



Perspectives on Development: Introducing the STAGES Model

Terri O'Fallon and Keith Martin-Smith

[00:00:00] **Keith:** Terri, welcome to Integral Life, and welcome to this podcast. It's good to see you again.

[00:00:05] **Terri:** Good to see you again, Keith .

[00:00:07] **Keith:** And maybe you could start just by telling people just a little bit about yourself for those that aren't familiar with you and your work.

[00:00:14] **Terri:** Well I guess my, the major work that I've been doing in the, maybe the 10 past 10 or 12 years has been the work with the stages model. It's a developmental model that goes from birth until, you know, it's got about 12 stages that we've worked with and Wow. Developmental stages. So that's, the main work that I've been doing for quite a number of years now. And of course, it continues to evolve.

[00:00:39] **Keith:** Great. Yeah, so I would say, you know, there are a number of models of adult ego development out there. We have, you know, Robert Kegan's model and Suzanne Cook Greuter, and we have the sort of Ken's version of, those models. And then we have yours and they have obviously a lot of similarities and some differences.

But maybe again, you could just give us an overview of sort of like what adult ego development is.

[00:01:03] **Terri:** Well, you know, I think that, many people are quite familiar with, child development mm-hmm. , because, when you have children, those stages are really obvious. But for many, many, many years, people thought that as soon as somebody reached adulthood, they stopped growing, you know, and, the more recent research, really shows that we develop all our lives into later stages. And the status model has a unique point to it. And that is that we have three tiers and each tier has four stages in it. So the first four stages are generally child stages. Mm-hmm. But then the next four are usually the adult stages that most of us are familiar with, and they're basically an upshift of the first four stages, which are more concrete, these are adult stages are more subtle. And then it upshifts again into what we call the "metaware" tier. So for the most part, adult stages are in the subtle tier and in the metaware tier.

And many people are quite familiar with the four stages in the in the adult, the subtle tier, most, you know, adults. So those four stages are, we call 'em the, the 3.0 stages and the 3.5 stage. Those are third-person perspectives. And the 4.0 and 4.5 stages, those are the fourth-person perspectives, and those are the ones that I think most people are most familiar with are those four stages.

[00:02:36] **Keith:** So yeah, you and I, you know, we talked a little bit before this call, and I had asked you the question why more people aren't interested in adult ego development. And you gave a really great answer, but I wanna sort of save that for later.

But I'm presuming anyone on this call is on this call because they too are interested in adult development. And so they may find that answer as, as interesting as I did. But I'm just gonna share a screenshot of your model here and then you wanna just walk us through the, the model there a little bit, Terri? Would that be...

[00:03:06] **Terri:** Yes, happy to. Well, the stages matrix is the model that I've worked with primarily. And so you can see at the top there's question one, question two, and question three. So what we're looking for in question one is what tier? What tier is this person activating at...

[00:03:30] **Keith:** Mm-hmm.

[00:03:31] **Terri:** ...for the most part of their lives. This model really works with perspectives, and so you can see the "PP" on the left hand side of your, uh, you know, of this, of the questions. And that stands for person perspectives. So we look for the first part of the person perspective. We have to see what tier somebody's in.

So that is the first indicator of a developmental perspective. So the question number two says, what's is the experience? Is it an individual experience or is it a collective experience foregrounded? So that's their social parameter. So that's another aspect of a perspective Uhhuh . And third is, is the experience receptive, active, reciprocal or inter-penetrative?

This is a learning sequence pattern, and I think many of us are familiar with these kinds of experiences. So that's the third parameter. So what we do is, , we name the perspective 1.0, and then we look at what are the parameters, the definition of that perspective. And that's one of the research findings that we have in the stages model.

[00:04:47] **Keith:** Uhhuh.

[00:04:47] **Terri:** So we consider the 1.0 person perspective has parameters. It has a definition of it. It's in the concrete tier, it has an individual focus, and their learning that they use is receptive. So you can see the perspectives going down on the left hand side, and we have the 1.0, 1.5, 2.0, 2.5.

[00:05:10] **Keith:** Can you break that down for us a little, Terry? Just the, the person perspective, you know, I mean, it seems obvious taking one person perspective, but what is a, you know, a two person perspective would be, I could take my view and I could take your view, but, but would a 2.5 be? How do you take a half a perspective like that?

[00:05:25] **Terri:** Well, basically when you are 1.0, this is the early part of a full person perspective. The 1.5 is the mature part of that...

[00:05:36] **Keith:** Uhhuh

[00:05:37] **Terri:** ...of the first person perspective. So there's really basically, you know, quite a difference between the entry part of a person perspective and an exit or a mature part. So those perspectives are divided all the way up through 6.5. And this is what gives us the 12 person perspectives.

And we can tell the difference between the early part and the late part of a first person perspective, because if you look, they're the same in the tier. They're same with the social. , but there's a change from receptive to Active Uhhuh . And that is a very important change because a baby just receives, they can't really do much of anything, right?

But boy do they get active at the, at the 1.5 stage when they find out they have an identity of their own. And this is commonly called the Terrible Twos. They are very, very active. Uhhuh . So at 2.0, you look at the parameter change, it's concrete, collective, reciprocal. So they change two parameters, they move to a collective view and a reciprocal learning style reciprocal makes sense if you have two, uh, collective that you're working with, because reciprocity, you need at least one other person in order to have reciprocity there. But that moves the two parameter change, moves it into a second person perspective. And these are young children from about the ages of four till, oh, maybe junior high or a little, you know, early, early high school.

[00:07:08] **Keith:** Mm-hmm.

[00:07:09] **Terri:** This is a second person perspective.

[00:07:11] **Keith:** And, and if we, if we saw that in an adult, what would that look like, you know, in an adult, if someone was operating from a second person, rule-oriented, reciprocal, collective perspective.

[00:07:21] **Terri:** Well they have a tendency to, they've lived longer than a child has. I don't think that, I think that it's more common to have children at this perspective than same adults, but adults can be at that level, and generally, they can't see hierarchies or priorities very well, they'll tend to argue with their children rather than be a parent to

them because they haven't developed far enough.

[00:07:49] **Keith:** Right.

[00:07:49] **Terri:** They sometimes need assistance and help by a conformist community, which is what comes next. Ah-huh. And because they, you know, they have trouble making decisions and, and that kind of adult, uh, decisions that they need to make. And they do tend to follow the crowd. So whatever crowd they get hooked into is likely the crowd that they're, I mean, sometimes crowds are positive crowds and moral crowds and other ones are not.

[00:08:19] **Keith:** Right.

[00:08:20] **Terri:** So the difference between the adult 2.0 and the 2.5 stage is that mm-hmm. at the 2.5 stage, they are the same as the 2.0 stage, except that they move from reciprocal to inter-penetrative. Mm-hmm. The inter-penetrative stage, they live by the principles of the group that they actually have and...

