

# SENS, CROISSANCE ET CONSCIENCE

## La méditation et l'entreprise

Docteur Christophe ANDRÉ  
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- Il n'y a que deux choses importantes dans la vie d'un homme, Marcello : toujours aimer sa maman ; et ne jamais croire aux bobards des psy.



*Je me réveille généralement en hurlant à six heures et demie et j'arrive au bureau à neuf heures.*



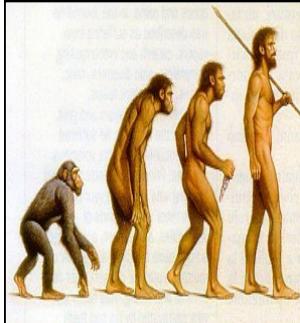
## PLAN

- 1) Croissance, progrès et problèmes
- 2) Méditation
- 3) Applications
- 4) Sens, croissance et conscience

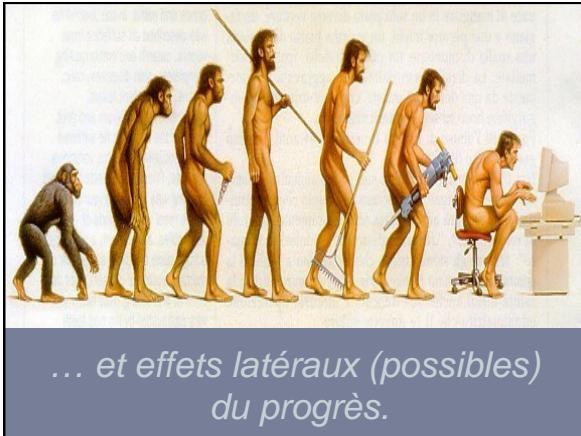
## PLAN



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*Progrès...*



## Problèmes liés au progrès

- Effets secondaires ou latéraux ?  
*(exemple des pollutions)*
  - Dysharmonies évolutives ?  
*(progrès technologiques sans progrès psychologiques)*

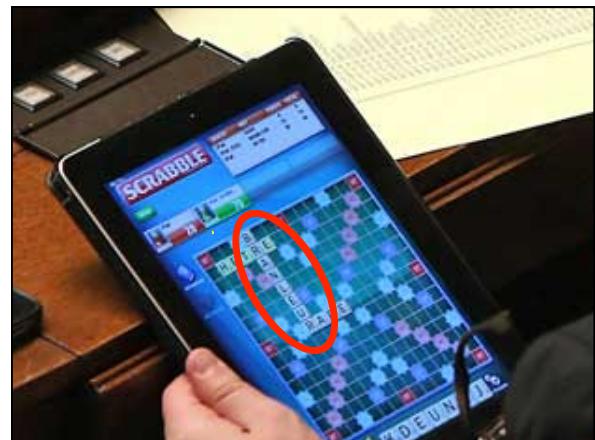
# Matérialisme

## Sociétés matérialistes

## Sociétés matérialistes

- Quantitatif vs. qualitatif.

Sociétés matérialistes =  
pléthores et pléthorites



*Compétitions entre temps d'écran  
et temps d'interactions sociales*



Sociétés matérialistes

- Quantitatif vs. qualitatif.
- Vitesse et réactivité vs. lenteur.



« À très vite ! »



### Sociétés matérialistes

- Quantitatif vs. qualitatif.
- Vitesse et réactivité vs. lenteur.
- Interruptions vs. continuité.

**Les neurosciences au palais de justice ?**

**Cerveau & Psycho**

**Attention aux pièges de l'attention !**

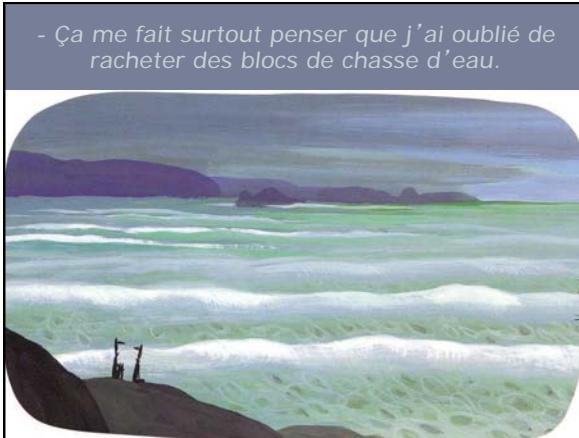
SMS, emails, jeux vidéo, smartphones, télé...

