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Report

Preface

I will give an explanation and an introduction to this Manual and some of the history about the development of this Manual.

This Manual for the Education in Focusing Oriented Therapy for Children has been written down during the training from October 2004 - July 2006 in Cluj Napoca, Romania,

This Program is recognized by The Focusing Institute, New York and Children's Focusing Corner, Workgroup of The Focusing Institute

This Education program has been developed and implemented by

Marta Stapert, Child-Psychotherapist, Adult- and Child-Focusing Coordinator for The Focusing Institute, New York. She is living in Holland

Madeleine Walder-Binder, Child-psychotherapist, Lecturer, recognized by the Association Client Centred Psychotherapy of Switzerland, Adult- and Child-Focusing Coordinator for The Focusing Institute, New York. She is living in Switzerland.

Ynse J. Stapert, Psychotherapist, Senior-Supervisor and Lecturer, Coach, Focusing Trainer-in-Training for The Focusing Institute, New York. He is living in Holland.

Marta and Madeleine were responsible for the content of the program.

They designed this Manual.

Ynse was supervisor for Marta and Madeleine and guided the group process in a Focusing way.

History

Marta Stapert had already given several courses in Cluj Napoca and one Focusing-education for 3 persons to become Focusingtrainer. Our goal was that Mari Orbán, Enikő Skolkae and Krisztina Szabó would assist us in an *Education in Focusing Oriented Therapy for Children* as part of their trajectory for becoming Focusing coordinators. About 18 children-psychologists and pedagogists in Focusing and Focusing with children participated in this Education. These professionals had already a lot of knowledge from their University education. They didn't have any training how to practice therapy and didn't know how to be with children in a healing, therapeutic way.

In Romania training in therapy is only possible with recognition of an Association for Psychotherapy, in their case the Romanian Person Centered Association, headquartered in Bucharest (800 km. distance). For that reason and to support and extending the therapeutic education-program Madeleine Walder-Binder joined us. She had already connections in Romania otherwise. The Romanian Coordinators in Training did the utmost efforts to acquire the recognition, but didn't succeed by lack of cooperation with other Focusing trainers from abroad, giving training in Bucharest.

We were very impressed by the difficult circumstances in which in Romania a program like Focusing courses and Focusing education has to be developed. During the caucescu-period, in which psychology, psychotherapy and religion were forbidden, The Institute Epsiona in Cluj Napoca organized secretly courses that were developed in the western countries, like NLP. Family System Therapy.

In Romania lives a large number of Hungarians since world-war I. This innovative Institute Epsiona took it as her task to further the connection and communication between the Romanian and the large Hungarian community.

The purpose of the Manual

We followed the rules, I developed together with Mary Hendricks around 2000. When a Focuser want to become Focusing professional and –Focusing trainer (s)he first or simultaneously need to become Focusing professional for Adults, the general training. The same apply for Focusing coordinators. See [HYPERLINK "http://www.focusing.org/children/history"](http://www.focusing.org/children/history)
www.focusing.org/children/history and organization

For Spreading out Focusing in other countries our intention has always been to make us not needed anymore.

To support the 3 Focusing Trainers in their process of becoming Focusing Coordinators and Mari and Enikö specializing in Focusing Coordinators for Children, Madeleine and I started to write and develop this Manual by writing down our program in an extensive way. Madeleine wrote simultaneously in German. When we finished in the end of 2006 it seemed not too difficult to finish the whole program.

Unfortunately the recognition by the Person Centered Association did not occur, so the next education did not take place because Romanian professionals don't want training unless it will give excess (points) to their professional education.

Focusing however continued to be a main part of the therapies in their own practices.

I intended to finish our Manual, even if it was just for the archives of TFI. Illness came in between. It was the beginning of 2011 I took courage again to finish it. A few weeks later I got the message of the committee they want to gather programs MOT from all over the world.

Here is our contribution.

You may realize we worked in 5 different languages. And in the end our notes were Incomplete, especially at the moments we changed our plans adjusting to the needs of the group, with the intention to transform each experience in a therapeutic one.

It is a quite double feeling to elaborate the text of a training from 4 and more years ago from our German, English and Dutch notes that seem incomplete and as a map which doesn't cover the reality anymore.

We wrote this Manual, adjusted to the request of Romania to educate psychologists and pedagogists for becoming psychotherapists for children. We called the program for 'Focusing Oriented Therapy for children. But when you are not a psychotherapist and you would like to use something from this Manual for Focusing with Children you can do so.

A program is never static and fixed and should never be a repetition. We hope elements are still relevant. Whatever you can use, make never an exact replica, make your own choices.

With the consent of Madeleine Walder-Binder and Ynse Stapert,
Marta Stapert, December 2011

Information

At the Website of The Focusing Institute (international) you will find a lot about the Focusing-method and the Philosophy of Gendlin. One part about 'Focusing in general' is also in Romanian language.

One link is to the Children's Corner Homepage where you find all the articles found up till now about Focusing with children.

www.focusing.org

[www.focusing.org/click on children's corner](http://www.focusing.org/click%20on%20children's%20corner) or directly to www.focusing.org/chfc

Manual for the Education in Focusing Oriented Therapy for Children October 2004 - July 2006 in Romania

This Program is recognized by The Focusing Institute, New York and
Children's Focusing Corner, Workgroup of The Focusing Institute

Information about the whole Education-program

This Education program has been developed and implemented by

Marta Stapert, Child-Psychotherapist, Adult- and Child-Focusing Coordinator for
The Focusing Institute, New York. She is living in Holland

Madeleine Walder-Binder, Child-psychotherapist, Lecturer, recognized by the Association Client Centred
Psychotherapy of Switzerland, Adult- and Child-Focusing Coordinator for
The Focusing Institute, New York. She is living in Switzerland.

Ynse J. Stapert, Psychotherapist, Senior-Supervisor and Lecturer, Coach, Focusing Trainer-in-Training for
The Focusing Institute, New York. He is living in Holland.

Marta and Madeleine were responsible for the content of the program.

They designed this Manual.

Ynse was supervisor for Marta and Madeleine and guided the group process in a Focusing way.

Conditions for participating in the Education for Focusing Oriented Psychotherapist for Children:

- You have a professional Education in one of the disciplines for children
- You have the opportunity to practice focusing with children
- You are ready to participate in the Education for Psychotherapist Focusing Oriented for Children in an experiential way
- Ongoing participation in a Focusing experience in partnership, minimum once in 3 weeks with the writing of reflection-reports
- Reading Focusing literature

Purpose

After the Education in Focusing Oriented Psychotherapy for Children he/she is able

- to be a Focusing Professional in an ongoing Focusing attitude
- to teach Focusing to children in a group or individually
- to guide an individual child or a small group in Focusing Oriented Psychotherapy for Children
- to accompany parents and teachers in their focusing attitude

Literature

- | | |
|------------------------------------|--|
| Stapert, Marta and Verliefde, Erik | Focusing with Children, The art of communicating with children at school and at home, PCCS Books, Ross-on-Wye, UK.
ISBN 978-1-906254-08-7 |
| Eugene T.Gendlin, Ph.D. | Focusing, Bantam Books, ISBN 0-553-27833-9 |
| Eugene T.Gendlin, Ph.D. | Let your body interpret your dreams
Chiron Publications, Wilmette, Illinois
ISBN 0-933029-01-2 |

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- **The Education in Focusing Oriented Therapy for Children consists of 3 Parts, after which you will get your Certificate.**

The application for Acknowledgement is submitted to the National Association for Psychotherapists

Part I Basic general Focusing Oriented Therapy

- I.1 20 hours on Focusing as self-experience
- I.2 20 hours on Focusing as self-experience
- I.3 20 hours on Guiding in Focusing
- I.4 20 hours on Guiding in Focusing
- I.5 20 hours on Focusing and Dreaming

Part II Focusing Oriented Psychotherapy for Children

60 hours training in Focusing Oriented Psychotherapy with Children, parallel to the Basic general Focusing-Oriented Psychotherapy Education.

Part III Method directed Supervision

Minimal 20 hours Method Directed Supervision for Focusing Oriented Psychotherapy with adults and/or with children.

Supervision can begin after Part I.2, with practice experience

Time route

The Education-periods will take place 2 or 3 times a year in 5 periods.

Each period is 40 hours in 4 consecutive days, together 160 hours Education

During the Education periods Supervision can be given

The Education will take 2 and a 1/2 year.

To become a Focusing Trainer for Adults and Children:

After Certification as Focusing Oriented Psychotherapist for Children the participant can decide if s/he wants to continue with Part IV and V

Part IV Education for Focusing Trainer for adults and children,

- IV.1 48 hours on Focusing-guiding adults and children (with Methodical Supervision)
- IV.2 48 hours on Focusing-teaching
- IV.3 24 hours Integration-program for Child Focusing trainer

Part V

- V.1 32 hours Basic Course for Supervisor

As Focusing Oriented Psychotherapist for Children we expect you to become member of The Focusing Institute in New York.

