

T13 M7 May 7-12,2018

May 7, 2018 Monday

9am Arrive

9:30 Begin

Orient

Intro talk

Exercise-unconditional acceptance of self and other

Check in in large groups

Lunch 12:30-2;30

Protection

Video on Protection

Adoption

Video of Daniel

End at 5:45pm end

Intro talk: Double Bind and the Blue Print

So many of our lives began in DBs. What we are doing here is to find a way to be w ourselves in our adult selves in present time here, to sit in the tension field of that energy and have perspective on that.

DB energy can consume. The training is about aligning ourselves w the Primal Blue Print. Creating a sub culture, we are a sub culture and we are growing in numbers.

The training is not formed around content but around skills. But because it is around exercise, we can be more present. The DBs can be so seductive. To be w each other in a way we can move through the historical challenges in our life and be now, here in the way we want to be today.

Last time

We looked at the underpinnings of the DBs, ancestral lines, Twin loss, Placenta exercise, we looked at some of the basic things that can happen before we were here that set us up for what we have to live in. This time we look at how DBs manifest in areas like adoption, abortion dynamics, prematurity, medical intervention, sexual abuse.

Just by naming the content that compressed the energy. That is a clue. Lets do something else here.

SKILLS:

SLOW TEMPO W TONE

Sit in tension field

Hold the form

Attend to the surround

Inquiry Method

Debriefing skills

Differentiate the layers

Interventions  
Repair  
MEFS

Stabilize the surround and the turn person gets a new imprint. The turn person shouldn't have to do any work on the old imprints. The interventions should come from the outside.

The reason I am going to do that one just now is that most people have been working w one person. In the WS there is a surround and you have to work to stabilize the surround, the family, the womb people.

Sit in the tension field. We often want to jump into the doing. The thing w Peter Levine or Stan Grof we have to open the accordion and make space for that to occur. Naming that something is happening. It is in the felt sense but naming the layers that we are aware of. That is in the protocol for the clients. Name that the practitioner doesn't see it all. Take that expectation off ourselves.

Hold the form. Keep coming back to the form. The DBs, it is disorganized and disorganizing. One of the reasons this work works is someone in the field has the intention to orient around the BP. We go in and out of organized and disorganized. Where are we In the form. Keep coming back to that.

Debriefing-the thing about DBs, is when you are in it, the group will go there and it is not the time to make sense of it. The energy itself has to cycle through to get enough neutrality and settling. Get a sense of top to bottom and bottom to top. The DB field is disorienting, so we keep coming back to orienting. The first thing is we settle in the energy. But we cant go there too soon. The debrief is real important. DBs can end w someone not feeling right, the next morning they make sense out of it. If you try to figure it out too soon, the history doesn't integrate. You have to bring the experience to Left brain.

Also safety. Have space for all parts involved to express. So this part can be seen and the other part. Decompressing all the pieces o the puzzle. That every one can feel ok that they are part of all this, brings cohesiveness.

Inquiry method: Ray wrote a paper on this. You can see the energy start to constrict, when someone is saying something...and it is information we don't want to hear. A good way to work w that is to restate what you heard the other person say. Give it back the way they said it. A person who is projecting wont be able to get off it until they feel they have been heard.

It is each of our dedication to doing our own internal work and bringing that to our work. It is a requirement to come in the door.

Another part is to agree to disagree. We don't have to have the same perspective. So much of our time is spent trying to be right. W the elephant, everyone has a different perception of the elephant. The key thing is to sit in the energy of DBs be uncomfortable, things come into a place of connection. I see you, you are seeing me.

Each day in this workshop we will be exploring the DBs. Keep differentiating our own material, use our own activations so that they support us and the other people

Sit and recognize that the energy is in the field and hold presence. If I just sit in it is suffering, but if I hold presence it is different. If I over identify w what is going on in the field, I will suffer. I don t have to take on what is going on in the other.

**Exercise: Unconditional acceptance -that was created by Franklin Sills, Anna Chitty learned it from him and brought it into BIB training.**

**Find yourself a place sit in a way that is comfortable.**

**Connect w mother earth that is supporting us. Feel our seat on the ground or chair.**

**Connection w Father sky. Some place where we can hang out.**

**The back of our body, our heads, trunk, arms, shoulders, legs.**

**Bring it to the front of our body, through the mid space. Then to our right side of our body, left side.**

**Inside our body, outside.**

**As we hold ourselves, bring the intention of unconditional acceptance of ourselves. And notice how that feels to all the parts of our bodies. Feeling the sweetness of unconditional acceptance.**

We invite you to come back to this place throughout the module.

Just To add, we may not be able to unconditionally accept ourselves but we can call on the source that can do that. Open your eyes and hold the unconditional acceptance of the other. See how it is to see the other from this acceptance.

BREAK 10:40-11am

**Small group exercise-checking in is an integral part of the process. When we go into the groups we will form, take the felt sense intention of unconditional acceptance and the spirit of the principles.**

**~10 min each to share. 6 students w one or two of the teachers and assistants. If there are 7 in a group find another group.**

**Settle tog, MEFS, Intention of unconditional acceptance.**

**How you are doing today**

**Anything you want to share about how it has been in past 2 months that will help you to be here.**

**How you have been playing w DBs**

## **Intention Resources**

### **LUNCH**

2:45pm The felt sense of being protected is a necessary developmental step in order to integrate energy that is locked up in double bind history.

Most DBs for babies and children pre-exist their existence. The DB were already there in the family system. And most people in that don't know how to protect their kids. So to get the felt sense of it, it has to come from the outside.

If I don't do this, then it will be left. Protection isn't always about protection from a person but can be from absence, neglect. Protection is an active step parents take to make note to their children that they are protected.

The surround supplies the development protection that the turn persons family missed.

When the parents are raising kids in an equality system, the child misses having someone in charge.

The kids can grow up being hyper vigilant. If not strong they will collapse or go bt hyper vigilant and collapse.

The child needs to have the felt sense of being protected. If they get it there is something the child can do that they would not have been able to do otherwise. Be in the functional range more of the time. The child who has to look after the adult world they don't relax, they are hyper vigilant.

The folks at the door are holding tone and the intention for protection. So that put all of you in the role of the child. Now we want you to hold the tone of protection and notice what that does w the energy.

If parent isn't protective the child won't have a secure attachment.

In WS if person doesn't know that, you don't have to listen too much of the story to go to the protection. So TP doesn't have to go to the vulnerable place in the story.

VIDEO of Tara's.

Story- talking about how important protection is. This is 2 sessions. 2010, 2 adopted children Alexis and Isabelle. They love the protection game.

Annabel had been in 7 diff foster homes before coming to this family. There is a lot of trust in them in the playing in this video. They are playing the "Big bad

meaney” The Mom is very tired. Needs a nap. They are biological sisters but not adopted at the same time.

Kids who have disorganized attachment initiate those games. They start w gentle light playing then gradually increase the intensity. The parents have to show up to protect. The boogiemán will go after the kids and a lot of time the kids think they can take care of the boogie man themselves. They may come charging at the facilitator and you let them. They get more and more confident about doing that. When they feel they can do it themselves we encourage the parent to come in more and is protector. Won’t let the boogiemán get the child. It changes the family system.