Grands-parents et petits-enfants : une relation privilégiée  
Blondes et préjugés  
Des messages spéciaux : les gaz toxiques

Enquête récente en milieu professionnel : 2 heures de travail perdues du fait des distracteurs (bruit de fond, distractions, interruptions partielles, interruptions totales).

<http://www.basex.com/web/tbg/home.nsf/pages/about>

*Altération des capacités de stabilité attentionnelle*



*Journal of Experimental Psychology: Learning, Memory, and Cognition*

**Momentary Interruptions Can Derail the Train of Thought**

Erik M. Altmann  
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Naval Research Laboratory, Washington, District of Columbia

David Z. Hambrick  
Michigan State University

We investigated the effect of short interruptions on performance of a task that required participants to memorize a sequence of items and then correctly identify them in a test. In a laboratory setting, we averaged it took 5.5 long implied the task, or "cognitive costs" on post-interruption trials relative to baseline trials. This pattern was observed across three conditions: one focused on memory, one focused on attention, and one focused on both. In addition, global environmental processes were not disrupted. Response latencies showed smaller interruption effects than accuracy. These results suggest that momentary interruptions can interfere with the train of thought in the primary task. The results are consistent with an account in which activation spreading from the focus of interrupted tasks interferes with the primary task, leading to errors and increased cognitive costs, which in turn interfere with the primary task.

**Keywords:** task interruption, procedure error, cognitive control, planning/sequencing

Understanding the mechanics of cognitive control is one of the main aims of cognitive psychology. One complementary approach to understanding human abilities and human-behavior relationships is a sequential analysis of memory and control processes. In this paper, we argue that there is a need to study situations where there are multiple options and where the choice of action is not always clear. We present a task that requires a "train of thought," which generally follows a coherent trend. If an interrupt occurs during this train of thought, the train may get lost, leading to a "Where were we?" moment (e.g., Trafton & Hambrick, 2000).

An important question for practical and theoretical reasons is just how often such "train of thought" errors occur. In this paper, we address this question by examining the question of whether the interviewer need only attend to the interviewee's phone number to determine whether the interviewee actually took the call. In safety-critical contexts, the question is whether the operator need only attend to the emergency number to make it through the middle of a procedure without increasing the chance of error.

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## Sociétés matérialistes

- Quantitatif vs. qualitatif.
- Vitesse et réactivité vs. lenteur.
- Interruptions vs. continuité.
- Externalité vs. intérriorité.

« Les conditions nouvelles de notre existence, qui arrachent les hommes à tout recueillement et les jettent hors d'eux-mêmes... »

Stefan Zweig



# Déficits d'intérieurité

- Manque de temps de repos.
- Pertes probables en matière de créativité, stabilité émotionnelle, sens moral, intelligence relationnelle, etc.

## Mind-wandering Mind: The Default Network and Stimulus-Independent Thought

Scott T. Grafton,<sup>1</sup>\* C. Neil Macrae<sup>2</sup>

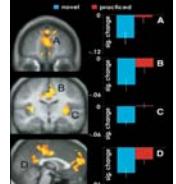
Despite evidence pointing to a ubiquitous tendency of human minds to wander, little is known about the neural mechanisms that support this core component of human cognition. Using both thought sampling and brain imaging, the current investigation demonstrates that mind-wandering is associated with activity in a default network of cortical regions that are active when the brain is "at rest." In addition, self-reports of the tendency of their minds to wander were correlated with activity in this network.