[00:08:41] **Keith:** uhhuh

[00:08:42] **Terri:** ...those principles, they don't follow the crowd when they're out of their group, they will stay with the same principles of the crowd that they identify with. And so they have the, the capacity to say no if something seems immoral or if it doesn't follow the principles that their crowd does, even if they're with a completely different crowd.

[00:09:03] **Keith:** Mm-hmm.

[00:09:04] **Terri:** So this is the maturity. 2.0 doesn't really have principles. They have rules, but they uhhuh, . . there are different rules in every situation. One family will have a rule, you know? Right. Rule. They'll have another rule, if they happen to be an adult, they might go to college, they have different kinds of rules there. So they'll follow the rules of whatever is around them, so they'll follow the crowd. That's not so with the 2.5, 2.5 uhhuh, . Will develop a set of principles and they'll stick to those principles, even if

they're in a different rule based group.

[00:09:38] **Keith:** Right. So if I'm a really devout Christian and I, you know, go to Israel, I'm, I'm going to obviously hold those views, even if I'm in a different cultural, different religious backgrounds. Whatever I'm exposed to, I'm gonna very much be identified with my conformist views no matter what. And maybe even more so if I have a, an external environment that's challenging those or different from those.

[00:10:03] **Terri:** That's right. You'll stick with your own principles regardless, because that is, it is a belief that is enduring. And of course, we see in Christianity, the enduring principles, which are mostly concrete, are the 10 Commandments. Mm-hmm. . . Mm-hmm. . . And then we'll see, we see something similar in other paths, like the Buddhist path is an eightfold path, and, and people will tend to follow that. So we have a variety of different kinds of principles. If you belong to a mafia, you know, you're gonna have a different set of principles, right? And you probably follow that regardless of whether or not you're in a Christian, Buddhist, or an atheistic community, you will tend to follow those principles, regardless of what's around you, so...

[00:10:53] **Keith:** Right, right. And then, and then, and then something extraordinary happens. People move into being able to take a third-person perspective. And, and could you just explain that? I mean, that's sort of a monumental shift, right?

[00:11:04] **Terri:** It is. And the reason that it's monumental is because all three parameters change. Look, they move from the concrete to the subtle. They move from the collective to the individual focus, and they move from an inter-penetrative learning mode to receptive. Uhhuh. And they're being receptive with subtle processes now, and they are looking at their subtle individual self.

And so the subtle tier is what they're working with. And all of these point, all of the 0.0 stages " 1.0, 2.0, 3.0, 4.0, et cetera " uhhuh, are in the early parts of the perspective. The ".5" stages are all the mature parts. So the early parts really don't have a capacity to make priorities very well, or to develop hierarchies, they don't see them at that level. They may see them at the earlier levels, but they don't see them at the level that they're in. And so they tend to be very horizontal with the ways that they work. So the first person perspective really goes through... like at 2.0 they have concrete operations, Uhhuh, ,at 2.5 they have formal operation. Ah-huh . Okay. 3.0. They have

abstract operations, and abstract operations means that they can understand things that they can't yet visualize. Uh, they can reason without having a visualization that they can put to it.

[00:12:34] **Keith:** Can, can you gimme an example, just the difference between 2.5 and 3.0, what that would mean, sort of as a lived example?

[00:12:42] **Terri:** Let me just look at 2.0. 2.0 is concrete operations. That means that they can see relative, concrete relative. That means you've got a glass of water that's short and fat. Yep. And you, and you have the same amount of water in that as you have in a tall, skinny glass.

[00:12:56] **Keith:** Uhhuh.

[00:12:57] **Terri:** The water is the same, but the one glass has a taller it, the water reaches a higher focus. Yep. Before 2.0 They can't figure that out. But they need a manipulative, something they can actually pour the water into so they can see what happens.

[00:13:14] **Keith:** Oh. So in other words, they can't imagine it. It has to be concretely observed.

[00:13:17] **Terri:** Yes.

[00:13:18] **Keith:** Gotcha.

[00:13:18] **Terri:** At 2.5 they can imagine it. That's formal operations. At 3.0 they can use an abstract reasoning. In other words, here is where things like engineering and architecture and that sort of thing, uhhuh, , so they can, they can determine the stress of, you know, the beams in a house that they're building, how strong they need to be in order to build a house so it doesn't fall down.

[00:13:45] **Keith:** Right. So in other words, third person is like, there's me and there's you, and then I'm able to see and act upon the world in which you and I share. Is that

sort of the third person that it's...

[00:13:54] **Terri:** Yes.

[00:13:55] **Keith:** Okay.

[00:13:55] **Terri:** And it also gives them abstract operations in the things that they can for their careers, you know?

[00:14:02] **Keith:** Gotcha.

[00:14:02] **Terri:** Different kinds of things. Of course, art is different at an abstract operational stage than it is at a concrete stage. You know, . Mm-hmm. . Mm-hmm. . So, I mean, this affects everything that they do " different kinds of music that they appreciate, and all of those kinds of things will come up at 3.0. But they don't prioritize things very well and they can't see out into the future very well. Hmm. At the 2.5 stage, people can see... I mean a lot of people when a child says, I wanna grow up and I wanna be an engineer, cuz my dad is an engineer, you know, they are looking at the past and what they have seen in the past and heard in the past is their future.

[00:14:42] **Keith:** Uhhuh.

[00:14:43] **Terri:** But at the 3.0, they're just starting to realize that, you know, I have a separate subtle body, and I'm starting to see that my ideas are my own, not just the group's. And then they can also have a good sensibility around, you know, the past isn't necessarily my future. So they have the capacity now to start dreaming about what they wanna be that isn't where their dad or mom was, or their uncle, or what other people have, or, or their teacher or whatever, you know, they've been familiar with. And so they can start exploring, you know, other kinds of things. And gradually the future starts coming from behind them in the past and forward to them and they can start dreaming about what they wanna be, that isn't . Something that they had ever thought about before. That starts happening at 3.0, but they're non-hierarchical at this stage. Mm. Which means that they can't prioritize very well. So what they tend to do is, is take one step and put it in front of the other and they make that step perfect. Hmm. Then when it's perfect, then they can take the next step and put it in front of each other and that

becomes perfect.

And they use manuals and they use other experts to help them see, you know, how they can work and figure things out for themselves that way, with using abstract operations and other kinds of processes. The problem is, is that they can't keep track of a time and they can't prioritize what comes first and what comes next or what's more important than something else.

At 3.5 though, when they become mature in the third person perspective, that's when you can see maybe five years or so out into the future. They can draw up a goal, which 3.00 has a hard time. They might be able to see the next few steps and maybe make an objective or a, you know, a short term, very short term. But here at 3.5 is when they can actually make a plan. Gotcha. Out into the future, and it doesn't matter where they are, they can make a plan for their children...

[00:16:48] **Keith:** Wow, right.

[00:16:49] **Terri:** You know, they can make a plan for their art. They can make a plan for business. They can make a plan for their trips.