The goal is to empower them but also to have the parent protect so they get on the same team. You can let the child win sometimes but then when they get too confident you don’t let them win all the time or they can start ruling the house. Over time they get the roles straight. The kids get to be the kid, the parents the parents.

Some families come for several sessions, sometimes they have one session and need a Telephone Call. W endings can be challenging. The body memory, has imprint that was imposed on them and they can get activated in the end.

Both parents have to be supportive for the kids to come in order for Tara to take the family. So if there is dispute in the family we don’t see them unless both parents sign the forms to bring their family to Beba. If it doesn’t feel safe you prefer they go to licensed people who can help. We are a research clinic and want to see what works.

We want to give you an outline of protection steps.

#### PROTECTION STEPS:

Have DCO in them. It comes out of the kids playing. The kids will challenge the authority, whoever is the practitioner in the room.

-We encourage the challenge with just a slight resistance, but just enough so they come back for more. You are empowering them.

-In the process of that you encourage the parents to come in and join the kids. One of the practitioners is the outside person coming in. You want to align the parents and children together.

This is a hard game to get if the parent plays the boogiemán, the kids wont ever get the sense of their parents protection.

The kids will keep coming out in front of the parents. The practitioner starts to go to the kids and has to watch where the fear factor is. Play the edge of it. If you scare the kid it destroys the empowerment.

If they get afraid and disempowered you go back and let them win. Sometimes the monster is the doctor because the child received some medical intervention. Find out where there fear is so they keep challenging their fear and overcome it. There is a point when the child comes out in front of the parent and feel they can take down the boogie man and can take the whole world down. You let them know that it not

possible and they need help from the parent. The parents or the whole family takes the boogieman down. We do it over and over again because the kids insist on it.

## TRANSITIONS

The sequence for transitions, the more technology in the history the more challenging a transition will be. There are a couple of pieces.

Time-C-Section babies will need more time than vaginally born kids. Let them know in 10 min I have to go. Acknowledge where they are, that they want to keep playing. I want to keep playing too. It is so much fun, I don't want to stop the session. They don't feel heard that they don't want to stop if we don't reflect it.

C-section kids also can transition very fast (recapitulating how their birth was, their transition from inside to outside).

## PUTTING THINGS AWAY

Facilitator starts putting things away, then you say "I need some help" and the kids usually will join in. First you have to model the putting away of the toys. You make the words consistent with what you are doing. Then ask, "where does this one go?" and they find a place. It becomes a social engagement activity.

They want to play some more and you say sorry I have to go and I want to keep playing. Then when the parents have to transition at home they initiate and the children follow.

Allow them to take one toy home if they ask and they track the toy and bring it back to the next session. It helps them integrate the session. Sometimes the toy never comes back. It can be a key toy they were playing with. Like a little boy toy and they want to take good care of it.

## Dynamic Creative Opposition

**Find the place that is just right. Play w engaging levels of intensity. Start w little finger, whole hand, play w the place of intensity w what encourages you to go for more.**

**The reason this is useful, as you watch the kids here and see Daniel, I am watching the levels of intensity. One of the things we do w tension, watch the level of intensity so the kids keep coming back for more. Work w the layer of fear.**

**How do we encourage the right level of fear? You do it with an adult who is not a kid.**

**Find sweet spot, what happens when I increase intensity? That is about right, then wait for the potency to gather, she gets stronger and goes through. Talk about what your experience is. You don't have to do it a lot. Just a little to get the feeling so when we watch the video w Daniel it will make sense.**

**You want to meet them but not to challenge too much. The goal is to ultimately to have the sense of power to push through and feel “I did this”  
You can’t get them to get this by talking.**

#### **Directions for DCO**

**It is possible the impulse to push will not come.**

**The most important thing is that you are talking about it and not trying to get the person to push through.**

**-Get w 1 other person. Check in. spend 10 min connecting. Sit w unconditional acceptance. Sit with the intention of it, you don’t have to have it. So you can rely on the powers that be that bring that forward.**

**-Decide who will be practitioner and turn person.**

**Stand or sit to do it.**

**-Do 1-2 times where you play with it. What happens when the intensity increases and when it eases off. Pay attention to the feeling after you do it**

**-Talk about it**

**Switch roles and be back in 20**

You just did that exercise where you were using varied intensities. Did you get how to do that w a client that has diff needs? We did that so that in your practice you are aware of intensity levels. To work w how a child will come toward you or not.

Were you able to do that?

Rather than debrief that now, I will say something about what we will show you in this video.

This session with Daniel happened in the early stage of BEBA. Daniel is about 22 years old now, and was 18 months old when we met him. His adopted M and F adopted him after he went to a family who ended up not wanting him and sent him back. Then they got him and his biological F was incompetent and thought if he could get custody of his bio son he could get money from the state. This happened a week after they got him. The lawsuit took about a yr. During that time everyone was in limbo. Daniel got to the place where he wasn’t making eye contact, taking his bottle of milk to a corner and drinking it by himself at home.

They came to BEBA and this is the very first session with mom and Daniel . Sherry Ray, the mother, is a journalist and wrote an article in the Independent SB newspaper. It is on the website.

In the course of several sessions the family came together in a way that Daniel knew he belonged and formed a primary relationship w her. He knows she will go to bat for him. There is a whole diff thing he had to do w his dad. You will see that tomorrow morning. I hadn’t really gotten to settle so you will see a speedy Ray but still the work is effective. This boy went from not eating w anyone, not making eye contact to being in contact. People in the community couldn’t believe the change in this boy. It is possible for the adopted parents and child to act as if they were bio

parents. The girl they had they never established that same level of connection with her.

Debbie Takikawa, one of the facilitators in the sessions, pays attention to the actions-the verb, F pays attention to the names of things.

He drops the cushball over the arm of the couch and goes "Uh oh" . ~What did mom do when she found out she was pregnant?

Daniel goes into the tunnel then goes on top of the tunnel Ray is doing facilitated movement with him. Following his movement into the tunnel by a summersault. Mom is in the tunnel, he goes on the top and summersaults into it w Mom. He is doing what he did w the kangaroo with his adopted mom, inside the tunnel. Establishing a primary bond with her. He goes on top of the tunnel a third time.

He knows what he needs to do to create a primary bond w his mom.

Daniel is giving you, the mom the baby. He knows you are his mother. She got connected.

T13 Ojai, Day 2 May 8, 2018

9-9:30am office ½ hr

Orient

Check in

Daniel Adoption

Exercise

12:30-2:30pm

Inquiry

Exercise

Nicu-Heidelise Als/Karin Kushnerick RN

Antara Video

5:45 Fine

Check in in peers, listen for key words, phrases, rhythms and feed them back.

Before you start the check in, sit with each other w the intention of unconditional acceptance. Then go into the conversation listening for the key words and phrases. 7 min each way.

One of the problems w self esteem workshops, if you have excitement you speed up. Healthy self esteem is actually based on the ability to introspect and receive your reflection. The person who gets that will be very creative. When someone feedsback to you and it is slow, they reflect the tempo back to you and it reflects the relational rhythm.

ST-w kids you are reflecting, and if you are saying no and stop, is that overwhelming for them?

R-kids need to master the physical world first, so it has to come in the physical reflection somatic reflection for what he is doing. It needs to be built before we go to



language. If we go to language too soon w the kids and they don't feel it somatically they will blow you off. You have to look at what was missing in their early life, go back and pick up the somatic pieces.