**What does the mind do in the absence of external demands for thought? Is it engaged in internally focused thought or is it inactive only when some task requires attention?** Everyday experience challenges this account of mind-wandering. When people are not engaged in deliberative processing, the mind generally wanders. This is true even when the next task is fluidly and easily (*1, 2*). Given the ubiquitous nature of this phenomenon (*3*), it has been proposed that mind-wandering reflects a psychological baseline from which people depart when attention is required elsewhere and to which they return when tasks no longer require

conscious supervision (*4, 5*). But how does the brain spontaneously produce the images, voices, memories, and feelings that characterize independent thought (SIT)?

We investigated whether the default network of cortical regions that remain active during rest periods in functional imaging studies is also active when the mind wanders (*7*). The default network is minimally disrupted during passive sensory processing and is thus well suited to support SIT, given its high central executive demand (*8, 9*), which matches precisely the moments when the mind wanders (*10*). We thus trained individuals to become proficient on tasks that required high levels of attention and then performed practiced versus novel task sequences (*11*). Although previous research has shown that the default network is more engaged in a task (*12*), the present investigation found that both the default network and the mind-wandering network engage in the same degree of task-related activity in the present study. Consistent with the same degree, individuals exhibit stable differences in their propensity to produce SIT (*1, 3*). If regions of the default network un-

derpin the mind's wandering, then the magnitude of SIT activity in these regions should correlate with people's propensity to engage in SIT. Specifically, individuals who report frequent mind-wandering should also show greater activation of the default network when performing tasks that are associated with a high incidence of SIT.



**Fig. 1.** Graphs depict regions of the default network exhibiting significantly greater activity during practice than during novel blocks (based on a threshold of  $P < 0.05$ , cluster of voxels) at a threshold of  $P = 0.05$  cluster extent. Mean activity was computed for each individual across all conditions and in regions within 10 mm of the peak, across the duration of the entire block. Graphs depict the mean signal change for each condition. (A) Left (L) mPFC (BA 9–6, 54, 22); (B) Bilateral (B) BA 45–26; (C) BA 23/33–45–27; (D) L posterior cingulate (BA 23/33)–45–27. Activity is plotted on the right hemisphere, right lateral view. Legend and display in neurological convention (left hemisphere is depicted on the left).

www.sciencemag.org SCIENCE VOL 315 19 JANUARY 2007

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**Rest Is Not Idleness: Implications of the Brain's Default Mode for Human Development and Education**

Mary Helen Immordino-Yang<sup>1,2\*</sup>, Joanna A. Christodoulou<sup>3</sup>, and Vanessa Singh<sup>1</sup>

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**Abstract**

When people wakefully rest in the absence of MRI scans, their minds wander, and they engage a so-called default mode of cognitive activity. This mode of consciousness is focused on the outside world. According evidence suggests that DM brain systems activated during rest are also important for active, internally focused psychosocial mental processes. Here the authors review evidence for the DM and relations to psychological functioning, including associations with memory, mood, and well-being, and extend the model to include the implications of the DM for education. The DM may be vulnerable to disruption by environmental distraction, for example, from certain educational practices or overuse of electronic media. However, the DM may also be supported by certain educational practices that focus on the concrete, physical, and immediate aspects of social situations and self, which may be more compatible with external attention. Thus they coin the term constructive internal reflection and advocate educational practices that promote effective balance between external attention and internal reflection.

**Keywords**

reflection, memory, prosocial emotion

"Rest is not idleness."

John Lubbock, *The Use of Life* (1894)

Clinicians and teachers often discuss the benefits of "down time" for students and teachers. For example, many educational programs emphasize the importance of time for quiet reflection and mindfulness produce beneficial cognitive and emotional outcomes. For example, the Harvard Laboratory for Academic, Social, and Emotional Learning has developed a program for teachers that integrates academic achievement (Bracken, Rivers, Reyes, & Salovey, 2010). In addition, the field of positive psychology has called, and educational psychologists better conceptualize the role of the DM in education. For example, the field of positive education has shown that the DM may be important for growth (Conversely, how might researchers think in new ways about the impacts of high environmental attentional demands

on learning and socioemotional development, including, for example, the effects of environmental stressors, challenges associated with urban settings, or in the classroom?