[00:16:55] **Keith:** So there's some capacity to, to like, to do visioning here, which which is not as present in 3.0.

[00:17:02] **Terri:** That's right.

[00:17:03] **Keith:** So we would presume anyone who's running a company or running an organization or perhaps running a country, but doing a good job of it is probably at least at 3.5 achiever, because they can see and envision an abstract future, and then work towards it, and maybe use experts to help them get there.

[00:17:21] **Terri:** That's true. They can develop a plan and they can develop benchmarks along the way. They can see a linear system. 3.0 tends not to be able to see systems very well, but they can be incredibly creative. Another thing that's very different between a 3.0 expert and a 3.5 achiever, is that the 3.0 expert really is

incredibly effective because they're perfect. They make sure everything is perfect, uhuh, because if it isn't perfect, they don't know what their next step is. Uhuh . But they are not efficient. They are often late, months late. So they can't do timelines very well at all.

But at 3.5, they don't have to. They know just how efficient they need to be in order to be effective enough. What is good enough? And so they end up with the 80 20 plan, you know, the last 20% of something to get perfection takes 10 times as long as the first 80 percent. So they're effective and efficient.

The 3.0 is effective but not efficient, because they have to make everything perfect. So those are kinda the maturities that come up at 3.5.

[00:18:33] **Keith:** Beautiful. So let me ask you, cuz this is a great place to pause too, and say from 3.0 and 3.5, these are the realms out of which, you know, really Western science, rationality, western philosophy, right? Like, all of these things are gonna arise out of these structures. And at 3.5, 3.0, 3.5, what can't they see that that's gonna be really relevant as we move into 4.0? So what are they subject to?

[00:19:01] **Terri:** Well, for one thing, they can't see contexts, and they can't see complex adaptive systems.

[00:19:07] **Keith:** So if I talk about systemic racism, they're not really gonna be able to see something that is implied like that?

[00:19:16] **Terri:** They're not apt to. They can see it linearly, but they cannot see the complex adaptive aspects and how that is intertwined into a lot of other systems besides just the racism itself.

They can see racism, right? You know, at 3.0 and 3.5, as a matter of fact, human rights becomes a very important thing, but they're concrete human rights, like race and, you know, gender and all of those areas, ages and disability.

[00:19:47] **Keith:** Right.

[00:19:47] **Terri:** You know, those they can see. They have a lot of trouble seeing anything beyond the concrete.

[00:19:52] **Keith:** So in other words like the founding fathers of the United States, they really were looking from a 3.5 perspective, and the march towards progress when it comes to extending rights from out of the aristocracy to all men, and then eventually to men and women, and then to men and women and people of color, and then to men and women, people of color, and the LGBTQ community “ would you say all of that is essentially a move of 3.5 extending those kinds of universal concrete rights.

[00:20:25] **Terri:** Yes, you know, I think that that is a pretty good description. I think when we get into all of the horizontal trajectories of genders, it happens more at the 4.0 stage.

[00:20:36] **Keith:** Hmm.

[00:20:37] **Terri:** Because just looking at a human body without knowing anything else, it's hard to see any differences there, you have to see the differences from knowing different kinds of qualities and other sorts of things that will help you understand that it's a little bit more of an advanced process, you know, that kind of LGBTQ rights I think come up more at the 4.0 stage.

[00:21:00] **Keith:** Okay. So so maybe we could transition, you could explain sort of what happens to an individual as they move from being able to hold a mature third-person perspective and then suddenly now they are beginning to see this fourth-person perspective, and and what is that exactly, this fourth person perspective?

[00:21:17] **Terri:** When you look at the map of the definitions here at 4.0, they're still in the subtle tier. You can see that. So they've got that in common with the third-person perspective. But now they have moved from an individual preference to a collective preference.

And they have moved from an active orientation â€” 3.5 is very active, and it's an upshift from the active orientation of the 1.5. 3.5 is an upshift because they are similar to 1.5, but they're active in a subtle way.

So now at 4.0, they move from active to reciprocal. And so reciprocal is an upshift from the 2.0. So the definition of a 4.0 is they are in a subtle tier, they have a collective orientation, and they have a reciprocal learning style. So one of the things that comes up here is, 3.5 learns metacognition, 4.0 moves beyond metacognition into becoming aware. And this is one of the most important things that has ever happened in my view, that we can thank the 4.0 developmental level for the capacity to become aware. 3.5 really works more with facts and interpretations.

And recognizing that oftentimes they think their own view is a factual one, and somebody else's is an interpretation.

[00:22:49] **Keith:** Or maybe like the classic example of the, you know, 19th century anthropologist that, you know, goes abroad and is utterly incapable of reflecting on anything except knowing their culture is superior, and that, yeah, that's just a given. It's not, it's never really questioned. And so everything is evaluated from the "superior West", goes and looks at the Aboriginal, whatever, southeast, you know, and very much looks down at it, right? Because it can't do anything else. It's incapable of seeing its culture as something that it's immersed in.

[00:23:19] **Terri:** Yes. They can think about their own thinking and they can think about their own feelings at 3.5, and they can think about their behavior, and they can notice if they change their behavior, that their thinking and feelings will change. They will notice if they think about their feeling, that their thinking and behavior will change. Uhhuh about their thinking, then their emotions and their behavior will change. They get that three-legged stool of metacognition very, very well, but they can't see the context in which metacognition happens, and they do not have a wider scope of capacity to take a view on that.

And that's where awareness comes up. Because awareness now begins to see things that are in much more detail and much more nuanced. And this is where the nuances of gender comes in, it's where the nuances of assumptions come in. This is where the

nuances of people projecting on me comes in.

[00:24:21] **Keith:** So is this the beginning of sort of real psychotherapy, that would need a fourth person perspective, or is that too broad of a statement I'm making?

[00:24:31] **Terri:** What I would say is that there's a different psychotherapeutic preference for, uh, uhuh stage Uhhuh . So 3.5, cognitive behavioral therapy...

[00:24:41] **Keith:** CBT, uh huh.

[00:24:42] **Terri:** ...really works because it works with metacognition, uhuh. So when you become aware, you start seeing your, your, uh subpersonalities, ego states. Therefore the kind of psychology that you wanna use is, you know, I wanna start working with my parts.

[00:24:59] **Keith:** Parts.

[00:25:00] **Terri:** A part of me is pulling me this way and a part of me is pulling that way. And then at the next stage, they begin to see the systems of parts, they call it internal family systems.

[00:25:10] **Keith:** Ah-ha. That's 4.5 though, that's another...

[00:25:14] **Terri:** That's the next stage.

[00:25:15] **Keith:** Yeah.

[00:25:15] **Terri:** But you see the trajectory there of how psychotherapy changes, and the person that is the client, you know, needs to have the kind of approach that is according to their developmental level. And sometimes, you know, they need gestalt therapy, two-chair therapy or something like that, at the 4.0 level, and they get a therapist that is a cognitive behavioral therapist and they wanted to run all through. Sometimes you have, you know, a 3.5 client and they get a gestalt therapist and they

can't see their parts yet.