There was a child who carried an oxygen tank around. He was throwing a ball into the barrel. Ray said look, he is fine. See your son is fine. The M had tears, and child asked why are you crying-I am crying for all those things you had to go through. Child said "I never saw you cry about that before" Next day he was out playing football w the kids.

So what did the child miss early on in the developmental phases and how do we give that to them now?

When the child is in the limbic system, some times you need to not say anything. When they are in the reflecting part of their brain it works to reflect. But w the emotional place we need to "Zip it" and not say anything. But meet them in the push or let them cry, what ever is there, stay present and connected without words.

R-those methods require mutual support and cooperation. If they are not invested and you repeat something to them they will just blow it back to us. Find out what the child is invested in, what do they really need. See it from their lenses. If you do something like this they have to see the benefit to it.

R- working with a sophomore who started smoking pot. He asked the child how did he want his life to be when he was 24yo? If he continued you wont be living your dream. What he was needing was something and his mom was the link to his sanity.

Daniel Video continued-he shows his attachment with his mom. There was the progression w the kangaroo and the baby, the swoosh ball.

Start filming your sessions now and in 3-4yrs time you will have something to use and teach. People need to have something to see. We are showing these videos and this one is 22yrs old. I started making videos bc I wanted to learn what we were doing. In going back and looking at the videos I get to see what the heck we are doing and that presents a form. And I have tried showing other people working. It doesn't make sense to people to show someone else's work or footage unless you were there too.

This boy had a lot of learning disability, dyslexia, enrolled in charter school and he loved being with younger kids and being in a leader role. In high school he was on the varsity league because he could perceive the stitching on the ball coming toward him and he made more home runs than anyone in the school. He is a solid human being today.

Most of the work was done with the M at first then F started coming in. F said he doesn't make eye contact. You will see that the F had challenge making eye contact himself.

You will see increasing intensity. The boy knew how far he wanted to go. The reflection needs to be linked to his actions. Nancy reflects using his action and his word.

When you see a kid walking on tip toes, knees locked, the likely cause of that behavior can be from heel sticks of people taking blood in the hospital.

Same when he would come out of the tunnel and trip, may also be connected to the heel sticks.

Next session, the empowerment part and low intensity. Boy rolling the barrel toward Ray and pushing Ray over. Then R had daddy help. These were weekly sessions. Rolling over, going through, slaying the dragon. Concentrated anger. Eye contact. Ray was being Eddie the bio dad.

BREAK 11:00-11:15

We try not to integrate too much. Daniel goes through the tunnel and it was his journey and strengthening to him. We leave it open and ask the parents what do you feel about what he is doing.

Ray was differentiating bt the now and the before. The father wasn't seeing the availability of the boy w eye contact.

The parents need to pay attention to what the kids are doing. They think that they need to instruct them in what they are doing. If the parents focus more on what they are doing together, its better. There wasn't a lot of that in the session.

This session is 7 years into BEBA and the principles hadn't been stated yet. Mutual support and cooperation didn't come in until 2003 or 2004.

The principles add to safety and streamline the sessions.

### **ADOPTION:**

**ADOPTION TRIAD-** the child, the adoptive parents and the bio parents. It used to be the bio family didn't give any information to the adoptive parents.

Here is the problem and why we did ancestral piece. Every adoptive parent and child has to integrate 4 sets of families-bio parents and ancestral hx, adoptive parents and history. The adopted child doesn't have any where to go w their bio info except to the adoptive family. So the adoptive family has to do something where they are differentiating what is coming from the adoptive family and what is coming from the bio family. It happens w adoption and step parenting. The people in the parental role don't understand what is coming from the bio history.

What Bolby says is that the parents and child need to recognize something of themselves in the other in order to feel they belong to them. How we see what we

have in common is by seeing how people are listening. The child w the adopted parents can't take their bio material to the adopted parents and their ancestral line because they are not available. People who give up their child for adoption can't engage the child in the history.

The adoptive parents need to learn to differentiate what is their ancestral hx and what is child's ancestral hx. And they need to learn ways to connect w the child so the child can chose them as parents. That has to happen right at the beginning. Understanding the ancestral lines is essential. And having experience for the child where the child can feel their adoptive family receiving them unconditionally and listening to them.

In the video you saw the F trying to teach the child something where the F had a lot more to learn from the boy than he knew. Daniel was showing the story and including his adoptive parents in his story and that becomes the matrix of connection for that family. If the parents have capacity to get the child's story it increases the probability for a secure attachment. How they include each other and how their histories are received. The child doesn't have a choice about taking it on in order to eat and survive. They have to get clear what comes from the adoptive vs the bio parents. Each developmental stage the child will come up with another level of understanding. The wounding that the adoptive children have is global, huge.

The sexual attraction bt adoptive family and adopted child can come up. There is such a void of healthy touch in our culture that it comes out in sexual behavior. In PW we get a lot of mostly healthy touch because we are hanging out in infancy. Then culturally we can't have young boys walk down the street and hold hands or lie down in the park and put your head on someone's belly. When we grow up, the only place we have for touch is the sexual experience. It is a huge problem.

Student-They are finally contacting their biology w family of origin as adults, and the lack of the touch or attachment brings up the sexuality w the recognition of self in the other.

There is something missing in the adoptive child, a missing piece that has disappeared from them. **Not being wanted or chosen.** It can be a double bind w abortion ideation, and adoption. An abortion attempt can create the feeling of not being wanted. It is very big. They can be sitting in a bunch of DBs. They knew it in the culture of origin and there is the loss of that culture. Then they come to a family that doesn't know much or anything of their family of origin or their culture. They are put in an uncomfortable place in themselves because they don't recognize something that is in the adopted family or they bring something in that the family doesn't recognize.

So how do they feel seen, heard, met while not recognizing themselves in the layers. The reason why the parents adopted, there was a lack of ability to conceive, or there

is a history there. Every place is individualized. Like the video we saw yesterday and the Ms history of not conceiving. You have to be able to sit in the discomfort of coming in to connection w the child and it can take time.

The DB part-there are parents coming in where the adoption world can provide something that couldn't happen. You turn the volume up by a lot to get the secure healthy attachment. The child has the need to be met where they were dropped before. The adoptive parents still have the need to be met where they weren't able to be met and wonder how do we connect with this child?

The child has the experience of not being wanted by someone. So it is easy for that child to not want to be here. They may want to be gone. So the need is to create space for the child to express the need to go, to not be here, not be met or wanted. Then they are chosen, but the first experience was to not be chosen.

W that the child also needs someone to feel what they are not feeling with them. The child can act out in a way that makes the parents feel not chosen in order to get the parent to feel what they feel. In the play of DCO you can really get to that place. The child can end up feeling chosen as parents work on the same side with them.

St-one of the things they say w the adoptions I work w is there is a high level of alcoholism. That is their history. And when things are going well it is the thought that it is coming from the adoptive parents and when things aren't going well there is a split and the thinking can be that that part is coming from the bio parents. But the truth is that it is communication and that may be how the child is feeling. Everyone has to feel connection.