Emerging conceptions of brain functioning reveal that neural representations of the self and the environment are integrated into the environment appear to toggle with a so-called default mode of cognitive activity that is most likely induced during rest, daydreaming, and other nonactive but internally focused states (Raichle et al., 2001; Raichle, 2004). Further evidence from social and affective neuroscience suggests that the DM is associated with the DM and DM for active, internally focused psychosocial mental processing, for example, in tasks involving self-awareness and reflection,

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**Upfront the knowledge**

**Lessons in calm**

Each month we invite a leading name from the world of psychology to tell us about the ideas that fascinate and intrigue them. This month, psychiatrist Christophe André – a columnist in the French edition of Psychology Today – offers his worry-less solutions.

**Anxiety always wins**, was a phrase one of my patients used when she was feeling low. She was right. Anxiety always wins, but it will always win, but I do think we are more successful in our lives if we are always ready to come into our lives, like someone who has a key to their house, instead of someone who drops by without an invitation, we never know when they are coming. To welcome them, listen to them and make the best of the moment.

Firstly, realize that worrying is not a normal response. It is a normal response to a stressful situation. When we tip into anxiety, it is because we have made a mistake of concentrating too intensely on those worries, instead of focusing on our capacity to exaggerate and breed fear. That's what we do when we are worried.

It's all about finding distance, which is something that we can do. We can take a step back, and then we can start to look at the situation from a different perspective. When we tip into anxiety, it is because we have made a mistake of concentrating too intensely on those worries, instead of focusing on our capacity to exaggerate and breed fear. That's what we do when we are worried.

Then, ask yourself: "What category of problem am I facing?" There are three basic categories: the ones that are between us and 100% where, for the majority of us, we can't do anything about them. Once we begin to do this, we realize that most of our problems fall into one of these categories. We will still have to deal with them, of course, but hopefully not as intensely.

You might also keep a diary of "involvedness" every day. You can say to yourself, "I'm going to miss my plane or

**THE INTERNATIONAL BESTSELLER**  
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35 WAYS OF LIVING IN THE MOMENT THROUGH ART  
CHRISTOPHE ANDRÉ

**Un rééquilibrage nécessaire**

**Croissance matérielle**

**Croissance personnelle**

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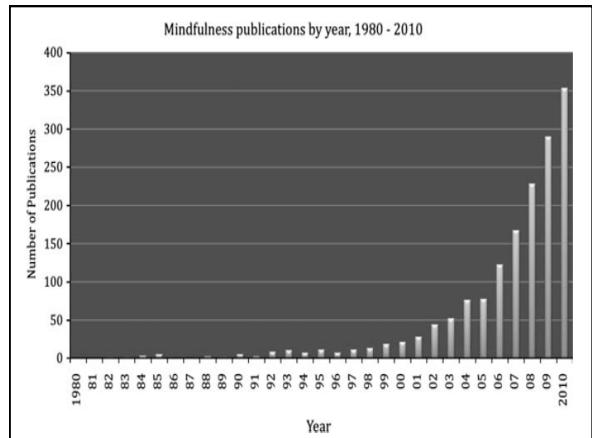
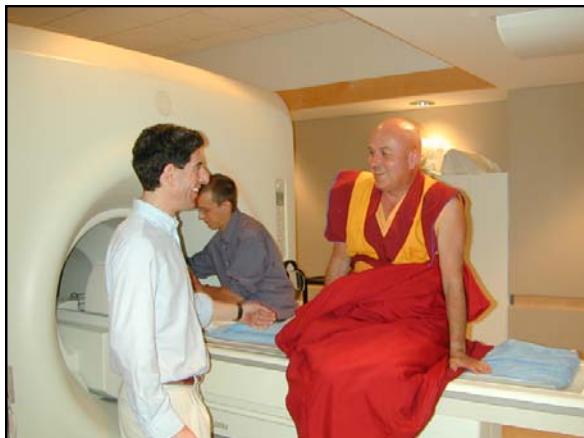
**L'exemple de la méditation**

**Évolutions, carences et compensations**




**SURVOL HISTORIQUE (TRÈS) SIMPLIFIÉ**

- Méditation comme pratique spirituelle pluri-millénaire.
- Intégration dans le champ du développement personnel (années 1960, exemple de la *Méditation Transcendantale*). 
- Explorations scientifiques (années 1990).



