercise, and supplements. A naturopath, a licensed exercise physiologist, an EEG biofeedback therapist, or a trained midwife can provide more of a wholistic perspective. For me, the use of wholistic, instead of holistic, emphasizes the need to use as many domains as possible—the entirety of something—to come up with the best solution to a problem.

Very few physicians in America are trained in health, wellness, and prevention. After all, in capitalistic medicine, they only make their money from people who get sick! Capitalistic medicine is looking for customers, not cures. The two things avoided by those practicing capitalistic medicine are killing or curing the patient. Either way, they end up losing a customer. That's bad for business! Capitalistic medicine, first and foremost, is a business and the primary goal of any business is to make money. Keeping people from dying is, therefore, the primary goal... but making people healthy is secondary. If a medicine keeps one alive, then that's fulfilling that primary goal. If its side effects make one sick in the process, well, that is good for business as that patient requires more meds with more side effects... and more treatment.

Average lifespan in India is about the same as it is in America. The only difference is that people in India, I have noticed, are on very few or no meds and are much healthier until they die. I also noticed when I was young how unhealthy my mother's dog was, on multiple Western medications. The training in capitalistic

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medicine is focused on pathology. If you or your children are taking allopathic medicine, please consult a natural pharmacist. In America, a typical pharmacist generally has far more training and understanding of medication than the vast majority of physicians. A wholistic pharmacist, with his or her additional understanding of supplements, has even more.

This parenting book was derived from an extensive, time-consuming triangulation of twelve domains and makes use of a wholistic, integrated approach. Initially, three domains and/or theoretical model were triangulated, then another three, and then another three again and again over and over again until a parenting book unfolded on the countless triangulations. After each triangulation the book was rewritten. Again and again this was done, with another domain or theoretical model... until all twelve domains plus and theoretical models had been triangulated.

Over the past fifteen years, this parenting book has been written and rewritten dozens and dozens of times and then edited countless times. I have lost count along the way. Finally, the parenting manual—that you are currently reading—was condensed down from the parenting book. While triangulating and integrating these domains and theoretical models to obtain a broader and deeper understanding of parenting, a meta-theory template became apparent. It is one that can be overlaid across other domains to gain increased understanding and deeper insights. It was decided to name this meta-theory Conscious Template.

The parenting manual was created by looking at parenting from a historical, biological, cultural, religious, Spiral Dynamics, chakra, developmental psychology, Enneagram, psychophysiological, astrological, yin-yang, anthropological, religious/spiritual, quantum physics, and general psychology perspective. My curiosity knew no bounds. In reality, many more domains or theo-

retical models were triangulated. Those were the primary domains and theoretical models. I know of no parenting model that even comes close to this. Most experts have a very limited area of expertise in one or at best two domains.

My *got to know* had to know the answer to an endless assortment of questions— when did parenting changed historically across time, why do different cultures parent differently, what approach do different religions take towards parenting, where in the brain is the psychophysiological basis for each childhood developmental stage, how does intelligence differ in the different stages, how does curiosity differ at different stages? And so on and so forth. The preceding questions and countless others are discussed more extensively in the *Conscious Template Parenting Book for Conscious Parenting* and the Conscious Template manual and book for becoming conscious .

Using this parenting model by Conscious Template will minimize the stress of parenting, while maximizing the probability that your child grows up healthy and well adjusted. Although there are no guarantees when it comes to parenting, following this model will dramatically increase the odds in your favor. I have seen healthy adults who grew up in very dysfunctional situations, and unhealthy adults from apparently healthy environments. Over time, however, I began to understand that most of those apparently healthy environments lacked sufficient discipline between the age of two and seven in Power Consciousness.

In the past, children were more likely to have been traumatized and currently they are much more likely to be spoiled. The vast majority of the children I saw in therapy—and virtually all the children I saw in private practice—had been spoiled, not traumatized. Over the years, I have seen lots of parents abused by their spoiled children... but very few children abused by their parents. Spoiling a child is also a form of child abuse, and can be more damaging and difficult to correct than trauma.

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Although traumatized children may grow up to be psychotherapists themselves, be spiritually oriented, and/or interested in therapy, spoiled children rarely or never do. Under civilized, spoiled children with poor boundaries often become stuck on the unhealthy side of Pleasure and Power Consciousness and are prone to succumb to addictive tendencies. Over socialized, traumatized children on the other hand often reach the later stages of consciousness with embedded trauma, and lean more towards codependency. As mentioned, for more information on this subject read the *Conscious Template Parenting Book for Conscious Parenting* and the Conscious Template manual and book for becoming conscious.

## 2. Survival Consciousness

### Infancy

**Parent's Role: Caretaker**

**Unconditional Love**

**Mastery of Senses**

**Birth to Six Months**

**T**he first stage of sensate-oriented, Survival Consciousness requires the unconditional love and nurture of the liberal-modern parenting model. The reptilian sensory motor base brain is dominant. The role of parents during the unconscious dependency of infancy is that of a *caretaker*, with them being responsible for meeting his or her needs. In subsequent stages, you will need to teach children to help you take care of them in Pleasure Consciousness, then to take care of themselves in Power Consciousness, and eventually to take care of others in Social Consciousness. But, for now, your job is simply to unconditionally love and take care of your infant's needs. That and a little structure are all that is required at this stage.

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Each stage of consciousness has a conscious, healthy, functional and an unconscious, unhealthy, dysfunctional side. Ideally, the parents need to teach and model the functional side of each stage of consciousness to their child and in doing so correct their dysfunctional side. Each stage of consciousness offers tools that will help your child become healthier and more functional in both childhood and adulthood.

In Survival Consciousness, the parent needs to model unconditional love, nurture, and patience to instill in the infant that they have a right to exist and are safe in the world. Without this unconditional care and nurturing, an infant may grow up feeling that he or she does not deserve life, or that he or she does not belong in the world. Trauma or neglect during infancy and early childhood can lead to dissociative disorders later in life, or a predisposition toward post-traumatic stress disorder (PTSD.)

Even though infants have no understanding of language, the concept of *who* is introduced at this stage existentially. Infants have an innate, adaptive, instinctual survival response to knowing *who* their parents and primary caregivers are. They use their senses to know if they are nearby, and also if they have moved away and are no longer close by. Although infants will instinctually adapt their behavior to maximize the attention received by people who love and take care of their needs, they are unconsciously dependent. For example, children born to deaf parents learn by stimulus-response that screaming louder does not get them additional attention or care, but that flapping their arms and kicking their legs does.

The basic primary motivating drive at this point is survival. The undifferentiated infant has no ego or sense of a separate self. He or she only has needs. Meeting needs is necessary for survival, and can be either physical or emotional. Without emotional and sensory stimulation, infants can die. This is the case even if their physical needs are met and is known as ‘failure to thrive.’

The infant does not cry to manipulate or get their way. They cry because it is the only way to express a need. Needs are very different from the preferences that arise later in Pleasure Consciousness, or the insatiable wants that explode in Power Consciousness. While physical and emotional needs are satiable, psychological wants that arise later in middle childhood, during Power Consciousness, are insatiable. The task of the parent during infancy is to unconditionally nurture the infant by meeting their needs. Again, it is important to understand that, unlike in subsequent stages, an infant cannot be spoiled.

Although a crying infant can be overwhelming, learning how not to get annoyed or upset by the crying is important. Make it okay for the baby to cry. Learning meditation, relaxation techniques, and/or yoga is recommended. Resistance or irritation by the parent creates suffering for both the parent and the infant. Resisting the crying, and not wanting the child to cry, is not nurturing the infant unconditionally. If all needs appear to be met, but the crying persists, practice opening yourself to the sound of their crying in the same way as you would when listening to your favorite music or the sounds of nature.

If the crying becomes too overwhelming, it is better to hand the infant over to your partner, a family member, or a friend. Take a break. Also, do not hesitate to get professional help, but be wary of psychiatric medications with their numerous side effects... unless they are necessary to resolve a crisis. Many medications are transferred to the infant through breast feeding with unknown consequences. Antidepressants often anesthetize a person so they can't feel upset, but this often means one cannot feel love either.

Some parents wish that the stage of infancy would go on forever. For many parents, however, this stage can't end soon enough! Of course, that depends on the temperament of both the parent and the infant. Most first-time parents are surprised by



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how time consuming and exhausting it is to take care of an infant. Constant feedings, dirty diapers, and countless nights of screaming infants often do not factor into the prenatal fantasies of childcare and parenthood!

It's important to be realistic about the demands and challenges of this stage and how it can affect the entire family unit. For example, the stress of a newborn can put a damper on the libido of both parents, particularly the mother. As a result of this, and of the mother's necessary shift in mental and emotional focus towards the infant, the husband often feels displaced and neglected. Marital conflict and dissatisfaction may arise. There is a significant statistical increase that the husband will have an affair while his wife is pregnant, or during the infancy stage of his newborn child. Instead of stabilizing a marriage, having children tends to destabilize modern marriages. An affair by the husband is more likely to happen during this time than any other time in their relationship. Statistically, in the Western World, with each additional child the divorce rate increases and marital satisfaction decreases.

Meanwhile, mothers seldom anticipate how exhausting infants can be and may mourn the loss of other activities. A child, especially an infant, certainly does curtail one's freedom and spontaneity. It is estimated that between 60% and 80% of mothers will experience some postpartum '*baby blues*' and between 10% and 20 % full-blown, clinical, postpartum depression. There is also a statistically significant increase in the risk for psychiatric hospitalization of mothers during this time. Some fathers will also experience similar postpartum depression symptoms.

Since pregnancy and delivery both profoundly affect hormonal levels, any mother suffering from a postpartum mood disorder would be well-advised to do some research on natural

progesterone therapy and consult with their healthcare professional about treatment. Your allopathic physician in America is extremely unlikely to be aware of any alternative care or treatments. As mentioned, antidepressants often emotionally anesthetize all feelings including love. In doing so, they decrease the potential for infant bonding, and their use is therefore controversial while breast-feeding. I have also read that antidepressant use during pregnancy has been linked to autism. Psychiatric medications, while sometimes necessary in crisis or emergency situations, should always be used within a broader, wholistic approach.

Psychotherapy, tDCS, tACS, Pmf, acupuncture, supplements, tapping—and in particular EEG biofeedback—are only a few of the many possible complimentary approaches that are available. Capitalistic medicine rarely supports or encourages complimentary medicine, no matter how effective it might be. Big Pharma is very proactive in trying to discredit and block any wholistic treatments. By the way, I am entirely for complimentary medicine... *not* alternative medicine. Both complimentary medicine and Western medicine are needed. Complimentary medicine, however, not Western medicine should be the first line of treatment in most non-emergency situations.

Sleep is critical to everyone's physical and emotional health. A cradle in the parent's bedroom, next to their bed, will allow the child to feel safe, comfortable, and close to its parents. Around the age of six months, shifting the child into a crib in a corner of the bedroom is advisable. Around the age of two, with the awakening of the ego, is the time for a child to sleep in their own bed, in their own bedroom.

Sleeping in the same bed as parents brings up safety issues during infancy, as you may accidentally injure or suffocate the infant in your sleep! In fact, sleeping in the parent's bed has its

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problems at any age, and contributes to keeping children stuck in earlier stages of consciousness. Between six months and two years, in early childhood, it can create boundary issues in Pleasure Consciousness. In middle childhood, from two to seven years, it can exacerbate power struggles and interfere with the civilization process in Power Consciousness. In late childhood, from seven years to puberty, sleeping with the parents interferes with the socialization process in Social Consciousness. As teenagers, in Actualization Consciousness, sleeping with the parents interferes with the actualization of the self and prevents the child from individuating. For more information on the family bed versus the marital bed, please read the *Conscious Template Parenting Book for Conscious Parenting*.

The rejection of the family bed does not mean you shouldn't cuddle with your older children during the day or before bed! I tell parents that if they want to snuggle with their children beyond the age of two, then cuddle them in their bed, not the parental bed or on the couch. For the sake of parents and child, it is better to reserve the parental bedroom for parents. If you disagree with this, please read the *Conscious Template Book For Conscious Parenting* for additional information. I have relentlessly looked at parenting from as many domains as possible. If there is a family bed instead of a marital bed, there are not the same opportunities for the couple to bond with each other. The woman's primary relationship then becomes with her children and not her husband. This is the cultural norm in patriarchal cultures.

The family bed is an idealization of matriarchal cultures in Pleasure Consciousness, that often continues into Power Consciousness in patriarchal cultures. Although the culture of a patriarchal culture is in Power Consciousness, the women are often more in matriarchal Pleasure Consciousness parenting from that stage of consciousness instead. Shifting from infatuation to

mature love has been linked to the cuddle hormone oxytocin. A family bed interferes in this process, and prevents that shift from happening. In patriarchal cultures, any display of affection between women and men—even married couples—is generally seen as vulgar, and is suppressed. A growing body of research indicates that a mature, committed relationship is dependent on creating a space for the couple to connect and cuddle.

