Session 1/Session 2 – 20 truths about transformation and healing

*** 20 Truths About Transformation And Healing ***

What I mean by truth
- Operate as if they are truth to provide guidance and structure to the process
- Reevaluating the statement based on experience and feedback

Two types of lessons
- How we function (Truths 1–10)
- How we transform (Truths 11–20)

I won't be talking about how to apply these lessons right now, that will come over the next two days

How Thoughts and Emotions Function

1. Emotions are just information
    a. This is the first topic because it is the single most important lesson
    b. Emotions are not the enemy
    c. Each emotion conveys a different type of information
        i. Overwhelm = insufficient resources (most often time) to do what needs to be done
        ii. Frustration = a need or desire is not being met
        iii. Fear = danger
        iv. Anger = perceived attack
        v. Sadness/grief = disconnection or loss of something important
        vi. Inadequacy = I am not living up to an internal or external standard
        vii. Guilt = I have hurt others
    d. Making our issues our allies (three of tomorrow's sessions are around this idea)
    e. Pain v suffering
        i. Both are worthy of transformation, but require different approaches
2. Fear always wins
    a. Survival of the scaredest
        i. Outrun a bear [slide: new Yellowstone poster]
        ii. Ex. Car in street
    b. Tapping effect in down regulating emotions
3. We are always making the best choice possible

a. Based on the information we have
b. Based on our current resource state
c. That state can change in an instant
    i. Ex. Throwing a punch from inmate
d. This impacts the way we judge and work with past choices
4. Operative reality is reality to the subconscious mind
    a. Models of information
    b. Memories
    c. "Rules" of how the world works
5. There is always resistance to change, because if there weren't resistance, then change would have already taken place
    a. You will always do the most valuable task that has a manageable emotional cost first
6. The mind has a negativity bias
    a. Ex. Walking up the stairs

What gets in the way of transformation

7. We are bad eyewitnesses to our own experience/everything we experience is an interpretation
    a. What we believe about our story
    b. How we approach that story
    c. True in the moment
    d. True in memory
    e. True in recall
8. The new normal becomes normal (which leads to forgetting transformation)
    a. Ex. New iPhone
    b. Ex. Client "I was just exaggerating"
9. Others want to us change as long as they don't have to
    a. This is (most often) not malicious
    b. On a subconscious level our relationship is a means to an end for them
10. We are often taking the wrong type of responsibility for our experience
    a. You didn't create all of it
    b. You might not have created it, but you are responsible for it
    c. Ex: Broken glass after baseball comes through the window
    d. Ex: client
        i. Responsible for recognizing how the past impacts us
        ii. Responsible for healing the wound
        iii. Not responsible for the fact that you were hurt in the first place

How transformation works

11. Stages of awareness
    a. Unconscious response
    b. Recognition of emotional response at distance with help
    c. Recognition of emotional response at distance on our own
    d. Recognition of emotional response in the moment and able to down regulate
    e. Recognition of how you responded in the past
    f. No realization it happened at all
12. Why tapping works
    a. Memory consolidation (works with any therapeutic approach)
    b. Tapping down regulation of emotions

The process of transformation

13. We need to respond to the emotion about the issue *and* the issue
    a. Different
    b. Start from the outside in
14. Our subconscious consistently treats our experience as an all-or-nothing proposition
15. The 10% solution
    a. From Dan Cleary – too important to wait until tomorrow
16. You don't have to know why you are the way you are in order to heal
    a. We want to know why so we can prevent it from happening again
    b. Many experiences and context cannot happen again
17. There is no success or failure in transformational work. There is only feedback.
    a. Ex. Lessons from hypnotist
    b. Ex. clown logic

The goal of transformation

18. The goal is a well-informed and proportional emotional response
19. The work is about moving to the now
    a. Putting the past in the past, not worrying about the future
    b. Past created this moment, but doesn't determine what comes next
20. Trying to move one step higher on the emotional scale
    a. Importance of resource state

b. I don't care about the biggest trauma; I care about what is in the way for taking the next step

Session 3 – RKAT Explained

Why such a structured process
- Good for beginners
- Good when your resources are low
- I can get casual with my approach
  - Ex. Chocolate with 23 ingredients
  - Good to be reminded of the whole healing process
- Your process
  - You can steal any part of this process
  - A framework to think about your own process