## APPROCHE OCCIDENTALE DE LA MÉDITATION

Méditer :  
soumettre à une  
longue  
et profonde réflexion.



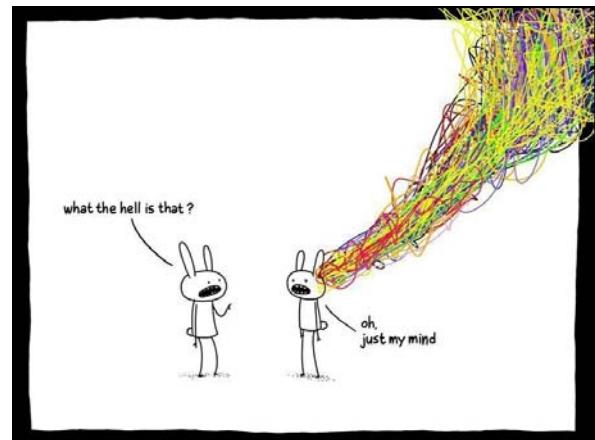
## APPROCHE ORIENTALE DE LA MÉDITATION

État de présence  
intense et non réactive,  
permettant  
**pacification émotionnelle**  
(*samatha*)  
et **clarification intellectuelle**  
(*vipassana*).



### Idées reçues sur la méditation (1)

« Faire le vide »



### Idées reçues sur la méditation (2)

« Se couper du monde »



### Idées reçues sur la méditation (3)

« Être zen »



### Qu'est-ce que méditer ?

« La méditation est une pratique qui permet de cultiver et de développer certaines qualités humaines fondamentales, de la même façon que d'autres formes d'entraînement nous apprennent à lire, à jouer d'un instrument de musique ou à acquérir toute autre aptitude.

Étymologiquement, les mots sanskrit et tibétain traduits en français par « méditation », sont respectivement « bhavana », qui signifie *cultiver*, et « gom », qui signifie *se familiariser*.

Il s'agit principalement de se familiariser avec une vision claire et juste des choses, et de cultiver des *qualités dont nous sommes tous capables mais qui demeurent à l'état latent aussi longtemps que nous ne faisons pas l'effort de les actualiser.* »

*Matthieu Ricard, L'Art de la méditation*

### La méditation est un entraînement de l'esprit



### La pleine conscience



- Ensemble de techniques méditatives d'origine bouddhistes,
- Qui ont été codifiées et laïcisées,
- Pour pouvoir être intégrées dans le monde de la santé et, plus largement, dans la société occidentale (école, entreprise...).
- La pleine conscience : une *world-practice* ?





## Méditation: quelques bénéfices

- 1) Stabilisation attentionnelle
- 2) Flexibilité cognitive, créativité, discernement.
- 3) Impact favorable sur la santé
- 4) Régulation des émotions et des impulsions
- 5) Etc.