[00:25:50] **Keith:** Right.

[00:25:51] **Terri:** So we had a real tough time with that. So a therapist needs to know what level of development their therapy works at,

[00:25:59] **Keith:** Right, right. And I know that was a big thing that Robert Kegan wrote about, you know, in the late eighties and early nineties about the idea of a lot of psychotherapeutic tools were over the heads of the people they were trying to help. They were presuming, I think, a 3.5 achiever self, and I think his point often was that people were coming in and they weren't yet there. And so they were often being given things to do and work to do on themselves that they fundamentally didn't understand. And then they were labeled as things like "enmeshed" or "codependent". But that's very much a view from 3.5, right?

[00:26:33] **Terri:** And lots of times they would be labeled as a treatment failure.

[00:26:37] **Keith:** Right, right.

[00:26:38] **Terri:** You know, and it wasn't that they were a treatment failure, it just was a psychotherapist didn't know the appropriate tools for their developmental level.

[00:26:47] **Keith:** Right. So to me, this, so this is really fascinating to me. So to me, this brings me back to what I said at the top of this call, which is, you know, it's stunning to me that more people don't know about these maps, because they're so powerful when you know them, and they help to depersonalize so much of the conflict we see in the world, and the culture wars and all these sorts of things. And yet I think we would agree that most psychotherapists don't understand these maps at all.

[00:27:17] **Terri:** A lot of them become psychotherapists at 3.5 and they don't see development yet. They don't see development yet at 4.0. Where development comes up is at 4.5, the next stage that we would be talking about.

[00:27:30] **Keith:** Interesting, interesting. So if I'm at 3.5 or 4.0, I obviously see childhood development. I mean, I would agree with Piaget and say, yes, of course children... but then we all get to adulthood, and then the presumption is we're all just adults, and there's either psychopathology or there isn't. But there's no capacity to see that people might be making meaning in different hierarchical ways as opposed to different horizontal ways, right?

[00:27:56] **Terri:** Yes.

[00:27:57] **Keith:** Am I saying that accurately?

[00:27:58] **Terri:** Yes. You know, they cannot see the adult developmental trajectory until they get to 4.5. Ken calls it teal, but it's the second half of the fourth-person perspective. And they moved from a reciprocal to an inter-penetrative stage there. So the reason that people don't gravitate towards developmental stages is because they can't see them yet.

[00:28:25] **Keith:** Right.

[00:28:25] **Terri:** We've got basically seven stages that can't see adult development.

[00:28:32] **Keith:** So you mentioned something in our call before we came on here, Terry, that there are models like spiral dynamics, which, you know, have made their way somewhat into kind of mainstream business culture in some sense, that they can see something going on there. Could you just explain the difference between how I might see that from an achiever stage versus from a strategist stage, a 4.5 versus 3.5, and what that might mean.

[00:28:58] **Terri:** Can you rephrase that question?

[00:28:59] **Keith:** You had mentioned, and maybe I misheard you, but I thought you said something that people at earlier developmental stages can use and see things like spiral dynamics, but not in a way that you're talking about, that people can see it at this

4.5 strategist teal stage.

[00:29:17] **Terri:** Generally they can't see adult development in themselves...

[00:29:23] **Keith:** Hmm.

[00:29:23] **Terri:** ...you know, at any stage until they get to... That's a definition of the 4.5 stage, is the very first thing that they start recognizing. They can see transcend and include there.

[00:29:36] **Keith:** Mm-hmm.

[00:29:37] **Terri:** And that's where the idea of transcend and include comes up. And at 4.0, which is basically the green stage that Ken talks about.

[00:29:48] **Keith:** Right, right.

[00:29:49] **Terri:** Is the teal stage. You notice that I mentioned that all the .0 stages are non-hierarchical. They're horizontal stages, so they're not gonna see hierarchy of development there yet.

[00:30:02] **Keith:** Right.

[00:30:03] **Terri:** Yeah. And of course the culture wars are very much between 3.5, 4.0 and 4.5, and sometimes, you know, we find people at the 3.0 stages. A lot of people mix 3.0 up with the red stage...

[00:30:20] **Keith:** Which would, would be, that would actually be 1.5, would that be correct?

[00:30:23] **Terri:** Yeah, 1.5. You know, because they just can't see, you know, 3.5, and 4.0 stages. And it's a tier shift. And so they're very confused about things and they don't have a trajectory. They don't see into the future. They micromanage everything. But they

have all of concrete qualities, so they have developed approaches to power that others don't have.

And I think many of the people that support a more of a dictatorial kind of process are actually a 3.0. They've grown up from 2.5, but they can go beyond formal operations in their thinking. They can take a 3.0 perspective, but they still have one foot at 2.5, the conformist stage, people want to be told what to do, and the 3.0 kind of still has one foot in the 2.5 stage, and then the other foot in the 3.0 stage. So they start learning some of the cognitive things and the reasoning approaches that are a little bit later. But they struggle with, you know, they like autocratic processes often.

[00:31:29] **Keith:** Right, right. But now you, you've mentioned that like people often ask you if Greta Thunberg, the young environmental activist, they've asked you if she's 4.0, and you know, she's obviously sort of a flashpoint of the culture wars in a lot of ways. And could you just sort of unpack what you see with her, and how this can actually get really confusing, right? Because she's talking about environmentalism, oh, that seems like that's, isn't that 4.0 pluralist, right?

[00:31:56] **Terri:** Yeah. Well, the thing is, is that she is talking about a piece of what environmentalism and that's climate change. And that can come up at many, many stages, especially when their parents are at a later stage and talk about climate change a lot.

[00:32:11] **Keith:** Ah-ha. So in other words, if I'm raised in a home and that's really a central issue, I'm gonna be talking about that from the time I'm maybe seven or eight years old.

[00:32:18] **Terri:** But at 4.0, green, people can see complex adaptive systems there. They're swimming in it, they are in the system. They can't see the system from the outside, but they're swimming in the system, and they can see how every system is affected by every other system. Mm. And so they see all of life as interconnected.

[00:32:38] **Keith:** So in other words, economic systems, environmental systems, political systems, military-industrial complex system that you see all of these things “ and they're all interacting with each other. And at

4.0, you can see all of that.

[00:32:54] **Terri:** You can see it, you can experience it because you're in it, and so you feel affected by it all. You can't stand outside of it and look at it though very well.

[00:33:04] **Keith:** Okay, so help me understand that. So if I'm inside of it, then what does that mean? So I can see the systems, but is it that I feel...

[00:33:11] **Terri:** I . Experience the systems on me and on my group and the people that I'm around. And, you know, you're very aware of all of that. But you can't stand outside of it and see specifically what you can do with it. You might react to it...