Thoughts about the process not covered in the 20 truths
1. The words aren't magic
   a. True for tapping in general
   b. In this case, transform whatever words you want
2. Gentle with self
   a. I get the most pushback from my clients on this single concept
   b. We interpret being gentle with ourselves as letting ourselves off the hook
   c. In truth, it's about giving a more accurate account of our actions – think back to truth that we are making the best choice we can
3. Recognition and permission
   a. Recognition
      i. Helps us to understand more clearly by giving words to the issue
      ii. Words allow us to define our goal more clearly
      iii. Bringing issue to the light of day can also deflate some issues and diminish their impact
   b. Permission
      i. Stating we are allowed to do something is powerful
4. Forgiveness
   a. What it is and what it is not
      i. I am not saying I liked what happened
      ii. I am not saying I'm happy that it happened
      iii. I'm not saying it can happen again
      iv. I'm not saying the person who hurt me shouldn't be punished for what they've done

        v. I'm not saying that someone else can do it to me in the future

        vi. I'm not saying that I deserved what happened

        vii. I'm not saying that I caused it to happen

        viii. I'm not saying that they could do it to someone else

        ix. I'm not saying that I have forgotten what happened

        x. I'm not saying that I've missed the lesson

    b. What forgiveness is

        i. Taking responsibility for the past without being emotionally stuck in the past

    c. Guilt v regret

5. Opening and closing of sessions

    a. Opening

        i. Being present to the work

        ii. Setting up healing work

        iii. Setting intention

    b. Closing

        i. Continue healing

        ii. Naming success makes it easier to work towards success again

        iii. Ending the process so I am present to whatever is next

6. The reason we aren't doing lot of reframing specific to the issue

    a. Memory is open enough in step 3 for memory consolidation

    b. The phrases that we are tapping on are reframing the trauma and do not require the specific details of the issue we are working with

RKAT

1. The Setup

    a. In the system to get details so you can just tap straight through

2. Setting Your Healing Intention

    a. *My intention for this process is to experience healing and transformation around this issue.*

    b. *My intention during this process is to learn to love myself more.*

    c. *My intention during this process is to experience only the memories, thoughts, and emotions that are helpful and healthful for me.*

3. Clear-ish Statement of Outcome

    a. Version 1: Taking action

        i. *The action that I am not taking is ...*

        ii. *Not taking this action is causing me …*

        iii. *Because I am not taking this action I am feeling ...*

        iv. *I would like to easily and decisively [insert action to take].*

      v.   *I would like to take these actions [insert time frame].*

      vi.   *While taking this action I would like to feel…*

  b. Version 2: Clearing past memories

      i.   *I would like to no longer be impacted, influenced or controlled by this memory of …*

      ii.   *I would like to remember only the details about [memory] that are helpful and healthful for me.*

  c. Version 3: Strong emotion in the moment

      i.   *I would like to stop feeling [emotion] that is causing me to [insert negative outcome].*

      ii.   *I would now like to feel [insert emotion] so that I can [insert positive outcome].*

      iii.   *I would like this change or something better.*

4. The Work

  a. Self-compassion

      i.   *I give myself permission to be easy and gentle with myself.*

      ii.   *I give myself permission to be easy and gentle with the fact that I am struggling with this.*

      iii.   *I give myself permission to be easy and gentle with the fact that I am still struggling with this.*

      iv.   *I give myself permission to be easy and gentle with the fact that I haven't worked on this issue sooner.*

  b. Understanding the healing process

      i.   *This is a healing process and not a healing moment.*

      ii.   *I give myself permission to allow the process to unfold naturally.*

      iii.   *I give myself permission to heal without needing to know why I am the way that I am.*

      iv.   *I recognize that when I live in a new way with a new belief, I am not being thoughtless, careless, or reckless in creating change.*

      v.   *I recognize the fact that this is a healing process. It is not an all-or-nothing process. I am open to the possibility of total transformation while recognizing it is a process.*

  c. Gathering information

      i.   Tune into what you are tapping on. Where do you experience it in your body?

      ii.   Ask the sensation what it is afraid of.

      iii.   Ask the sensation what proof it has that this is a possibility or probability.