**Effects of Mindfulness-Based Cognitive Therapy on cognitive emotion regulation and impulsivity.**

RéGINE JEANNINGROS<sup>1</sup>, CHRISTOPHE ANDRÉ<sup>2</sup>, JOËL BILLEUX<sup>3</sup>

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<sup>2</sup> Service Hospitalier Universitaire de Santé et de Recherche, Hôpital Sainte-Justine, Paris, France  
<sup>3</sup> Département de Psychologie, Université de Louvain, Louvain-la-Neuve, Belgique  
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**INTRODUCTION**  
 Inappropriate or ineffective emotion regulation is emerging as a critical component in the development but also maintenance of depression. Cognitive emotion regulation strategies are cognitive responses to emotion-eliciting events that consciously or unconsciously attempt to modify the magnitude and/or type of individuals' emotional experience. Previous works have shown that emotion regulation mediates the link between depression and specific aspects of impulsivity (ref 3) and between dispositional mindfulness and impulsivity (ref 7). In the current study, we examined the effects of Mindfulness Based Cognitive Therapy (MBCT), which has been developed to prevent depressive relapses, on adaptive and maladaptive cognitive emotion regulation strategies and on different dimensions of impulse control in relationship with the acquisition of mindfulness abilities.

**METHOD**  
 Participants (n = 28; 22F; 34H, mean age : 52 ± 10) in remission from recurrent depression followed an 8 session Mindfulness Based Cognitive Therapy (MBCT) program (ref 8).

**Self-report measures**  
 - **Cognitive Emotion Regulation Questionnaire (CERQ – 36 items)** (ref 3) assesses individual differences in coping across nine subscales of "adaptive strategies": 1) Acceptance: referring to thoughts of accepting what you have experienced and resigning yourself to what has happened, 2) Positive reframing: referring to thoughts about joyful and pleasant issues instead of thinking about the actual event, 3) Refusal on planning: referring to thoughts about what steps to take and how to handle the negative event, 4) Positive reappraisal: referring to thoughts of creating a positive view of events, 5) Self-blame: referring to thoughts of accepting the blame for the situation and the problems it creates, 6) Rumination: referring to thoughts when comparing to other events and – maladaptive strategies: 6) Self-blame: referring to thoughts of putting the blame of what you have experienced on yourself, 7) Catastrophizing: referring to thoughts of explicitly emphasizing the term of what you have experienced, 8) Over-control: referring to thoughts of controlling the outcome of what you have experienced, 9) Impulsivity: referring to thoughts of acting without thinking.

- **Urgency and Lack of Persistence Scale (4 items)** (ref 9, 10) evaluate four emotional facets of impulsivity : Urgency refers to the tendency to act rapidly when experiencing negative affect. Lack of persistence refers to the tendency to think and reflect on the consequences of an act before engaging in that act. Lack of perseverance refers to an individual's ability to remain focused on a task that may be boring or difficult. Sensation seeking refers to the tendency to enjoy and pursue new and exciting activities.

- **Mindful Attention Awareness Scale (MAAS – 15 items)** (ref 2) assesses level of awareness and attention to events and experiences of daily life.

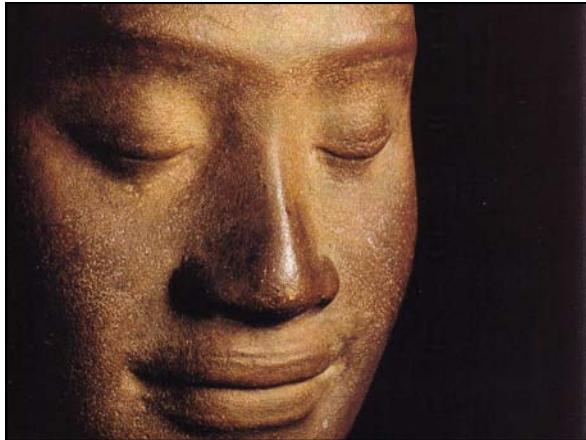
## PLAN

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## L'ATTITUDE DE PLEINE CONSCIENCE

- Être délibérément présent à l'expérience du moment que nous vivons,
- sans attente (on ne cherche pas à obtenir un état précis),
- sans jugement (on ne décide pas si c'est bien ou mal, désirable ou non),
- sans filtre (on accepte ce qui vient, agréable ou désagréable).