ST-In the midst of all this, every adopted child I worked w, there is some magic about adoptive kids. There is some resilience there. They have gone through a lot already at 3yo. They are bridge builders. They are amazing humans on the planet. The adopting parents are adopting kids from addicts, gay, etc are some of the most ostracized people and the adopting parents are most amazing people.

Foster children. Some of the most challenged adults were foster children moved from one place to the other. There is a series called The Fosters-2 gay women have foster children. There is so much we aren't going to cover. But the challenge is tremendous,

St- there is adoption of Native Americans being adopted by white people. They are trying to keep them in native families. But such a culture change. Some children were taken from their culture and they don't get taught anything about their own culture.

People are moved from their land and dragged through hell. They were the stewards of the land. Then there is the religious aspect. How do these people find their way. We worked w kids from Russia, Guatemala, Korea, China, all over. So there is the native culture and language that is native to child's culture. They stay in the native

culture until 18 months old, then transported out of that culture and are expected to find their way. It is a huge problem because that is in the range developmentally when the child gets the coordination to speak the language they were learning then taken out of that culture and put in a culture of different language and expected to learn the new language. They have to learn new language where all their organization so far is ready to speak their native language. The DB in that is substantial.

If working with American Indians, even 3-4 generations back...Ray's natal language was Italian until he went to school. It really affects learning disabilities.

There is a layer where the navigations can be more around support for needs of the parents than the kids.

Sometimes it is important to support the sibling dynamic both bio and non bio. Have to create space for everything. If not there is a new adoptive child that comes and the older ones are not ready to receive the child, and they are told they have to love the new one but they need space about that also.

She was 5 when 6 adopted kids came into the home. They were all teenagers and all of a sudden they were there. There is all the focus ~which goes on the ones who needed a home and yet it was a big affect on her life and there was not preparation for what she needed in her life.

There is a family with adopted kids and there is no footage on them but they wondered how do we integrate our kids. The toddler would always go somewhere else when the other kids came in. The new baby would look at the toddler and the toddler would leave. Ray acknowledged that the baby coming toward him wanted to know him and that is why she would come toward the older sibling.

Open adoption- when the child discovers they are adopted. The child knows all along that they are adopted. Open means the families know each other, the child knows who their parents are. The parents know how the child is evolving. We worked with a family, every time the child visited the bio mom she went through hell feeling the tension field. The need was for the child to have more containment and support. The family decided to stop seeing the bio mom to support the child. So open adoption isn't always the best thing for the child. There can be a lot of unknown with the children with this history.

LUNCH

Afternoon

### **Intro to Inquiry**

There are a number of different ways to do effective listening and inquiry. It is a listener based approach. The listener sets the pace.

The intention is for the speaker to deepen into themselves. This has nothing to do with agreement or disagreement. Listening at a tempo that we can integrate what we are hearing. It is the listening integrating what they are hearing that provides the basis for the speaker to deepen into themselves.

The listener is an active participant in the conversation and their active participation is listening and repeating exactly what they are hearing. At first start w repeating exactly what you are hearing. Only take in as much as you can repeat.

It is not paraphrasing. Russell Sutter in Petaluma is a therapist who supported Ray and Sandra in their relationship and they got something they never got before. **If there is too much anger or too much going on it is not a good idea to do this first.** If there is a lot of anger going on they should go somewhere else separately and be heard there before they try to do this. It is the social NS that is coming in too.

Speaker-most people don't pay attention to how the listener is receiving. They are more often focused on getting what they have to say out. In PWs the person telling the relevant hx is paying more attention to the history rather than to the connection. This is different than what we did this morning w key words and phrases. This is also not reflective listening where you take it in and give it back in your own words.

There are 3 ways to know you are being heard. The third is pausing and asking questions that support the speaker to deepen into what they are trying to say or understand. It supports the opening of the field.

Ray uses it when someone is telling him something that they have a charge on or he starts to have a charge.

It is time to change roles when the listener starts to lose focus and can't take in any more or the speaker finishes what they have to say. The listener sets the tempo.

The facilitator can appreciate what they are doing with each other. Or one will try to tell the facilitator and convince you of the fact they are right. Remind them to talk to each other directly.

This is where the DB info is useful. You can educate the people how DBs work. We are introducing this in the middle of DB work because you can use this to get through them. It is the conversation that opens the field. There is more need for people to speak when they are in DBs rather than in other aspects of the work.

### **Inquiry Exercise:**

**Check in , get your roles. TP to Support-facilitator**

**Get in groups of 3 and each person has turn to be in each role. TP, support, facilitator. Facilitators job is to take pauses and make sure the speaker is being heard. Each role has 15 min. give yourself room to not get it right. Start with small phrases first.**

**Speaker-have an intention to speak about something that you have a challenge with.**

Sharing:

In the place of wanting to be attuned I have a hard time holding the big picture. R-my tendency is to get drawn in and I have to back up, then I can lose contact and have to come back in. Paying attention to the cues that let you know you are too far in and give yourself permission.

St-If you were to do this w a couple having hard time making eye contact. What would you do? Present age, present eyes. Do inquiry about it.

The thing about the use of this, it is at the discretion of the listener about the amount they can integrate. R is slow, it is a disability that can be of service. It is a skill to build and use in our close relationships.

### **PREMATURITY:**

**NICU-** Heidelise Als. The NICU can keep a baby alive from 23 weeks on. So half of their prenatal life will be spent outside of the body. It is a life/death experience for the baby. Life/Death. In working w families you will run into adults and children who have had this experience.

Als got permission to go into NICU and sit still and observe what happens. Tracked the ANS of the baby, temp, responses in sleep or awake states etc. There is an article about this on the website. Premies have underdeveloped NSs. They are easily over stimulated in the NS. She teaches individualized care.

Giving the baby space w no stimuli with soft stuffed animals around them, having the parents in the room w the babies so they can learn how to communicate, touch and hold their babies are some of the things she influenced change.

Kangaroo care is one of her influences. The person present holds the baby if no one is there to do that from the family. They sit and hold babies. Babies that get held get out of the hospital sooner. She created NIDCAP programs. Infants who went through the program went home sooner, improved behavior, the eeg, MRI. When born early when their brains are still organizing, they need diff things.

Video-Heidelise Als -Premies in NICU. In the US 13% of all babies are born prematurely.

She observed the language of the baby. When they put the babies on their side and flexed their legs it calmed them down and they could free their hands w caring for NBs.

NIDCAP has made a cultural shift . The parents are the most important people in their lives. The babies can tell us when they are ready for the next steps.

How many hospitals around the US are doing this? Quite a few.

A young girl who had been in the NICU the little girl lined up 16 tiny dolls on the bed and that is how many babies were in the NICU when she was discharged from the NICU.

There is the consciousness on the outside and the journey of coming inside. The consciousness can perceive what is going on.

Karen Kushnerick and 5 people in our training were all premies. What they had in common was they wanted to be the initiator of contact w another. Breathing challenges are common w premies who are adults.

We will do sessions on the 5<sup>th</sup> day or one may start in the afternoon on day 4 then 2 more on the 5<sup>th</sup> day. It will give more room for the harvest if we start on the 4<sup>th</sup> day.