    iv.   Have a conversation with the part, giving it advice the same way you would offer advice to a friend

d. Releasing generational beliefs

    i.   *I give myself permission to release thoughts and beliefs that have been given to me by other people. When I let go of these thoughts and beliefs I am not saying that the person who gave them to me is wrong. I am not letting go of the person who gave them to me. I am simply saying it is no longer useful to me and therefore I am letting it go.*

    ii.   *In this healing process I am letting go of thoughts, memories, and emotions that are no longer useful. If at some point in the future they are useful again, I give myself permission to pick them back up.*

e. Release the known, unknown, and the hidden

    i.   *I give myself permission to release any known, unknown, or hidden beliefs that no longer serve me.*

    ii.   *I give myself permission to release any known, unknown, or hidden energy that no longer serves me.*

    iii.   *I give myself permission to release any known, unknown, or hidden darkness that no longer serves me.*

    iv.   *I give myself permission to release any known, unknown, or hidden emotions that no longer serve me.*

    v.   *I give myself permission to release any known, unknown, or hidden stories that no longer serve me.*

f. Self-forgiveness

    i.   *I recognize that I do not have to offer forgiveness. It is not mandatory. Instead, in this moment I choose to offer forgiveness to myself and others to the degree that is safe and healthy for me in this moment.*

    ii.   *By offering forgiveness I am not saying that I like what happened.*

    iii.   *By offering forgiveness I am not saying I am happy it happened.*

    iv.   *By offering forgiveness I am not saying that they can do it again.*

    v.   *By offering forgiveness I am not saying they shouldn't be punished for what they have done.*

    vi.   *By offering forgiveness I am not saying that someone else can do it to me in the future.*

    vii.   *By offering forgiveness I am not saying that I deserved what happened.*

    viii.   *By offering forgiveness I am not saying I caused it to happen.*

        ix. *By offering forgiveness I am not saying they can do it to someone else.*

        x. *By offering forgiveness I am not saying I am going to forget what happened*

        xi. *By offering forgiveness I am not saying I am going to miss the lesson in what happened.*

        xii. *By offering forgiveness I am saying that I am choosing no longer to be emotionally entangled in the past.*

        xiii. *In this moment I choose to forgive myself and others to the degree that is safe and healthy for me.*

    g. Continuing the healing process

        i. *I give my system permission to ask for what it needs.*

        ii. (Pause and listen to what it needs.)

        iii. (Repeat 3 times.)

5. Sealing the healing process and re-entering the day

    a. Do this whole process while tapping the gamut point.

        i. *As I am doing this healing, I am not only doing this healing for myself. I am also providing healing for all of the generations that have come before me. I give myself permission to pass this healing back through my generational lines.*

        ii. *This is a healing process. Not a healing moment. I am thankful for all of the healing that has happened in this process.*

        iii. *I am open to this process being enough to complete the healing. I am also OK with the fact that all of the healing that I want to achieve might not have happened in this process.*

        iv. *As the rest of my day unfolds I know this healing process will continue.*

        v. *Sometimes this healing will happen in ways that I will notice. When I notice these moments, I will give thanks.*

        vi. *Sometimes this healing will happen in the background, unnoticed by my conscious mind. I give thanks that my system is a healing machine that does not require my conscious attention to continue the healing.*

        vii. *I appreciate the fact that I have had this time to dedicate to this healing.*

        viii. *I am thankful that my system is able to heal and transform.*

        ix. *I am thankful for the desire to continue healing.*

        x. *I am thankful that I have access to healing tools.*

6. What did you learn

a. What was surprising?
b. What did you learn?
c. What next actions are you inspired to take?

Session 4/Session 5 – Mastering Healing Vocabulary

Value of mastering healing vocabulary
- These are the tools to tease out the aspects and subtleties of the issue
- This will help to uncover any blind spots we have about the issue
- These tools will improve the way you communicate full stop. Not just in tapping work.

We emotionally respond to the world not as it is, not how we think it is, but how we describe it.

Learning and transformation is much easier through discovery than it is through information being shared.

The Three Parts of Healing Vocabulary
1. How we build rapport
2. The words we use to navigate a session
3. The words they use to describe the experience

Rapport

Hypnotic Patter and Language AKA Rapport
- Rapport: Being in sync with another person
  - In hypnosis this is essential
  - Also true with any sort of change work
  - Can be done ahead of time (intake form, welcome video)
  - This is useful for every conversation you have
  - You will recognize that you do a lot of these instinctively
  - Breaking rapport
    - Dogs
    - Teens

Rapport Building Basics
- Answer their concerns before you begin
  - This is going to look weird