**Belongs to the Manual for the Education in Focusing Oriented Therapy for Children
October 2004 - July 2006 in Romania**

Educators Marta Stapert, Madeleine Walder-Binder, Ynse J. Stapert
This Program is recognized by The Focusing Institute, New York
Children's Focusing Corner, Workgroup of The Focusing Institute

General Rules and Remarks, proposals, recommendations for guiding the group

How to use this Manual

1. This Manual is meant to be a guideline and define course objectives for focusing trainers only.
2. Focusing trainers may develop their own programs as long as all learning steps are included, to allow participants to further their training where and when possible, also joining other groups.
3. The exercises/experiences and examples are to be used in their right context. They may be substituted with own exercises with same purpose, illustrating the same point.
4. The courses in this Manual are broken down to 4 hours sessions
5. Timing of exercises and experiencing will however vary in function of the number of participants, sharing may be done in small groups instead of in plenum
6. The sequence of sections may be adjusted to specific group situations or needs
7. For any focusing training, try to make your own video illustrations in your own practice
8. „Attachments“ are handouts for participants.
9. „Sheets“ are meant as flipchart material for the Focusing Trainer
10. Three dots mean: ...take time...pause

Working with the group

11. Whether or not participants have had an individual introductory focusing-session, will define your starting point as a group
12. Allow enough time for new members to be welcomed or for the joining of 2 existing groups, so people can feel comfortable
13. Start the day, or course, with a focusing experience on arriving, concentrating, being together
14. Make sure you regularly take time for the participants questions, comments, requests, so as to move forward as a group
15. Encourage participants, especially when in the role of observer, to take notes, so that observations and questions are precise
16. During theory / explanation / conceptualisation it can be helpful for the participants to share their understanding in pairs
17. Always explain the purpose of an experience and reflect afterwards to deepen the learning experience. In this way, self-experiencing and conceptualisation go hand in hand.
18. When working in triads person A is focuser, one person B is guide and person C observer. The observer takes notes and keeps time. At the request of guide or focuser, he can assist the guide in facilitating the process, but not in direct interaction with the focuser.
19. The focusing trainer can join the small groups and gathers information to be shared in plenum as learning points for everyone
20. In joining small groups, the focusing trainer refrains from interfering unless asked by the focuser or guide. Suggestions are offered through the guide, not directly to the focuser.
21. When a participant models in the group: Help the Focuser(s) to get at ease by giving time to check how it is around her, and by saying it is not a demonstration for which she needs to perform. It is a model, in which her authentic experience can be helpful for the other participants.
22. Always help participants de-role after role playing, by asking them
 - to say their name
 - putting the role away, like laying down an imaginary hat
23. After an individual focusing process as model in plenum: Protect the focuser until he is ready to talk by inviting the guide to share first
24. When working in pairs, the focuser can share first

25. For reasons of confidentiality, personal sharing about the content of the experience will generally be done in pairs
26. Personal sharing, also in plenum, is mirrored by another participant
27. Reflecting and sharing about learning issues can be done in triads or small groups. Without mirroring
28. Reflection and sharing in Plenum: Instruct clearly whether about content or process of the experience
29. When possible the focusing trainers join the plenum experiences and sharing (for example drawing names, beginning and ending experiences).
30. The focusing trainer does not participate as focuser or guide in pairs and triads, remaining available to all participants when needed, and avoiding becoming too personally involved

Instructions for the Focusing-experiences, especially in a group

31. Each focusing experience begins with turning the attention inward. We call this ‘induction’ for short.(Attachment 3 ‘Induction’)
32. Before ending a focusing experience, individually or especially in plenum suggest something like: maybe there is something inside that is asking for more attention. Let ‘it’ know you have acknowledged this. You could give it a special place where you can come back to It later.Each focusing experience ends in a focusing way: Check inside when it feels all right to end this experience... without hurrying... pay attention how you feel now... anchor in your body what is new... saying thank you inside for this experience...your eyes will open themselves when it feels right. We call this ‘ending’ for short
33. At the end of a focusing experience the Focusing Trainer also invites the focuser
“Check inside if it feels all right to share your experience with (one of) the other group members”.

Cooperation between Focusing Trainers

34. When working in a team, the Focusing Trainers help and support each other
35. Before starting they agree on their roles and responsibilities, which can switch all the time: when one Focusing Trainer is responsible for the content, the other is responsible for the group-process

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Rules about being absent during the education

The total amount of hours is

- 160 hours of the training in Child and Adult Focusing Oriented Psychotherapy
- minimal 20 hours Method Directed Supervision

You need to be present because it is an ongoing personal and methodical process.

Only in emergency-situations you may miss at the maximum 10 %, so this is maximum 3 hours in one training period and 16 hours in total.

We accept as an exception you may miss one weekend, or a part of a weekend if you are ready to participate in this part of the training with the new upcoming group.

In any case of missing some or more hours you need to take care:

- a. you will get the information and do the experiences and exercises you missed from/with your focusing partner(s) or other focusing-participant.
- b. you will write a reflection-report

Payment is required for the missed week-end too.

To repeat a weekend you may pay half of the price

Letter belonging to the Absent Rules, to be sent by the Focusing Trainers to the participant

Cluj Napoca

Focusing Centre Cluj Napoca
address

Dear.....

To receive the Certificate of the Focusing Course for adults 3 and to be able to continue your Focusing training in January 2005, you get the following tasks:

1. Writing a verbatim report of an individual focusing session with a child / teenager or adult, like this
The guide says (G):.....
The focuser says (F):.....
2. Working through the time you missed with one of the focusing participants. Not only talking but really experiencing g and exercising where possible as we did during the training
3. Making a reflection-report about this, answering the following questions:
 - a. which questions do you ask yourself regarding your way of focusing and guiding
 - b. what are your discoveries
 - about yourself
 - about focusing

- c. how are these discoveries related to your knowledge about focusing
- d. what will you do in an other way
 - with yourself
 - in a next focusing session.
- e. which interventions, information, exercises, experiences of your focusing partner were furthering
 - your own process
 - your learning to focus yourself
 - your guiding in focusing
- f. which question is the most difficult to answer and why

We will receive your letter of at least one A4 in letter type 11, before ... (date)

By email

Adress:

All the best, name(s) of the trainer(s)

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Intake session for participation in the Education in Focusing Oriented Therapy for Children Marta Stapert, January 2005

The perhaps future participant will be called 'the Focuser'
The Focusing trainer/educator will be called the Focusing trainer
The Education for Focusing Oriented Therapist for Children will be called 'the Education'

Purpose of the session

- The focuser can learn to know some of the whole Focusing process by information and experience
- The focuser can decide after the talk if he/she wants to participate in the
- The focusing trainer can investigate if the focuser is able to participate in the education
- The focusing trainer can investigate if she wants the focuser in the course, and if this in the interest of the focuser and the other participants

Start of the session

My first question is whom the focuser wants to start to tell something,
If the focuser asks me to start I tell something what hopefully can give some trust in my capabilities and skills, and my personal relationship with Focusing, from my Felt Sense, if needed something of my education, practice and praxis-experiences. Also in short something about my personal circumstances. I don't talk too much to leave the space for the focuser.
I'm following the focuser in an empathic way. I am careful in asking about the focuser, because exchange of information doesn't belong to the Focusing attitude and -process.

Giving information

- Each part of the Education for Focusing Oriented Therapy for Children therapy is a unit on its own. The participant can continue his/her education in its own speed and rhythm, also participating in a later group
- The Focusing Education isn't a therapy as such, however it can have a healing influence on the participant .
- How we work in the Education:
 - Self experience and guiding each other to get experience
 - Being a model for each other
 - Information and theory about the Focusing-process, so you can build your own theory
- Participation is only possible when the participant is ready to involve him/herself in personal experiences and is open for being guided and sharing experiences with other participants
- Medicaments, drugs and alcohol can limit and disturb the experience of the focusing process

Asking information

- Motivation to participate in this education: what do you expect, what is your purpose, what do you looking for in this Education, how do you want to use this.
- Do you already have experiences with courses/education in focusing, guiding in whatever way, personality development, psychotherapy, other methods. Are you ready at first to learn focusing and not immediately compare it with the methods you already know? The combining will come later.
- Is there (special) information you think I need to know.

Focusing

Experience a focusing process now helps you during the course (where you slowly on will understand the whole process), better can understand what is possible. Creating safety through information about the process and the position of the Focuser.

- The focuser is central in the process. The guide is following the focuser in the client-centred approach
- About the Felt Sense
- The focuser is responsible for his/her own process when something the guide is asking or suggesting doesn't fit with the Felt Sense of the
- The focuser doesn't have to tell everything, not in the group either. This is to create a safe learning environment and to protect the privacy
- You can focus with closed or with open eyes. It is your own preference and choice
- Is there a theme or motive in your life, which occupies you?
- Could this be a theme to focus on? Herewith I invite for beginning a focusing process

When there are still about 45 minutes it is really time to start a focusing process, if the focuser is ready to do so.

The Focusing-process can take maximum 30 minutes

Talking afterwards

After the focusing process I ask the focuser how this experience was for him/her.

During the talking and the focusing process I'm asking myself if it is alright for this person at this moment to participate in this group and can go into learning the focusing process and is ready for the whole Education

When there are heavy personal problems, which are beyond the scope of the Education I will deliberate with the focuser it is not the right time for this Education, and if it could be better to first go through a psychotherapeutic process.

I can better immediately in this personal contact let know my opinion in the interest of this person.