Many researchers have speculated that the recent idealization of the family bed is contributing to the rise in divorce rates in the Western cultures. Understand that the family bed is one of the primary variables that has kept cultures stuck in patriarchal Power Consciousness for thousands of years. If you are having a visceral reaction to this, it is probably because of your conditioned beliefs. Just because something feels true doesn't make it true. When I was a small child, Santa Claus felt very true. There is a difference between one's examined beliefs—which whisper—and one's unexamined, loud, immutable, conditioned beliefs that react with denial and anger.

Breastfeeding beyond the age of two is also becoming increasingly common in green parenting. Again, this is a regression to parenting from idealized matriarchal Pleasure Consciousness. In cultures with a center of gravity in the later stages of consciousness, beyond patriarchal Power Consciousness, this is developmentally inappropriate. Of course, in developing countries sleeping together in the same bed and breastfeeding beyond the age of two is often done out of necessity. Once again understand that these are some of the variables that have kept these cultures stuck in the earlier stage of Power Consciousness, for thousands of years. Before that, the matriarch existed for thousands of years.

In Power Consciousness the child-parent relationship, with the mother, is primary. The husband-wife relationship is secondary. Whenever possible, creating and maintaining appropriate boundaries with your children will improve your relation-

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ship with your spouse or partner and assist in your child's healthy shift into the later stages of consciousness. There are reasons that polygamy is a characteristic of patriarchal Power Consciousness. Taking care of an infant is a twenty-four hours a day, seven days a week job! The parents need to create an environment conducive to rest, sleep, and intimacy with each other in order for them to remain healthy and maintain a healthy intimate relationship with each other.

At least in developing countries, the extended family is generally there to help out with parenting. Studies have shown that in developed countries, however, the mother does most of the parenting, by herself. This is the case even when the mother works outside the home. Help from grandparents, aunts, uncles, or even her partner is not guaranteed and often not even possible. Meanwhile, the rise in mothers working outside the home has not led to a proportional rise in fathers working within the home.

Men generally have only a very limited idea of how much work goes into taking care of children. They also tend to overestimate the amount of time and energy they contribute to the care of the children and the household. In reality, the husbands are more often than not only doing a token amount of the work... like taking out the garbage. Ironically, a significant number of women also overestimate how much help they receive from their spouses! Some knowledge and wisdom can only be acquired through direct experience. In 1981, when my daughter was born and my son was three years old, I stayed home as a full time house husband for three years. Without this experience, I would never have had the understanding of how much energy and time it took to be a *Mr Mom* or a mother.

Although exceptions can be found, mothers are more inclined to suffer and sacrifice for their children than fathers. The self-sacrificing paternal instinct doesn't seem to be fully activated in men until social-interest Social Consciousness. Self-interest

Power Consciousness is associated with the patriarchal cultures at the collective level. In patriarchal Power Consciousness, the child and wife are seen as possessions and therefore as extensions of oneself and so taking care of the children is seen as the role of women. This perception is slowly changing. The egalitarian values of Actualization Consciousness are being downloaded into Social, and even into Power Consciousness.

Taking care of an infant requires a lot more time and energy than working full time or going to college full time. Additional children are even more time consuming. Going to college with small children at home is extremely difficult, if not impossible, and is one of the major reasons students drop out of college. Since the older children will be out of diapers and more ready for preschool, spacing children at least three years apart can be beneficial to the children, and a lot less stressful for the parents. In addition, if there is an even larger age gap of seven years or more, the older child will be old enough to be helpful in taking care of their younger siblings. Sibling rivalry may also be reduced, or even eliminated, with an age difference of this magnitude.

It is not advisable to have a second child based on a desire for the first child to have a sibling. Studies have shown that *only children*, who do not have to share attention or resources, develop better both emotionally and psychologically. A woman, who is more likely to do most of the work and more likely to get custody in case of divorce, should only have a child *if she really wants a child*. A woman having a child that she doesn't want, in order to please the husband or other family members, will generally result in resentment, marital conflict, and even divorce.

No doubt, some babies are fussier than others. A colicky baby can keep you up for days. It's important not to take this personally or get upset. Although that is easier said than done. The infant will still cry at times, even if you are unconditionally nurturing and actively attending to his or her every need. Remember, the



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infant isn't crying to make your life miserable! Crying is the only way an infant can express a need or discomfort and reduce his or her discomfort. Sometimes the only thing you can do is to hold and soothe the infant. If you cannot open yourself to the sound of the crying infant, then put some relaxing music on and listen to it while cuddling the infant... and perhaps invest in some noise canceling headphones! Within the brain of an infant in such a state, their sensate reptilian brain and flight-flight response are dominant. Infants in sensate Survival Consciousness are easily overwhelmed by sensations, but are ironically unable to fight or flee. Instead, they cry to show their distress. Their crying is their only flight-flight response.

Check to see if the child needs to be burped, fed, or changed. Is the infant too cold? Too warm? Some infants are more prone to digestive distress than others. The infant's formula may need to be switched. If the mother is breastfeeding, she may need to give up caffeine, alcohol, cigarettes, spicy foods, dairy products, and/or any food that may cause gas or upset stomach. Also—even though sometimes necessary—formulas are, nevertheless, a poor substitute for breast milk. In addition to the nutritional superiority of breast milk, breastfeeding increases the prevalence of the cuddle hormone, oxytocin, which calms both infant and mother and bonds the two. The use of caffeine, tobacco, drugs, or alcohol during pregnancy can cause withdrawal symptoms in infants after birth and predispose them to addiction and/or dependency later in life.

Most importantly, when you hear the infant crying, attend to their obvious needs first, and then unconditionally nurture them. Telling yourself not to be upset will only upset yourself even more. This is called the law of reverse effects. As I frequently told my clients, you are only going to be as overweight, depressed, anxious, or bored as you don't want to be. If you find yourself unable to calm your emotions or maintain a healthy relationship

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with your partner or spouse, then consult with a mental health professional. Also, as mentioned earlier, take some stress management classes, attend yoga classes, and/or learn meditation. There is unlimited help on the internet. The *Conscious Template Manual for Becoming Conscious* explains how to assess this help on the internet and utilize it.

## **3. Pleasure Consciousness**

### **Early Childhood**

#### **Parent's Role: Guide**

#### **Boundaries**

#### **Mastery of Emotions**

#### **Six Months to Two Years**

**A**t around six months, the second stage of early childhood begins. With it comes Pleasure Consciousness. Although the child's personality emerges even in infancy, the ego does not emerge until the next stage of development, in Power Consciousness. The thinking brain has to be activated to take one out of the here and now, and into the then and there of the ego. Preferences based on genetic predispositions and the environment are added to the embedded needs of Survival Consciousness. The sensations of Survival Consciousness are twinned to the emotions of Pleasure Consciousness. Mobility begins in this stage of consciousness, first by crawling and then by toddling.

The healthy side of Pleasure Consciousness includes the

enjoyment of simple pleasures, and the ability to accept boundaries and being told no. With mobility, children in this developmental stage need to learn how to inhibit themselves. Failure to learn boundaries and no at this stage make it difficult to appropriately inhibit oneself later in life. Such an inability to place limits on pleasure and enjoyment increases the chances of overindulgent and addictive behaviors later in life. This, ironically, decreases their ability to enjoy life. Having good boundaries allows one to enjoy the simple pleasures of life. There is an ancient saying, “If you cannot experience pleasure from drinking a glass of water, all the wine in the world won’t be of any help.”

This second stage of early childhood is associated with conscious dependency and the emotional limbic system becoming more active. Infants do not laugh or smile much in sensate Survival Consciousness because the emotional limbic system is not yet sufficiently online. During early childhood, the role of the parent is that of a **guide**. A guide provides boundaries, directions, and—when necessary—says no while providing direction and allowing the child to play and safely explore their environment. The child now needs gentle, but firm and absolutely consistent, parental boundaries.

Modeling of good boundaries by the parents and caregivers allows the child to internalize appropriate boundaries. The structure and discipline of the conservative-traditional parenting model is also needed for firm boundaries. Remember that previous stages of consciousness are embedded in subsequent stages of consciousness, so then the other parenting models of earlier stages of consciousness are still needed when the child shifts into an earlier stage of consciousness.

Even though infants in the earlier stages of infancy have no understanding of language, talking to infants allows them to familiarize themselves with the sounds of the language. In early childhood, the concept of *what* (labels for objects, people, and

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actions) is learned. Talking or reading to your infant or young child prepares them for speech later on. If you and your partner or spouse can speak different languages, you may want to each speak to your child exclusively in your mother tongue. Otherwise, playing music with songs in different languages or having the television in the background set to different languages will help prime them to more easily learn multiple languages later in life.

Even though the ability to learn another language peaks in the next stage of Power Consciousness—at the age of three—hearing languages at an earlier age allows one to develop a receptivity and proclivity for languages later in life. Although exposure to television is not normally recommended, unless it is carefully supervised and limited, watching and listening to TV in other languages is helpful. A child needs frequent exposure to a language before the age of twelve months for it to become their *mother tongue*.

In early childhood, as the child moves into being a toddler, they begin to understand the concept of *what* and in doing so become curious about labels. At this stage, preferences emerge. Preferences encourage a child to understand the names of things that he or she prefers. Although the child may prefer cookies to cooked carrots, with a little distraction and redirection the child will still learn to eat the carrots. Give children a *no thank you portion* to allow them to slowly adjust to new foods. A single pea or kernel of corn will do. Very slowly increase the amount over time.

At this stage, while overindulgence can spoil a child, being overly harsh can be traumatic. The child needs to learn boundaries and the meaning of no through firm but gentle consistency. Children are most easily traumatized before the age of two, so it is important that you are particularly gentle with children before then. Inconsistent parenting at this stage interferes with the

child's learning boundaries and the meaning of no. No must mean no, not maybe, not yes... but unequivocally no.

In addition to the primary motivating drive for survival, the primary motivating drive for pleasure is now also active. The child is interested in maximizing pleasure while minimizing pain and displeasure. In the child's brain, there is increased activity in and connection of the sensate reptilian brain to the mammalian, limbic, emotional brain. Unless the child is sensorily or emotionally overloaded, then innate love, joy, and peace is their default state. As long as there is a homeostatic balance, then the child *experiences innate love, peace and happiness* —that is there birthright—for no reason at all. This is what Conscious Template calls affect. Emotions are the reaction to one's sensations, and feelings are defined by Conscious Template as the interaction of thinking with sensing and emoting. Again, any inconsistency with boundaries and no at this stage will make parenting much more difficult later on. Giving in to the child for being upset will literally condition the child to get upset and cry more.

At this stage of consciousness, the child is not yet motivated by power. The child isn't motivated or interested in *winning* or in getting their way. Around the age of two, with the emergence of will, the child enters the next stage of Power Consciousness. In this next stage, the child is definitely interested in getting his or her way. Although thwarting a child from some perceived preference by being told no may upset some children in Pleasure Consciousness, understand that children at this age are outside of time and are easily distracted. So, use this! Say no and then simply distract the child with something else. As they are reaching for the crystal figurine, say no and hand them a toy instead. Do not remove the figurine, remove the child from the figurine. If a child isn't taught no with firm boundaries now, being told no later in Power Consciousness will infuriate the child and give rise to temper tantrums and/or emotional meltdowns. Inconsistency



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with boundaries and no in Pleasure Consciousness may even activate the anger that is associated more with Power Consciousness prematurely, in an unhealthy manner. No must consistently mean no.

With mobility comes direction and with that, preference. It is either this way or that way. Boundaries are needed. At this age, saying no and their full name in a loud voice produces an instinctual freeze response, giving the parent time to distract and redirect the child. The freeze response dominates this stage of consciousness. Since Power Consciousness has not yet emerged, the *fight response* is still relatively dormant. The fight response, before the age of two, is very unusual and—if activated—generally has been activated in very yang children by inappropriate parenting and conditioning.

For many parents, this is their favorite stage, as this stage epitomizes the innocence of childhood. Children in Pleasure Consciousness are easily amused, and take delight in just about anything including the joy of simple physical movement. Outside of time, children at this age experience the uncaused innate love, peace, and happiness associated with consciousness, for no reason whatsoever. Again, in this stage children are not yet being oppositional or deliberately willful. Understand that at this stage happiness is not a result of sensations, and emotions contaminated by thinking to create feelings, but rather the innate love, peace, and happiness that is partially veiled by needs in Survival Consciousness and preferences in Pleasure Consciousness before being fully veiled by the wants of Power Consciousness.

