

To Experience Change you have to Change Experience

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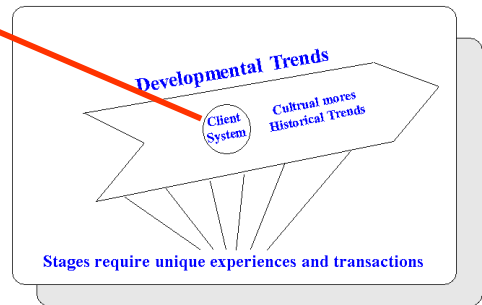
Milton Erickson taught that symptoms were
a breakdown of relations between people.

- ▶ “Mental disease is the breaking down of communication between people” (p. 85).
- ▶ Erickson, M. H. (2008). Hypnosis: Its Renascence as a Treatment Modality, in E. L. Rossi, R. Erickson-Klein, and K. L. Rossi (Eds.) *The collected works of Milton H. Erickson, Vo. 2.*, p. 61-85. Phoenix, AZ: Milton Erickson Foundation Press.

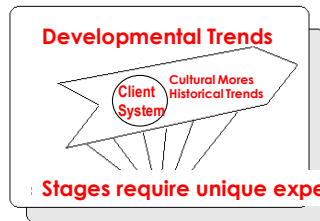
Symptom development

Symptoms develop when:

- 1) Demands of environment exceed acquired resources.
- 2) Relational demands do not aid in retrieving and building needed resources.



Problem Solving Levels



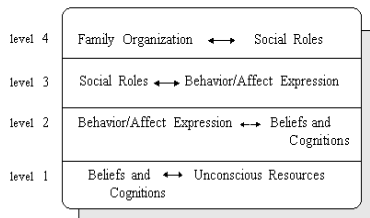
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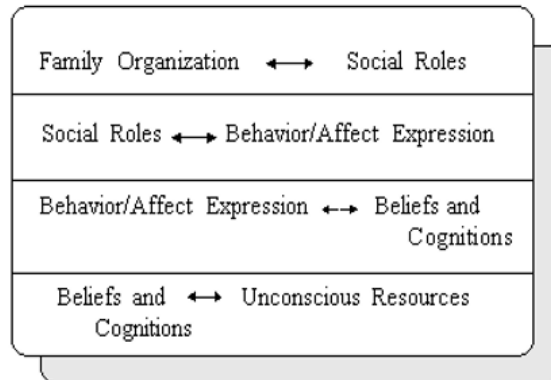
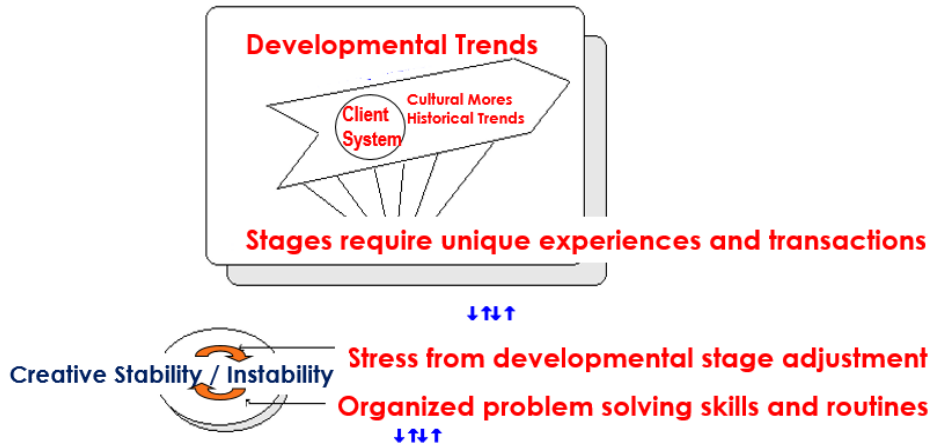
Stress from developmental stage adjustment

Organized problem solving skills and routines

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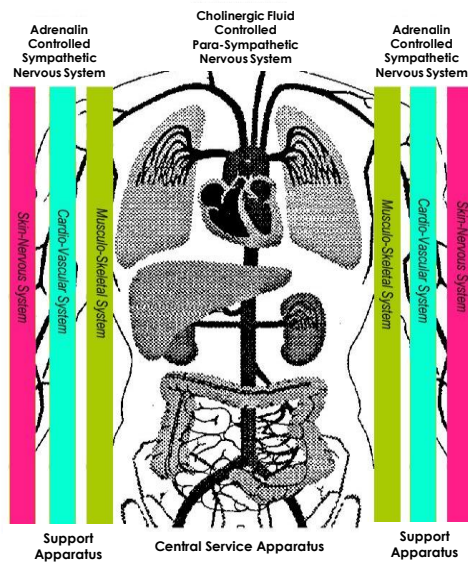


Reaction to developmental requirements and need for resources



Needed resources may be at any level of complex organization.