T13M7, Day 3, May 9, 2018

Office ½ hr 9-9:30am

9:30 Begin

Orient

Check in

Antara Video

12:30-2:45 Lunch-the team eat all together

Exercise

Abortion dynamics

Twin dynamics

6pm end

Check in

Sit w unconditional acceptance

Head, Heart, Belly. Listening from heart and belly, not just your head. Listen from the different centers.

Get w one other person and do the weather report about what is going on w you. What is going on in your life that needs to be said and heard. Head, heart, belly.

Antara Video: Ray and Mary

Mom and daughter were not connecting. Antara is 6 years old in the video and 19 years old now.

Antara sets up the scene of her hospital birth just as it was. This validates how much we retain in our implicit memory.

Antara was over due, induced. A planned home birth and shifted to the hospital.

There is confidentiality around this family and their story

Break 11:00

Exercise:

Theory before we do it.



Intention of unconditional love, acceptance, heart and belly.

One of the things about DB imprints-the likelihood the DB dynamics is that the chance for shock trauma is high. One of the things that happens w ANS is-you go from presence, and then you go into the memory of shock trauma-and I would like you to stay in practitioner mind right now.

As one goes into shock trauma one goes from fight flight freeze, continues into sympathetic shock off the top, parasympathetic shock off the bottom. Depending on where the person goes, one of those places can be to dissociation. One of the most powerful responses we have is dissociation from our body and the trauma.

When the threat is close to death or is life threatening, when we go into that realm the likelihood that we will go to dissociation is high. Go toward the ability to live or the possibility of dying. Sitting w folks who have those imprints, Ray says he is masterful at that.

The thing about dissociative process is that it creates another bubble. We are in this room and have a nice sense of the soc NS connection happening-this is a bubble.. If I go toward some of my early imprints-there is another bubble there that has a whole world in it. We are in discussion of this process here.

How is it to grow up and have such a clear implicit memory like Antara, how can we do that. The dissociative part also holds the memory of the trauma. If someone has the intention to heal, there is an uncanny push to remember the trauma. Energetically we hang at the edge of it as much as possible. We have the bubble of the room, then I am not doing this to initiate any regression right now. As the person goes into hx and starts to tell their story, they get close to and start to go into dissociative realm, they can teeter bt here and there. Staying with the teetering is actually the medicine.

I might term it leading edge. Looking at Daniel we could see how determined he was to go to his edge. When he knew he was safe he could go to the edge and come back. When you do that enough the energy that has been the dissociative bubble becomes less intense.

If we start to go near the trauma we can go down the tube and it can take a lot of time to climb out of it. Some will live in that space for months or years or never come back. Some go into that space and can climb out relatively quickly depending on how the imprints came down and how the person adapts to the dissociative process.

I love how you are staying with me in this.

There are two parts to this exercise. You know the body low slow loop exercise. Go to Anna Chitty's web site to get it.

Pendulate w that a little bit in your own body.

Student-going back to the bubble that people get lost in, what do you think the layers are where does the resilience come from?

R-if you sit w people that are totally overwhelmed by those histories, the resiliency comes from their wants, will, needs, the will to live. So if someone was living in that dissociative state they would not be a good candidate for this training. The desire to connect inside ourselves and connect w others, that desire and the connection with it, that history hasn't taken us over so much that we haven't given up the struggle.

It also has to do w your ego strength, the capacity to see where you are, some who dissociate don't know how to come back. If we have a stronger sense of self, and see that we are more than the small expression of ourselves, then there is a coming and a going. So much energy gets constricted there, it takes ego strength.

R-pauses. IN this work intention is so important. In every module we do we work w intention. We have ego strength, the will to live. The dark forces of the dissociative world is not taking us over. The intention...what is it for this module, for my life? Those intentions have power. W exercise yesterday we started w intention. Pendulate to the history, come back, go to history. We open to downward movement to come in and come back up. The more we do that the more tools we get to be with the trauma.

Student-Knowing that intention matters and there is skill and choice and that we can decide if we want to be pulled into or not. That is a huge part of it. WE can chose if we go there or not.

One of the things I noticed over time, the dissociative can have a strong visual and thought that the visual helps them get through the trauma. But are you saying the opposite? That the trauma causes the visual?

The dissociative state is not an embodied state. Unless we are in the experience of shock itself, we are in the memory of it. Most people who have that condition usually they are in the memory of it.

The people I know who have that kind of trauma, have extraordinary access to the visual aspect. What the consciousness has to do to come in, and if you have visionary experience of the other side, but its not just visionary, some of it is beyond description. Where we were before we came here we are not making up.

The consciousness is in BP realms. On the way into the world here is not very welcoming. Where are you going to go? The process on the way in, the process of toggling or pendulating, the consciousness comes in, goes out, comes in, goes out. you can name for the baby as you see them doing that. Give witness to that and see the baby do that. Who am I to say where they or anyone else is going?

The ancestral lines are so strong they can take over.

St-w earth shock trauma, birth trauma as far as the part of the brain that is primarily being affected, is that affecting the brain?

Yes, the physical structures are developing under the influence of that shock trauma.

So being a dreamer and sleep being a place where I get overwhelmed, that is where my trauma seems to be in that place. Waking up and coming to the training is a place that is hard.

Student-The place where there is an image, and organized around image before language. And it is the language of connection. You can have BP and imprint images.

With this discussion I want to bring in a piece from polarity paradigm.

3 poles- causal, physical and astral/emotional. That physical essence is coming from a higher order that steps down. We can get some evidence of it here and then go backwards.

Neutral is satvic, the causal realm carries the primary essence of fire, tumult, emotions. It's a roller coaster ride.

The physical realm is the tamasic, negative, watery pole. So as the consciousness comes in to the shock layer, the consciousness has the image. The impulse will translate into images but the causal realm itself is way way beyond that. More real than sitting in the room right now. As all that steps down, we get into astral, airy, satva, causal, fiery rajas, as all that steps down into the physical body we have the germ layer. WE are applying that model so we can simplify what our consciousness has to do in order to survive what we have to do.

The ability to see into this comes from that. Tamas has its attraction, it pulls the consciousness into the creation. Then it needs to get the reflection of itself back to itself. Causal is rajas realm, fire. World of the causes that causes the creation and is the element of fire.

You mentioned the different layers. If we identify w one layer more than another is that reflective of our experience of coming in?

Yes, you keep seeing these phenomena repeating themselves over and over again.

Student- I am not tracking this and it is not landing at all. There is a quality of the room being out there and it is disorganizing. Another says it is settling to her and when it is not named she can't come in.

Pause.

The dissociative experience usually takes an intervention to change it. That is why intention is so important. Usually the person w the dissociative state is so strong, usually the person doesn't have control about if it pulls them in or not. It causes splits in the psyche. It requires intervention: have surround involved and come into

contact with them. There are tools-body low slow loop. Perceive as the person goes out, catch them before they go out and make a choice.

I saw you do this when you say to a TP-“Today your intention is..”

With pendulating, see how close the person gets to the edge and invite them to stay here now. They can work with this side of that loop and the person has more access to their life force.