What may seem to you like oppositional behavior is often non-competitive, unstructured play that is associated with this stage of consciousness or an initial emotional response to feeling overwhelmed when told no too loudly. Learn to modulate your voice accordingly. Continuously throwing a toy or food on the

floor to be retrieved by an adult is simply fun and amusing! There is no intent, to win, annoy, control, or upset you.

Cats are analogous to children at this age. Cats are in Survival and Pleasure Consciousness. The sensate-oriented, reptilian base brain is associated with Survival Consciousness, and the emotional limbic system with Pleasure Consciousness. Their neocortex is fairly undeveloped. I have read that the neocortex of an adult cat can even be removed, with their behavior being largely unaffected. The neocortex facilitates learning non-instinctual behaviors. Although cats can be taught boundaries and the meaning of no, they cannot be taught even simple commands. With consistency and a little effort, however, a cat or a child in Pleasure Consciousness will learn boundaries and the meaning of no. Consistency is critical for the child to internalize the boundary.

Currently there is a tendency to over childproof a house, so that the child does not need to be told no. In spite of what the green liberal parenting experts may say, beyond taking the reasonable precautions to make a house safe, children at this stage of early childhood will benefit from opportunities to be told no. It will not stifle their creativity. I have seen hundreds of children who were spoiled by green parenting and comparatively few who had been traumatized by conservative parenting. Let your child know that a cell phone is not a toy, the glassware on the living room end tables is not to be touched, and to leave the cat alone. Do not give in if the child gets upset, simply distract the child with his or her full name, a firm no, and then follow through with a redirection. If you don't do this consistently, the next stage of middle childhood associated with Power Consciousness is going to be far more difficult than it would have been otherwise.

Again, make it okay for your child to get upset if an inappropriate object or action is removed or stopped (e.g. the toy she or he has repeatedly thrown on the floor for the pleasure of seeing

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you retrieve it.) Trying to please your child at the expense of not learning boundaries and no will spoil the child, and will ironically make your child much more miserable and demanding. This means that your inconsistency is effectively conditioning your child to get upset in order to get his or her preference fulfilled in Pleasure Consciousness and wants taken care of in the next stage of Power Consciousness. By making it okay for the child to be upset now, with a little patience and consistency, the child will learn that he or she cannot get his or her way by being upset later. One of the major reasons that people are upset later in life is that they learned to make themselves upset to get their way when they were children in Power Consciousness, and were not told no in Pleasure Consciousness.

Paradoxically, research has found that rewarding your child in a variable (inconsistent) way is more motivating than rewarding your child in a non-variable (consistent) manner. On the other hand, for negative reinforcement to be effective, it needs to be non-variable. For example, if you say no when they reach for your cell phone once, you must then consistently say no every time they repeat this behavior. Be consistent, patient, and gentle. Do not fawn over the child when the child gets upset about being told no, and do not try to reason with him or her. Reason and logic are needed much later, as teenagers in Actualization Consciousness, and only then if the child was boundaried in Pleasure Consciousness, civilized in Power Consciousness, and socialized in Social Consciousness.

Once again, while positive reinforcement needs to be variable (inconsistent) negative reinforcement needs to be non-variable (consistent) for optimal effect. Inconsistency in saying and implementing no—in any way whatsoever—will create what is called *variable negative reinforcement*. This means that your inconsistency is preventing the child from understanding the meaning of no, and rewarding the child for ignoring your no. The inconsistent

enforcement of no in Pleasure Consciousness maximizes the power struggles later in Power Consciousness.

Again, if the child gets upset in Pleasure Consciousness for being told no, simply distract and redirect his or her attention to something else. Later, in Power Consciousness, the child will need time-out. For now distraction and redirection will quickly calm the child down. Time-out before the age of two is traumatizing and after the age of seven is ineffective. By getting upset, and being nurtured for being upset, the child is rewarded for being upset and will be conditioned later in life to get upset when he or she doesn't get their way. This reinforcement of undesirable emotions or behaviors will result in making your life and your child's life much more difficult.

During this second stage of early childhood, it is also important to teach the child to be helpful. Even though the child is too young to follow commands on his or her own, the child can still help the parent put toys away or turn the pages of a children's book. In this stage of consciousness, the child will need you to model the behavior and do it with them. Don't expect the child to do it without you! Even simple commands will confuse and upset a child at this stage. Although in the short term it may seem much easier—and certainly quicker—to take care of your children, in the long run allowing your children to help you take care of them will make parenting much easier. The child identifying as daddy's or mommy's *little helper* sets the stage for self-care and self-discipline in the next stage of Power Consciousness, and for helping others later, in Social Consciousness.

During Pleasure Consciousness, the child is easily overwhelmed emotionally and therefore needs a good deal of encouragement, patience, praise, and support. Although it is okay to gently correct a child, criticism or challenging a child at this pre-egoic stage of consciousness is counterproductive and harmful. Again, keep it light and make a game of it instead. All children

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tend to be cooperative at this stage, and cooperative children still need encouragement and support.

Again, this is an innocent stage of childhood, before the emergence of will and defiance in the next stage. In the much more uncooperative stage of egoic Power Consciousness, challenging a child becomes appropriate. Before the age of about two, what may appear to be defiance or oppositional behavior when told no is generally either the result of sensory overload or emotional flooding. Simply distracting and redirecting the child and being light and playful is generally effective in calming the child and averting further undesired emotions or behaviors.

Being overwhelmed emotionally is similar to what infants experience when they are overwhelmed by sensations and are then emotionally overwhelmed. Being excessively overwhelmed sensorially in Survival Consciousness or emotionally in Pleasure Consciousness can be traumatic, and may predispose the child to sensory and emotional disassociation and PTSD. Remember, if one is inconsistent with the child in maintaining boundaries and implementing no, there should be very little or no willful behavior in Pleasure Consciousness.

## 4. Power Consciousness

### Middle Childhood

#### Parent's Role: Coach

#### Discipline

#### Mastery of Will

#### Two to Seven Years

**T**he *terrible twos* clearly indicate that middle childhood and the third stage of Power Consciousness has begun. There is increased activation of the neocortex and integration of brain structures. Initially, the right neocortex is more active. The functional, positive side of Power Consciousness includes traits such as discipline and healthy competition. Parents need to model these positive characteristics for the child, in order to facilitate learning the lessons associated with Power Consciousness. The role of a parent is that of *coach*.

The concept of *where* is now the primary curiosity. Children at this stage have an interest in knowing *where* people, places, and things are. *Where is my stuff?* Such a question takes one into the there and then, and out of the here and now. They want to know



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*where* their favorite toy or book is, or *where* Mommy or Daddy or brother or sister is. *Where* is grandma, so they can get their favorite junk food? Possessiveness and a sense of *mine* begin in this stage. With jealousy and envy emerging, the ego is born. With thoughts come time, and the eternal here and now of the previous stages of consciousness is increasingly replaced by the there and then. One comes into the present with sensations and emotions, and into the past and future with thoughts and feelings. Feelings are the interplay of thoughts with emotions or sensations.

The child's task at this stage is to understand the concept of *where*, having already mastered the concept of *what* and *which* in Pleasure Consciousness. Later, in Power Consciousness, around the age of four is the time to introduce the concept of *when*. Understanding time will be very limited in this stage of consciousness. The child still lives a lot in the here and now, and is more focused on the past than the future. It is difficult for children in this stage of consciousness to think in terms of the future. This is why time-out is so effective in this stage of consciousness. A few minutes in time-out is an eternity! Parents should not expect a child in Power Consciousness to be able to think of doing things beyond the immediate, present moment. Tomorrow isn't on their radar. Both negative and positive consequences need to be framed in the present. Delayed negative and positive consequences have little impact.

In healthy Power Consciousness, one's word is their bond. Keeping one's word not only facilitates trust, but structure as well. Honor is one of the key words for healthy Power Consciousness. Be very careful what you say to your children. Do not make idle threats or promises. If you are not ready or able to follow through with what you say, then it is best to keep your mouth shut. Telling your child that he or she will be put to bed early, but then failing to follow through causes the child to question everything you say. Remember, until the next stage of Social

Consciousness, future consequences have little meaning. Also remember that promising to buy them something or do something and then not following through is damaging, both to their trust in you and your modeling of what it means to keep your word.

By being consistent, accountable, and dependable the child learns to respect what you say. If you tell your child you will be taking him or her out for ice cream, and you then find that you cannot, simply apologize and work out another time in the near future. By keeping your word and being consistent, the child learns that you are reliable and dependable, thereby giving them a reason to trust and respect you. By modeling the healthy attributes of this stage of consciousness, and being consistent, you can reduce some of the conflict otherwise inherent to Power Consciousness. One's behavior is more indicative of one's character than one's talk. This facilitates the child internalizing positive and functional traits at the correct developmental stage, paving the way for navigating the remaining stages of childhood much more smoothly.

Conflict is inevitable in this stage of consciousness. If you don't like conflict, this stage will probably be your least favorite. If you like conflict, this will probably be your favorite stage. It is your obligation (Power Consciousness), duty (Social Consciousness) and/or responsibility (Actualization Consciousness) to tell your child what to do or not do, and to enforce those decisions through consistent negative consequences and inconsistent positive consequences. Adults too often waste their time trying to control other adults, all the while failing to control their children. If this isn't done before puberty, it becomes next to impossible later on.

Conflict is unavoidable as a parent. In other words, as a parent, it is necessary at times that you upset your child by imposing negative consequences. Your job is to, from a space of

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love, make your child unhappy through negative consequences and/or by ignoring him or her if they do not do what they are supposed to do. It is also your job to make your child *happy*, through positive consequences, and give them attention when they behave. The green parenting mentality that “*all you need is love*” is not only naïve, it is simply not true.

Learning to follow simple positive commands civilizes the child. Remember your role as a parent at this age is one of a **coach**. Commands need to be positively stated. Focus on what you want the child to do. The more you focus on what you don't want children to do, the more likely they will do what you don't want them to do. Once again, this is called the Law of Reverse Effect. Focus on what you want, not on what you don't want.

The child needs to learn to follow the social norms and dictates of society, in Power Consciousness. In addition to the unconditional nurturing of infancy, the respect for boundaries, and the meaning of no in early childhood, self-discipline takes on importance. If the child hasn't learned the meaning of no in Pleasure Consciousness, now is the time to teach them. In the next stage of Social Consciousness it is going to be much more difficult to teach them what no means. Increasingly, children believe that no means to whine and cry or harass mom until mother or father capitulates and says yes!

Although understanding no and following simple positive commands is associated with the conservative-traditional parenting model, the unconditional nurturing of the liberal-modern parenting model is still needed. Don't forget to go out of your way to hug and encourage your child for no reason whatsoever, everyday! Being loved for just being, instead of doing is very important. The space you come from, as a parent, is crucial. I tell parents that if your child upsets you, then you are losing the power struggle. If you can upset your child without getting upset

yourself, your child will respect you and see you as being in control.

This third stage of middle childhood is associated with anti-dependency. Children instinctually want to dominate and not be dominated at this age. While *power over others* is instinctual, *power over self* needs to be taught. Democratic parenting is especially inappropriate for this stage of consciousness. Again, remember the role of the parent is now that of a *coach*. Essentially, like any good athlete, the child needs to accept that the parents are in charge. Self-discipline comes from accepting external discipline. In other words, parents are *the boss*, and from embedded Pleasure Consciousness they are *the helper*. They need to understand that they are not in control, you are.

This stage of consciousness is not so much about democracy, but a benevolent dictatorship. The child needs to understand that they are obligated to do what they are told by their parents at this stage of development. In patriarchal cultures, the parent-child relationship remains in this stage of consciousness. Even an adult child is obligated to do what their parents tell them. The egalitarianism of Social Consciousness, or the self-determinism and individualization of Actualization Consciousness are both rejected. Stages of consciousness often reject the values of the earlier and the later stage of consciousness. Democratic parenting comes later, after the child has shifted into Actualization Consciousness. Empathic and sympathetic pre-logical Power Consciousness is unable to see another's point of view. Not until inductive Social Consciousness, when one is able to see another's point of view, can egalitarian empathy exist. In Power Consciousness, there is only hierarchical sympathy.

In order for a coach to successfully train an athlete, the athlete must follow the commands of the coach without question or hesitation. Children at this age need to learn to do what they are told to do immediately... not in one second, one minute, or in 'a little

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while.’ Initially, parents will need to consistently follow through and enforce negative consequences (time-out) for failing to follow simple commands immediately, and only occasionally offer positive reinforcement for compliance. If the child is consistently rewarded, then this becomes their sole reason for doing what they are supposed to be doing (e.g. homework) rather than benefiting from the intrinsic reward of doing said activity for its own sake.