I need to be honest with myself, also when I would like to have an extra participant in the group.

Most of the time the focuser knows already if he/she wants to participate in the Education.

When I notice some hesitation I recommend to think about it from the Felt Sense and take the decision later when it feels alright inside. After that they can call me. I'm always ready for further deliberation.

A special situation is when I know or have a hunch the focuser might know an other participant in the group. In that case I ask both persons if they are open to be together in the same group, because they can't avoid each other. In case one of them says "no" (what is very legitimate, and I emphasize this), the person who announced him/herself first, has the first choice for participation.

Practical information, explanation to written information

- How many times, how many hours, where and when
- Costs. Most of the times it is already said in the previous telephone call
- It is more clear to repeat this. Sharing the rules about absence

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Attachment 1 'Anchor-issues in Focusing with Children'

January 2005

Marta Stapert

Introduction

Focusing helps the child to make and to hold connection with its implicit knowing, its self-governing, through what is bodily sensible, with its Felt Sense, about its life-experiences.

It is a process of change and development.

The aim of these anchor-issues is that the (future) child-focusing-guide can explore her/his own capabilities, the strong parts and those parts still needing attention.

These anchor-issues are meant to evoke the child-focusing-guide's own creativity in finding her/his own unique way of being with a child in focusing

Where 'the child' is written it refers to all ages: baby's infants, toddlers, school-age-children, adolescents. It is important to look for the right tone and intervention for each age

Where "focusing-guiding" or the "focusing guide" is written it means who-ever is guiding, accompanying or being a companion for a child in focusing: the parent, the caretaker, the teacher, the group-leader, the nurse, the child-psychotherapist

Repetitions are used to give emphasis.

The numbers are meant to find it back easily, not as a sequence.

The Child-Focusing-Guide Him/Herself: Part A

1. Being aware that child-focusing-guiding is a never-ending process of development
2. The focusing guide stays in connection with her/himself through the Felt Sense
3. Recognizing own expectations and checking with reality
4. Recognizing when involvement with the child is so special that own life-experiences maybe are involved, and reflecting / focusing on that
5. Where needed: self-reflection / focusing on own life-experiences looking at yourself from different sides to resolve own issues
6. In a plural way looking at own reactions, actions and especially overreactions through the Felt Sense
7. Giving attention to own values, prejudices, judgements through the Felt Sense
8. Recognizing and being in contact with own moods, borders and limitations
9. Sensing, knowing when own time and space is needed
10. Being with own Felt Sense about where and how this unique child is touching you

The Child-Focusing-Guide Him/Herself: Part B

1. Being aware the child is often following and valuing all your actions and expressions
2. Being aware that you, the focusing guide, are a model for the child
3. The focusing guide is with his/her own Felt Sense, checking how and when to react and when not
4. Heightening and deepening your empathic capability such as listening to what can be behind the words, attitude and behaviour of the child
5. Being able to handle the tension-field between structuring and always and again following
6. Asking inside: “Am I contributing at the moment to the personality-developmental process of the child with the questions?:
 - Am I where the child is...?
 - Am I connected with the child?
 - Ask yourself again and again : “Is what I’m saying or doing against...to...for...about...the child?”.
 - Realizing that the focusing attitude helps you to be near and with the child, in other words: “Is this from ‘the outside to the inside’ of the child, or is this from ‘the inside to the outside?’”
7. Trusting and being connected with the ‘implicit wisdom’ of the child
8. Being aware when the child gives signals for saying “no”, verbally or in any other way, for example, beginning quite another subject
9. Being able to say “sorry” to the child if the intervention did not feel right, and taking it back, careful observing how the child is reacting on the intervention
10. Valuing the symbolization that the child brings in his play, or other activity, as a contribution to his change-process
11. The guide doesn’t bring him/herself in the centre of the interaction. So (s)he doesn’t ask: “can you tell me...”, or “I would like to know...”
12. The guide invites the child to ask inside, so the guide doesn’t direct him/herself to the child: “what can you tell...”, but instead we ask: “Can ‘some place’...’it’... in your body tell?... your tummy?...your chest?...what this all is about...?”
13. Being aware of your non-judgemental attitude

The Child-Focusing Guide in the Relationship and the Interaction with the Child

Focusing Attitude

1. Asking the child permission for your question or intervention
2. Helping the child to discover and to trust its inner bodily felt wisdom and experiencing.
3. Helping the child to develop the focusing attitude for whatever is there, so it gets connection with its inner bodily felt experiencing from where change can develop.
4. Helping the child to be nice and friendly inside for whatever is there and accepting it as a starting-point for change, also by being a model for the child
5. Helping the child to give inside the message: “Hello, nice child...(own name)...”, with the help of the own Felt Sense.
6. Every time and again making choices, moments of decision with the help of one’s own Felt Sense.
7. Being full of empathy, at the same time keeping a certain distance, not invading/intruding to the child.

8. The guide is not too pronounced in his / her interventions, questions and proposals, leaving space for the child.
9. The focusing guide doesn't always need to ask for or to expect an explicit answer of the child, protecting the child's privacy.
10. With open and sometimes unfinished interventions and sentences the child has the possibility to give its own significance and continue in its own way of searching, developing and changing.
11. A kind of a neutral attitude and language will leave the space for the child for the unfolding of its inner process of development and change.
12. In Focusing the focusing guide is less with the content, the problem or the symptom that the child is bringing, and more with the Felt Sense of the whole of that.
13. Respecting the borders of the child, not invading his / her space.
14. All feelings, wishes can be recognized, acknowledged, may be there, can be heard.
15. The feelings of the child can always be acknowledged and accepted, but the behaviour and acting can not always be accepted: "you would like to ruin thisand it is impossible to do so"
16. To limit the child in a certain way, with acknowledging the feelings, the wanting to, seems to have a regulating role that can help the child to find his own control possible.
17. To turn limitations into a healing experience, the focusing guide needs to create an optimal balance between freedom, possibilities for expression, and making boundaries.

Children Learn

1. to make a connection with their inner bodily awareness
2. to trust their deep inner sense of rightness
3. to bring awareness to the inside of the body
4. to make contact with inner bodily Felt Sense about something
5. to trust their bodily feeling with its truth and meaning in itself
6. to involve their bodily felt sensing in their life by listening to it
7. to know that this feeling implicitly carries a meaning, a story
8. to relate to, handle and deal with their problems better
9. not to deny their problems, sorrows and trouble, nor to drown in them
10. to allow themselves to feel the difficult, sorrowful, scary or angry feelings
11. to know that it is helpful to listen to bodily feelings
12. the child can trust its own inside place, which knows what is right and true
13. to clear inside space by putting a problem outside by drawing, painting or claying the problem or the bodily felt sense of it
14. the child itself is the center of control about its feelings in the own situation
15. to know who they are
16. to concentrate better on what they are doing
17. to listen to other children in an empathic way and to solve their conflicts themselves
18. to accept each other more
19. to build a better relationship with themselves and with others.

Focusing Interventions: A

1. Timing of silence, mirroring, interventions and process-proposals.
2. Giving process-invitations and process-questions from the focusing-process, which can help the child to explore from the inside.
3. Inviting the child to be with its attention in its inner depth, that special place inside about what could be going on in its inner place/area, where its experience is bodily felt, with implicit meaning and possibility of change.
4. Giving process-suggestions, for example: “can you notice this somewhere in your body?”, and “where do you sense all of this problem in your body?”
5. Giving interventions, which help the child to discover what is going on in the inside about something.
6. In Focusing the child is more with the ‘how’ and less with the ‘what’.
7. Helping the child to say in the body-inside the message: “hello, nice child...” or own name.
8. Using the phrase “something inside you.....”

Focusing Interventions: B

1. Being with the meaning and the symbolizations of the child, which can be hidden behind and in the words, the play, the demeanour and the behaviour of the child: “nothing is for nothing”, without making it explicit within the play
2. Inviting the child in several ways for symbolisation, because by creatively symbolising what is inside the inner split-off feelings and experiences can be restored. This makes a healing experience.
3. Making a hypothesis from the image you get from the child from your own Felt Sense.
4. Converting a hypothesis into an intervention, which is again following the child with the question: “does this fit for you?”
5. Generalization by: “it seems as if...”, or “sometimes there are children, who...”
6. Listening to, observing and accepting of the child in the way you can discover when it means: “no” and making this explicit with the help of the Felt Sense: “could you sense where the ‘no’ is in your body?”

Focusing Interventions: C

1. When the child is attacking the adult, the guide/therapist could ask: “for whom all this is meant?”
2. Confirming the meaning of the child, also when it does not fit with the meaning of the therapist.
3. Avoiding the words: but...perhaps...try...you can do it...
4. Being aware what a compliment means for the child, if it is coming from the outside, and when a compliment is in its right place or not.
5. Helping the child to experience its success from the inside out.
6. Being aware that consoling and pity often don’t contribute to the change-process, life-forward energy and development of the self-management, self-governing of the child. It needs empathy and compassion, staying on its own feet.
7. Attune the interventions to the age of the baby, child, adolescent and the phase of the guiding / psychotherapy.