[00:33:29] **Keith:** Okay.

[00:33:29] **Terri:** ...because you can see it but you have a difficult time standing outside of the system and saying, "okay, this part of the system looks like it's not working very well, and I think I could improve that system", but you also will say, "well, if I make a change in this part of the system, how's it gonna affect all of the other systems around?"

[00:33:48] **Keith:** Right. So not to pick on this movement, but would something like "defund the police", you know, be a good example of a 4.0 because it's picking one thing, but it actually can't see how, "oh, if we defund the police, it might cause other systems to fall apart."

[00:34:04] **Terri:** Not all 4.0s are that, but the "defund the police", is likely to be an earlier aspect of it...

[00:34:10] **Keith:** Oh, interesting.

[00:34:11] **Terri:** But let's get back to Greta Thunberg.

[00:34:13] **Keith:** Yeah, yeah. Yeah.

[00:34:14] **Terri:** She sees one part of this complex adaptive system and can focus on it, but she doesn't see how it is affecting everything else.

[00:34:25] **Keith:** Mm-hmm.

[00:34:25] **Terri:** So I mean, some people really at earlier stages really get focused on, you know, animals and animal protections that they are a living thing, but they don't see how, you know, extinction of one tree will affect, you know, one kind of a tree or a specific animal or something like that will affect... eventually it comes around even to governmental regulations and it comes around...

[00:34:49] **Keith:** Right. Right.

[00:34:50] **Terri:** You know, all of that stuff. 4.0 is starting to get a glimpse of it, but they are swimming in it back and forth. They're like a bird in a flock, and when the flock seems to turn this way, then they can follow that flock, and it's like, the 2.0 is the downshift of that. 2.0 sees rules, and so they will follow the crowd.

[00:35:11] **Keith:** Mm-hmm.

[00:35:12] **Terri:** 4.0 sees complex adaptive systems and they can kind of follow the crowd around it, because they're in it, but they can't see principles where they can step back and see the principles that a 4.5 teal can see, because of the developmental stages and because of the capacity to see how the workings of one system and changing one system is going to have an effect, a global effect on everything else.

[00:35:38] **Keith:** Mm-hmm. Okay. The idea being that, you know, sometimes people when they're teenagers will choose to become vegetarian because of their concern for animals, or Greta's, you know, passion for the environment. But that's different than if someone came to that point of concern from a 4.0 perspective, that it would inherently have more nuance and more complexity built into it, rather than being sort of a one issue thing.

[00:36:03] **Terri:** Right. Yes. At 4.0 they start seeing context and they start seeing that things will depend upon a context. And once they can start seeing context, which is really the subtle community that they're getting, complex adaptive systems and contexts are the subtle community. You can't put a fence around it. You can't put a fence around the subtleness, and most people don't recognize that's the community they're learning about.

[00:36:31] **Keith:** Mm-hmm.

[00:36:32] **Terri:** And it changes everything. But they're in the process of experiencing, "what will it change? What happens when I'm in this context?" And it's just like a child, when I go to Johnny's house, you know, the rules change there, and so I behave that way.

[00:36:47] **Keith:** Right.

[00:36:47] **Terri:** And you know, here it's, "well, when I'm in this context, you know, this is the way things go." And then they start seeing that all of these systems are, you know, they behave differently according to the system. And of course they have human rights, so they're starting to see how those different contexts affect the human rights.

And so they're starting to understand the experience of complex adaptive systems. But they're swimming in it and discovering it. .0s all are in a discovery frame.

[00:37:19] **Keith:** Right.

[00:37:19] **Terri:** And they can't really, you know, they can't reflect on things very well. They're experiencing it more.

[00:37:26] **Keith:** Right. And so really again, this shift, just like from 2.0 to 2.5, but this shift from, I guess what would be early subtle collective to mature, subtle collective is really profound, right? Because we're, we're talking about the capacity now to see hierarchy in oneself and in the world.

[00:37:47] **Terri:** Yes.

[00:37:48] **Keith:** And to me, it's that first part that's especially profound. Right? I see that, "Oh, I have a perspective, and it's not the only perspective that there is, there are other perspectives."

[00:38:00] **Terri:** Yes.

[00:38:01] **Keith:** Developmental perspectives, not horizontal. It's not, I like green and you like blue. Yeah. But actual capacities to see.

[00:38:08] **Terri:** Yes, yes. And of course all the .5 stages have a reflector, so they can reflect on all of this and, and think about it. And at the mature 4.5 stage, you know, we're kind of moving into the capacity to reflect on these different contexts and see how they interrelate with one another.

[00:38:27] **Keith:** Mm-hmm.

[00:38:27] **Terri:** This is where internal family systems come up too. And so you can see the systems on your inside, and often then you can look outside and see the same kind of system on the exterior. And sometimes you can't see everything, but what I'm saying is there's a relationship between the systems you see on your interior, and the systems you see on your exterior.

[00:38:51] **Keith:** Right. And you had mentioned that you begin to see that you're projected upon at 4.0. Is that correct?

[00:38:57] **Terri:** Yes.

[00:38:58] **Keith:** And does that change at 4.5?

[00:39:00] **Terri:** It does change.

[00:39:01] **Keith:** Okay.

[00:39:02] **Terri:** Suddenly you can see, you can reflect on your own projections. You don't notice that you're projecting, but you might say to somebody, "oh, you are so, you know, you're so judgmental" and you walk off and you start reflecting on the conversation and all of a sudden you realize, "I'm judgmental too!" You know, you're seeing your own projections, but you have to reflect on it.

[00:39:23] **Keith:** Yeah. So it takes a moment, but no amount of reflection at 4.0 or 3.5 or 3.0 is gonna be able to see that the way f the way 4.5 can.

[00:39:32] **Terri:** No, you're right.

[00:39:33] **Keith:** Okay. Yeah. Interesting. Interesting.

[00:39:37] **Terri:** 3.5 can reflect, because it's a .5 stage, but they can't reflect on projections cuz they can't see them yet. 4.0 can see people projecting on them. So they get that they're being projected on, 4.5 can reflect on it and say, "oh my gosh, I've got it in me too!"

[00:39:52] **Keith:** Wow. That's profound. Okay, so I wanna pause here and just say like, I wonder if this could be a huge rabbit hole, and I don't want to go down a huge rabbit hole, but I, but I wonder if we could somewhat succinctly just talk about spirituality or spiritual insight or contemplative insight as it relates to these first four stages. Because I know when we get to the fifth stage, it's gonna be a little bit different, and I do wanna save a little time to at least talk about 5.0 and 5.5.

[00:40:20] **Terri:** Yeah. Well, states come up at every developmental stage...

[00:40:25] **Keith:** And maybe we should say states too, or the idea of, maybe we could just define what that means too, Terry, just for people who don't know.

[00:40:31] **Terri:** Well, there are states that we don't talk about, that aren't necessarily contributive to spirituality. And there are states that do. So, you know, there's several

categories of states. One is, you know, phenomena or objects.

