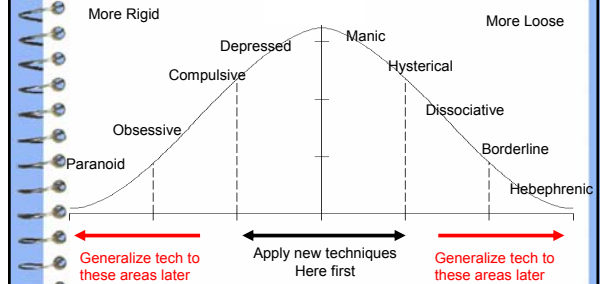


Induction



Copyright © 1979-2004, Stephen Larkston.

Learning



Copyright © 1979-2004, Stephen Larkston.

Interview Guidelines - 1

1. What is the problem and/or goal for this session as stated by client?
2. Family structure status?
Age:
Marital status:
Children:
3. What is the current situation?
Job
Social network:
Typical time structuring:
Favorite activities/interests:

Copyright © 1979-2004, Stephen Larkston.

Interview Guidelines - 2

4. What is the history of the problem and any previous therapy for it?
Are there any traumas or specific images associated with the onset of the problem?
5. Family of origin information?
Mother?
Father?
Siblings?
6. Are there parallels of the problem in client's family of origin?
7. What is the client's probable psychological age with regard to the problem presented?

Copyright © 1979-2004, Stephen Larkston.

Interview Guidelines - 3

8. What nonverbal messages (gestures, voice tone, breathing/color changes, etc.) do you notice and with what verbal information are they associated?
9. What verbal images or "metaphors" does the client use in describing him/herself or the problem?
10. What are the significant features of the client's interpersonal checklist?
Typical orientation; What avoided areas:
Does graph's self report agree with your observation of client?
11. Are there any activities or situations (such as swimming, music, mountain climbing, etc.) that the client finds idiosyncratically aversive? It will be nice to know this before creating a metaphor involving that activity.

Copyright © 1979-2004, Stephen Larkston.

Interview Guidelines - 4

12. What resources are desired by client to deal with problem or achieve goal more effectively?
13. Based on your assessment, what other resources would seem to be relevant goals?
*Affect goal(s)?
*Behavior goal(s)?
*Attitude goal(s)
Self image building goals?
Future shaping?
Family structure change goal?
Discipline/enjoyment goals?
Role development?
Identity reorganization?
Direct work pattern goals?
Trance phenomena?

Copyright © 1979-2004, Stephen Larkston.

Conscious / Unconscious Dissociation Language Exercise

"Your conscious mind... Conjunctions/link ..."your unconscious mind..."

...may be listening to and hearing my words...	and	...can do something else.
...may be interested in learning one thing...	and	...is concerned with what is relevant.
...may have that doubt...	and	...develops its own line of thought.
...is probably curious...	and	...might not even be interested.
...operates linearly...	and	...thinks globally.

Copyright © 1979-2004, Stephen Larkton.

Conscious / Unconscious Language

"Your conscious mind... Conjunctions/link ..."your unconscious mind..."

...may not do much that's interesting...	as	...has its own idea of what it needs.
...may be interested in one depth of trance...	as	...develops the proper depth of trance.
...can focus on one spot...	while	...is really doing a lot for you
...is often sorting, categorizing, and pigeonholing...	just as	...understands the context.
...may be easily distracted...	since	...makes things happen in your best interest.

Copyright © 1979-2004, Stephen Larkton.

Conscious / Unconscious Language

"Your conscious mind... Conjunctions/link ..."your unconscious mind..."

...may be wondering about certain experiences...	because	...allows your conscious mind to notice.
...is oriented to situations of the moment...	at the same time	...contains a vast storehouse of learning, and potentials.
...can only expect how matters will finally end...	but	...can enjoy the process of discovering joy in the process.

Copyright © 1979-2004, Stephen Larkton.

Tim Buckley song

The new children dance _____ I am young
 All around the balloons _____ I will live
 Swaying by chance _____ I am strong
 To the breeze from the moon _____ I can give
 Painting the sky _____ You the strange
 With the colors of sun _____ Seed of day
 Freely they fly _____ Feel the change
 As all become one _____ Know the way

Copyright © 1979-2004, Stephen Larkton.

Tim Buckley song

Oh, the new children play _____ I am young
 Under juniper trees _____ I will live
 Sky blue or grey _____ I am strong
 They continue at ease _____ I can give
 Moving so slow _____ You the strange
 That serenely they can _____ Seed of day
 Gracefully grow _____ Feel the change
 And, yes, still understand _____ Know the way

Copyright © 1979-2004, Stephen Larkton.