Symbolization and Activities

1. Children are able already at a young age to symbolize from the Felt Sense, but they not easily find words
2. Symbolization in creative expression is easier for children and therefore the most important way to express what comes from the Felt Sense, or what they experience in general
3. Once the child is symbolizing, we don't ask for words of explanation, because in the symbolization the child develops its experiencing so more can come
4. Symbolization with drawing, clay, play, story is like an ongoing finding a handle and resonating, so 'something inside' can be heard and move forward
5. Sometimes the child is accompanying its expressing by words, otherwise the guide can ask afterwards: "does the drawing has anything to tell?"
6. Introducing the child to 'clearing a space', with drawing, painting, clay, movement
7. The child making a list of complaints, problems, worries, insecurities, nasty and heavy feelings at one side and the good, light, happy, secure, self-conscious experiences and feelings at the other side
8. Drawing a self-portrait and a picture of the body-shape using it for discovering and drawing what is going on in the body Felt Senses
9. Making available for exploring, expression, symbolization:

materials for drawing, colouring , painting, (fingertips, self-portraits, body-figure, squiggles, strips), sand and water, claying, imagination, play, and sensory and play-materials to discover and to develop the Felt Sense about something, so the child can symbolize what is going on inside him.
- 10 Shortest intervention of the psychotherapist:
"may I ask you... where do you notice this in your body... how does it feel...how does it want to be expressed"

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Educators Marta Stapert, Madeleine Walder-Binder, Ynse J. Stapert
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Attachment 2 'The basic Focusing attitude' and 'Core steps of the Focusing process'
January 2005,
Marta Stapert

The basic focusing attitude as well as focuser as of the focusing guide

- sensing something inside that feels....
- acknowledging
- being with, friendly, receiving
- giving presence
- sensing how it feels from its point of view
- letting it know I hear it
- being interested, curious for what can come from inside
- I say hello to you
- I know you are there
- I let you know I hear you
- is there something you would like me to understand

Core steps of the focusing process

1. Induction for Going inside / being ready
2. Felt sense, where and how does it feel there
3. Handle: word, sentence, image, sound, movement
4. Resonating
- Being aware of a bodily felt shift
6. Receiving and ending

Experience 'Focusing from Felt Sense about 'How am I this moment'

Purpose Core steps of the Focusing process

Form Individual Focusing experience in the group

Description How am I in this moment

- induction (see attachment)
- ask inside: "how am I at this moment"
- where do you feel your body is reacting on this question, it may be a clear bodily felt feeling inside, but it also may be vague, unclear, fuzzy.
- how does it feel there... how it wants to be described... take seriously whatever comes up
- stay with your friendly attention with it... don't hurry
- give it a chance to speak up with a word...a sentence...an image...a taste or a smell...a colour...a movement
- notice if it fits: this bodily felt feeling and what came... by going back and forth with your attention ... so the inner process can develop further
- be alert for a bodily felt shift...something new energy, relief... change in your breath... as a signal something new came
- receive what is new, however it may be still small
- anchor this bodily felt new something in your body

- if there is something that is not yet clear or is still in the way give it somewhere out of you a special safe place...maybe you would like to make a package first
- check into your body when your experience is ready for this moment
- your eyes will know the right moment to open themselves
- if there is something that is not yet clear or is still in the way, you can give it a special safe place somewhere outside of you ... maybe you would like to make a package of it
- check into your body when your experience is ready for this moment
- your eyes will know the right moment to open themselves

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Attachment 3 'Induction for starting the focusing process with a guide'

January 2005,
Marta Stapert

Introduction

Focusing takes place in the middle level of your awareness. It is not in the upper level of your day-awareness nor in the deepest level of your awareness as in hypnosis or meditation. Focusing takes place at the edge of the deep awareness.

Experience will help to shorten the time of induction

This letting flow the attention inwards doesn't belong to the focusing steps.

This text can be used when you are focusing alone.

As a guide you follow the invitations yourself to find the right speed and rhythm.
Adjust the text to the experience of the focuser

Text for Induction is written in italics

In the whole process of letting flow your attention inwards you take your own time and rhythm without hurrying

In individual focusing:

Give a signal with your finger or by nodding your head whenever you are ready to continue, without any hurry

In a group process:

You can warn me by putting your hand up when I'm too fast or too slow, so I can follow you

Induction

Make yourself as comfortable as possible

Notice if there is space enough around you

Your eyes will close themselves. It is also possible to stare in front of you to a neutral place

(If necessary) You can carefully listen to the sounds around you so they can help you to turn your attention inwards more easily.

Notice how your body is connected with the chair... with the backside and the bottom-part of the chair

Notice how your feet connect with the floor, till you can feel your feet from the inside

You can wriggle your toes to feel them better

Notice how the position of your hands is, till you can feel them from the inside

Let your attention flow to your shoulders. Notice how your shoulders are at the moment so you can really be aware of them

Be aware how your head is connected with your body

Notice how your body is moving with each inhale and each exhale

Listen to your breathing without changing it

With each exhale your attention is flowing inwards more and more

Your attention will flow towards your deep inner place or area where you feel yourself the most

When you arrived there, create an warm, friendly, open, receiving atmosphere for whatever may come

In individual focusing with a guide:

Give a signal with your finger or by nodding your head whenever you are ready to continue, without any hurry

In a group-process:

Put your hand upside down on your knee when you are ready to continue, so I can follow you

Very short induction

You can use the short induction for an experienced focuser or for special purposes in a group.

Notice how your body is connected with the chair... with the backside and the bottom-part of the chair

Listen to your breathing without changing it

With each exhale your attention is flowing inwards more and more

Your attention will flow towards your deep inner place or area where you feel yourself the most

When you arrived there, create a warm, friendly, open, receiving atmosphere for whatever may come

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Attachment 04

What the focuser learns (Belonging to General Focusing Part 3)

August 2004

Marta Stapert and Madeleine Walder-Binder

1. Letting go your awareness into the middle area of your body
2. Creating an warm, friendly, open, receiving atmosphere for whatever may come
3. Clearing a space by putting aside and by making an inventory
4. Choosing a theme
5. To be able to experience the Felt Sense about something, to recognize and to stay/sit with it
6. Finding the Felt Sense again when it is lost
7. Letting come up the handle from the Felt Sense: a symbolization in the form of a word, a sentence, a picture, sound, a colour, a movement or a smell
8. Staying at the inner track of the Felt Sense and to notice the inner knowing more can come to unfold
9. Being with respect, warm, caring, friendly, open receiving, inviting, with whatever comes
10. Taking the responsibility to stop the guide when it does not fit with my Felt Sense
11. Resonating between Felt Sense and the handle
12. To establish the right distance towards the inner Felt Sense and all that what is there:
 - A. putting 'it' outside at the right distance, or make a step back from it, when it is too overwhelming
 - B. to bring it closer when it is slipping out, not connected anymore with the bodily Felt sense
13. Sensing when you can ask the Felt Sense a question and which question feels right at this
14. What comes quickly is information you already know and from old patterns. Waiting with patience what emerges from the Felt Sense
15. Following the inner movement, letting it flow in its own direction and staying with it. The body knows its own direction
16. To discover what is new and receive it each time
17. Being aware of the bodily felt shift, that each discovery can bring, giving it more than enough attention and anchoring it
18. Receiving what is new without dealing with practical steps at this moment
19. Consider if there is a small realistic action step possible
20. When something has not been finished, not clear yet, you can put it somewhere in a safe place for a next time
21. Knowing when you need help in your focusing process and being able to ask for it
22. Learning to know The Inner Critic and being able to handle with the Inner Critic
23. Being able to connect in a focusing process with the Inner Child and to experience an inner child process

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Attachment 5 'Mirroring'

October 2004

Marta Stapert

1. Mirroring is only effective and moving the inner process of the child forward when it comes from an accepting and connecting attitude of the focusing guide inside himself and with the child
2. Being in touch with the multiple effect of mirroring: building connection, depth in the process, trust, courage, safety in the child, and carrying it's inner process forward
3. Discerning different possibilities of mirroring:
 - a. what the child is saying and telling, particularly something special
 - b. what the child does and shows with its body
 - c. bodily felt feeling
 - d. emotional quality
 - e. what you are sensing behind words and behaviour
 - f. symbolization without giving meaning or interpretation
 - g. the positive
 - h. a visual change
 - i. a discovery
 - j. when something new comes
 - k. summarizing the child's process
 - l. the guide's hypothesis about what is going on in the child with a tentative question like:
"Would you like to hear what is coming up in me...?"
"Sometimes there are children who..."
"It seems something in you..."
4. Make clear to the child that whatever you say back, the child can check if it feels alright
5. Encourage the child to say "no" when it does not fit
6. Check regularly with the child for saying "no", verbally, nonverbally or in any other way, for example beginning quite another subject
7. Active mirroring gives more space to the child for exploring him/herself than questions
8. Sense the difference between "was this an exciting play?" and "well...this was an exciting play..." and waiting what comes now from the child
9. It is important to find the right moment of the mirroring intervention and the intonation of the voice
All the time you are making choices and taking decisions concerning the mirroring.