[00:40:49] **Keith:** Mm-hmm.

[00:40:50] **Terri:** And, you know, another one is space or boundaries. Another one

[00:40:56] **Keith:** Like the boundary between self and other.

[00:40:58] **Terri:** Yeah, yeah, yeah. Um, yeah. And then another is time,

[00:41:03] **Keith:** Ah-ha.

[00:41:03] **Terri:** And then another is Mind, you know, so you've got those kind of categories that come up. So, you know, you have to see an object before you can move beyond and take it as, you know, we usually move into an emptiness process. You have to be able to see boundaries before you can see the boundless.

[00:41:28] **Keith:** Right.

[00:41:28] **Terri:** You have to be able to see time before you can see the timeless.

[00:41:31] **Keith:** Right.

[00:41:32] **Terri:** And then you have to see the ordinary human conceptualizing mind before you can go beyond that mind.

[00:41:40] **Keith:** Right. So any, let's say, experience greater than self, transpersonal experience, anything that happens outside of my ego perspective in these first four stages, it's going to feel like it happens outside of my ego perspective. It's gonna feel like something "â€” there's me and then something happens, and then I'm gonna have to figure out how to integrate this thing that happened with my me-ness. Is that, is that accurate? Well, obviously not 1.0, but let's say, you know, 3.0 and 4.0.

[00:42:12] **Terri:** Well, at 1.0 and 1.5, they're just getting their first ego.

[00:42:16] **Keith:** Right, right, right.

[00:42:17] **Terri:** That's the self. And so, you know, you have to have that self in order to go beyond the self.

[00:42:23] **Keith:** Right.

[00:42:24] **Terri:** What I'm trying to say here, Keith, is that once you can go beyond those categories, you know, phenomena, space, self, time, and mind, once you get those "â€”" and you can get all of those at the concrete tier,

[00:42:39] **Keith:** Ah-ha.

[00:42:40] **Terri:** You can go on the other side of them and be, feel, experience the emptiness of them. However, you cannot see the emptiness of subtle objects, subtle self.

[00:42:52] **Keith:** Oh, interesting. So in other words, I obviously wouldn't be able to see the, the the emptiness of culture if I'm 2.5 because culture's not something that I can see with my ego, therefore, I can't see through it.

[00:43:05] **Terri:** Yes. So, you know, subtle phenomena starts coming up. A subtle self starts coming up, subtle space, subtle time, you know, and a more subtle mind starts coming up in the subtle tier.

[00:43:18] **Keith:** Mm-hmm.

[00:43:18] **Terri:** And then of course, you have the same theme that goes on in the metaware tier. But if you do manage to get to the place of emptiness, which probably wouldn't happen before 2.5, I suspect, at the concrete tier your non-duality will be one

with concrete objects, but not with subtle objects, and not with metaware objects.

So this is what's so confusing about it, when once people get, you know, to these really advanced non-dual states, often they feel like they've also advanced through the later level developmental stages.

[00:43:55] **Keith:** Right.

[00:43:56] **Terri:** And actually they only can see the objects, the self, the time, that their own developmental level allows them to see.

[00:44:04] **Keith:** Right.

[00:44:04] **Terri:** And they can't see anything beyond that, so they can't be one with that, all those objects yet. So that gets terribly confused.

[00:44:12] **Keith:** I mean, that's a beautiful nuance. I can really appreciate that into my own experience, you know, with a lifetime of zen practice and meditation practice, you certainly see it. It does get confusing when you're down in the territory working with some realized masters, that you can tell their insight is very deep, yet it can be very challenging because of, as you just said, what it is they're seeing through. And a lot of things they can't see through, like, like you're saying, they can't see things like subtle levels of embeddedness in culture or norms or these very, very subtle objects that we talked about,

[00:44:44] **Terri:** Or concepts, or subtle reciprocity is very different from concrete reciprocity.

[00:44:49] **Keith:** Right.

[00:44:50] **Terri:** You know? So that has helped me, that understanding and working with that has helped me and, and I passed this by my spiritual teacher who I have a lot of respect with and for, and you know, I made sure that as these things came to me, I made sure that I connected with somebody that was highly regarded and respected in

the field of the spiritual path. Because I make no claims that I am, you know, an advanced . I don't make claims there. So I check and I got good verification, you know, from several people who are vetted in deep spiritual paths. So I'm, I feel really like this is a fairly solid thing. And I think Ken already knows this, you know?

[00:45:36] **Keith:** Yeah.

[00:45:37] **Terri:** I think he's talked about this as well, and so I'm not saying there's anything new here, but you can kind of tell right from the stages, you know, what people are going to see once they get non-dual. The question I have is, let's say that you become a highly developed, spiritual, non-dual teacher at the 4.0 stage.

[00:46:00] **Keith:** Right.

[00:46:00] **Terri:** And you cannot see development yet.

[00:46:03] **Keith:** Right. Which is, I mean, I can, I will not name names, but I can think of quite a few teachers that would fall into that.

[00:46:09] **Terri:** What would be the emphasis for even recognizing that you might move to a later developmental stage when you don't know they exist?

[00:46:17] **Keith:** Right, right. So there's a high likelihood that your egoic development will go flat.

[00:46:23] **Terri:** You might not ever move from the 4.0 stage. And so this is a question that I've asked myself over the years, and once you see development, even though you might be in a horizontal stage, you still would know that development was there, because you can still see the relativity. You can be one with developmental levels then, and the concept of developmental levels, when if you didn't have that in the developmental perspective ,you wouldn't be able to see it. And so you would expect yourself to continue to become one with all of the different objects, the different selves that would arrive, the different kind of space you might get into, the different kinds of experiences of time that you can get into, et cetera. And especially the kind of mind, this

kind of relative mind that comes up at these different developmental levels, as you move on up through the metaware tier.

[00:47:21] **Keith:** Well, yeah, and that's great. So maybe this is a great place then to, let's talk about this transition as we move, you know, those of us that have, have moved from 4.5 to 5.0 and, and you know, again, another sort of momentous shift in perspective. And now what is this fifth-person perspective that now begins to come online, and what are the implications for the individual?

[00:47:42] **Terri:** Well, first of all, they take a metaware view, and you notice that with each tier, there's a later level of seeing that you can experience. So this is awareness of awareness. It starts coming online at...

[00:47:59] **Keith:** Awareness of... okay, so 4.0 is aware, and 5.0 I'm aware of being aware.

[00:48:06] **Terri:** But you don't know it yet. you just have an experience and it is very confusing cuz there's a three parameter shift. You go from subtle to metaware, from collective back to an individual.

[00:48:18] **Keith:** Mm-hmm.

[00:48:18] **Terri:** And inter-penetrative to receptive.

[00:48:21] **Keith:** Hmm.

[00:48:22] **Terri:** There's several big differences that happened between 4.5 and 5.0. One, is that the 4.5 sees social construction of reality, they can see that everything is...