#### **EXERCISE:**

**Look around the room. Present age, present eyes.**

**We are going to do low intensity not high intensity.**

**Find a place usually lower in the body that feels good. Get a sense and shape of that.**

**Closing your eyes can amplify the experience of the other side. Make a choice, your eyes can support you to be here more now.**

**See if there is coolness, tension, ease, flow. Find a place that has a little discomfort in it. This is the low intensity part. Don't have to stay long, then go back to the part that feels good. Then to the part that is a little more edgie. Touch the edge of it, then go back to the part that feels good.**

**The key thing w this exercise is the higher the discomfort emotional, physical, what ever it is. The more discomfort that is there, the more time you spend w what feels good. Then go back to the uncomfortable spot, check your capacity to be w it. If it gets more challenging go back to the part that feels good and you can find your own rhythm of what feels good to you. When you touch the edge of it, it supports integration and healing of it. When you go deep into it it enforces the seduction of the trauma side . Touch the edge, go back to the part that feels good. Play with that.**

**The next step is to add Social NS to it and say how it was for you.**

**And now for discussion** especially around how it was to just touch the edge of what was a discomfort for you.

The challenge is just going to the beginning edge of the pain.

The intervention of this process is to touch the edge and go away, touch the edge and go away. It wants you to remember. It doesn't have the discretion to integrate the energy. Experiment w the edge and see where it leads you .

Don't set yourself up w an end point to get rid of the pain etc. You lose the value of the internal dialogue and the capacity for seeing how wise our system is.

Lunch

Next module, Friday night is typically talent night, singing dancing, skits.

**Exercise:**

This morning we were looking at the mechanisms of dissociation. Going to the edge and coming back before the going out.

Paying attention to intensity, heart, belly, head, body low slow loop.

**15 min each round**

**groups of 3, TP, S, F**

**TP has intention of low intensity**

**Purpose: develop skill to work w dissociative behaviors.**

**Practitioner-track TP and Support Person and bring the SP in as often as you can from the surround. Practitioner and SP are the surround. In the future it will translate to facilitating the surround in PW.**

**Pendulate bt remembering the intention and when the TP starts to activate.**

**Engage w them to work the edge and go away from the edge.**

**Call in support as needed.**

When a child is wanting to have a tantrum and the parents are trying to hold them from going fully into that....Low intensity and how that is in social group. Find out where the surround is useful to support the turn person.

Find your group, sit tog, unconditional acceptance

Support person may feel more than the TP or practitioner. Support person is not facilitating. If you get role confusion get support.

Debrief=Restate your intention, if TP doesn't remember facilitator can say it.

What did you get out of your turn?

Any questions or any area you would like to have explored?

Have good curiosity, enjoy!

Module 7 day 4, May 10, 2018, Thursday.

9:30 Office half hour

9:30 orient

check in

abortion dynamics

WS video session with Marmot

12:30-2 Lunch

Prep for session

3:45 begin session I

6:00 Fine

Tomorrow lunch from 12:00- 2:00

Check in: Key words and Phrases; Head heart belly; add tone. Think about the container for the training, the teaching team, it is us and everybody, everyone has different needs, think about tone in all that. Groups of two, 7 minutes each way.

The progression of checkins: Key words and Phrases; Head heart belly; add tone today. How was it for you to add tone?

### **Abortion Dynamics:**

Alliance for transforming the Lives of children quote preamble...We envision a world where

Every child is welcomed, loved and valued.....

Every family is prepared for and supported in practicing the art and science of nurturing children.

Adults respect children and honor childhood.

Dynamic resilient life-honoring cultures, flourishing Children joyfully participate in the vital life of family and community

The primary reason abortions happen ( spontaneous and intended) is because of lack of support and fixed attitudes around sexuality. This group is perceiving where we can take a more neutral stand and take it out of the political context. When you sit with women and look at what their circumstances are, they say so much. So much occurs where women go in one direction or another to navigate the forces around them, family, peers. The internal need of how that person perceives their life and what they want to do with it.

We are coming out of the sexual revolution and one of the consequences of sex is pregnancy. Birth control can be hit or miss. In sitting with the dilemma of whether the families want to keep the pregnancy, with children who have survived abortion ideation, with adults who have the history of abortion ideation or abortion attempts. The consequences of that is it affects adoption, natal kids depending on how many kids the family has, these dynamics are prevalent in our culture.

Ray has sat with 4 generations of women in his life time. One of the things that shows up in intake forms is an ancestral imprint. Where the great grandmother, to the great grandchild has had abortions, multiple abortions. It is uncanny how it has been passed down through the generations. It sets something up for the child that comes afterwards, bc they know about what happened before they came in, and of “where is my safety”. There is a momentum there that preceded the decision of having an abortion.

This is such a personal topic, everyone is touched by it. We are in an emerging culture that is paying attention to the Bp that is opening up options. If ray's daughter came home pregnant he would welcome that child into the family. What do we as a family need to do to support our young people.

Ray has sat with teenage women who want to have their babies and the surround doesn't allow it. Ray wants to support the mother to make the choice that is best for her. Whatever the decision is made it is important to support it, before and afterwards.

Making space, holding tone and feeling the feelings around it.

The cultural adjustment: that we consider as a culture as a phenomena how kids grow into their sexuality. Parents sharing their own histories, so that kids can differentiate that from their own decision. Where parents drop their expectations about how the kids should behave and meet more what their needs are. To hear how the kids are not ready. For the adult world to be responsible for their own histories and be there for their kids. The truth is that people are going to have sex. Abortion is the decision that only the mother can make for herself.

Bringing consciousness to the topic. If there is an abortion attempt/ideation before them that impulse comes through and can over power the intention of the person. So that they can have their intention and not a generational intention.

If the family decides to not keep the child, it can be helpful to talk to that child and sometimes there is a spontaneous abortion.

What it takes to unravel DB is space. To make room for every voice, bc that is what it takes to unravel the constriction. Ray is in appreciation for everyone's courage to talk about this.

What happens to the child that survives an abortion ideation and attempt. There is consciousness from the beginning, some one in the family might be thinking of not wanting the baby and then deciding to keep the child. The child then is not sure of being wanted. We explore with the parents their unwanted pregnancies. It is important to include the child, in utero or afterwards. To explore with the parents how it was for them and then differentiate this for the child can be very reparative at any age, inside or outside. Differentiate that the parents couldn't take the pregnancy, "we didn't know you, and it wasn't about you".

With attempts: different than ideation. More violent act. This is a huge imprint. There is something violent that has happened in your life. The wonderment if it is safe to be in a group, safe to be seen? They don't feel safe having an intention. If the person is challenged coming in the circle in a WS, Ray will send the group off to talk about what they want to give this person. Ray will sit with the TP and make the opportunity for the TP to choose to join the group.

Break

What student was naming about experience of working w imprint of abortion they show up different if it was verbal, herbal, medical, mentally thought about when it happened.

Understanding her sexuality and how it is tied into her parent's pattern and raised catholic. There has been a lot of awakening in the last 2 months and being allowed to see what hasn't been allowed before.

Miscarriages: when it occurs naturally. Spontaneous abortion is the same as miscarriage. Can have a big impact with the couple. Acknowledging the being that

had to go. There is a grief that needs to happen. William Emerson describes some of this. A loss is a loss.

St- partner had miscarriage and had to have D&C in hospital and the father wanted to go in the room w her and she wanted that but it wasn't allowed. They worked w a medicine woman who helped them afterward and it helped for them to release the being. They stayed together.