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Attachment 6 'Process-questions', based on Asking Questions by Ann Weiser Cornell
January 2005, Marta Stapert

We know that in general active sentences are more effective for carrying the process forward than questions. Especially content-questions (asking information) do not further the focusing-process. However there are questions, which can carry the process forward when the process is not developing anymore after finding the felt sense, the handle, and after resonating. We call them *process-questions*. A process-question captures the 'whole of it'.

Be aware, using these process-questions, that the answer comes from the body, from the inner side, and not from thinking: asking inside with wondering curiosity.

Be gentle, careful with asking process-questions. The guide could ask to the focuser: "Could you check inside if 'it' would like to get a question?"

Inviting the focuser asking a question inside is without expecting an answer from the focuser.

The focuser doesn't have to say anything when 'it' doesn't want to.

Talking can limit / disturb the inner processing.

General questions

- what is so (handle-word) in all this
- what is so (handle-word) in my life
- what has it to tell me

what is the message

what is all this about

what lies under all this

Core questions

what is theest (handle-word) of all this

what is the core, the crux of all this

what is the worst of it

what is touching me the most

Felt shift questions

Asking felt-shift questions when something is not yet clear, unfinished. These questions can be very effective after the exploration of the whole of it.

- how does it want to unfold

what does 'it' need

what could give fresh air, space

how would it feel in your body if everything would be solved

how would it feel when it would be like you wish

what would 'it' like

what is wonderful in all this

Time-questions

Time-questions make the connection with the focuser's life in the present, the past and the future.

It can especially give an avenue to 'inner child work' and 'inner baby work'

what has all this to do with your life

how long is this already there

how long do you know this already

when did you experience this earlier in your life

with which in your life is this attached

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Attachment 7 'Inner Child Work 1', belonging to Focusing Education Part 2 July 2006, Marta Stapert

The time questions can lead to inner connection of the focuser with the inner child and inner baby within. Be aware the inner small child doesn't want to come easily out of his hiding place / shelter. It is not for nothing he or she has hid himself there. It is often the child that has been hurt, alone and needy.

Be always cautious and careful with asking questions as well as focuser as being the focusing guide Don't oppress the child with questions or advices.

Leave the initiative to the child. Don't make demands of him. Give the child particularly much time. Otherwise we could repeat the early traumatic event by being overwhelming, intrusive again.

Help/support the focuser so he can be and stay with the child inside, by creating a safe and receiving atmosphere

so it understands that it is understood and is heeded.

When it has built up enough safety, the child can take his own steps when it is ready on his own accord

When the focuser comes in inner relationship with a situation, an experience, an event, a feeling from the past, it can be vague, unclear in the beginning

By the inner relationship with the Felt Sense about a present situation a connection can be built up with a Felt Sense about an early situation. To get this clearer and to make the inner relationship stronger, the focuser can connect with the child, to see it, noticing how old it is, where the child is, what happens around the child. We talk in the present time.

Here we use as exception content and situational questions, insofar it is needed, to build the inner relationship with the child and to reinforce it.

It is important the adult can come in contact with old, often traumatic child-experiences so something new can come in feelings and behaviour in the present. The re-experiencing of old situations and experiences is often not enough. A next step can be to investigate what kind of meaning the old experience has got in the perception of the child. This is what still plays a role in the person up till now. Such a conclusion, decision has been for the child the best way to defend and protect himself and to survive. For the inner child we need to respect and honour this. Example: the child falls from his bicycle, his arm is broken, mother or father is not at home. The child's conclusion can be: when something serious is happening to me nobody is there to help, support, and console me. Everybody leaves me alone. As adult it sounds like: I must always save my own life when something dangerous can happen.

Questions could be, when the inner child is ready to receive such a

- what is it the little child did with or for himself in that situation
- what is the conclusion, decision he made in that situation

The most important is that the child now is heard and acknowledged in his traumatic experience, As focusing companion you can give this as question or proposal to the focuser, so the focuser can in first instance share this with the inner child:

- I let you know I find this a terrible experience for you.
- I'm here for you so you can let me know everything when it is the right time for you

- I'm here for you to be with you whenever you want
- What did you need. I'm here for you to be with you and to give now whatever it is.

The focusing-companion is there with all her empathy as witness, listener and companion. If there is a moment the focuser is not able to support, console, being available for the child, it is possible that the focusing-companion can give this. He will pull back as soon the focuser is able to do it himself.

In Focusing we don't speak about regression, because the focuser adult is present as an adult.

The question: 'what did the child need in that situation' has an other meaning than in Felt-shift questions.

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Attachment 8 'Inner child work 2' belonging to General Focusing Part 4

July 2006

Marta Stapert and Madeleine Walder-Binder

Inner child work 2

Attitude and cooperation between Focuser, Inner Child and Guide

Focuser and therapist go together to the traumatic experience. It is possible an emotional outburst will come. Long withheld feelings come through. The therapist is present for these feelings, holding the process. The therapist doesn't try to console or minimize the feelings. They may be there. They will slowly soften when the feelings are acknowledged and when they maybe there. The guide is giving all his/her empathy and is welcoming the feelings. The Focusing way is not to connect with the feelings (hate, jealousy, anger, grief) but with the Felt Sense of the feelings. In this Felt Sense the special meaning of it is included. This is what can bring change

It is important to let the feelings be expressed, so the bodily pressure will decrease

The focuser offers his presence to the child. As therapist you are holding the process to make this inner step towards the inner space. I don't know in which direction it will go. I only know that this inner connection can help carrying forward the inner process by this connecting with the Inner Child. We never know how the child will react. What is most important is the caring attitude. Sometimes the child is quite far away. Can you as focuser wait if the child wants to come nearer, and when.

Can you tell you are there and will wait? It can choose if it can come nearer and when. It has its own inner wisdom and inner direction. That is already an important part of the change, that comes from the inner wisdom. The focuser in first instance and the therapist, are ready, attentive, and open. No hurry at all. Mostly it needs more focusing experiences before the child dares to come nearer.

Not regression

In Focusing we don't use regression as the manner for Inner Child Work. Regression means that the adult relives the childhood experience, as if being the child again, with the therapist as the adult who can be the better adult, in order to solve the old experience.

In Focusing the Focuser is as adult capable to connect with his or her child inside. This can be a contribution towards growth for the Focuser. Only in severe situations where the Focuser is not able to be with the child, because the emotions are too high, temporarily the therapist can help the Focuser in this connection to be there for both the Inner Child and the Focuser.

Being careful

The Inner Child can be invited but the initiative is with the child if it wants to come nearer.

Don't force or push anything.

Children experiences or oft traumatic ones when they are still there. They have an effect on the whole personality of the focuser. It is often because nobody was there to listen, to hear to acknowledge that it was a wrong situation that the child could not understand because of its child-perception: "it should not have happened".

It is an important part of the traumatization that nobody was there. Children can bear and overcome a lot, when somebody is really there to hear 'all that'.

So it is now important you give space for the self-governing of the child so it can now find its own new, right direction. And the focuser is there to be for the child available to restore the connection. The therapist will not encourage the focuser to overwhelm the child by saying (as focuser): ‘Here I am, I embrace you now, you can ask me everything...’. Instead the Therapist will help the focuser for his/her own empathetic attitude for the child.

Be aware the inner small child doesn’t want to come easily out of his hiding place / shelter. It is not for nothing he or she has hid himself there. It is often the child that has been hurt, alone and needy.

Be always cautious and careful with asking questions as well as focuser as being the focusing guide Don’t oppress the child with questions or advices.

Leave the initiative to the child. Don’t make demands of him. Give the child particularly much time. Otherwise we could repeat the early traumatic event by being overwhelming, intrusive again.

Help/support the focuser so he can be and stay with the child inside, by creating a safe and receiving atmosphere,

so it understands that it is understood and is heeded.

When it has built up enough safety, the child can take his own steps when it is ready on his own accord

How to reach inner childwork

When the focuser comes in inner relationship with a situation, an experience, an event, a feeling from the past, it can be vague, unclear in the beginning

By the inner relationship with the Felt Sense about a present situation a connection can be built up with the Felt Sense about an early situation. You first can ask carefully to the focuser if a question is welcome. Important after that is the question: ‘what is this all about?’

The time questions (‘how long do I know this feeling already’, ‘is there any situation, a time and a place where you felt this same feeling inside?’) can lead to inner connection of the focuser with the early situation, event or circumstances that belongs to all that. The inner child and/or inner baby within may appear. In order to get this clearer and to make the inner relationship stronger, the focuser can connect with the child, to see it, noticing how old it is, where the child is, what happens around the child. Only here as an exception we use content and situational questions, in so far it is needed and helpful, to build the inner relationship with the child and to reinforce it. We ask questions and talk in the present time. In general we don’t ask situational questions in a focusing process, because the Felt Sense will bring up the meaning. In Inner Child Work it can be helpful to ask questions like: can you see where the child is standing at this moment? Are there any persons around? What clothes does the child wear? What does the child feel as atmosphere? And all of a sudden it is possible for the focuser to see the old, o traumatic experience. And then we have the possibility to be with the child on his or her initiative. However it is not always necessary to be in the right former situation where the traumatising experience took place. In the Felt se is already everything included. Just wait and be carefully present.

Old perceptions, old decisions

Imagine the child has been beaten. A reaction could be: “I want to kick back with my foot”, and what would happen when the child kicks back to the adult? The child would be afraid the situation would become still worse. So ot tries to hold back with all energy, to withdraw, to limit himself.