[00:48:32] **Keith:** Right

[00:48:33] **Terri:** ...constructed. At 5.0, people begin to see that I am making up things myself. I'm not just socially constructed. I can't just blame, you know, society for me...

[00:48:46] **Keith:** Oh, I see. So at 4.5 I see that the nature of reality and language and everything, there's a social construction to everything I think and believe and and view about the world. But at 5.0 that goes into where I see that's true about me.

[00:49:02] **Terri:** And then you start seeing, I am making up stories about my life. I have gone through eight developmental stages. I have gone through eight egos, and I'm sitting here now, and that last ego doesn't fit me anymore. I am more than just my authentic self, but how do I know whether I'm making up a new ego again?

[00:49:25] **Keith:** Right. So you would see, you would see through the construct of a so-called authentic self as just another construct, just another made up thing.

[00:49:31] **Terri:** Yeah. And so they say, you know, egos are made up. Egos are made up. And so you're swimming into it wondering "who am I now? You know, "do I have an ego? Do egos all die here?" You know, there's all these fuzzy questions that come up. You know, and so here we are looking at "who am I?" And the self develops at the first two stages of every tier, and here we're recognizing, "I don't know who I am", and they're swimming in this experience.

The objects that come up here now are, "Okay, I'm looking at words, and words are actually just forms.

[00:50:12] **Keith:** Mm-hmm.

[00:50:12] **Terri:** All they are is a form, and I'm putting my own meaning into that form, and everybody else puts their own nuanced meaning into it. No wonder we're like ships passing in the night...

[00:50:22] **Keith:** Mm-hmm.

[00:50:22] **Terri:** ...when we're trying to talk with people. So they recognize even the form of a word or of a boundary is also empty.

[00:50:31] **Keith:** Mm-hmm.

[00:50:32] **Terri:** That is created, it's made up, it's a limited belief that we have.

[00:50:36] **Keith:** Right. Empty in the sense that there's no there, there. That it's just somewhat arbitrary rules that we've created culturally and individually, but when you push on them, you see that there's actually nothing inherent inside of it.

[00:50:48] **Terri:** That's right. The meaning is made up. If it isn't made up by society and dictionaries, I'm making it up.

[00:50:54] **Keith:** Then I'm making it up.

[00:50:55] **Terri:** Yeah.

[00:50:56] **Keith:** And so I would imagine this could be a, this is, you know, speaking a little bit from experience too, but I would imagine this tends to be a, a disruptive phase for people.

[00:51:07] **Terri:** It is incredibly disruptive. And at first when they start moving into this stage, a lot of people, you know, some people that are very grounded, you know, will work their way through it. But the tendency is to blame something on the outside, on the exterior. "Oh, I'm feeling this way because my job isn't good, I think I'll quit my job." "Oh, I'm confused and feel messed up because, you know, my relationship probably isn't right." So you divorce your spouse.

[00:51:34] **Keith:** Mm, mm-hmm.

[00:51:35] **Terri:** Or "I'm confused because I'm living in Austin, Texas instead of New York City. I better move, or maybe I should move to another country." So they have a

tendency to, you know,

sometimes people make very, very quick decisions about exterior things in their life, thinking it will help and it doesn't help.

[00:51:52] **Keith:** Mm-hmm.

[00:51:53] **Terri:** . And so sometimes they ruin a perfectly good relationship, sometimes they leave their job, and they find out later on they don't have enough money. So they're...

[00:52:03] **Keith:** Mm-hmm.

[00:52:03] **Terri:** Washing dishes, trying to figure out how they can, you know, make money to live. and, uh, sometimes they move in a to a, a place that really isn't making a difference, so they wish they were back where they came from.

So we always recommend that people kind of hang on once we find out

[00:52:19] **Keith:** mm-hmm.

[00:52:20] **Terri:** ...about 5.0 and, and don't make any big decisions until they're really solid and they know what is causing this disruption in their life.

[00:52:29] **Keith:** Right.

[00:52:29] **Terri:** Once they realize the illusions that come up, they start settling in a lot better.

[00:52:36] **Keith:** And I would imagine that if you went to a, you know, a therapist who's at, you know, 4.0 or 3.5, that again, it could be very counterproductive because you're sharing constructs that you can see through, that are gonna sound perhaps, I don't wanna say psychosis, but it might sound like they might presume that there's some sort

of unresolved shadow issue going on, uh, because they're not gonna be able to really appreciate what the person is struggling with.

[00:53:01] **Terri:** Absolutely. Yeah. They need to have a metaware psychotherapist, and there aren't that many of them out there. I know some of them. You know, I think that there are some very, very good ones, but you have to be careful when you're at the medical tier to make sure you get somebody that understands in experience what goes on at these stages, and won't pathologize them. Really, a lot of times when people move into this stage, at the beginning of any stage, people that move into it feel like something's wrong with them. And actually something is right with them, but it doesn't feel right, it feels disruptive, and so it's scary.

[00:53:40] **Keith:** Right. And then, what's the relationship to projection? Because we've talked about that in the last two stages here.

[00:53:46] **Terri:** Well, when you're aware that you're aware, you're very much in the moment. And when you're in the moment, and when you reflect, you're not in the moment, you're reflecting on something that has happened.

So when you reflect on projections, you reflect on it, and you can see that you were projecting. Here, the projection comes up almost before it comes out of your mouth.

[00:54:08] **Keith:** Mm-hmm.

[00:54:08] **Terri:** And you may talk about it to the person that you're actually projecting on, and sometimes that works well, sometimes people look a little cross-eyed at you because they have no idea what, why you're sharing this intimate or you know, instantaneous recognition that you're putting on.

[00:54:25] **Keith:** Well it sounds like you're contradicting yourself too as you do it. People go, what, what are you doing? You know? Yeah.

[00:54:31] **Terri:** And especially people that haven't gotten to the 4.5 projection.

[00:54:35] **Keith:** Right.

[00:54:35] **Terri:** Reflection on projection is at the very end stage of 4.5. That's the mature part of 4.5.

[00:54:42] **Keith:** Mm-hmm.

[00:54:42] **Terri:** Complex adaptive systems. Uh, you know, seeing outside, standing outside of the complex adaptive system and seeing them is the middle part, and seeing development is the entry part of those stages. But 5.0 is, I mean, once they understand, then they can get a good sense of humor about it and laugh about it.

And that puts other people at ease too. And there are several things like that, that we work with people who are, you know, feeling all the disruptions. Once they understand it, they're fine with it, but until they understand what's going on, they have a terrible time. And of course, if you've got a 4.0 therapist who knows parts, they can work with them on parts, but they won't recognize that they're moving into a 5.0 stage.

And it's just not gonna help the issue. The issue that they have is that they're transforming into a 5.0.

[00:55:33] **Keith:** Mm-hmm.