This stage of development is action-oriented. It is about *doing*. The previous stage of Pleasure Consciousness is more focused on developing inhibitions, or *not doing*. A simple game to teach children to inhibit themselves is to have the children *freeze* when you yell stop, and jump up and down when you yell go. This can also be done while they are dancing by saying stop and dance. *Simon Says* teaches a child to listen, and reduces impulsivity. These simple games teach aspects of both healthy Pleasure and Power Consciousness. Power Consciousness is by far the most egocentric of all stages of consciousness. As mentioned, the child now has a distinct and separate identity, but it is not until Social consciousness that they are able to see another person’s point of view and have empathy. Although seeing another’s point of view in Social Consciousness makes the child less egocentric, the ego becomes increasingly sophisticated and complex in later stages of consciousness.

In Power Consciousness, children need to learn to follow simple commands. If the parents taught boundaries effectively in the previous stage, emphasized the finality of no, and modeled how to help with simple tasks, this next stage will be so much easier. The focus given to the child should now be on learning how to take care of oneself by following simple commands. The child should be capable of personal hygiene tasks like brushing their teeth, and basic housekeeping such as picking up toys. This can be done without supervision, but will

only happen after being shown how and when they are told to do so.

While staying in India, I was initially shocked to see mothers brushing their sons' teeth, hand feeding them, and wiping their butts until they were seven or eight years old... or even much older! There are good reasons why one of the oldest cultures in the world is still rooted in the patriarchy. Ironically it isn't the fathers that perpetuate the patriarchy, but the mothers. The mothers—more in Pleasure Consciousness—pamper and spoils their sons, making their children dependent on them. Although a patriarchal culture is in Power Consciousness the parenting is coming from the mothers in Pleasure Consciousness.

Don't expect your child in this stage of consciousness, with only concrete logic, to do things without being told that they *must do so* and without first being shown *how to do it*. It is inappropriate at this stage of middle childhood, associated with Power Consciousness, for the child to help you take care of a sibling or pet. The child must first learn to take care of him or herself before they can even remotely help anyone else. The child is totally egocentric at this stage of consciousness and lacks empathy. The child is unable to see another's point of view.

The early part of Power Consciousness is the stage at which children are potty trained. This is an excellent example of how to motivate a child in this stage of consciousness. There are essentially two approaches:

1. Encouragement and support: Become a cheerleader for your yin cooperative child. No threatening consequences or cajoling. Simply tell them that they are a good boy or girl, and that you know they are doing their best. Tell them not to worry, and that they will get the hang of it soon enough. Do not make them feel time pressured or that they are a nuisance. Let



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them know that this is difficult for everyone, and that we all had to go through this stage. This works best with the yin cooperative child, who is more fearful than angry, and wants to please you.

2. Challenge: Challenging a yang defiant child through healthy mild shaming can be appropriate and helpful during Power Consciousness. For example, it can work wonders to tell children who are refusing to obey that perhaps they are still *too little* to accomplish the task, and that when they are a *little older*, they will be able to do whatever it is that you want them to do. Keep in mind that appropriately shaming a child by challenging him or her to do something that is difficult, or beyond his or her abilities, is totally inappropriate. Make sure your challenge is playful, and that it is something that the child can easily do. The purpose here is to tap into the developing, healthy, competitive spirit by challenging the child to prove you wrong so he or she wins. Rewards (e.g. stars and stickers on charts) are also useful.

Before Power Consciousness, remember the child does not have an awakened will and winning is therefore, meaningless. Trying to make a child willful or competitive before the age of two is counterproductive and inappropriate. With a cooperative, yin child modeling the role of a *good loser* after the age of two is useful for their development. With this tactic, you actually win when the child wins. That said, if a yang child is extremely uncooperative and oppositional it may then be better not to let them win. You do not want to encourage competitiveness between parent and the child with a very uncooperative yang child.

What is important here is to first identify the emotion underlying the child's refusal to do something. If the child is frightened

or afraid of being unable to do it, he or she will need encouragement and support. Understand, however, that this stage of consciousness is deceptive by nature. Yang children in Power Consciousness will often act scared, tired, or hurt to get their way. Historically, acting arose culturally at the collective level in patriarchal Power Consciousness. Helplessness and weakness is often a form of covert power to be wielded over others. It is called the *tyranny of the weak and helpless*. A child who is acting frightened to get his or her way needs to be ignored. The child who then becomes angry about being ignored is an indication of a fight response not a flight response. If the child is simply being oppositional and willful, he or she needs to be challenged. Make sure you have identified the underlying drive correctly. Read the *Conscious Template Parenting Book for Conscious Parenting* for additional information on covert power struggles.

If the oppositional child still refuses to follow instructions, even after being challenged, negative consequences need to be implemented. Giving positive reinforcement, through hugs for example, to children who are upset because they were told no actually rewards them for being oppositional. Do not hug and nurture your child for being upset because you told them no! By doing this you reward them for being upset and reinforce the unwanted behavior. Understand that nurturing children who are upset because they didn't get their way, or because they were told no, is a form of child abuse. Please reread the previous sentence to make sure it sinks in. It is not a typo.

Children who are throwing tantrums or melting down in response to being told no or not getting their way need time-out or to be ignored... not hugs, kisses, and attention. The primary reason that cultures remain in patriarchal Power Consciousness for thousands of years is because of the parenting style of these cultures. It is the mothers who perpetuate the patriarchy by *infantilizing* their sons; nurturing them when they emotionally melt

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down or have temper tantrums; not teaching them what no means; spoiling them and not teaching their children that boys and girls should have the same rights and privileges. The fathers are in Power Consciousness and the mothers are more in Pleasure Consciousness parenting the children from Pleasure Consciousness without discipline or boundaries.

In this stage of childhood, both positive and negative consequences are needed to civilize a child. Time-out is by the far the most effective negative consequence at this age. There is lots of information on the internet about how to implement time-out. Time-out needs to be consistently implemented. It is commonly recommended that children are given a count of three, but I discourage parents from doing this. It teaches children to ignore you unless you count. Think of your role as a coach. When is the last time you saw a coach count one-two-three? Children should not be told more than once to do something. However, with potty training or refusal to eat it is best to avoid power struggles. You do not need to impose additional penalties for either of these issues. Wet pants or skipping a meal and going hungry are natural and effective consequences in and of themselves!

Allow negative consequences to be *natural and logical consequences* as often as possible. This Adlerian psychological concept minimizes the parent-child power struggle. The more children can see that the consequences of their actions, or non-actions, are naturally unpleasant and not something forced upon them by you, the less willful they will be about it. For example, if you tell the child to put dirty clothes in the laundry hamper or they will not get washed, then do not pick up and wash any clothes left on the floor. If they do not take their umbrella, allow them to get wet. If they don't eat their food, allow them to go to bed hungry, and so on and so forth.

This stage of childhood, around the age of two or three to seven, is an ideal time to learn non-team sports and recreational

activities, such as gymnastics, ballet, martial arts, yoga, rollerblading, and swimming. My two children were both water babies and learned to swim while they were infants. Learning mastery of the body and discipline as early as possible will have life long positive benefits. It is amazing how one is still able to ride a bike, swim, ski, or even play an instrument much later in life, if one learned it as a child.

In my mid-fifties, I went to a skateboard park with my son and learned to do a 180 turn around up an incline. This would not have been possible if I had not skateboarded as a child. Physical muscle memory like that is generally retained for life. Power Consciousness is action-oriented, and doing physical activities is very useful in burning off excess energy. Doing activities with your children also teaches them that adults are more physically powerful and knowledgeable and, therefore, need to be listened to. Keep it light and fun, however, otherwise all you may teach the child is that being bigger allows one to bully.

With the awakening of will, wants are added to the embedded needs of Survival Consciousness and preferences of Pleasure Consciousness. Unlike needs and preferences, however, wants are insatiable by nature. One of your jobs as a parent is to impose limits on your child's wants. Without limits, wants lead to more and more wants. If children in this stage have five comic books, they will want ten, if they have ten, they will want fifty... and so on and so forth. It is particularly important in this stage of childhood not to spoil your child. This can be seen in broader society with wants going unchecked and having serious adverse consequences in one's later years. Learning moderation becomes much more difficult later in life.

Collectors are coming from this stage of consciousness. This stage of consciousness is insatiable. There are people who have hundreds of millions of dollars in cars, many of which they

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haven't even driven! This is the stage of consciousness that billionaires are stuck in. Billionaires are stuck in self-interested, insatiable Power Consciousness. In the social-interest of Social Consciousness, this level of insatiable greed simply isn't possible. If they were in Social Consciousness, it wouldn't be possible to amass and retain that much wealth. Just as parents often attribute characteristics to children that aren't possible, people often attribute characteristics to billionaires that are equally impossible. Billionaires that are able to hoard and maintain that level of wealth over a significant amount of time are being driven by insatiable power, in Power Consciousness, and not by any social-interest in Social Consciousness. Any apparent social-interest is for their legacy or to gain covert power. Billionaires are addicted to power. Being a billionaire is an emotional, psychological disorder. There is no such thing as a benevolent altruistic billionaire! The social-interest in Social Consciousness or the embedded social-interest in the later stages is incompatible with the insatiable greed that is necessary to maintain and hoard that level of wealth.

If the child has been given sufficient boundaries, and has learned to accept being told no in the previous stage of Pleasure Consciousness, this stage will be much easier. If not, the child is likely to *melt down* or throw a tantrum when told no, and boundary lessons that would have been easy to teach in the previous stage will be much more difficult. Melting down is common in patriarchal cultures. Instead of becoming angry, the child regresses to infantile sobbing and hyperventilating.

Parents, especially in patriarchal cultures, often nurture a melt down, and by doing so end up rewarding and conditioning their children to melt down even more. Do not nurture a child who is having a melt down, instead, give them a time-out. Nurturing children when they are having a meltdown or in the midst of a tantrum is rewarding. Being absolutely firm when imposing

boundaries and teaching the finality of no is the key to getting the child up to speed, developmentally speaking.

Hearing the child say *mine*, especially around other children, is common at this developmental stage. Although the instinctual sharing of Pleasure Consciousness is embedded in Power Consciousness, learning to share is one of the lessons of the next developmental stage that takes place after the age of seven. For now, create boundaries and focus on taking turns instead—now it is your turn, and then it is their turn—that is much easier in this developmental stage to understand. Mine doesn't become ours until the empathetic inductive reasoning of Social Consciousness.

With some very yang children stuck in Power Consciousness, you may need to tell them as they get older, into their teenage years, that everything is yours and nothing is theirs until they are eighteen. Legally, this is the truth. After all, you can legally give their toys to charity if they refuse to put them away! As mentioned, sharing may be seen occasionally with more yin children at this age as coming from embedded Pleasure Consciousness, but for now it isn't something a parent should focus on. Taking turns is more appropriate.

In Power Consciousness, possessiveness arises and leads to jealousy and envy. Jealousy and envy are basic, unlearned, instinctual emotions. Jealousy is the fear of losing something one already has, and envy wants something someone else has. Desire has the connotation of being non-specific, like more toys, whereas wants are specific like this particular toy. In adults, for example, this translates to desiring health or wealth, versus wanting a million dollars or to be a size six. Desires are generally healthier than wants. Wants, however, are easier to quantify, measure, keep track of, and achieve.

Unless the parent enjoys challenges, or even conflict itself, this stage from ages two to seven will be... well... let's say, *challenging*. Particularly since the child is quite capable, in Power Conscious-



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ness, of emotional blackmail. Once again, emotional blackmail is making oneself miserable to make someone else even more miserable in order to get what one wants. Aggressive, uncooperative, and/or oppositional yang children will gladly make themselves upset and miserable if it facilitates them getting their way or what they want. At this age, children often would rather win than be happy. That said, winning is their perception of happiness in this stage of consciousness—regardless how miserable they had to make themselves to win. A friend of mine was into marathons and after he ran each marathon his toe nails would fall off. He would walk around for the next couple of weeks with oversized shoes but in spite of that... he was happy. Remember, the defining primary motivating drive of Power Consciousness is power which is inextricably linked to winning.

The way to counteract emotional blackmail is to not allow yourself to be upset when your child is upset. To do this requires that you do not feel sympathy, or even empathy, for your child or try to control their emotions. Sympathy is a power game. You can only feel sorry for someone who is worse off than you, and trying to control how someone else feels is an exercise in futility! Compassion is so much more powerful than sympathy or empathy. Unconditional love requires compassion. Compassion is the ability to feel love for the other, regardless of how the other feels, and is associated with yin Realization Consciousness. It can also be downloaded into yin Social Consciousness, and then uploaded into yang Actualization Consciousness. Unless one is extremely healthy downloading compassion into Power Consciousness is unlikely.