The child needs to develop a new approach towards this limiting himself and at the same time it needs to acknowledge this wish to kick adults. Here we need to be careful because the child may not simply give in to this impuls, because the old panic would return what can happen then with traumatization at new. So

we need to give the child other possibilities of symbolisation of this need through the Felt Sense about all that. The Therapist is with the child for the new experience.
For that reason we need to offer the child an other possibility: An adult person, who is with the child.

One child will start to kick back and become aggressive with all its anxiety connected with that. The reaction of an other child can be: "I want to hide in the corner".
It is so important the adult understands and acknowledges what the child is doing and what is behind the behaviour. I may not press and push the child in a new behaviour. The therapist needs to go all the way in this traumatized behaviour. After that the therapist can ask: "are you ready to receive an other question. We can also ask this question next time". It is important to make a special place for this question.: can you be with this Child Inside and imagine what the child has decided, what his conclusion was at that moment? We can support a dialogue between the child and the adult-focuser, if this decision of the young child was the only possible solution and if the adult now still wants to hold on to this decision. We also honour the solution the child has taken in that early situation, because then at that age it was the best solution of all, maybe lifesaving, and how smart/courageous the child was then. And also how heavy and energy-consuming it was still to act according this old solution up till now. Most of the time comes a new understanding with a bodily felt shift. Ahh, darum habe ich es immer getan! Ah, ich könnte heute ja anders!

Other example:

It is important the adult can come in contact with old, often traumatic child-experiences so something new can come in feelings and behaviour in the present. The re-experiencing of old situations and experiences is often not enough. A next step can be to investigate what kind of meaning the old experience has got in the perception of the child. This is what still can play a role in the person up till now. Such an old conclusion, decision has been for the child the best way to defend and protect him self and to survive. For the Inner Child we need to respect and honour this. Example: the child falls from his bicycle, his arm is broken, mother or father is not at home. The child's conclusion can be: when something serious is happening to me nobody is there to help, support, and console me. Everybody leaves me alone. I need to solve everything on my own. As adult it could sound like: I must always save my own life when something dangerous happens. The body doesn't forget these decisions. The body has its energy bound together with the old surviving-strategy. It will stay and develop in its own way, until we pay inner attention to it, so 'it' can be still heard, and will change from the inside.

Questions could be, when the inner child is ready to receive such a

- What is it the little child did with or for himself in that situation
- What is the conclusion, decision he made in that situation?

Not being heard in the traumatic experience

The most important is that the child now is heard and acknowledged in his traumatic experience.

With the Process-question: 'what was the worst of all?' often comes the answer: "Nobody was there to listen/pay attention to me. My mother stood next to my father who hit me and she didn't do anything to help or rescue me. It was as if she did not notice it at all".

As focusing companion you can give this as question or proposal to the focuser, so the focuser can in first instance share this with the inner child. The therapist will never talk directly to the Inner Child, but involve the Focuser:

"Does it feel alright and the right moment to ask this inside to the child:

- I let you know I find this a terrible experience for you.
- I'm here for you so you can let me know everything when it is the right time for you
- I'm here for you to be with you whenever you want
- What did you (child inside) need. I'm here for you to be with you and to give now whatever it is.

The focusing-companion is there with all her empathy as witness, listener and companion. If there is a moment the focuser is not able to support, console, being available for the child, it is possible that the focusing-companion can give this. He will pull back as soon the focuser is able to do it him self
In Focusing we don't speak about regression, because the focuser adult is present as an adult.

The question: 'what did the child need in that situation' has an other meaning than in the Felt-shift questions.

Maybe the child answers: "I'm so angry I would like to hit my father now.

Therapist: "yes, you would like to really do that now". It is important here to hear and acknowledge the deep wishing and to give the possibility to fulfil this long held back wish. For example with a pillow or imaginary doing this, or putting it on paper with the right colour that belongs to the symbolisation. It is possible the other anxious voice comes up, saying: 'how can I hit my father'. The therapist can propose the child knows what is the proper way and the right moment to express this anger.

To be understood by the therapist that the focuser is very angry at the father is already giving a relief. And then the Focuser can tell the child it was not right the father has hit the child. I know and am convinced as therapist it was not right and I can offer this wisdom to the Focuser. The Focuser can tell the child inside it was really a bad experience when it was stil so young/little. And that it has had a long influence in life. From here the change in the old behaviour can develop.

It is important to realize there are traumatic experiences that have nothing to do with wrong/bad behaviour of the parents. They only did not know/realize how important it was that this traumatic experience need to beheard, so it can heal.

Ending

We end the session by saying: Could you say good-bye to the child now, when it is ready to do so, and tell the child you can return when it wants. Receive whatever came into your body awareness, anchor it. Your body knows the right time to end this experience, don't hurry, and your eyes know when they want to open themselves without any hurry.

Belongs to the Manual for the Education in Focusing Oriented Therapy for Children October 2004 - July 2006 in Romania

Educators Marta Stapert, Madeleine Walder-Binder, Ynse J. Stapert
This Program is recognized by The Focusing Institute, New York
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Attachment 9 'Inner Child questions'

January 2005, Marta Stapert

When you are (working) with children it is important to have as much as possible connection with your own child-experiences, as well the good ones as the traumatic ones.

These inner child questions you can use as a theme / issue for a focusing-process.

After asking yourself one of those questions you can wait for the Felt Sense and being with what comes up from there, following the steps of the focusing process..

- imagine you stand in front of the house of your youth (or the most important one if you moved).
Imagine you stand in the living room. Imagine you stand in your sleeping room.
- imagine a situation or happening in your child-life you want to consider again
- any situation you would have wanted to be treated / listened to in an other way
- imagine a situation where the adult behaviour for you as a child was helpful / furthering your development as a person
- imagine a situation where the adult behaviour for you as a child was blocking / limiting / deteriorating your development as a person
- let a sentence come up from your Felt Sense which has had a positive influence as a child
- let a sentence come up from your Felt Sense which had a negative influence as a child
- imagine a time and a place where an adult gave you a compliment
- imagine a time and a place where an adult punished you
- what quality of the Felt Sense was important for you as a child to experience from an adult
- new shoes...what do they bring into your body
- sense inside if there was a time and a place you felt unhappy as a child. Sense from your Felt Sense about that if and how this is related to your expectations or being with a child here and now
- sense inside if there was a time and a place you felt happy as a child. Sense from your Felt Sense about that if and how this is related to your expectations or being with a child here and now
- let form your Felt Sense about being (professionally) with children in general, or one special child in particular. Wait if something comes up, a situation, happening or experience from your childhood that is related to that
-

Questions from: Sabine Weinberger, *Kindern spielend helfen*
2001 Beltz Verlag Weinheim und Basel, ISBN 3-407-55850-3

These questions can help you to connect with childhood experiences who can influence your being with a child

- Which play materials from my childhood do I remember
- Which were my favourite plays
- With which play material I played or which play I liked the most
- Did my parents play with me

- Remember first day at school
- For what did I shame myself
- What memories come up about special occasions
-

About adult with child connections

- What and how much do you still play
- How much joy do you have with play. Possible to forget everything
- What is for you a spoilsport
- Do you want to win
- How much effort do you take in play
- Are you a good loser

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Attachment 10 'Clearing a space'

January 2005, Marta Stapert

Text 'Clearing a space' and making an Inventory with a guide

Text in italics

After the induction: Put **one** of the next invitations to the focuser at the time

- *Is there something in you that asks attention at this moment?*
- *Is there something in your life that makes you to not feel really well?*
- *Is there a place or area in your body which stands between you and feeling fine enough?*
- *Say to yourself: "I feel fine enough" and sense into your body if it fits*
- *Is there a place or area in your body that tells you something else?*

During the whole process it is important to stay in the basic attitude to acknowledge and to honour whatever comes, being friendly with it.

When you sense this place that asks your attention in your body, where is it in your body, also when it is sometimes vague, fuzzy and unclear. Stay with your inner awareness in this place to sense what is the quality of this bodily felt feeling. Take your time.

Acknowledge it and honour it, be friendly with it

You can wrap this in a way that fits for you and put it in a box or suitcase.

Give it a theme or name and write it on the package.

You put the bodily felt feeling together with the whole issue outside yourself in a place where it feels alright and safe for you. Give a signal when you have done so.

Repeat this experience. You can also use invitations to ask inside like:

- *Have you come in an inner space where it feels alright, or is still something coming up that stays between you and a good feeling?*
- *Is there a feeling that you know for a long time already and is so familiar you don't experience it as strange anymore, but is in the way, like always in a hurry, never close enough, a little bit shy.*
Continue like this till you feel good and open enough. It can be immediately, after one time, or after many times. Most of the time it will come
You can ask inside the next question also:
- *Is there something in your life that is important, exciting in your life. Not a problem, but maybe a task, something you enjoy very much, like a birthday party for a child. When you find something like that, notice it, acknowledge it, wrap it and put it outside, together with the Felt Sense of it, outside. Give a signal when you are ready.*

You can stop here and stay in the clear feeling

When your body wants to continue with Focusing on one of the issues you can go on with a Focusing process

Now pay attention to all the themes and issues you have put outside. Sense them one after the other how they feel in your body. I can mention them one for one for you.