- - You will not be so overwhelmed with emotions that it is too much to handle
    - There aren't dangerous memories
    - Explain how the subconscious is metaphorical
- Concentrate on their issues, not your technique
  - Explain what is necessary (and nothing more)
  - Let them know when and how to ask questions
- Meet them where they are, not where you are
  - Language they use
  - What you talk about
  - Worldview and spiritual worldview
    - This is assuming you are comfortable with their worldview
- Active listening
  - Eye contact
  - Take notes
  - Preframe how it is different on video
- Mirror and matching
  - Movement
  - Breathing
  - Speech pattern
- Everything is perfect and you are in control
  - The results are only feedback
  - Even when they don't do what you ask them to do
    - Eye open example from hypnosis
- Repeat what you think you heard
  - Do I have that right?
  - I heard you say [X], is that correct?
- Affirming the action you want
  - Sighs
  - Yawns
  - New insights
  - Celebrate success no matter how small
    - Ex. Costa Rica back issue
  - Remind them how far they have come
    - This session
    - This month
    - Since you started working with them
    - Since their childhood
- Give them proof it worked
  - It won't feel like they expect

- ○ "It's that weird" – It is easy to disbelieve the weird so normalize
- ● Hypnotic Contract
  - ○ A hypnotic contract is when you ask your client if they are ready to be hypnotized
    - ■ When they say yes they are committing to do the work. They have just bound themselves
  - ○ How I use this will my clients:
    - ■ We are going to do this, this, and this. Does that sound good to you?
    - ■ Are you ready to start doing healing work?
    - ■ Are you ready to do some awesome work?
    - ■ Are you ready to let go of…

***Navigation**

Navigation – when we are guiding their attention or response
- ● Before we begin
  - ○ They will let their guard down
- ● Use what they want or don't want to our advantage
  - ○ To do this you need to know what they want
  - ○ The more pain we are in, the more likely we are to take action to get out of pain
  - ○ The closer we are to our goal, the more motivated we are to take action
- ● Give options to information gathering questions
  - ○ The rule of three
- ● Act out what you are asking them
- ● Pacing/leading (yes chain)
  - ○ Three pace statements + one lead statement
    - ■ Ex. Scott McFall's bloody head
  - ○ The goal is to bring new information to the pattern
- ● Mind reading (which is really mind writing)
  - ○ You are telling them what they are thinking and feeling
    - ■ Right now you are aware of the resistance you feel in your body. Where are you noticing this?
- ● Double bind
  - ○ The answer gets to where we want, no matter what
    - ■ Would you like to work on the pain in your leg or the binge eating first?

- - - I know you don't know the answer to this question, but if you did know the answer, what would it be?
- Conversational postulate
  - Questions with literal answer of yes but they just do the action
    - Can you tell me the time?
    - Can you close your eyes?
  - A good way to encourage someone to do something they are hesitant to do
    - Can you focus on the sadness you are feeling?
- Subordinate clauses of time (before, after, during, as, since, when, while)
  - As you go deeper you will notice your hand become lighter
  - Before you shut your eyes you will notice how relaxed you are
  - As you tap on the side of your hand you will notice the issue comes into sharper focus
  - While you take a deep breath you will recognize the place that we should start
- Use of "OR" when both outcomes are good
  - You will feel your arms or legs relax
  - You will feel the tension in your chest shrink or spread out
- Use of "notice" to draw attention to a positive outcome
  - You may notice as we tap that the pressure in your forehead is decreasing
- Embedded commands
  - I don't know how soon it will be before you are referring other tapping practitioners to train with me
  - Quitting smoking is hard
- Never let them know you are lost
  - It is amazing the amount of thinking you can do in the time it takes them to take a deep breath
- End of sessions
  - They are still in a trance when you finish work
    - You can (and should) keep giving them commands in this situation
      - Closing of the session in RKAT does exactly this

The words they use

The way to respond to unclear information is with questions.

These questions are for clarification

- They are not a judgment
- They are not patronizing
- It is good to remind the client of that

Generalizations – These have their own section because they are the most common
- Universal qualifiers
  - Making a specific a universal truth
    - Everyone at work hates me – Everyone?
    - I have no joy in my life – Never?
    - Every time there is a crisis he panics – Every time?
    - I'm tired all the time – All the time?
    - She's always like that – Always?
    - I always feel like I am letting them down – Always?
    - All she ever does is talk about herself – Nothing else?
    - I haven't accomplished anything – Nothing?
    - Nobody loves me – No one?
  - Key words
    - Always
    - Never
    - Every
    - All
    - No
    - Nothing
    - Everything
    - Anything
    - Nobody
    - No one
    - Everyone
    - Everybody
- Emotionalization – defining an object by an emotion
  - What a sad life this is – There is only sadness?
  - The world is a hopeless place – There is no hope anywhere?
- Identification – Object or person is reduced to a characteristic
  - You are high maintenance – In what settings?
  - I'm not the type of person who can succeed – You have never had success?
- Syntactic ambiguity – details left out to make the statement more sweeping that it is