Emotional Flexibility



What makes a Cure

Cure = having the required experiential resources available in the context in which they are needed.

Erickson's Exact Quote

- ▶ "It is this experience of reassociating and reorganizing his own experiential life that eventuates in a cure" (p. 46).
- ▶ Erickson, M. H. (2008). Hypnotic Psychotherapy, in E. L. Rossi, R. Erickson-Klein, and K. L. Rossi (Eds.) *The collected works of Milton H. Erickson, Vo. 2., p. 43-56*. Phoenix, AZ: Milton Erickson Foundation Press.

Remember and Revivify Experience

- ▶ Identify resource: confidence, calm, courage, etc.
- ▶ Ask for a memory when the client had it.
- ▶ Ask for a single part of the longer memory that really conveyed it.
- ▶ This may be remembered as a picture, a talk/speech, a feeling...

Revivifying – (the critical operation)

- ▶ Ask for what portion of memory the client has retrieved: a visual image, a voice or other sound, a sensation, etc.
- ▶ Take time to have the client use the remembered part of the experience to bring more of it into the foreground (e.g. revivify it).
- ▶ Complete the task when the client finally “has” the desired (usually) feeling-experience from that memory.

Simple association/dissociation-1

Get resources of comfort, safety, confidence, etc.



Instruct client to see and hear **only** the events of the past



Review of modified review of the past traumatic events

Simple association/dissociation-2

- A. establish a safe environment
- B. teach trance induction to facilitate a conscious frame-break from bad feelings
- C. retrieve sufficient safe and secure resources (maybe a necessary 1st step!)
- D. Discuss the client's desired resources for the event
- E. Retrieve and revivify the desired resources (3 to 6 is average)

Simple association/dissociation-3

- F. aid in constructing a dissociative review
 - 1. review traumatic situation in words and pictures *only*
 - 2. establish groundwork for integrating the dissociated part
 - a) establish communication
 - b) nurture the child and accept self represented by it
 - c) trade resources between parts for a more creative adjustment between parts
 - d) practice swapping resources with dissociated part
 - 3. integration strategies to conclude review
- G. link the learnings to future uses such as with the Self-Image Thinking protocol

Complex associate/dissociation-1

Complex associate/dissociation

- 1) safe distance for more traumatic experiences
- 2) stabilization of resources with imagery
- 3) unconscious communication if amnesia



Complex association/dissociation-1

- A. Establish a safe environment
- B. Retrieve and revivify all necessary resources
- C. Ask client to imagine a "grown self" in the middle of the room
 1. this person is a representation of the current aware self
 2. this person is conscious and knows what the conscious mind knows
 - a) this imagined representation is the only "part" which will be asked to communicate with the real client
 - b) client imagines communication taking place between this part and him or herself
 - c) head nods are established to cue the therapist to proceed

Conduct the review without threat-2

- D. Ask client to *ask the projected part* to see and hear an earlier resourceful self
 - 1. projected part (part 1) is asked to see and hear the earlier self
 - 2. the second projection (part 2) is not necessarily seen by the client (it is okay to make a 3rd part for more safety and apply the following instructions accordingly)
 - 3. part 2 represents the unconscious and can communicate via the ties with part 1
 - 4. part 1, therefore, becomes a buffer between the memory and the client
- E. Have the client ask part 1 to *ask part 2 to review* the trauma from a comfortable distance
 - 1. part 2 lets part 1 know only by means of signaling
 - 2. conduct a careful elaboration of part 2 reviewing the scenes in words and pictures only and only signaling to part 1 that the review is occurring (not the content)
- F. Part 1 then signals the real client that the review is occurring, and when it is over
- G. Have part 2 review the traumatic scene until it is completed and send signals back
- H. Resources and be swapped from client to part 2, finally ask for them to merge together