In Power Consciousness, getting one's way is more important than pleasure. For example, the child may refuse to eat anything at all if he or she can't have cookies. Unless there is an unusual medical necessity, such as childhood diabetes, do not attempt to force a child to eat. It is well known to therapists working with

eating disorders that conflict surrounding food as a child can lead to eating disorders. If the child refuses to eat, do not worry, delayed gratification is an important lesson for this stage and skipping a meal does wonders for the appetite! In a few hours, certainly by the next morning at the latest, the cooked peas or carrots will be enthusiastically eaten. Avoid junk food at any age. The younger you introduce sugary treats, pop, and fast food, the more likely it is that the child will develop unhealthy eating habits, leading potentially to obesity, diabetes, and/or eating disorders. Obesity is an epidemic in America, as well as in some parts of the world, with half of American's children now being overweight. I was surprised, shocked, and amazed to find out how many children uses soda pop on their sugary cereal instead of milk.

Give the child a *no thank you portion* such as one pea or one kernel of corn, to allow the child to develop a taste for this food. Make it mandatory to try the new food before eating the preferred food, thereby twinning the preferred food with the new food. Praise the child by clapping and cheering for his or her cooperation. Lighten up whenever you can. Over time, children will acquire a taste for more foods. It will happen gradually and slowly, but they will eventually eat a wide variety of foods. And once again, unless your child has some serious health problem, missing a meal can be a very useful lesson.

At the stage of Power Consciousness, the cat analogy gives way to a dog analogy. Except for some nonsense being pushed by Big Pharma to get your pets as well as your children on psychiatric meds... most animal trainers will tell you that dogs need to be taught simple commands as well as boundaries. Don't buy into the green nonsense that all a child or a dog needs is unconditional love. This is now being promoted by the unscrupulous pharmaceutical companies to sell their drugs to pets. After successfully convincing millions of parents that their children need psychiatric

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meds, Big Pharma is now doing the same with pets. A dog in Power Consciousness must learn that you are the *alpha* or *top dog* in the house. Don't buy into the nonsense that that you don't have to alpha your dog or your child. Dogs and small children are pack animals. They need to know that you are clearly in charge. If not, they will feel insecure. This insecurity often makes a dog and some yang children aggressive and difficult to manage, as they are unsure of how to behave without clear leadership.

The same is true of children—especially if they are yang—in this stage of consciousness. Children at this stage prefer being in groups, with a clearly known and established hierarchy. A benevolent parent, who is clearly in control, allows the child to feel safe and secure. Getting upset and yelling only indicates that you are not in control, makes the child insecure, and often encourages more defiant behavior. If you, the parent, get upset by your child then your child is winning the power game. Again, let me remind you to focus on what you want from the child and not what you don't want.

When a child at this stage asks *why* when told to do something, unless your child is extremely yin, the best answer is simply, "Because I am your parent and I said so." The most important thing is to establish your authority, and the child's deference to it. Remember your role in this stage is one of a coach. When was the last time you saw a coach explaining to a team member why he should do something?! Reasoning is developmentally inappropriate until the maturity of puberty. Again, please understand that the *politically correct* concept of *democratic parenting* and reasoning with your small child at this stage of development is not only misguided and idealistic, but also interferes with appropriate development before puberty. This may work with a cooperative, yin child who wants to please you... but it will be nothing short of disastrous with a yang child who only wants to please him or herself.

Reasoning with a child at this age only leads to confusion, as clear hierarchy does not include the nuance of discussion or permission from lower ranking members. The alpha dog does not lead the pack by consensus. Since at this age a child is unable to see another's point of view, understand that the child isn't really interested in *why*, when told to do something. Unless the child is extremely yin asking *why* when told to do something in this stage of consciousness is almost always simply a power game.

It is extremely important in Power Consciousness to be taught manners and etiquette. The value of being taught to be polite by saying *yes*, *please*, and *no thank you* cannot be over emphasized. Children at this age should be taught to speak to adults with a formal courtesy title such as Mr, Mrs, Miss, aunt, uncle, grandpa, or grandma. This may sound old fashioned, but the shift away from this—due to the egalitarian stance of liberal-modern parenting—has been disastrous to children's respect for adults and elders. Children need to be aware that adults have certain privileges that they have earned by virtue of being older, and by holding specific roles or positions. In some cultures, the language used is very different when speaking to an equal or a subordinate child as opposed to someone in authority.

As in the two earlier stages of development, make it okay for your child to get upset. Trying to control someone emotionally is simply an impossible task, and a waste of your time. Because the child at this age craves attention, isolating a child who is having a tantrum or emotional meltdown by sending the child to his or her room is very effective in reducing emotional blackmail. As the therapist Alfred Adler would say, "Simply take your sail out of their wind." Give children attention when they are happy, not when they are playing power games by making themselves and others unhappy to get their way. Loving a child unconditionally means loving unconditionally even when the child is upset and even when misbehaving.

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Feeling sorry for your child, or anyone else for that matter, will encourage emotional blackmail. Sympathy is part of Power Consciousness, and no matter how much you may disagree or take offense to this statement, empathy in your precocious child simply isn't possible until the inductive reasoning of Social Consciousness. What you are seeing is empathizing. It is important that the parent does not reward the child for being upset by giving them attention. Do not hug your child if they are upset about not getting their way. Rewarding your children by giving them attention—even negative attention—will train your child to get more upset. Instead, simply isolate your child in time-out. In addition, being affectionate with your child when he or she is angry may twin anger with affection. Later in life, this may manifest itself as a tendency towards *makeup sex* or even *S&M*. As a therapist, I have often seen this in adults.

When you give in to your child, they experience the feeling that they have won. This is regarded as a *primary gain* in psychology. Instead, the message needs to be given that it is okay to be upset, but if you are causing a scene or want to be miserable then you will have to go to your room or to the corner to do so, and be by yourself. Explain to the child that neither peeing nor throwing tantrums in the living room is acceptable! If they want to pee they need to go to the bathroom, and if they want to throw tantrums, to their bedroom. I had set up a place in the basement for my son to throw tantrums when he was very little. By the time he got to the basement, however, he had used up all his energy to throw a tantrum. If the child refuses to go to his or her room, simply place the child in his or her room, or in the corner.

If the child refuses to stay in their room or sit in the corner—for a designated time-out of one minute for each year of age—a simple latch can be put on the door, or you can buckle the child into a car seat in a corner of the room. By the way, never show a child how to undo the buckle on a car seat! It is important that



...glen 🙏

time-out is used while the child is still small enough to be physically placed in the room or car seat. After the age of seven this strategy doesn't work nearly as well, or at all. For those liberal parenting experts who are having an aneurism at the very thought of locking a child in their bedroom... well, simply tell the child that the door will be unlocked once he or she learns to stay in his or her room. Children will quickly learn to stay in their to keep the door from being latched. Have a timer that rings once the time-out is over. To get the child involved have the child set the timer. If the child comes out before the time-out starts, the time-out begins all over again. Do not hold the door shut. That only increases the power struggle.

The conservative-traditional parenting method for dealing with an uncooperative child is to instigate physical punishment by itself, or when negative consequences are not adhered to. For example, give the child a time-out and tell him or her to sit on the steps. If the child refuses, or moves off the steps before the designated time has elapsed, give the child a spank on the bottom, put them back on the steps, and start the clock again for the designated time. Even very yang children will sit on the steps if they know that they cannot get out of sitting on the steps even after being smacked on their bottoms. It is important when twinning the physical punishment with the time out that the spank does not replace the original consequence. The punishment is purely to enforce the consequence. Excessive physical force is not appropriate, and may teach the child to be a bully.

That said, the liberal-modern parenting model, is absolutely correct in their assumptions that physical corporal punishment is unnecessary and often harmful. If the child refuses to sit on the steps, simply pick the child up and lock the child in his or her room for the designated time of one minute for each year. Time-out between the age of two and seven is by far the most powerful intervention. Before two, time-out is inappropriate and after



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seven becomes increasingly ineffective. If the child is still uncooperative, keep repeating this process until the child cooperates and obeys. If time-out is implemented correctly, it is highly unlikely that physical punishment will ever be necessary. With their poor sense of time in Power Consciousness time-out is extremely effective, and the removal of privileges (e.g. no TV tonight) isn't nearly as effective until after the age of seven in Social Consciousness. At that point they have a much better sense of time regarding the future. Immediate consequences are needed in middle childhood, while in Power Consciousness.

In late childhood, in Social Consciousness, time-out is not nearly as effective. Since the child has a better sense of time after the age of seven, a few minutes is no big deal. Some children stuck in Power Consciousness, however, beyond the age of seven may still respond favorably if they haven't downloaded a better sense of time into Power Consciousness. One of the most useful questions you may want to ask yourself before imposing a consequence on your child later in Social Consciousness is, "Can I live with it?" In other words, do not set up unrealistic consequences that you cannot effectively administer. Consequences are most effective and enforceable when they are immediate, or at least within the same day. By not following through with long term consequences, you will lose your child's respect. For example, do not tell your child that they will be grounded for a month, a week, or even a day when you know that they will be driving you crazy long before then. Or that you will not wash dirty clothes if they are not in the laundry hamper if you are not prepared to go the distance and let them wear dirty clothes.

After the age of two, and before the age of seven, time-out is by far the most useful tool for teaching consequences, respect for authority, and delayed gratification. Once again, you should only tell a child once. Then count silently to yourself, instead of out loud. If the child has not obeyed by the time you count to three

silently to yourself, give a time-out. Do not allow the child to jump up and begin doing what you told them to do after you have counted to three silently. Do not repeat yourself, count out loud, or allow the child to proceed with the command after this. To do so only encourages a child to delay their obedience. Not hearing you is no excuse. Simply tell the child, "Your job is to listen when I speak." Once again, think of your role as that of a coach.

Power Consciousness is about learning to eliminate and/or minimize power conflicts by obeying simple commands immediately, without questioning or arguing. Your role is the role of a coach. I cannot overemphasize this. Any hesitation or resistance must be met with the immediate consequence of time-out, no matter how upset the child becomes. Initially, it is also about externally imposed discipline and modeling. Later it is about internalizing good discipline and learning self-discipline.

Taking a dog-training course or reading a book or two on dog training can actually help you with your children at this age. You will learn, for example, that you can't use negative commands with a dog. A dog will understand both sit and don't sit as a command to sit! The same is true for a child at this stage. Rephrase negative commands in such a way that you are clearly telling the child what you want him or her to do, and not what you don't want him or her to do. Telling a child to *walk slowly* is much more likely to get you what you want than *don't run*. Do not expect children in pre-logical, Power Consciousness to be able to figure out what you want when you tell them what you don't want. They don't have the mental capability to do this. Always focus on what you want, not what you don't want for your children and yourself. Your *inner child* also gets confused if you don't.

Imposing healthy, external discipline in early Power Consciousness sets the stage for self-discipline later. Once a child can follow commands, has internalized being disciplined, has manners, and can abide by the social norms and dictates...

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congratulations! That child is civilized. Coming out of this stage of consciousness as civilized will facilitate further successful development in later stages of consciousness. Delayed gratification is another very useful marker for good mental health at this stage. Learning patience facilitates shifting into Social Consciousness.

Being firm and consistent is probably the most important thing you can do to ensure success. I have noticed that some adopted children are genetically more willful than their foster parents. I was initially surprised by how many adopted children I saw in therapy. If you are having difficulties implementing any aspect of the parenting model, seek out a nutritionist, an EEG biofeedback therapist, and/or a licensed counselor for further support. The use of psychiatric medications, although sometimes necessary, should be the last choice for treatment. Almost a third of the children who go on psychiatric medications do not have a positive outcome, many become worse, and some much worse... not better.

Depression is often precipitated in ADHD children by stimulants, and the antidepressants given for depression often precipitate bipolar. The younger someone develops bipolar, the more severe the disorder is and the graver the prognosis. Before psychiatric medications were ubiquitously prescribed to children, bipolar was extremely rare in children. Within a ten-year period, with the increase use of psychiatric meds, the diagnosis of bipolar in children increased forty-fold! It also increased two-fold in adults.

Children are often obsessed with video games at this age, and some will play them all day if given the opportunity. Often, I have heard a parent say, "My child cannot be ADHD, he can play video games for hours." Children with ADHD have no problem paying attention to something that they find interesting. It is focusing on something that isn't interesting that defines the disorder. Limit

video game playing. Also, do not allow your child to multitask. Children who are prone to ADHD will watch TV, be playing a video game, and eating at the same time if allowed. Children should not be watching TV or playing video games while they eat their meals or do their homework.

Furthermore, do not allow your child to play violent video games or watch violent movies. Before the age of seven, children are pre-logical and are easily conditioned by what they see or are told to believe. Being exposed to violence—especially before the age of seven—may desensitize and/or traumatize children. Before seven, children cannot understand that movies are not real. The rise of mass shootings, I am convinced, has stemmed from children playing violent video games before they were civilized in Power Consciousness and socialized in Social Consciousness. A child cannot differentiate reality from fantasy in pre-logical Power Consciousness.