- - ○ I've always been bad at kicking habits – What type of habits have you tried to kick? How did you try? Have you ever been successful?
    - ○ I want to specialize in helping people – What type of help do you want to provide?
    - ○ The shooting pain is the problem – What is the pain? What does shooting feel like? Why is it a problem?
  - ● Static words
    - ○ Making something changeable seem fixed or static
      - ■ He is a pain in my ass – All the time?
      - ■ It's lonely at the top – Lonely in what way?
  - ● Unspecified referential index
    - ○ Giving a group a universal characteristic
      - ■ Americans tend to be aggressive
      - ■ Managers don't care about employees
      - ■ People are jerks
      - ■ People like me can't get ahead
    - ○ Key words
      - ■ A person
      - ■ Someone
      - ■ We
      - ■ You (meaning everyone)
      - ■ Classes or groups of people

Everything Else

- ● Mind reading
  - ○ When we are implying someone's thought or emotional state
    - ■ He is trying to make me look foolish – How is he doing that? Why does he want to make you look foolish?
    - ■ My partner doesn't find me attractive any more – How do you know that?
    - ■ He should know I would be upset – How would he know that?
  - ○ They are probably thinking how fat I look – How could you find out if that is true?
  - ○ Key word
- ● Cause and effect
  - ○ Implication that one thing causes another
    - ■ Whenever you come along, our team loses – Why is your presence causing that?

- - - It's a full moon, so I have a headache – Why does the moon cause the headache?
    - I feel low because it's a rainy day – Are there rainy days when you don't feel low?
  - Key words
    - Makes
    - Because
    - Causes
    - If...then
    - As...then
    - Since
    - Whenever this...then that
  - There is often a small amount of truth in the phrase
- Personalization
  - Making events and outcomes personal in their effort to hurt us or define us
    - She doesn't want me to be here. She asked how long I was staying – What are the other reasons why she would ask about your schedule?
    - He abandons me. Every football season he is glued to the TV – How do you know that is about you?
- Comparative deletion
  - Leaving out what you are comparing to
    - It is just easier that way – Compared with what?
    - You will be healthier that way – Healthier than what way?
    - Younger people have more energy – More energy than whom?
    - I need to work smarter, not harder – Smarter than what? Harder than what?
  - Key words for one-sided comparisons
    - Too
    - Even
    - Very
    - Less
    - More
    - Better
    - Worse
- Complex equivocations
  - Where complex ideas, objects, or their meaning are equated as synonymous

- ■ I'm overweight. I'm so unattractive – You can't be attractive if your weight isn't ideal?
- ■ She doesn't fold the towels. I can't live like this – If the towels were folded and she wasn't there, would it be better?
- ■ The boss closed his door. I'm going to get fired – Has the boss ever closed the door and not fired you?
  - ○ Key words – in this case the words are often implied and not said
    - ■ That means
    - ■ That just means
    - ■ Therefore
    - ■ It must be that
    - ■ What else could it mean? (rhetorical)
- ● Either/Or
  - ○ When they reduce the situation to a limited number of outcomes (generally two). The implication is that there is already a "yes"
    - ■ I have to do it now or later – Do you have to do it?
    - ■ Either they beat me up or I beat myself up – Is it possible for both or neither of you to do it?
    - ■ My only choice is fight or flight – If you could make another choice, what would you like it to be?
  - ○ Key words – often implied
    - ■ Either
    - ■ Or
- ● Lost performative
  - ○ Value judgment without who is making the judgment
    - ■ I'm not allowed to think like that – According to whom?
    - ■ I have to make a good impression – Who has said you have to?
    - ■ It's not worth arguing about – Not worth it to whom?
    - ■ He's isn't worthy of her – According to what metric or standard?
  - ○ Key words
    - ■ Statements presented as fact without supporting evidence
- ● Model operator of judgment
  - ○ Implying what is right or proper (similar to lost performative)
    - ■ He should be angry at me – According to whom? Why?
    - ■ I should be more like my father – According to whose judgment? To what end? What happens if you're not?
  - ○ Key words
    - ■ Should
    - ■ Shouldn't

