

LECTURE 6b

BEHAVIORAL RESOURCING



AFFECT SKILL

• PART 1: Breathing, Container, Mindfulness, Calm / Inner Peace

1. Image
2. Emotions / sensations
3. Enhancement
4. BLS* (optional*)
5. Cue word
6. Self-cuing
7. Cuing with disturbance
8. Self-cuing with disturbance
9. Practice

AFFECT AND BEHAVIOR SKILL

• **Resource Development and Installation: RDI** (Leeds, 1998; Korn & Leeds, 2002)

1. Identifying the situation where a resource is needed
2. Exploring the type of resource needed
 - Mastery / relational / symbolic
3. Accessing the resource
4. Checking the resource
5. Reflecting the resource
6. Resource installation
7. Strengthening the resource
8. Establishing a future template

EXTENDED RESOURCING

(Kiessling, 2006)

EXTENDING RESOURCES INTO DAILY LIFE

GOALS:

- 1.To help client experience using their resource in daily life
2. To change neural-network activation and response in similar situations
3. Re-write the past, Re-script the future



STEPS

Stage 1: Access and activate

1. Identify the needed skill
2. Recall when that skill was successfully used
3. Enhance the experience (emotions, sensations, body movement, etc.)
 'tap in' or 'walk through' (clinical judgment)
4. Identify cue word then link with positive feelings and sensations
 'tap in' or 'walk through' (clinical judgment)

CLINICAL CHOICE POINT

- If the resource is an affect management skill,
• proceed to:Stage 2: Practice then to Stage 3: Integrate

- If the resource is a behavior change skill,
• proceed directly to Stage 3: Integrate

Stage 2: Practice

- 1.Cue word: self-cuing
- 2.Cueing with disturbance
- 3.Self-cueing with disturbance

Stage 3: Integrate

1. Re-scripting

- Identify an earlier time when the skill would have helped
- Re-script how it would have gone had that skill been used
> 'tap in' or 'walk through' (clinical judgment)
- Repeat as necessary until the client sees how effective the resource could have been



1. Rehearsing

- Identify a future time when the skill will be needed
- Re-hearse how the situation would be handled using the skill
> 'tap in' or 'walk through' (clinical judgment)
- Repeat as necessary until the client sees how effective the resource can be

3. Closure

- Instruct the client to try to use the resource between session, noting that
- Sometimes it will work
- Sometimes it may be forgotten
- Sometimes it may not work as planned

4.Reevaluation

- Review what happened
- Strengthen successes (tap in or walk through)
- Re-script the times when it was forgotten (tap in or walk through)
- When it didn't work, develop a new resource that would have helped
 - Follow Extended Resourcing Procedures to enhance that resource

5.Integration

- Continue to develop and extend resources as needed

RESOURCING INTERVENTIONS

SELF ESTEEM

Wheel of Fortunate Resources (K. Work & S. Darlington) Client Presentation

- Externally—overwhelmed or severe depression
- Internally—low self-esteem
- Behaviors—learning a variety of skills to address a problem

Step 1. Draw a circle on a sheet of paper.

Step 2. List, in order, resources (external or internal)—complete the wheel.

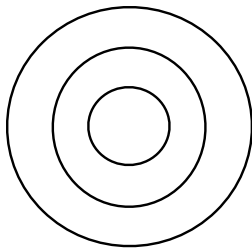
Step 3. Enhance each resource (emotions / sensations)—complete the wheel

Step 4. Tap in/walk through each resource (emotions / sensations) — complete the wheel

Step 5. Viewing the entire wheel, name an adaptive belief about self.

Step 6. Consider Extending the Wheel, i.e., Extend Resourcing Procedures





AFFECT MANAGEMENT (EMDR Scripted Protocols; Luber, 2009)

Four Elements (Elan Shapiro)

Step 1. Earth: Grounding in the present

Step 2. Air: Breathing for strength, balance, and centering

Step 3. Water: Calm and controlled-switch on the relaxation response

Step 4. Fire: Light up the adaptive response with your imagination

Step 5. Consider Extending the Four Elements i.e., Extend Resourcing Procedures