Finally, a few words about sleep are important. Virtually all children who are ADHD are night people. If a child came into my center that had been diagnosed as ADHD and was a morning person... I started looking for a head injury on the EEG! Not all children who are night people are necessarily ADHD, but it is a fairly safe bet that nearly all ADHD children are night people. Being a night person or a morning person is genetic, and hard wired. One theory, which logically makes a lot of sense, is that individuals who are night people are genetically hunters, and morning people are genetically farmers. Hunters are easily bored and are attracted to novelty and change, therefore are dopamine driven. Farmers, on the other hand, can tolerate the same routine day after day and avoid novelty and change, therefore are serotonin driven. There are biochemical and bioelectrical differences between people, especially in regards to stages of consciousness. If you are interested in more details, please read the Conscious

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Template Book for Conscious Parenting and the other Conscious Template manuals and books.

Night people need to wake up at the same time every day to keep their sleep cycle optimized. They can go to bed at different times, but they must wake up at the same time—with no more than an hour of variation—to function at their peak. Morning people, on the other hand, can wake up at different times but need to go to bed at the same time—with no more than an hour of variation—to optimize their sleep cycle and function at their peak. Night people get their quality sleep in the three hours before they wake up, and morning people get theirs during the first three hours. This means that if a night person wakes up early, or if a morning person goes to bed late, they lose their deep quality sleep.

To maintain their sleep cycle, I tell parents not to allow their night child to sleep in for more than an hour, or their morning child to go to bed more than an hour later on the weekends. Morning people go to bed sleepy, wake up wide-awake, and generally love mornings. Night people go to bed feeling awake, wake up sleepy, and generally dislike mornings. Night people are often married to morning people. There are less night people than morning people. I have successfully used this sleep model on hundreds, and possibly thousands, of clients of all ages with incredible success for almost thirty years of doing therapy.

## 5. Social Consciousness

### Late Childhood

**Parent's Role: Instructor  
Consideration and Empathy**

**Mastery of Social Skills  
Seven to Puberty**

**A**round the age of seven, developmental changes in the brain create another shift in consciousness allowing the child to see another person's point of view. This marks the beginning of Social Consciousness. Unless the child becomes stuck in an earlier stage of consciousness—due to nature (i.e. genetics) or inappropriate nurture (i.e. environment)—they become capable of seeing another's point of view, thereby facilitating empathy for others and allowing gratitude and appreciation to emerge. The heart opens further, allowing the child to altruistically care about others. In Power Consciousness, children—or even an adult stuck in this stage of consciousness—can of course care about others, but it is only in relationship to oneself



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and others as an extension of oneself. In other words, not altruistically.

To take care of others it is necessary that one learn, in Power Consciousness, to take care of oneself first. Individuals in self-interest Power Consciousness *care about* themselves, but often they don't learn to take *care of* themselves. The high self-esteem that is healthy in Power Consciousness before the age of seven is unhealthy in Social Consciousness. Beyond the age of seven or eight, various studies have shown that a moderate degree of self-esteem is healthier than a high degree. Pride, which is a virtue in Power Consciousness, becomes a vice and one of the deadly sins in Social Consciousness. Humility becomes a virtue instead. Learning to love oneself and take care of oneself is necessary in Power Consciousness, so one doesn't become a martyr in Social Consciousness. Sacrificing and martyring oneself by being codependent is the unhealthy side of Social Consciousness.

In unhealthy Power Consciousness, one wants power over others. Instead of wanting to take care of themselves, they want others to take care of them. Teaching children to take care of themselves facilitates a shift into healthy Power Consciousness. In Social Consciousness, the ego-based self-interest of Power Consciousness is extended to include social-interest concern and consideration for others. Learning manners, etiquette, and how to be polite in Power Consciousness facilitates the consideration of others that is required in healthy Social Consciousness. Unless a child is civilized in Power Consciousness, they cannot be socialized in Social Consciousness. Kindness comes from Social Consciousness, or is instinctually uploaded from embedded Pleasure Consciousness. It is not a characteristic of Power Consciousness. In Power Consciousness, a child needs to be taught manners and etiquette.

Previously, in Pleasure Consciousness, with your modeling, help, and guidance you showed your child how to be helpful.

Then, in Power Consciousness, how to take care of him or herself and follow through with positive simple commands under supervision. With the ability to connect the dots (inductive reasoning), in Social Consciousness, you can increasingly expect children to care for themselves on their own, with much less supervision. With an increased sense of time, the child has the capacity to follow a schedule. This can include activities such as making his or her bed in the morning, or walking the dog after school without being told and needing constant supervision while doing so. At this stage, a child is also capable of helping a younger sibling with some of their tasks.

The child has usage of *when* in this stage of consciousness. The child also has a fairly good understanding and sense of time. This is a good time to buy your child a watch. In Power Consciousness a watch is also helpful, but to be useful it should be an analog watch with multiple alarms, including a second hand. Placing large analog clocks throughout the house is useful for someone with ADHD. In Social Consciousness, it is appropriate to establish a schedule of agreed upon chores. A weekly family meeting to facilitate this is highly recommended. This is also a good time to begin giving children a weekly allowance that is contingent on the completion of those scheduled chores. Buying a *piggy bank* and teaching a child to save a percentage of his or her allowance for the future is also appropriate, and highly recommended. Establishing a work ethic, that began with self-discipline in Power Consciousness, should continue in Social Consciousness.

Self-discipline, learned in healthy Power Consciousness, allows a child to internalize the rigid and inflexible rules and roles of Social Consciousness. There are family rules, school rules, social norms, and the laws of the land. Roles are prescribed sets of tasks or duties. While roles and beliefs in pre-logical Power Consciousness are immutable, with the concrete logic and inductive reasoning of Social Consciousness beliefs and roles becomes

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increasingly mutable. Learning to do what one is told to do facilitates a shift into Social Consciousness. By learning to accept being told no in Pleasure Consciousness, one is able to tell oneself no later in life. By internalizing external discipline in Power Consciousness, one learns internal discipline.

Rigid, inflexible rules in patriarchal Power Consciousness help an individual or culture shift into more egalitarian Social Consciousness. Flexible and inconsistent rules make it difficult or impossible for individuals and cultures to shift into Social Consciousness. Children also need to be taught in Social Consciousness that, although men and women may have different roles, they are equal. Different roles, yes, but equal. This is a transitional stage in Social Consciousness, before the total equality of the sexes without roles in the next stage of Actualization Consciousness that occurs between puberty and age nineteen. This belief of total equality is currently being downloaded into Social Consciousness. While the primary motivating drives are restricted to particular stages of consciousness, some of the values may shift back and forth between stages of consciousness. In the ancient, patriarchal Power Consciousness of Greece and Rome, homosexuality—in particular, bisexuality—was acceptable. Later, with the rise of Christianity, both bisexuality and homosexuality were rejected. Recently, bisexuality—and in particular homosexuality—is once again becoming acceptable.

With the acquisition of inductive reasoning and concrete logic in Social Consciousness, beliefs are no longer immutable. Although concrete experiences do not change one's beliefs in Power Consciousness, in Social Consciousness a concrete experience will alter one's belief. Understand that a direct experience is not necessarily a belief. A generalization from a direct experience, however, is a belief. For example, if one experiences a girl being rude, then believing that particular girl was rude is simply one's experience. Generalizing that therefore all girls are rude, or that

girl in particular is always rude, is a belief. In Power Consciousness these generalizations are much more likely to occur than in the later stages of consciousness.

Beliefs, roles, and rules need to be rigid and inflexible in Power Consciousness to facilitate a shift into Social Consciousness. Beliefs, rules, and roles all being rigid and inflexible facilitate a shift from the shame-based, external locus of regulation in Power Consciousness to a guilt-based, internal locus of regulation in Social Consciousness. Through the memorization and internalization of these inflexible rules, an internalized conscience arises.

Healthy Social Consciousness includes such characteristics as being considerate, and being able to share and sacrifice for others without martyring oneself. Just as addiction is the dark side of Power Consciousness, martyring oneself is the dark side of Social Consciousness. And just as obligation is a key word in Power Consciousness, duty is a key word in Social Consciousness. In the next stage of Actualization Consciousness responsibility becomes one of the key words. Again, it is important that the parent model such behaviors.

The ability to understand time, internalize rules and roles, and see another person's point of view facilitates the creation of both the internal and external structures of Social Consciousness. Caring, sacrifice, structure, and control are all key words for Social Consciousness. According to Adler, the concept of social-interest of others, as opposed to the self-interest of self, best epitomizes good mental health. Adler epitomized the healthy side of Social Consciousness and Freud the dark unhealthy side. The primary motivating drive at this stage of consciousness is social-interest. Again, being able to see another's perspective facilitates the opening of the heart, and the resulting empathy allows the child to care about others. Parents who are themselves in Social Consciousness, and therefore driven by social-interest to sacrifice, provide structure, and protect their children often make the best

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parents and frequently have the healthiest children. These children, to the chagrin of their parents who are also in Social Consciousness, often shift into the later stages of consciousness.

In this stage of development, thinking is still concrete. The child can reason out a result only through direct experience. In other words, hypothetical thinking and abstract thinking are not possible. For example, if you explain that riding their bike in the street could result in serious injuries, the child in Social Consciousness may not be convinced of the danger unless it has been concretely witnessed or experienced. Otherwise, it is only a hypothetical... and hypothetical possibilities are not understood until Actualization Consciousness after puberty with the acquisition of abstract logic. And many people never learn the deductive reasoning and abstract logic associated with Actualization Consciousness. Concrete logic and inductive reasoning to connect the dots are needed in Social Consciousness for empathy.

This witnessing in Social Consciousness, however, does not need to be by direct observation. Watching a safety video may also work. Understand, at this age your child is inclined to concretely test out your reasons and will often prove you wrong. Because of this—depending on how yin or yang your child is—it is often better to simply tell them it is the rule. Unless you are willing to reason with your child through direct experience, do not attempt to reason with your child abstractly until puberty. And running over your kid to convince that him it isn't safe to ride in the street may be a tad drastic in Social Consciousness! Remember that, if your child is stuck in Power Consciousness, even a concrete experience will generally not change his or her conditioned beliefs. People will hold unto their beliefs with tenacity in Power Consciousness, even as adults.

In Social Consciousness, guilt arises. Previously, the child was only able to feel shame when caught misbehaving. But now, with the development of empathy and the internalization of the rigid

and inflexible rules and roles, the child is capable of experiencing guilt even if he or she has no chance of being caught. This is the birth of the conscience. This facilitates the consideration of others. It is now age appropriate to explain how the rules benefit the school, or the community, or people in general. This will help teach your child empathy. The inductive reasoning in Social Consciousness allows them to connect the dots through concrete experiences. At this age, unless the child can be shown concretely that something is true, it is often better to focus on teaching rules.

The dark side of Social Consciousness is associated with codependence. The role of the parents becomes that of an *instructor*. Rigid and inflexible rules and roles help the child to internalize the rules and roles more quickly, and are needed to facilitate the process of socialization. Being flexible with the rules and roles will only confuse the child and make the rules and roles difficult, if not impossible, to internalize. His or her role as a child, and your role as a parent, needs to be clearly defined and understood by the child. No matter what the green liberal parenting experts may say, a child is not a small adult with the same rights or privileges and none of the responsibilities. While doing couple counseling, it came to my attention that couples often treat each other as children, and their children as adults. This is a disaster for everyone involved.

All the previous stages of consciousness are pre-logical, and in Social Consciousness logic is still concrete. This means that abstract reasoning is not possible, and a clear dualistic sense of right and wrong prevails. At this stage of consciousness, things are still black and white and without shades of grey or exceptions. If bedtime is 9 PM, that means 9 PM, not 9:15 PM, or even 9:01 PM. This facilitates the creation of structure. Every stage of consciousness needs structure, but this stage of consciousness is the last chance the parent will have to create healthy habits by creating rigid, inflexible structure in the child's life. It is very diffi-



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cult to boundary, discipline, or socialize a teenager after puberty. Since the child comprehends time accurately in Social Consciousness, any exception—like staying up until 10 pm because of a *special show*—may cause a child to regress into a power struggle when the parent tries to re-implement the child's normal bedtime.

Not until the fifth stage of Actualization Consciousness can one reason and understand shades of grey. This is because one must first learn the rules in a rigid and inflexible way, in order to understand how they are useful and necessary later in Actualization Consciousness. Only then, when understanding of *how* is mastered, can one reason what an appropriate shade of grey might look like. Because this is the time when rules and roles are internalized, it is an excellent time in Social Consciousness for a child to begin playing team sports such as American football, soccer, basketball, and baseball.