- ■ Ought to
- Modal operator of necessity
  - ○ Imply or dictate what is right or necessary
    - ■ I did it because you've got to live a little – Why is doing that living a little? What is the benefit of living a little?
    - ■ You must work hard – In order to be or have what? According to whom?
    - ■ You have to have willpower to lose weight – What would it be like if you could lose weight without willpower?
- Simple deletions – unspecified adjectives
  - ○ Often means an interpretation, not a observation
    - ■ My relationship with my son is strained – Strained in what way?
    - ■ I feel guilty for missing my daughter's play – Guilty in what way? Why is it bad to have missed it?
    - ■ Nowadays I feel very isolated and it worries me – Isolated from whom?
- Simple deletion – unspecified nouns
  - ○ Vague nouns which create ambiguity
  - ○ This sort of ambiguity makes action difficult because the target is hard to shoot for
    - ■ I'm lacking energy – What kind of energy? Energy for what?
    - ■ I need more self-confidence – To do what? In what area?
    - ■ I want to increase balance in my life – What does balance look like? To what end?
    - ■ There are things I need to change – Such as what? Why do you want the change?

Sessions 6 – Lessons From Others

Chance to ease into Day 2 and see yesterday's teaching in a slightly different way

Lesson 0 – "Bob Newhart – Stop It"

1. Gary Craig – Keep it simple
2. Gary Craig – What we call negative self-talk is just an affirmation of a worldview
3. Russ Hudson – If you are tuned in to your mind, body, and spirit, then you are candidate for transformation
   a. Transformation is not a given. This is just the first step, then we need to do the work (and it takes effort and persistence)

4. Dr. Ihaleakalā Hew Len – *My ONLY TASK in life is to release memories – errors – replaying problems in my subconscious from my past that block me from being myself, "pure in heart"*
    a. Our natural state is health and well being. We are clearing away all that stands in the way of us seeing that clearly
    b. The only things we truly control are our thoughts, feelings, and actions
5. Dan Cleary – Pain is a signal (in addition to being the problem)
6. Cal Banyan – Importance of having a plan
    a. Know what is the outcome you want so it is measurable
    b. Keep the work on track
    c. Helps you from getting lost in the session
7. Ormond McGill – All hypnosis (transformation) begins with stating what is
    a. "I recognize the fact..."
8. Gary De Rodriguez – Your client's worldview is the key to healing, your worldview is not
    a. We will see this in guided imagery
    b. Don't work with a worldview that doesn't work for you
9. Will Horton – All communication is judged in the response
    a. Their words, not ours
    b. Mirror and matching
    c. Their disposition
10. Ormond McGill – A practitioner is upset by nothing
    a. It is amazing how much thinking we can do in the length of a deep breath
    b. Know what lies outside the scope of your ability
    c. Always have an escape plan
11. Scott McFall – "Confidence does not come by being special. It comes from knowing [and being comfortable with] that you're ordinary"
    a. This is about wrestling with the arrogance of feeling like we can help
    b. It never our work, but our clients' work
    c. We are responsible to, not responsible for our clients
12. Milton Erickson – The ability to look at circumstances from a completely disassociated position gives you the availability for the quickest insight
    a. Ex. Experiments when we step back
    b. Ex. Doing parts work on our own
13. Mary Ayers – How to measure progress
    a. Frequency
    b. Intensity
    c. Duration
    d. Why it is important

          i.   Appreciation

          ii.   Motivation

14. Mark Wolynn – It's not always our fault...it's in our DNA

    a. This subject could be an entire training in itself

    b. There are 90 minutes of my conversations with Mark available in the Tapping Q and A podcast and we are just scratching the surface of this topic

15. Gwyneth Moss – The power of not using words

    a. Easier for people to try tapping on their own if their first experience of tapping is wordless

    b. Takes the pressure off to get it right

    c. Down regulating emotions helps to clarify the problem

Session 7 – Parts work

"parts work" not "Parts Work"

Remember: We are dealing with what is true, not necessarily with what has happened.

Parts works is a way of isolating a specific memory, trauma, pattern, or programming.
By doing this we can

- Understand what function the part is fulfilling
- To discover why it is performing that function
- To see how it is performing that function
- Transform the part/program in to a more useful process

Why we use parts

- Allows us to take a step back
- Work on only a portion of ourselves
- Great way to gather information
    - Gets us out of our conscious mind
    - We are bad eyewitnesses to our own experience
- Much easier to facilitate transformation
- Transform a part, transform the system

Types of parts work

- Short Term
    - Something that comes up in a session
        - Physical sensation

- - - ■ Emotion
  - System/task based parts work
    - Physical, intellectual, emotional, and higher self
    - Physiological systems
    - Organs
    - Motivations and drivers
  - Specific trauma
    - Memory
    - Trauma capsule
    - Chronic illness/pain
  - Age parts
    - Younger
    - Older
    - In utero
    - Past lives