Ask yourself: which one is the heaviest, hurts the most, touches me the most, is most in the way, or ask the most attention. This can also be a very good feeling.

Your Felt Sense can show you the way.

Notice what wants to be explored and needs your attention most. Now see what is the right distance so you can be with it for a further focusing process.

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Attachment 11 'Inventory of a playroom'

January 2005, Marta Stapert

In general you can say that world-material is important: it is material that represents the world.

For different ages, mostly basic school age.

Play materials need to be stored so the child has overview. Use drawers and/or boxes so the child doesn't see everything at the same time, especially for overactive children.

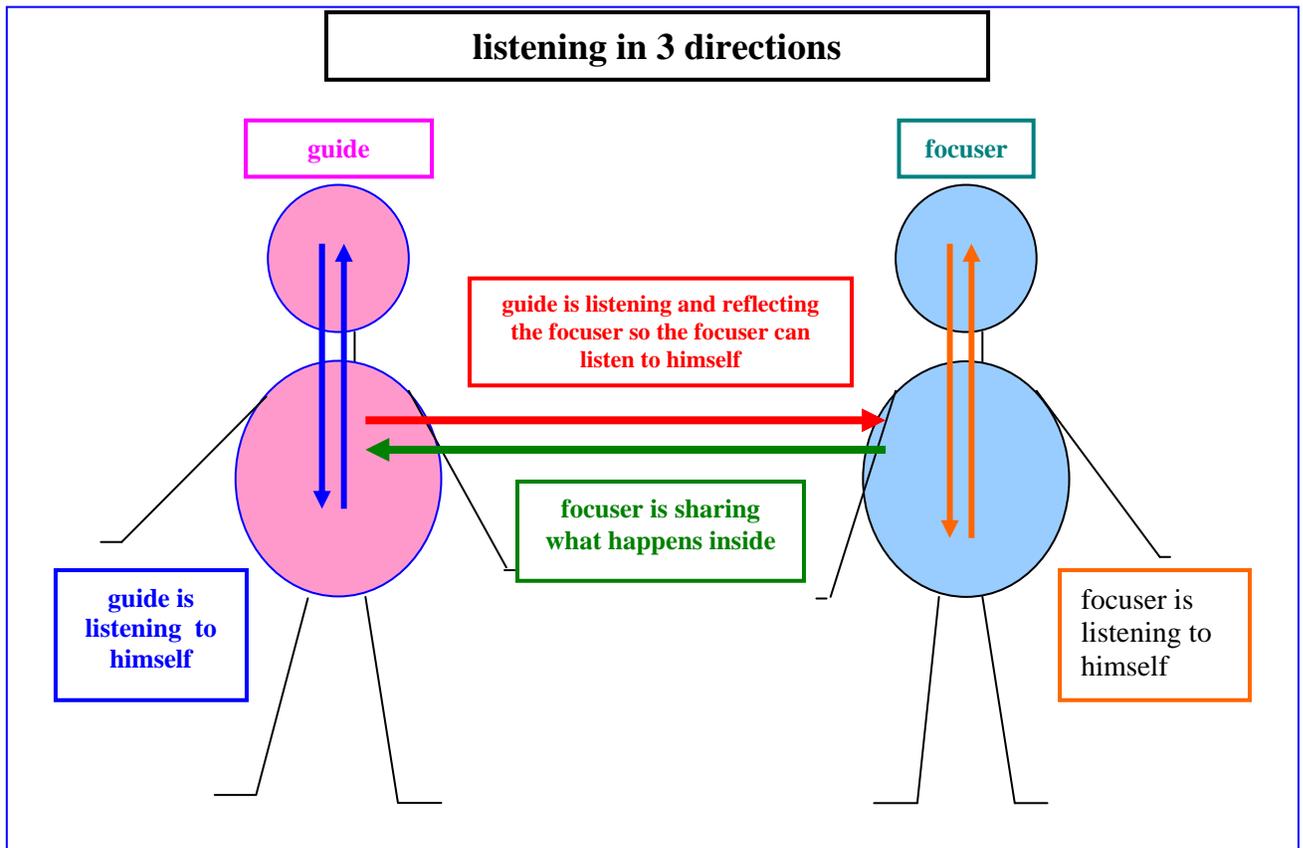
Each time you can prepare the playroom for this special child.

1. Materials for drawing and painting, maybe also finger paint, clay,
2. Handy craft materials, scissors, glue, coloured paper, waste paper material (boxes, egg-cartons, etc)
3. Sand tray with materials
4. Water tray/bucket
5. Doll's house
6. Dolls for the doll's-house, representing a family, also grandparents, teacher, doctor, nurse (they can be small dolls, which preferably can be bended)
7. One doll that can in water/bath, male and female doll, a baby-doll, with some clothes
8. Hand puppets and hand animals
9. Stuffed animals, also a (very) big bear, and hard animals from the zoo, also 'dangerous' animals
10. Neutral play dolls for ex. playmobil, which can be imagined as thieves, farmers, princes,
11. War material: police and police-car, army-cars, soldiers, tanks, fortress, airplanes,
12. 2 pistols/guns, 2 swords
13. Cowboys and Indians, fortress, wigwam, fences
14. Building and constructing materials, blocks, lego, playmobil
15. Role-play materials, can be simple with scarves and some hats
16. Shop materials, cash, wrapping paper
17. Two telephones
18. Doctor, nurse, doctors kit
19. Some games, a soft ball (no danger)
20. 'Soft' corner, carpet, mattress, pillows, preferably a separate corner behind a cupboard/drawers

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Listening in 3 directions
November 2006
Madeleine Walder – Binder

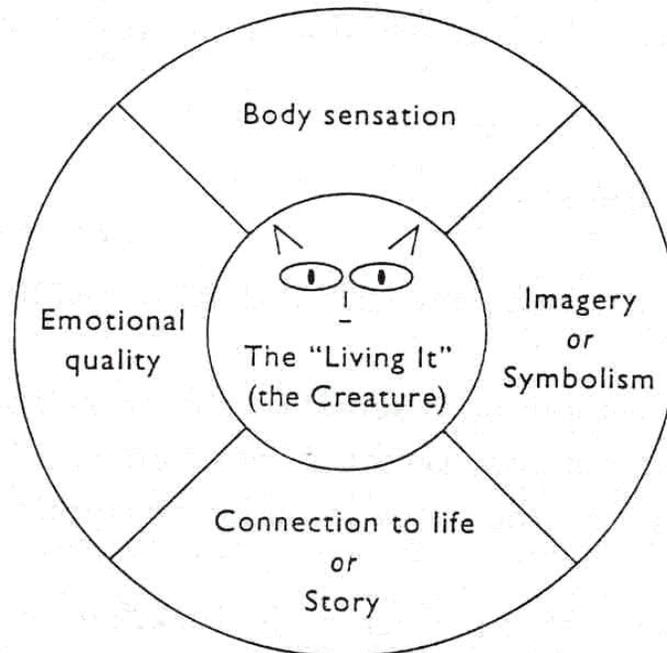


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Attachment 13 From: The Focusing Guide's Manual Ann Weiser Cornell

The Full Felt Sense and the "Living It"



Indications of a Partial Felt Sense

Body sensation only:

"There's a pulling in the muscle."

"It's small, kind of flat and round, sort of a pressure."

Imagery only:

"I see a man riding up on a white horse." "I'm seeing a rich color of red."

Life connection only:

"My desk is always so messy and I can't get organized."

Emotional tone only:

"I'm really down and I don't know why."

Life connection and emotional tone only:

"I'm really sad about leaving all my friends."

Imagery and life connection only:

"I don't know how to get out of my job and I see prison bars, like "m in ! prison."

Body sensation and imagery only:

"There's a log across my chest, rough at one end, like it had been torn off."

"I have a feeling of a window in my body, wood frame, almost fully closed."

Emotional tone and body sensation only:

"There's a big sad place in my chest; it feels full and swelling."

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Belonging to General Focusing part 5 'Dreamwork'

Attachment 14 'The Questions', Chapter 2 of the Dream book of Eugene Gendlin, Ph.D.
How to interpret your dreams.

Question 1

WHAT COMES TO YOU?

*What are your associations in relation to the dream?
What comes to your mind as you think about the dream?
Or pick a part of the dream. What comes in relation to that?*

Question 2

FEELING?

*What did you feel in the dream? Sense the feel-quality of the dream. Let it come back as fully as possible.
Choose the most puzzling, oddest, most striking, or most beautiful part of the dream. Picture it to yourself
and let a felt sense of it come in our body.
Or pick a part of the dream.
Then ask: What in your life feels like that?
Or: What does this feel-quality remind you of? When did you ever feel like that?
Or: What is new for you in that felt sense?*

Question 3

YESTERDAY?

*What did you do yesterday? Scan your memory of yesterday.
Also recall what you were inwardly preoccupied with
Something related to the dream may come up*

Questions #1, #2 and #3 offer three ways to get associations.

Question 4

PLACE?

*Visualize and sense the lay-out of the main place in your dream.
What does it remind you of?
Where have you been in a place like that?
What place felt like that*

Question 5

STORY?