St- had SAB (miscarriage) then birthed her daughter. She had a hard time grieving the loss. She was pregnant 9 mo later. Felt like the same being came back. Then she did a BEBA session and her daughter brought her 3 babies. She had 3 pregnancies and 2 live children. Felt like she was saying "Momma there were 3 beings and she wasn't coming back. "

If a woman gets pregnant right away after an SAB to get over the miscarriage it can cause a pattern of the parent trying to fill the space of the one that was loss and it can set up a DB for the child. The little ones have a consciousness of another being that is there and the parents don't know how to handle it. Or the mother has a lot of unresolved grief. The child can feel like she can't please mom.

The adults get to tell the story over and over and the child has the same need. It changes the dynamics when the child gets to do this.

There is often a fear that gets attached to the next pregnancy if there has been an SAB before. They are afraid the baby will leave again. Fear of attaching and going through all the pain again. And actually the differentiating and attaching gives the baby a bigger change of staying.

Lets put a close on this topic here. Get up , walk around and come back.

We have an extraordinary chance to share resilience w you.

We want you to focus on the resilience, BP and less on the story because the story is about as challenging as a story can be. We want you to watch this session in preparation for the sessions tomorrow.

### **MARMOT SESSION**

Make eye contact every 35-40 sec, keep coming back to MEFS and invoke tone.

We will start as w a session, state intention. This session happened 7 yrs ago.

**Marmott-Intention to be closer to her F. He passed 4 yrs ago. Alzheimers. He didn't recognize her.**

**Also had the intention to be closer to her Partner Nancy and her daughter. And to have her own voice.** She had been getting into yoga chanting and she would go from standing to completely passing out. When she had to use her voice she was not able to remain conscious in certain situations.



Since last module she has had a lot of challenges w their daughter and they are doing their session from 7 yrs ago. She has had a lot of magic that has happened with her F since he has passed.

No body in her past yoga class would have any clue that this would be an issue for her. Also when she would have a conflict w Nancy or Zoe she would pass out in the crisis. And now she can tell drs and RNs that we need a pause here!!

Maybe you can say something about why you had to become a master of dissociating.

She experienced a lot of abuse as a young child. Family moved when she was 5.5yo. IT saved her life because they moved out of that situation. The part of her that experienced that she had to get that part out of her life while growing up. She had phobias to things and thought she was crazy until she grew up and made sense of why it was that way. Didn't have memories of what happened until she was 30. What happened was not in the hands of her parents, they weren't picking up on the signs of what was happening.

The way to heal it was better in a group more than 1 on 1 because the abuse happened in a group. Through the journey she has been dx w Dissociative identity disorder. She became a master of dissociating in order to survive what happened. The desire to heal came from a group that was a spiritual healing chanting group. That was interesting because the abuse happened in a cult group.

You are a walking inspiration. You don't have to even do anything.

Through the process of healing I learned how to draw and paint and communicate. I would use my non-dominate hand and let the story come through. She became an artist and just had her first art show last week and she sold out and the money got in the bank. She has had a challenge holding on to cash. Had a lot of interesting brilliant work around which led to interesting life. Her GF invented Pilsbury dough boy, Marlboro man, ...

She climbed mountains in the Himalayas, some she did solo. Ray would not try any of that stuff himself.

There was the part about getting the money to the bank that didn't fit in to the abuse pattern. One of the things that happens in that kind of abuse prevents the person from speaking, having a voice. You spoke and had a right to what you earned.

All the skills you have been working on, you can watch how they are used. The part about going to the edge and backing off, going to the edge of dissociative pattern then backing off. You can see that in this whole session. You had to show and draw your story then come into words.

8 people in the room are working w folks that have similar backgrounds.

St-is charged about watching the video, heart beating fast. Ready to watch the video.

## LUNCH

We are all like the surround now. So it is interesting because we are the protection, watching the WS and watching a couple of things. What it is going on for the TP and for the practitioner. We will do our best to differentiate these roles.

M has been working on this stuff for 10yrs and got that it is a choice to dissociate. Never got it until this session that she had a choice about it. There isn't a lot of time before she would go out.. This abuse was epic. When she first was getting it she just got small bits. And that when she started to get information it could be leading to an epic thing.

Starting after intention setting. M moved to sit bt 2 women. Ray moved, going into relevant history.

The intention of showing this is to see what the challenges are for the practitioner to stay w surround, TP. It is easy to go w the TP in a session like this. This was her second WS.

## BREAK 20 min

Session prep-2 hrs each session

Explore DBs or what is useful for you.

Check in

Roles

Principles

Willing to start a turn

Intention

Relevant Hx

Body of the session (involve the surround)

Restate Intention

Differentiation statements

Finish

Explore how it was for each in your role=15 min

Debrief the turn=15 min

Break

May 11, Day 5, M7 Session day Session #2 & 3

9-9:30 Office ½ hr

9:30-11:45 Session #2

11:45-1:45

1:45-4pm Session #3

4-4:20 Break

4:20-5:45 Harvest

Harvest: we want to hear from you and we have some observations also

When you speak reference the role you were in. Make sure to get permission from your team before you reference someone else in your group.

How many of you worked w DBs of coming into the creation. Several. Curious to hear from you because DBs often go back to before we were there.

TP-a lot happened before the turn started. Surprised. Didn't think I had any before conception issues. Wants more intimacy w partner and came to not being wanted by my father.

When my partner wants to read a book and I want his attention I would get upset, now I can see that he just wants to read a book.

There are some common things that were going on in the room.

One is –early developmental needs different than you will find in books, but the needs that allow our systems to grow optimally, different than if those developmental needs are not met.

What's missing when we have to keep working on it is, that we need to have the experience of not having to do anything. We need to do something inside ourselves so we can align w BP. What was missing was adults didn't know how to reflect that to us.

### Steps

1. Get rid of the expectation that today I need to satisfy myself when there was something I needed someone else to do. Until I was in a surround where the people there actually went to a place I needed back then. Unconditional acceptance, space to explore and except myself and be received in that expression.

The need to explore the imprints and perception of being received and wanted, that is something we can give each other, those things.

What R saw as he went around was from Practitioner, surround and TP point of view is "I am leading". Get off of that and get responsive to what was needed and what is needed now. As a team, the facilitator then is to facilitate the surround so together we come into resonance w the turn person so they can experience something they weren't given.

As facilitator, we need to come together as a team, so TP has the sense in their body what wasn't there then. This piece right here is central to sitting w DB material. It really takes the emphasis off of having to perform or be anything and puts us in the place of listening, being responsive and responding.

In a session what happens as you discover the way. The external form is there so in those places you can stay in sequence. The primary change I see happen is you are feeling the shift from I am the F, TP, S, narrow perspective to responsive interaction.

Here is one of the primary DBs I saw over and over again. The intention wants to take us to a new place, the little one has an identity and if we leave it behind we get a split. ....i have to take the young one with me, otherwise I have a problem. That puts a split in the psyche.

It's hard to get out of the pattern. And I remember the little one that came in in a really different way and am holding him too. As a little one we had to compensate to that imprint way as we were growing cell by cell, the spine, everything.

STU-Someone felt the tempos speed up and a different part of the brain having to be tended to. And she worked on shame around asking for what she needs. She over road it for a lot longer than she needed to.