Power Consciousness is a good time to learn sports which requires less interpersonal interaction—skiing, gymnastics, swimming and dance—where one is competing more against oneself. Organized team sports teach the importance of rules and roles and how they benefit everyone; the whole team. Being responsive to your position helps everyone win. And when it comes to rules, being *close* doesn't count. If the ball is out of bounds, then it is out of bounds. As the saying goes, "If you miss by an inch or miss by a mile, it is all the same."

When children at this age question something, the best answer is generally, "Because it's the rule." Previously, in Power Consciousness, "Because I said so," was more appropriate. Just as there aren't four strikes but three in baseball, there are rules that everyone must follow. There are also rules that are applicable only to children. As mentioned, green parenting often gives the very unhealthy impression to children that they are small adults and possess the same rights and privileges, but without any of the

responsibilities. This attitude that, “I am special and don’t have to follow the rules,” is very difficult to undo later in life.

If the child was nurtured unconditionally during infancy, learned boundaries in early childhood, and learned to follow commands during middle childhood, the fourth stage of Social Consciousness—that of late childhood—should be relatively easy. Sometimes this stage of development is called the *good girl* or *good boy* stage, and is seen before the hormones kick in after puberty, in Actualization Consciousness. Furthermore, if parenting is not easier in this stage, it is even more important to figure out what went wrong, and during which stage it went wrong before puberty. If parenting is not easy in Social Consciousness, it is likely to get a whole lot more difficult in the next stage of Actualization Consciousness after puberty.

Although Actualization Consciousness is characterized by rebellion, a child without boundaries in Pleasure Consciousness, uncivilized in Power Consciousness, and unsocialized in Social Consciousness is unable to shift into Actualization Consciousness and is, therefore, incapable of rebelling. If the child is unsocialized, that child is only capable of acting out and being antisocial. So, if civilization in Power Consciousness and socialization in Social Consciousness has not taken place, the teenage years are most likely going to be very difficult for you as a parent, as well as for your child who is still stuck in Power Consciousness.

If a child has been easy until puberty, then all of a sudden becomes difficult at puberty... then the child is likely to be entering a healthy rebellious phase in Actualization Consciousness. Congratulate yourself, and relax! You have done a good job of parenting and helping your child through the previous stages successfully. If you, the parent, are still stuck in Social Consciousness, however, you may find your child slipping into the individualization and self-determinism of Actualization Consciousness as being difficult to accept.

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Rebellion in Actualization Consciousness is healthy, being antisocial and stuck in Power Consciousness isn't. Antisocial children who are defiant, oppositional, and passive aggressive in the earlier stage of Power Consciousness are generally going to be even more difficult after puberty. If you rebelled as a teenager, this shouldn't be that disturbing for you as a parent. If you stayed in Social Consciousness, however, and never rebelled yourself then this rebellion might be a little frightening and unsettling. Your best bet might be to find a good therapist for your child and yourself to help navigate for you both through this stage. More about this in the next chapter, which is devoted to Actualization Consciousness.

## 6. Actualization Consciousness

### Adolescence to Adulthood

**Parent's Role: Teacher**

**Reason and Logic**

**Mastery of Reason**

**13 to 18 Years**

**T**hroughout most of history, and still in some developing countries, puberty indicates that one is now an adult. Only in the last century was childhood extended to the age of eighteen and beyond. The word *teenager* originated in the 1940s in America. Adolescence in developed countries, and increasingly in non-developed countries, is now considered to be another stage of childhood. Our parenting responsibilities clearly continue beyond puberty.

This fifth stage is associated with independence, individualization, self-determinism, and the actualization of the self. This is totally unacceptable in a patriarchal culture. Actualization of the ego involves an interest in polishing up and maximizing one's personal growth through such things as education, travel,

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insight-oriented therapy, and meditation uploaded from Power and Social Consciousness. There is an interest in changing one's values, perspectives, and personality. The role of the parent is one of *teacher*. A teacher expects their student to have an interest in the question *how*, such as how things work.

Previously, in Social Consciousness, the parent's role as an *instructor* emphasized and was focused on the question of *when*. Simply stated, an instructor goes beyond the mechanical explanation that *here* is where (Power Consciousness) one puts *what* (Pleasure Consciousness) and *when* (i.e. Social Consciousness.) How did life evolve on Earth? How does a chemical reaction occur? How does one parent their child? These are more complicated. The *how* is much more complicated. Again, because of increased activation of the frontal cortex and integration of brain structures in Actualization Consciousness, it is possible for child with adequate intelligence to understand hypothetical concepts through abstract logic and deductive reasoning. This stage of consciousness will not exist for all teenagers, as this ability may also linked to the presence of a higher than average IQ. High intellectual intelligence, however, doesn't guarantee this ability at all.

The formal abstract logic and deductive reasoning of this developmental stage doesn't guarantee the awakening of the drive to actualize self in Actualization Consciousness. This intellectual intelligence is often downloaded into Power Consciousness by those individuals with Asperger's. This why individuals with very high intellectual IQs may also have low emotional (EQ) and social (SQ) intelligence. Reaching the stages of consciousness beyond Power Consciousness is dependent on both nature and nurture, with some individuals a greater emphasis on nature and with others a greater emphasis on nurture.

While stages of consciousness are focused on primary motivating drives Piaget's developmental stages are focused on qualitatively different intelligences instead... and are somewhat more

dependent on nature. For example, teenage children with Asperger's are in Power Consciousness, regardless of the nurture they received as a child. And Downs syndrome children are generally in Pleasure Consciousness, regardless of the parenting they received. While qualitatively different intelligences can be downloaded to earlier stages of consciousness, primary motivating drives cannot be downloaded into earlier developmental stages.

Previously, in Social Consciousness, the child learned to memorize and internalize the rigid and inflexible rules and roles. Up until now, in Social Consciousness, the rules and roles have only been understood concretely and experientially. Without the abstract logic and deductive reasoning of Actualization Consciousness, one cannot understand *when* exceptions to the rules and roles are reasonable, rational, and logical. This is why, until puberty, it is counter productive to attempt to reason with your child or deviate from the rules. Children need to learn to do what they are told to do in Power Consciousness before they learn the rules in Social Consciousness, and before they can figure out what rules are applicable or not applicable to themselves in Actualization Consciousness.

Before one can rebel in Actualization Consciousness, one has to be boundaried in Pleasure Consciousness, civilized in Power Consciousness, and socialized in Social Consciousness. It also helps—but isn't absolutely necessary—to have been unconditionally loved in Survival Consciousness. If one has reached to Actualization Consciousness and has not been unconditionally loved, one has a second chance to love oneself as one shifts into Realization Consciousness as an adult. Although in Social Consciousness the child can see another point of view, that point of view must be one that the child has also concretely experienced or observed first-hand, in order for them to comprehend it.

Teaching any unlearned lessons of the previous stages (e.g. the unconditional love and nurture of Survival Consciousness, the



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boundaries of Pleasure Consciousness, the discipline of Power Consciousness and the consideration of Social Consciousness) after puberty is going to be extremely difficult. It can still be done... but tough love, absolute consistency, and a whole lot of effort will be required. Beyond puberty, a child can fend off virtually any attempt to change them. Unless they want to change, then it is very unlikely they will. The possible exception to this being EEG biofeedback, or possibly military school.

Learning to be responsible is one of the tasks of the child in Actualization Consciousness. Beyond the age of seven or eight, uncivilized children who are still in Power Consciousness and refuse to do what they are told are, by definition, passive aggressive. Doing what one is told not to do is oppositional defiant. Passive aggressive or oppositional defiant children are stuck or developmentally delayed on the unhealthy side of Power Consciousness. They need an integrated treatment approach that incorporates firmer boundaries, more discipline, and increased structure. Psychotherapy, nutrition counseling, EEG biofeedback, and perhaps even some karate or yoga classes may also be needed.

Once again, if all else fails, some children who are not yet civilized as they move through their teenage years may benefit from training at a military school, or from joining the military after high school. While neurotic, over-socialized individuals in Social Consciousness are often traumatized by the military, individuals with personality disorders who are under-civilized stuck on the unhealthy side of Power Consciousness are often civilized and even socialized by the military.

If all has gone well in the previous stages of consciousness, it is now possible that your child can be reasoned with. This means that the democratic parenting espoused by the liberal-modern parenting model is now both possible and developmentally appropriate. This is also the time when children often question and challenge rules and roles. It is healthy for a child who is fully

socialized to question the conditioned beliefs of Power Consciousness and the rigid and inflexible rules and roles of Social Consciousness in Actualization Consciousness. As long as your child is socialized—and does not pose a threat to him or herself or others—this should not be something to worry about! In fact, this can be a great opportunity to begin to engage your child as an adult and discuss how their perspectives and reality are changing. Showing this kind of respect to a child at this age encourages open lines of communication.

The task of Actualization Consciousness is individualization and self actualization. Before puberty, individualization of the child is inappropriate and counterproductive. Particularly before puberty, school uniforms are helpful in the civilization and socialization process. Expensive clothes, fancy shoes, and jewelry before puberty are too often simply power games played to be superior to others. It is status seeking. Healthy competition revolves around sports and scholastic achievement, not hairstyles and clothes. After puberty, it is more about wanting to be attractive to the opposite sex, which is developmentally appropriate. The growing trend to wear school uniforms even in public schools is a healthy and positive thing for children, and helps to civilize and socialize them.

Rebellion using drugs, alcohol, or cigarettes should not be allowed or encouraged. While it is obvious that the war on drugs using legal implementations has been a total failure—with children it is necessary. The brain is still developing and the use of these substances is going to interfere and damage the developing brain. Society has a right and moral obligation to keep children from using them, by whatever means necessary. That includes the law.

I would like to see the legally defined age of adults be raised to twenty. This would then be aligned with the developmental stages and the underlying biological structural, biochemical, and

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bioelectrical changes. Before then, one is not old enough to fight in wars, get married, have children, smoke cigarettes, do drugs, or drink alcohol. At the age of twenty, one is an adult. After the age of twenty, addiction should be treated as a medical problem, not a legal problem. Before the age of twenty, it should be treated as both a legal and a medical problem. I would argue that the government has the right and moral obligation to protect children.

Sex education needs to begin early. As early as seven or eight years old in Social Consciousness is appropriate for the basic biology. At puberty, children are old enough to understand sexuality, emotionality, and psychology. It is naïve to think that teenagers are able to stop or control the most powerful drive that Mother Nature has ever come up with! A client was once lamenting to me that she got pregnant at seventeen, her children got pregnant at seventeen, and then her grandchildren got pregnant at seventeen. She continued to tell me that she told them to use condoms if they had sex.

My response was that I never told my children to use condoms *if* they had sex. She was surprised to hear that. I then explained that I told my children to use condoms *when* they had sex. **It wasn't if but when.** And girls need to understand that, if they choose to have intercourse, it is their responsibility as much as the boys to buy and provide the condoms. Expecting the boy to provide protection means the girl isn't responsible enough to have intercourse. They need to understand that if they are not mature and responsible enough to do this, then nor are they old enough to have intercourse and will need to stick with *making out* until they are old enough to prevent pregnancy.

## 7. Summary

**I**ncluding adolescence, there are five developmental stages to childhood. Each stage necessitates a different parenting model. The developmental stages occur because of distinct, biological changes in the brain. Knowing the approximate age and general characteristics of each stage will help you determine the tasks of the parent, *which* parenting approach to take, and *when* to do so. The task of the child is to learn and internalize the appropriate lessons, taught by the parents, at each stage.

The **first stage** of infancy has to do with instincts and needs, and is rooted in Survival Consciousness. At this stage, the task of the parent is to unconditionally nurture the child, take care of their needs, and provide some structure. The task of the infant is to learn how to manage the senses and not be overwhelmed sensationally. Infants are easily overwhelmed by sensations such as a wet diaper, digestive distress, and being too warm or too cold. A lack of unconditional nurturing from the parents—or failure to take care of the needs of infancy—can create lasting difficulties for the infant that continues later in life. This difficulty can mani-

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fest in feeling that one does not have the right to exist. Trauma during Survival Consciousness may contribute to sensory dissociative disorders or PTSD. This is the only stage of consciousness at which a child cannot be spoiled. The role of the parent is one of a *caretaker*.

In the **second stage** of early childhood, between six months and two years, preferences (*which*) emerge in Pleasure Consciousness. The primary motivating drive for pleasure is added to the drive for survival. The task of the parents is to establish and enforce boundaries and teach the meaning of no. The child's task is to learn to inhibit themselves, by accepting boundaries and respecting no. This stage requires consistency, support, and guidance. The child should learn to help the parent by modeling the parent's behavior and being involved in simple tasks (e.g. picking up toys or turning the page) but they are still too young to follow even simple commands.