Ways of looking at parts
- Computer program
  - I see myself as a coder debugging old code
- Factory
- Staff member/team member

Characteristic of parts
- Are trying to be helpful
- Feel like they must do their job or something bad will happen (they never take a day off)
- Operating from a place of thinking they know best
- Often are unaware of other parts

Struggles parts have
- Trying to solve problems that aren't problems
- Fighting the last war (right issue, old technique)
- Trying to do all the work alone
- Trying to solve an unsolvable problem
- Over functioning
- Misinformed about the danger
- Not accessing the other resources in the system that could be helpful
  - This could be a part of a different age

Resources to provide parts
- New information
- New resources to solve problem
- Access to other parts to help
- Removing the responsibility that the part believes it has to solve the problem
- Information that it is not an all-or-nothing proposition
- Moving forward does not mean that we will be thoughtless, careless, or reckless
- That we are not demanding a change
- That it can return to the old way if the new way doesn't work

The simplest version of parts work
- 0 – Tapping the whole time
  - I am giving tapping instructions with each new question or piece of information
- 1 – Tune in to an action you want to take
- 2 – Notice where the resistance shows up when you are trying to take action. This will be our part and we will now treat that part as if it is completely independent
  - Use the "Rule of 3"
    - A physical sensation such as tightness, heaviness, heat, butterflies, or other
    - Thoughts chattering in the brain
    - Something outside the body
      - Pressing on us
      - Holding us back
      - Tying us down
      - Standing next to us and scolding us
    - I often act out and example when doing this
- 3 – Ask questions to find what is motivating the part
  - How is it keeping us safe?
  - What is it afraid will go wrong OR what danger does it perceive?
  - What proof does it have that could happen?
- 4 – Thank the part
  - For wanting us to be safe
  - For working so hard
- 5 – Solve the problem for the part in the same way you would help an employee
  - Give it the information it is missing
    - The problem isn't as big as it thinks
    - The consequences aren't as serious as it fears

- - - ■ The problem is no longer a problem
    - ○ Give it the skills it needs
    - ○ Give it access to other parts that are also working on the problem
    - ○ Ask it what it needs to solve the problem
- 6 – Imagine taking the action again
  - ○ If there is no resistance to taking the action, move to step 7
  - ○ If there is resistance, return to step 3 with either the same part or a new part
- 7 – Thank the part
  - ○ For working so hard
  - ○ For being open to change

Session 8 – Inner child

This is a metaphorical representation of our childhood
- Won't look like us at a particular age
- !!! Will be reporting what is emotionally "true" and not necessarily what is historically accurate !!!

Inner child work most often needed when...
- There are two types of trauma
  - ○ In safety
  - ○ In danger
- In safety – use something like the movie technique or basic parts work
- In danger – inner child work

Common struggles of the inner child
- Still thinks it needs to keep you safe
  - ○ Especially if it was in charge of keeping self and others safe at that age
- Still thinks it is in the middle of the old danger
- Is using "functional" tools from the past that are no longer functional today
- Issues of attachment and acceptance
  - ○ In family
  - ○ In peer group
- Still believes we have the same power and agency as a child
  - ○ Making choices informed by dependence

Resources we can give to the inner child

- Gratitude for keeping us safe
  - The tools we used in the past often literally kept us alive
- Understanding that it is no longer in charge of keeping us safe
- Access to the adult self
  - That it is now in control
  - Has power and agency that adults have
  - Not alone
- The ability to be a child – to play and be carefree
- Self-regulating tools
  - I've had clients teach their inner child to tap on their own
- The ability to call on its adult self to help
  - Create a system to do this

Other thoughts
- Communicate in simple terms like you are speaking to a child
  - Upgrade language as the process unfolds
- Check in with the child part frequently
- Continue to remind the child part we aren't trying to change its mind
  - One of its biggest issues is agency
- Don't be in a rush
- Celebrate the younger self as a hero
  - We think our younger self failed because we expect better whenever something goes wrong
  - The younger self is a hero. They were creative and resilient survivors
  - We are alive today and able to do this healing work because of how amazing our younger self was

The process
- 0 – Tapping the whole time
  - I am giving tapping instructions with each new question or piece of information
- 1 – Tune in to when you feel this sensation
- 2 – Ask how old they feel when they feel this emotion/sensation
  - This is the perfect place to use "I know you don't know the answer to this question, but if you did, how old do you feel when you feel this emotion/sensation?"
  - They might present multiple ages
    - I asked them to "Trust your instinct, which one do we start with first?"