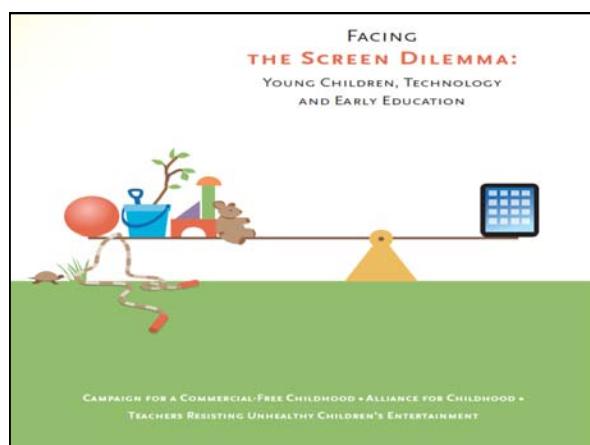
## Champs d'application de la méditation de pleine conscience

- Psychologie
- Médecine
- Éducation
- Sport
- Entreprise
- Politique
- Etc.



Tim Ryan,  
Congressman, USA

Mindful Nation





**The New York Times** | **Opinions**

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**A Silicon Valley School That Doesn't Compute**

By Alan Eagle

LOS ALTOS, Calif. — The chief technology officer of eBay sends his children to a nine-classroom school here. So do employees of Silicon Valley giants like Google, Apple, Yahoo and Hewlett-Packard.

But the school's chief teaching tools are anything but high-tech: pens and paper, knitting needles and, occasionally, mud. Not a computer to be found. No screens at all. They are not allowed in the classroom, and the school even frowns on their use at home.

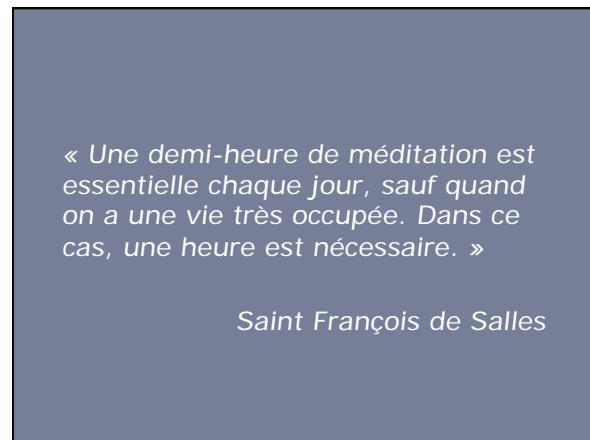
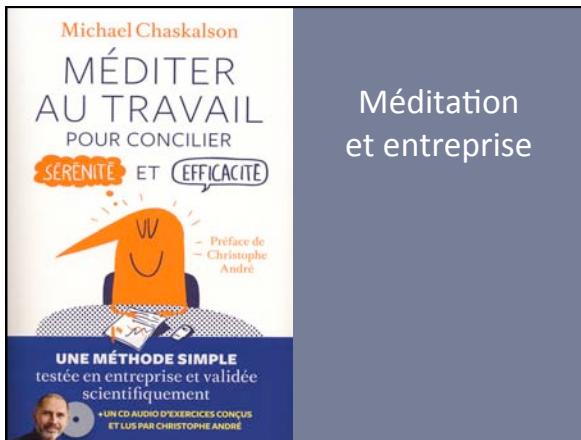
Schools nationwide have rushed to supply their classrooms with computers, and many policy makers say it is foolish to do otherwise. But the contrarian point of view can be found at the epicenter of the tech economy, where some parents and educators have a message: computers and schools don't mix.

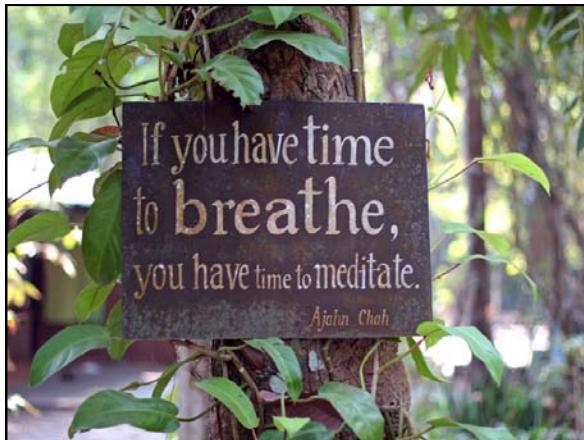
This is the Waldorf School of the Peninsula, one of around 160 Waldorf schools in the country that subscribe to a teaching philosophy focused on physical activity and learning through creative, hands-on tasks. Those who endorse this approach say computers inhibit creative thinking, movement, human interaction and attention spans.