[00:55:34] **Terri:** So the therapist needs to help them make meaning of that so that they aren't so frightened or upset anymore. And you know, this is the greatest transformation people have in society today. The main reason it is, is because there's hardly anybody on the other side of that divide of that transformation between the subtle tier and the metaware tier. So they don't have any other role models.

[00:56:03] **Keith:** Right, you're not going down to the local bar and settling up next to someone and talking about how you're aware of you're aware over a nice plan of Guinness.

[00:56:12] **Terri:** Yeah. But at 2.5 into 3.0, which is another tiered stage, 3.0 has dozens of other three point ohs. They're all over freshmen in college. They're all over in entry into anything that you wanna do after high school.

[00:56:26] **Keith:** Right.

[00:56:26] **Terri:** There are tons of people to talk about their experiences with and to help them, you know, discover for themselves what their new self, their new ego is.

[00:56:36] **Keith:** Mm-hmm.

[00:56:36] **Terri:** But I mean, that's the thing. This metaware tier " and there's four stages at this tier.

[00:56:40] **Keith:** Mm-hmm.

[00:56:41] **Terri:** And at 5.0 people don't know they are awareness of awareness, they experience it. So they open their mouth and they start talking and suddenly they realize that their, you know, five sentences down the road, they can see all at once, and they skip to the five sentences down the road. And so they interrupt themselves, or else their talking freezes, because they can't get everything out as fast as their awareness. Awareness is so much faster than thought.

[00:57:06] **Keith:** Right.

[00:57:07] **Terri:** They have all these kinds of experiences, and their friends and their family all look cross-eyed at them, like there's something drastically going wrong. Nothing is going wrong. But that's what happens when you are aware that you're aware and it's an experience and they don't know they're aware that they're aware...

[00:57:22] **Keith:** Right.

[00:57:23] **Terri:** ...until they move to 5.5 and can reflect on it.

[00:57:26] **Keith:** Right. And then you're, from an ego perspective then at 5.0 is it accurate that you're also, you're beginning to see emptiness through the ego, which is actually novel from any of the other structures. As opposed to, we talked about a state experience of non-duality, right? Which is interpreted through concrete objects or subtle objects. But here at the metaware, the ego itself is beginning to see through the matrix, if you will, and is beginning to see that everything is actually empty.

[00:57:55] **Terri:** Yes.

[00:57:56] **Keith:** Okay.

[00:57:57] **Terri:** Yes. And that is through experience they see that. So yeah, that's right.

[00:58:03] **Keith:** Beautiful. Beautiful. Well, I'm noticing the time, we've gone about 70 minutes here, and I do wanna take some questions, but is there anything that we've missed or anything else that would make this presentation feel more complete to you?

[00:58:17] **Terri:** Well, what I wanna say and give great credit to is Ken's quadrant model, because this is built on Ken's model. And Ken in my view has three primordial poles: individual/collective, interior/exterior, and inside and outside. And on his map, he can't get into the granularity of the research that we put into this. It fits everything.

And of course the Loevinger lineage, which includes Loevinger herself, Suzanne and Torbert, they all contributed a lot. And when I did the research, I used all of their manuals to get to this granularity and to get the research.

I also used, I believe it's a metaware methodology. I looked and looked for a metaware methodology, and I finally found one. It's one that Peirce uses, and people use the more concrete and subtle levels of it, but -

[00:59:14] **Keith:** Charles Peirce.

[00:59:15] **Terri:** Charles Peirce, yes. and he actually sees from a perspective of emptiness as well. And he also recognizes that something of the relative comes out of the nothing of the emptiness. And that fits into his methodology of Firstness, Secondness, and Thirdness, which is, in the earlier stages it's, you know, more or less an inductive, sensorial approach to hypothesizing, and then to a deductive quantitative research approach. But he goes far beyond that in his work, and I use that methodology from his later viewpoints to work with the stages model.

And the thing about his methodology that has struck me so much is that it is an evolutionary methodology. So the stages model has an evolutionary push to it. It actually has evolved a lot since it started. And, uh, we use, I use that same approach, you know, to help evolve eternally this model, and bring more and more granularity to the stage and stages. So I've got a lot of honoring of the people who have done so much in these fields and I'm very, very grateful for all of them. And, um, .

That was the only other thing I wanted to mention is that, you know, this did not come out of my head, I am the recipient of a lot.

[01:00:52] **Keith:** If people to learn more about your work, Terry, or, or take a deeper dive, what would be the best way for them to really get into this complexity, all this beautiful complexity that we covered today.

[01:01:03] **Terri:** You know, we have a few courses that we put up online. One is about the matrix itself. And I go into all of that. And the other is a course about the confusions, and the confusions that come up at every developmental level. Mm-hmm. And that's kind of important too. The third is the Mind's Eye class, which is a class that works on states and stages, and states and stages are very important. And using the descriptions that we talked about today I'm doing kind of co-researching, I've got some beautiful people who are willing to go through their autobiographies and identify these different stages that they've been in and they're into connection with the states and that sort of thing.

And it's a part of the ongoing evolutionary research that goes on with us. So, you know, those are some things that you can think about. I also have to say that shadow is embedded in all of this. Psychotherapy works with shadow. Kim Barta, my brother, has developed some models with psychotherapy that I've never seen or heard of before,

that is really quite remarkable, his own material.

And there are others out there in the world too that have up-shifted models and worked with different models of shadow. But of course, I'm more familiar with Kim's because he's my brother, but we didn't touch on shadow today and that

[01:02:25] **Keith:** No, there's too much. But yeah, and I can speak, I, I've done some of Kim's courses and you know I've known Kim and, and, interacted with him quite a bit, and he is really quite brilliant at bringing, for those that are interested in how shadow interplays with each one of these levels and what that means for you as an individual who's trying to wake up and grow up and clean up and all those things, um, you might find his work especially interesting. Or if you're a therapist and you're curious, how do you not do harm in your work, by really being much more aware of developmental levels. I think Kim is probably good there too.

[01:02:57] **Terri:** He's really excellent, so, and this has been a fun conversation, Keith.

[01:03:03] **Keith:** I just have such a passion and love for development and to be able to have you walk me through your model in an hour is just such an honor and so exciting and I just feel so much come alive for me, that we live in a time when all of this stuff is available to us. I I have a lot of gratitude for you and the work that you do, so I just wanna thank you personally.

[01:03:24] **Terri:** Well thank you, Keith. We all know that people gravitate towards the models that the work best for them, and there's many good ones out there, so I am really delighted. And so, you know, happy to connect with anybody that is interested in the Stages model, and I just enjoyed my time with you so much.

[01:03:42] **Keith:** Beautiful. Well, it's wonderful to see you again, Terri, and have a wonderful day and I'm curious what will come with this conversation.

[01:03:49] **Terri:** Thank you, Keith .

[01:03:50] **Keith:** Okay. Bye-bye.

[01:03:51] **Terri:** Bye-bye.