- - - Some practitioners choose to go to the youngest first
  - From this point on I refer the parts child by a number
  - I use the "they/them" pronouns when talking to or about a child part
- 3 – !!!! Tell the younger self they are safe !!!
  - It is loved and cared for
  - The love and care exists even if the young self doesn't believe it
  - We are not trying to change its mind
  - It is allowed to think, feel, and believe anything it wants
  - It is even allowed to be confused about what to think, feel, and believe
- 4 – Ask questions to find what is motivating the part
  - What is it afraid of OR what danger does it perceive?
  - How is it keeping us safe?
  - What proof does it have that could happen?
- 5 – Thank the part
  - For wanting us to be safe
  - For working so hard
- 6 – Solve the problem for the part n the same way you would help an employee
  - Give it information it is missing
    - The problem isn't as big as it thinks
    - The consequences aren't as serious as it fears
    - The problem is no longer a problem
  - Give it the skills it needs
  - Give it access to other parts that are also working on the problem
  - Ask it what it needs to solve the problem
- 7 – Check back in with the part
  - Once again, ask what it is afraid or worried about
    - It can be the same issue or something new
  - Remind it that "This isn't the only time I am going to check in with you. If there are issues in the future, I will be there to help"
  - If there is still work to be done, go back to step 4
- 8 – Give the child the ability to connect with us in the future
  - Create a mechanism for the child to get our attention
    - Ring a bell
    - Physical sensation
    - Notice a color in our environment
  - This might be a negotiation
    - Sometimes the child part wants to do something that is too disturbing or discomforting
- 9 – Encourage and affirm to the child that

- They are loved and cared for
- Are allowed to think, feel, and believe what they want
- They are allowed to be a child because there is a adult version taking care of them
- They can ask for help at any time
- 10 – Go back to the original sensation
  - If it is gone, then you have finished
  - If it is still there
    - Is it the same or different?
    - Return to step 1

Session 9 – Guided Imagery

"Tell me one last thing," said Harry. "Is this real? Or has this been happening inside my head?"
"Of course it is happening inside your head, Harry, but why on earth should that mean that it isn't real?"

This is the most metaphorical work of all the parts work
- Inner child –> parts meditation –> guided imagery

As the Harry Potter quote illustrates, this is an example of something being true without it containing the facts

This tool is most often used for a physical ailment
- We often don't have a story or history to work with for physical issues
- Provide vocabulary
  - In other settings we start with the physical because we don't have the story
  - Here we move to images because we have limited physical vocabulary

Great tool for self-work

Most often when thinking of this type of work we think in terms of visual vocabulary
- Not everyone "sees" things in their mind's eye
- Consider all of the senses when investigating and providing resources
  - Smell is my second favorite sense to use after physical appearance

Basic premise
- Choose an issue
- Describe the problem in a metaphorical way
- Transform the issue in a metaphorical way

Type of change that we can provide
- Change
- Adapt
- Remove
- Heal
- Destroy

Because this is so metaphorical, encourage creativity beyond the "Rule of 3"

When creating the change we need to use fairytale physics
- We can supercharge and get creative, but must still be reasonable
  - A sword that can cut through anything is reasonable
  - A cod fish that acts like a sword that cuts through anything is not
- Reasonable is defined by the client
  - Bruce Willis in Die Hard
- Be careful to make assumptions about the image
  - Ex. Client with ring in throat which I assumed was constriction

Imagery tools I love
- Team to fix
  - Flying cotton balls with ointment
  - Team of massage therapists
  - Cleaning crew with pressure washers + vacuum
  - Construction team
- Replacing a structure
- Release valve (not just for pressure, but anything stuck on the inside)
- Bring in light and a symbol representing the resource needed
- Teachers/instructors
- Other parts of the system

The process – Tapping the entire time
- 0 – Tapping the whole time
- 1 – Pick the issue
- 2 – Create an image

- 3 – Give thanks to the part for the work it is doing
- 4 – Gather information about what is going on
    - Is it wounded
    - Missing something
    - Is something stuck
    - Check all of the senses
- 5 – Ask the image what it needs
- 6 – Provide the change in metaphorical ways
- 7 – Repeat (as needed) locally
    - After providing the change, check to see if the issue needs more of the same or something else
    - If so, go back to step 2
- 8 – Repeat (as needed) globally
    - If the issue has more than one symptom, return to step 2 for the next symptom
    - If the issue has appeared somewhere else, return to step 2 for the new symptom