The Waldorf method is nearly a century old, but its foothold here among the digerati puts into sharp relief an intensifying debate about the role of computers in education.

"I fundamentally reject the notion you need technology aids in grammar school," said Alan Eagle, 50, whose daughter, Andie, is one of the 196 children at the Waldorf elementary school; his son William, 13, is at the nearby middle school. "The idea that an app on an iPad can better teach my kids to read or do arithmetic, that's ridiculous."

Mr. Eagle knows a bit about technology. He holds a computer science degree from Dartmouth and works in executive communications at Google, where he has written speeches for the chairman, Eric E. Schmidt. He uses an iPad and a smartphone. But he says his daughter, a fifth grader, "doesn't know how to use Google," and his son is just learning. (Starting in eighth grade, the school endorses the limited use of gadgets.)





## Recommandations

- Lors des temps d'attente, des temps de transition, mettre son cerveau au repos (pas d'action, pas de distraction, juste une présence non réactive au monde).
- Préserver des plages de continuité (pas d'interruptions).
- Préserver des plages d'unité (une chose à la fois).
- Présence à ce qui est agréable.
- Présence à ce qui est douloureux.
- Discernement entre l'urgent et l'important (lâcher les fausses urgences).

**PLAN**

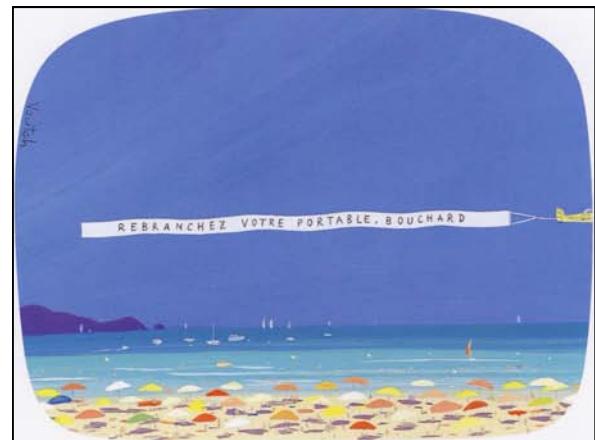


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## Efforts individuels



## Efforts collectifs



## 3 champs

- Politique et public
- Collectif et associatif
- Personnel et intime : « intériorité citoyenne »

## Croissances

- Quantitatives  
(plus de savoirs, plus de possessions...).
- Qualitatives  
(meilleur usage des savoirs et des possessions...).

*Combler la dysharmonie évolutive  
entre technologie et psychologie.*

« *L'homme a soif de vérité, mais est-ce la source qu'il cherche – ou l'abreuvoir ?* »

*Gustave Thibon,  
L'Illusion féconde*

« *Par-delà les fenêtres se dressent de grands arbres sombres ; j'entends avec émotion le murmure secret et frais des feuilles. Je crois l'entendre pour la première fois. Que ce bruissement des feuilles me touche !* »

*Evguénia Guinzbourg,  
Le Vertige (tome II)*



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<http://www.association-mindfulness.org>
- Site francophone sur la pleine conscience  
<http://www.ecsa.ucl.ac.be/mindfulness>

Pour plus d'informations, un site :  
<http://christopheandre.com>

Pour partager, un blog :  
<http://psychoach1.blogspot.com/>

Et une page Facebook :  
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#### PRINCIPALES PUBLICATIONS DE CHRISTOPHE ANDRÉ

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