Interspersal - tone shift exercise

Normal Voice

Altered Voice

Your hand is beginning to move...	And as I count from 20 to 1
...those small jerky movements...	you can just relax, 19, 18, 17...
...just a quarter inch at a time...	and wonder what you'll really learn, 16, 15, 14...
...up toward your face	and still relaxing more...
...higher and higher...	as you develop that depth of trance,...
...sometimes just floating there...	13, 12...

Copyright © 1979-2004, Stephen Larkton.

Interspersal - tone shift exercise

Normal Voice

Altered Voice

...until it reaches your face...	you think you want...
...and you really don't know when it will touch...	11...
...your face.	10...
...It's as if it had a mind...	or may want...
...of its own,...	9, 8, 7...
...still higher,...	to use your vast store of learning and memories

Copyright © 1979-2004, Stephen Lankton.

Interspersal - tone shift exercise

Normal Voice

Altered Voice

...and another quarter inch,...	6, 5, 4...and breathing comfortably,
...sometimes faster, sometimes slower...	going deeper and deeper..
...until it comes to rest,...	3, 2...
...when it reaches your face.	and 1, with readiness and satisfaction.

Copyright © 1979-2004, Stephen Lankton.

Induction Outline

1. Orient the client to trance.
2. Fixate attention and rapport.
3. Establish a conscious / unconscious dissociation.
4. Ratify and deepen the trance.
5. Use trance to elicit experiences and associate experiences need for the therapy work.
6. Reorient the client to waking state.

Copyright © 1979-2004, Stephen Lankton.

1. Orient the client to trance.

This step involves making certain that the clients are physically and psychologically prepared for the trance.

2. Fixate attention and rapport.

Most frequently clients' attention is fixated on a story, on their body sensations, or on an external object.

Copyright © 1979-2004, Stephen Lankton.

3. Establish a conscious / unconscious dissociation.

Therapists use “conscious / unconscious dissociation language,” including the possible use of anecdote and education about unconscious processes to assist clients in the development of dissociated and polarized attention.

Copyright © 1979-2004, Stephen Lankton.

4. Ratify and deepen the trance.

Ratification of the client's processes of unconscious search is easily accomplished by helping focus client awareness on the many alterations that occur in their face muscles, reflexes, respiration, and skin coloration. Deepening may be facilitated by several means including confusion, offering small incremental steps, or indirect suggestions and binds.

Copyright © 1979-2004, Stephen Lankton.

5. Utilize trance to elicit and associate experiences for the therapy work.

Therapeutic use of trance includes using those unconscious processes stimulated by induction. Metaphor provides an altered frame of reference that allows clients to entertain novel experience. The experiences needed are determined by the diagnostic assessment and contracted therapy goals. Experience may be facilitated by the use of indirect suggestion and anecdotes, and binds. Finally, therapists help clients arrange elicited experiences into a network of associations that will help them form a perceptually and behaviorally based map of conduct.

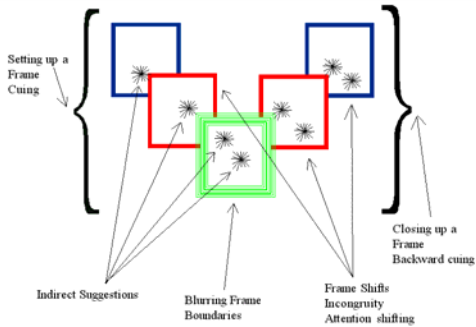
Copyright © 1979-2004, Stephen Larkston.

6. Reorient the client to waking state.

Reorientation may be rapid or gradual. At this stage the therapist has a final opportunity to assist clients in developing amnesia, post hypnotic behavior, and/or other trance phenomena that are part of the treatment plan. The techniques of metaphor, indirect suggestion, binds, confusion, and paradox may also be used at this stage.

Copyright © 1979-2004, Stephen Larkston.

Complex Reframing Variables



Copyright © 1979-2004, Stephen Larkston.

Dual induction

		Content Used	
		Same	Different
Speech_Delivery	Alternately	Focuses conscious and unconscious attention	Dissociates conscious and unconscious experience
	Simultaneously	Overloads consciousness and unconscious takes on the affect	Overloads conscious mind and unconscious makes trance phenomena synthesis

Copyright © 1979-2004, Stephen Larkston.