Children must learn to inhibit themselves, as this is critically important to prevent overindulgence and addictive tendencies later in life. If a child doesn't accept being told no by others, he or she will also be unable to tell themselves no. Not learning no and appropriate boundaries also predisposes some males to perpetuate rape. Not all boys who aren't taught the meaning of no will grow up to be rapists... but, nevertheless, it is fairly safe to say that all rapists never learned as a child that no means no. The role of the parent is one of a *guide*.

In the **third stage** (middle childhood), between the ages of two and seven, Power Consciousness emerges and the primary drive for power is added to the primary drives for survival and pleasure. Wants are insatiable. Discipline is now needed in order for the child to become civilized. The parents' task is to give simple commands and provide consequences. The child's task is to learn to obey simple commands given by the parents, and to do

so immediately. If one isn't able to follow external commands, then one will also be unable to follow internal commands. External discipline precedes internal self-discipline.

Power Consciousness is pre-logical. Beliefs are absolute. Fulfilling obligations to oneself and others, regardless of how one feels about it, is the essence of self-discipline. Without self-discipline, wants can easily spiral out of control and lead to an insensitive life of exclusive self-interest and status-seeking addictive behavior. Being under-civilized in Power Consciousness is an indicator for personality disorders and addiction later in life. Poor boundaries, the inability to inhibit oneself by telling oneself no, and poor self-discipline all contribute to developing addictions later in life. Personality disorders and addiction are even more likely to occur as a result of being spoiled than abused. The vast majority of children I saw in therapy were there because they had been spoiled, not abused or traumatized. Whenever possible, with the awakening of the ego, children need to be moved out of the parent's bedroom. That is around the age of two. The role of the parent is that of a *coach*.

If the child is appropriately parented in the **fourth stage** of late childhood, in Social Consciousness, the child acquires the ability to see another's point of view. With that ability comes empathy, gratitude, and appreciation. This facilitates social-interest and a willingness to sacrifice for others. During this stage, the child is socialized by the memorization and internalization of rigid and inflexible rules and roles. Increased external structure facilitates increased internal structure. It is essential that rules are absolutely rigid and inflexible at this stage, and not open to discussion.

Being on time is learned in this stage of consciousness. Previously, at the collective level in patriarchal Power Consciousness, being late was more acceptable and was the norm. In patriarchal



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cultures (the collective consciousness of Power Consciousness) being late is the social norm. The internalization of rules and roles forms the foundation of a conscience, encouraging the child to be considerate of other people. Sharing, which is instinctual in Pleasure Consciousness, is also a very important lesson of Social Consciousness.

In Social Consciousness, the child's ability to use logic (concrete logic) is limited to their concrete experiences. Although the child can see another point of view, it has to be a point of view they have experienced or observed concretely first-hand. Inductive thinking is now possible, and with concrete experiences they begin to connect the dots and question some of their conditioned beliefs. However, they are still unable to reason abstractly (i.e. hypothetically).

While consistency is needed, take care not to be excessively harsh and/or punitive. Over-socialization during Social Consciousness can lead to neuroses later in life. While under-civilized children grow up making others around them more miserable—and are associated with personality disorders and addiction—over-socialized children, instead, grow up making themselves more miserable and are associated with neuroses. At this age, have clear, fair, inflexible rules, all the while maintaining the consistent boundaries of Pleasure Consciousness and the discipline of Power Consciousness. The role of the parent at this stage is that of an *instructor*.

The **fifth stage** makes a child capable of abstract logic and deductive thinking, in Actualization Consciousness. Understand that all stages of consciousness beyond Survival Consciousness are potentials. There are individuals with severe disabilities who stay in Survival Consciousness their entire lives. Because of various disorders, a child may developmentally get stuck in any stage of consciousness. Although a Down's child is, of course,

quite capable of reaching puberty physically they are generally stuck in Conscious Template's Pleasure Consciousness and Piaget's Preoperational Stage developmentally, emotionally, intellectually, and psychologically.

Actualization Consciousness is the age when children begin to reason and logic hypothetically. It is then healthy to question one's conditioning. It is then appropriate for your child to question and challenge the rules. As long as a child has previously been socialized in Social Consciousness, this is an indication of healthy rebellion. It is a good opportunity to discuss your child's changing views and work out mature compromises. In other words, you can begin to shift the relationship into a more adult-adult, democratic interaction.

If the child has not yet been properly civilized or socialized, however, now is the time when he or she is likely to act out even more. If this is the case, it is essential to continue with or return to the previous parenting strategies and models, consistent with your child's apparent stage of consciousness. The child's behavior will indicate where things went wrong. A child needs to be parented not from their chronological age but from their stage of consciousness.

For instance, a child that is upset about being told no still needs to be taught the boundaries of Pleasure Consciousness. The parents need to impose rigid, inflexible, and absolutely consistent boundaries. No means no. Refusing to follow orders or commands indicates that the child is under-civilized, and did not learn sufficient discipline in Power Consciousness. Although being over-socialized is a problem in the next stage of Social Consciousness, being over-civilized in Power Consciousness is not a problem. Rigid and inflexible negative consequences are now needed to civilize the child. Being inconsiderate of others and not wanting to share indicates under-socialization in Social Consciousness. Engaging the child to help you and others with tasks and chores,

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as well as imposing duties in a rigid and inflexible manner, is now necessary to socialize the child. Increased structure is also needed. If the child is feeling excessively guilty, on the other hand, they have been over-socialized and are likely to be neurotic as a result. In that case, the child needs to learn to love themselves and take better care of themselves. If the child has been socialized, it is now time to assume the role of a *teacher*. as reasoning with your child is finally possible and appropriate!

A few words regarding video games are necessary. Video games are primarily focused on competition and winning, which are key characteristics of Power Consciousness. Moderation is important. Research indicates that playing video games should be limited to at most three hours at a time, and for no more than nine hours a week. One hour a day appears to be the ideal number a child should be allowed to play. Beyond these recommended hours, children are increasingly negatively impacted emotionally, psychologically, and physically.

Never allow a child to play video games, watch TV, or be on their smartphone unless they have finished their chores (if they are older than seven) and/or homework at any age. An hour of video games as a reward is extremely motivating, especially for yang children. Yin children may not even be interested in video games. Video games and TV should be used as an incentive to finish their homework and/or chores. Excessive video game playing is likely to lock yang children into the unhealthy side of Power Consciousness. When children came to me for therapy, I had the parents eliminate all video games while they were in treatment. This was typically for six months, during which time the children would take up music, art, or dance lessons instead.

Smartphones and video games should ideally be kept from children until Social Consciousness is reached. In pre-logical, Power Consciousness (between the age of two and seven) children are unable to differentiate reality from fantasy. Violent video

...glen 🙏

games are totally inappropriate before Social Consciousness, and even then are not recommended. To prove my point, consider the fact that the military are using video games to desensitize soldiers to killing others. I am convinced that the massive increase in shootings is associated with video games.

## 8. Conclusion

It's more important than ever that parents learn how to adapt to the changing needs of their developing children. Recommending this parenting manual or parenting book to your friends and family will help not only them and their children, but society as well. A study conducted in 2010 at the University of Michigan (Google empathy study 2010 University of Michigan) revealed that empathy among college kids has dropped significantly since the 1980's. It has no doubt gotten much worse since 2010. Meanwhile, bullying among younger children is on the rise. This indicates that fewer and fewer children are becoming civilized and socialized.

Ken Wilber coined the phrase "*green dissolves blue.*" This is in relation to Spiral Dynamics, which uses colors to denote levels of consciousness. Green is the color that corresponds to Realization Consciousness (the post mind adult developmental stage beyond orange Actualization Consciousness) and blue is the color related to Social Consciousness. This means that the green parenting values of green Realization Consciousness (associated with the rejection of boundaries of purple Pleasure Consciousness, the

discipline of red Power consciousness, the structure of blue Social Consciousness) are dissolving blue Social Consciousness. This is causing a regression of individuals, and even entire cultures, back to the unhealthy sides of purple Pleasure and red Power Consciousness.

The matriarchy is the collective consciousness of Pleasure Consciousness, and the patriarchy the collective consciousness of Power Consciousness. When most of the people in a culture are in Pleasure Consciousness, the center of gravity in the culture is matriarchal. The same is true of Power Consciousness and the patriarchy. To reiterate, colors are used by Spiral Dynamics to indicate levels of consciousness. Conscious Template uses stages of consciousness instead of levels of consciousness.

As you can see, Spiral Dynamics levels of consciousness overlap somewhat with Conscious Template's stages of consciousness. Conscious Template, however, is much more inclusive. Post-mind, yin, green Realization Consciousness appears to be modeling the pre-mind parenting of purple Pleasure Consciousness and the red patriarchal Power Consciousness cultures. As a substitute for establishing boundaries, discipline, and rigid and inflexible rules and roles, the use of psychiatric drugs among children has exploded exponentially.

Common sense needs to prevail! Whenever it is genetically possible, the answer we should turn to is using the appropriate parenting model at the appropriate stage of consciousness, thereby ensuring the child's chronological age stays in sync with their associated developmental stage. The insights outlined in this *Conscious Template Manual for Conscious Parenting* provide the basic outline of how to be a dynamic, conscious parent. That is to say, a parent who is able to adapt to the various developmental and changing needs of a child. For more information on parenting theory, be sure to read the more in-depth *Conscious Template Book for Conscious Parenting*. Also check out the *Conscious Template*



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*Manual for Becoming Conscious* and the Conscious Template Book for Becoming Conscious. To understand how Conscious Template can be utilized read “Applying Conscious Template to Various Domains and Paradigms” from Conscious Template Book for Becoming Conscious as a free download from [conscioustemplate.com](http://conscioustemplate.com).

Also send your friends and family the link to the website [conscioustemplate.com](http://conscioustemplate.com) for a free download of *Conscious Template Self-Evaluation Quiz for Conscious Parenting* and *Conscious Template Self-Evaluation Quiz for Becoming Conscious*. My intent is to have this website and conscious parenting technique go viral. The best chance that mankind has to save this planet is appropriate parenting. Our children will eventually be responsible for the survival or the destruction of this planet. Let's provide them with the proper upbringing to ensure that possibility. Everything else is secondary.

[conscioustemplate.com](http://conscioustemplate.com)



## About the Author

Among other things I have been a psychotherapist, lecturer, teacher, and author. I majored in biology and geology for the first five years of college, before completing another five years in psychology. This diverse interest in the hard sciences of biology and geology and the soft sciences of psychology led to a lifelong interest in psychophysiology, biofeedback, and meditation.

Certified in both peripheral and EEG biofeedback, and licensed as a Clinical Counsellor to independently diagnose and treat emotional and mental disorders, I first visited India in 1979 after completing my undergraduate and graduate degrees. Areas of expertise include, but are not limited to, EEG biofeedback, stress management, crisis intervention, relationships, parenting, cross-cultural differences, hospice, religion, spirituality, teaching, meditation, chronic pain, headaches, bipolar disorders, anxiety disorders, Asperger's, insomnia, ADHD, and depression.

I taught classes at the University of Akron in such diverse fields as biofeedback, stress management, meditation, relationships, human sexuality, emotional disorders, dream analysis, psychophysiological disorders, insomnia, and psychological disorders. I served as the clinical director of the Counseling Education and Meditation Center and later at the Neurotherapy Counseling Center before returning to India in 2006 to research and write.

First and foremost I see myself as a teacher and a lecturer, not a writer. I started off in college planning to be a teacher. After

becoming a psychotherapist, I started writing as a means to an end—so I could teach. I figured that if I wrote a few books not only could I help a lot more people, but it would also provide me with a larger audience. That said, I have done my best to present my teachings in written form as best as I could. You may find my writing to be a little redundant at times, but keep reading. The information I am attempting to give you is priceless and the repetition for many will be useful. I have recently (2018) returned to the States to finish these books, release them, and follow my bliss of teaching.

## Other Books Available and a Partial Listing of Future Books:

- Free: *Conscious Template Self-Evaluation Quiz for Becoming Conscious* (2022)
- Free: *Conscious Template Self-Evaluation Quiz for Conscious Parenting* (2022)
- Free: “Applying Conscious Template to Various Domains and Paradigms” (2022)
- *Conscious Template Manual for Conscious Parenting* (2022)
- *Conscious Template Book for Conscious Parenting* (2022)
- *Conscious Template Manual for Becoming Conscious* (2022)
- *Conscious Template Book for Becoming Conscious* (2022)
- *Conscious Template Autobiography of a Yankee* (2022)
- *Conscious Template Book for Conscious Relationships*
- *Conscious Template for Conscious Education*
- *Conscious Template Book for Conscious Psychology and Psychotherapy*
- *Conscious Template for Conscious Religion and Spirituality*
- *Conscious Template for Conscious History and Anthropology*
- *Conscious Template for Conscious Enneagram*
- *Conscious Template for Conscious Business*
- *Conscious Template for Conscious Culture*