Stu- started into the story as TP and the accordion started to open and something she wasn't aware of showed itself and I allowed it to rest there. She got to stop there and integrate all the things that had been stacked there. In the past someone else had an idea of how things needed to go. When there is a stack and the vortex wanting to pull you in, the value of not doing was very helpful.

R-and you got your young self held in the not doing

Stu-There is a place just before the end in my sequence. Since yesterday and today, there is the essence of through so many layers. before, twin loss, so many layers there before I came in. Then coming in and the experience of what I had in my childhood w my F, the birth of my children, of course it is going to be confusing. In a way there is more acceptance of being in that place. Touching the edge of that and coming back was enough.

Stu-The support has a bigger place in the surround than I imagined. There is something in the surround that needs the support. One layer wasn't enough, and another layer wasn't enough. I got a new view how the support person can take on or manifest and ride it out. The support person also goes to the edge.

R-the support person often has to work harder than the TP. That is why he likes to work w 8-12 people. Rather than recapitulate the story, you get to create something new. Saying that helps to stabilize the field. It is good to practice w 4-5 people to get the surround to act out the scenario. NO one is obligated to take that on. We want to work w the energy so it moves through and doesn't consume. This is why TP and everyone else is also having a turn.

By calling in the support I didn't have to hold the DBs scrunch and it started to get lighter in me. Its not that the change has to happen just in the TP but in the social field of those around them. Life changes for the TP w that reparative part and that is not something the TP should have to do for themselves. WE think we are suppose to handle that ourselves both as the TP and the facilitator and support. It is in the social field. It is different when you have the resources of the group.

T13,M7 D6, May 12, 2018

**9-9:3- office half hour**

**9:30 orient**

Checkins in the session groups

Harvest- short

Homework for M8

Prep for Graduation

Homework groups-Ego Strengthening

Clinical Questions

Short video

Closure at 12:30

Leave at 1pm

Yesterday at the end we were sharing about the sessions. We will continue w those who had wanted to share.

Stu-speaking my truth-his F and F's F, M, and M's ancestors all could not speak their truth. It felt like healing the lineage of that. His voice is much stronger today.

Pause: There is a big collective group of generations that have not been able to speak their truth.

R-It is the last day of the module, there is more settling and expansion happening and also the transition bumps.

Stu- naming there was also the period of time before the Patriarchy where the Matriarchy could speak their truth. That helped settle the room w the naming of that. There is also the time before the Matriarchy.

### **Home work for M8**

What is life like after the training? The time bt this module and next module, the prep for next module is to write a 1yr and 5yr plan for your future.

What do you want/need for yourself for 1 & 5 yrs. You don't need to send to your reader. Just write it down and bring it to next module.

What do you want for your practice, how do you want it to grow?

What is your dream?

Look at the work, see what you have learned?

What are your next steps? What do you need to do to take it into your life and work?

Give thought to that, write about it.

We will be doing a lot with that in the next module.

Can we do an audio recording? You can but make an outline of it in your computer or writing it-it makes it more likely for it to come to be.

This part is a structural part, L brain part, gives structure to language, the R brain gives heart to language.

There are forms on the website. You can see what BEBA does w it, PW forms, Mary's forms. You can take those and use for your work.  
You will have a possibility of forms to modify to your own practice. They keep evolving.

In bt this module and next, get a buddy about how you are doing this. We have noticed that it is difficult for some of you to get the HW done. It is like the ancestral piece that you do over time. This piece of work is like that.

In the graduation, everyone will be honored. Whenever you get the homework done you will graduate. You may need PW, homework etc to complete...there is a structure for how it happens after the graduation.

If you get everything done by the end of module 8 you will send to same reader. After that you will send everything to Sandra, Mary and Tara and you will not get feedback. We will just write that you have completed all the requirements.

Be clear you do not have to send the homework for next module to anyone. You bring it here.  
Some of us like to do the assignments on time and it is really freeing to get things done. There is something very satisfying about completing things on time.

**Homework readers:** Last group readers for Ego Strength

Sabera-Ajay, Jennifer, Lor, Mary Beth, Melissa, Shana  
Colette-Alecia, Jessica, Marmot, Wendy, Elan, Karen  
Sarah-Angela, Cindy, Eric, Lynn, Michael M, Keri  
Eddie-Christina, Megan, Joel, Kimio, Natasha  
Gary-Anna, Debbie, Lea, Tera  
Frank-Akasha, Leslie, Michael T, Moriah, Michelle

For after the last module

Supervision: Group 1-12 people max can sign up for this, can have 3-4 active participants on zoom. It is real valuable. It starts at 6:30am- It is about challenges you go through w people you work with. Read Ray's supervision paper. Each session is 20-25 min. They will be 1 time/month. \$415 for 4 sessions. If you cant make one you can get a recording of it but wont be able to participate in it.  
There are more people who can bring cases.

There are others who do supervision also. Some of the team.  
Some things are in the works for how more people can assist and give more opportunities when it is available. Call Sandra for more information.  
BEBA board is also looking how to involve more people who can assist. There will also be postgraduate programs to provide more openings for more people.

Break

Questions:

Get tog w reading groups and say what you need, what your challenge is, where are you? 4 min for each person, groups of 5 or 6.

When the time ends w client and they aren't finished. You can give them a lot of warning, it depends on what the situation is. You can let them know it is done, there is more to do, and you can set up another session.

R- the longest session I have done was 8 hrs that I did in the beginning. I got a lot of supervision on it.

Steps:

- 1 preparation-session is 1.5-3hrs.
2. When you describe the workshop in the beginning of it you state the session takes about this long...If you like everything nice, neat and tidy it is unrealistic.
3. Intention-don't have the expectation that the person will get 90-100% of their intention. When you introduce Intention check in to see if they got 10,15,20% of their intention, they spent their money well. It does not have to be 100%. Don't set up the expectation that they have to get the whole thing down. At the end of the session say what you did get done and make steps for what they can do to get the rest of it.
4. When they changed the length of the debrief it helped integration. R tried to put it into the session and he would give too much information. The participant may get overwhelmed and leave not feeling good especially when there are DBs. The key thing that keeps it from happening and keeps the containment is the way you work w the surround. W families you have to bridge the kids in w the parents. It helps w containment. When DBs show up and you work it in the session, name it in the session when it is there, name how it likes to show up at the end. So you can ask the client how they want the ending to be.

Q-in the session do you debrief on the phone after? It depends. Sometimes. Usually he says how he is touched. It doesn't have to take a long time.

Q-There is a way that we as practitioners hold-we are human and we aren't going to get everything. When the DB energy is present in private session, how would it be w the client who has DB, how do we name or how transparent do we be around what we hold as practitioner.

It depends on the relationship you have w the client. Sometimes you keep stretching and stretching, and name what is happening, DB is named, they don't want to separate, it is their fear. So she can use her counter transference in a way that it is useful. Do it w heart, take it to therapy.

R-he errs on too much situation. So the thing that governs what we share as practitioners that is contrary to professional therapy, which can err on the side of too little. You look at the situation and look at what is enough for that situation.

12:30 Video-a bath w a NB baby=lady in France Sonia Rochel  
[mailto:https://www.youtube.com/watch%3Fv=PRqBfHw4Nic](https://www.youtube.com/watch%3Fv=PRqBfHw4Nic)

We have come to do what we came to do. Thank you. Gratitude for the team and Sandra.