*First summarize the story-plot of the dream. Then ask yourself: What in your life is like that story?
Summarize the events of the dream in two or three steps: "first .. and the .. and then ..". Make it more
general than the dream*

Question 6

CHARACTERS?

*Take the unknown person in your dream. Or, if you know them all, take the most important. (Or take them
up in turn.)
What does this person remind you of? What physical feel-quality does this person in the dream give you?*

Even a person whom you didn't see clearly may give you a bodily sensed quality.

With familiar people: Did the person look as usual

- Do you notice something special or different?
- How does the energy of this person feel in your body?

Questions #4, #5 and #6 can be remembered as Place, Story, Characters

Question 7

WHAT PART OF YOU IS THAT?

According to some theories, the other people in your dream are parts of you. We aren't sure that's true, but try it out.

Make first connection with the Felt Sense of the person, the animal or object in the dream. *What feel-quality does this person give you? What sense comes in your body? You needn't name it, just have it.*

If no quality comes, ask yourself: What is one adjective I could use for that person?

Now think of that adjective or feel-quality as a part of you.

If that is a part of you, what part would it be?

You may or may not like this part of you, or know much about it. But let it be here for the moment anyway.

Does the dream make sense, if you take it as a story about how you relate to that part of you?

You can do this with all the elements of the dream.

Question 8

BE THAT PERSON?

Imagine you are this person, animal or object, preparing to act in a play.

Allow the quality of this figure to come into your body. Play that role. Take the attitude as if you are on stage and give a performance.

You can do this with all the elements of the dream.

Question 9

CAN THE DREAM CONTINUE?

Vividly visualize the end, or any one important scene of the dream, back into your body, so you can feel it again. Just watch it and wait for something further to happen. Wait for it, don't invent anything.

Questions # 7, #8 and #9 can be remembered as three ways to work further with the characters

Gendlin used them from Jung and Perls, and made the role more specific.

Question 10

SYMBOLS?

Deepen your connection with a special object or symbol in your dream.

What is that kind of thing anyway?

Some people think there are common symbols. Others don't agree. Try this out, and see if it opens something in this dream.

- *What does some object in your dream "stand for"?*
- *Take one of the main things in your dream, and ask: What is such a thing?*
 - *What is it used for? Say the obvious.*

For special objects there are general applicable meanings. Even we know a dream-lexicon. "Universal" symbols are symbols which got universal meaning, however this meaning is never the same for everybody. It is important to ask yourself what this object is meant for, for what purpose or function it can be used.

Sometimes it can be helpful for the dreamer to offer such a universal symbol. Offer it very carefully and ask for the bodily felt meaning of such a symbol. The dreamer can feel if it fits inside his/her body.

Question 11

BODY ANALOGY? ESPECIALLY: HIGH, LOW, AND UNDER

Something in the dream may be an analogy for the body.

Represents this object something of a part of your body or the body in total. Especially when it is something upper, under, high or low.

Odd-looking machines or diagrams often make sense if viewed as body analogies.

Question 12

COUNTERFACTUAL?

What in the dream is specifically different from the actual situation? Exactly what has the dream changed?

If the dream went out of its way to change the situation in just certain respects, ask: Why would it make just these changes?

When the dream presents something different than reality, ask the dreamer what this change could mean, or why this would be necessary. Does your dream tell you to look at or to deal in a different way with something in your life

In the contradiction, where the dream and the dreamer do not agree, the dreamer often can find the change, the new step.

Gendlin writes that he in such a place in the dream struggles around with questions as:

- *what here is good/bad*
- *where did you ever see something like this*
 - *presents the dream perhaps a new need or wish*

Question 13

CHILDHOOD?

What childhood memory might come in relation to the dream?

If you think of your childhood, what comes?

In your childhood, what had this feel-quality from the dream?

What went on your life at that time? What was it like for you?

This is connecting with inner-child work.

Question 14

PERSONAL GROWTH?

How are you developing, or trying to develop?

What do you struggle with or wish you could be or do?

In what way are you a one-sided, not a well-rounded, person?

Could the dream or the characters in it represent what you still need to develop?

Suppose the dream were a story about that? What might it mean?

Is your dream connected with all this?

Question 15

SEXUALITY?

Try the dream out as story about whatever you are currently doing or feeling about sexuality?

Or: If it were a story about your ways of being sexual, what would it be saying?

Question 16

SPIRITUALITY?

What creative or spiritual potential of yours might the dream be about?

Are there dimensions of being human in the dream that you don't take much account of in your life?

Questions #13, #14, #15 and #16 are possibilities to connect deeper with the dream or its elements and to look for connection with dimensions of development in your life.

For Quick Reference:

- | | | |
|----------------------------------|---|----------------------------------|
| 1. What comes to You? |) | |
| 2. Feeling? |) | ASSOCIATIONS, THREE WAYS |
| 3. Yesterday |) | |
| 4. Place? |) | |
| 5. Story? |) | THREE ELEMENTS OF ANY DRAMA |
| 6. Characters? |) | |
| 7. What part of you? |) | |
| 8. How would you be that person? |) | WORK WITH CHARACTERS, THREE WAYS |
| 9. Can the dream continue? |) | |
| 10. Symbols? |) | |
| 11. Body analogy? |) | THREE DECODING WAYS |
| 12. Counterfactual? |) | |
| 13. Childhood? |) | |
| 14. Personal Growth? |) | FOUR DIMENSIONS OF DEVELOPMENT |
| 15. Sexuality? |) | |
| 16. Spirituality? |) | |

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Attachment 15

Text (Marta Stapert)

following basic lines from E.G. Gendlin, to be used throughout the whole dream education

It is important

- to enjoy the dream and to be nice for it, even when the dream can be scary
- to enjoy the dream is more important than to interpret it
- to be quiet and to wait if something of a bodily sense is coming with this question
- welcome whatever comes up
- to ask the body to speak, giving ongoing attention to the middle of the body: "what in my life is evoking this?"
- to let it happen and not to be too directive, waiting for associations with the Felt Sense as the physical experience of something new in your life, a movement, a new energy in the body
- what has been split off from us and been felt anymore will stay unchanged. As soon as we feel it, it will change, also negative feelings
- the growthdirection is incorporated in the dream already
- the dreamer doesn't have to agree with the dream to be able to be friendly with it
- a bad feeling about something wrong means we did not yet let it go or changed it
- to look for the Felt Sense from the dream as a whole as from the parts separately
- we find the growthdirection more often in the negative elements in the dream. When it feels alright it means we developed already in the right direction
- to anchor first the positive elements, feelings and discoveries so they can be supportive in the difficult parts of the dream
- a familiar feeling doesn't mean it is a positive feeling
- when something is in the way, it is important to listen and to look at it, so it can dissolve or change
- to be aware that the dream has always something new for your development
- when the dream doesn't bring any clarity, stay with it
- neither stay too long and stringently with one dream
- a new dream will come
- the growth-steps develop from the body
- most problems will be solved by new behaviour and actions, so an actionstep coming from the dream is vital for movement
- language contains situations and words, and is not only 'verbal'. It brings the bodily Felt Sense with it

The accompanier

The next question comes from the empathy through the Felt Sense of the accompanier. Use all your creativity as accompanier, but never force any question.

It is important the accompanier realizes he/she is a guest in the inner space of the dreamer, just as in Focusing.

The accompanier can only suggest 'the how' of the process and never 'the what, the content'.

The dreamer can let you know when he/she can't get connection with a certain question.

Observe the non verbal signals on the face and attitude of the dreamer so you can notice something uncomfortable.

You can ask if the question or intervention fits for the dreamer. Often people are too polite to say so.

When the accompanier feels something special meaning could be in this part of the dream you first can say " yes " and later on come back with an other question on this issue.

Questions for carrying the process forward:

The next questions are starting points to get connection with the reality in someone's live

- what in your life feels like this?
- what in you feels like this?
- what does it remind you of?
- when ever did you feel like this?

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From: The FOLIO, Vol. 14, nr.1, Spring 1995

FOCUSING ON PARENTING

by Bala Jaison, Ph.D.

This paper was never written with the intention of its being a great academic achievement, although much of its content is academic to me. While I have been strongly influenced, in one way or another, by the authors cited in the reference section, the truth is that it feels (on the inside) like the real references for the thoughts below are my direct experiences (otherwise called: *thinking on your feet*) which continually influence my parenting philosophy, and keep me mentally limber.

I actually never had any intention of writing a paper at all, in part for lack of time, and in part because I only have one child, and although I deal with children constantly, I fully appreciate that one child does not an expert make! (or an authoress on the subject either, for that matter.)

So my reasons for writing at all at this juncture, come from the ongoing insistence of my Focusing colleagues, who frequently ask me how my (now) seven year old daughter is doing - a question to which I always enjoy expounding upon at same length! Inevitably they say: "*You really should write up a piece on this.*"

I think I finally got hooked at the '93 International (and it has taken me this long to produce anything) when Reva Bernstein, one of my advocates in this endeavor, pointed out that my experience, however limited, is still real, valuable, and might be of use to other parents attempting to raise children in a Focusing way, i.e. with more awareness, sensitivity, and consciousness.

So I submit the following with a certain amount of humility and a sincere lack of pretence - and I hope that it sparks some flashes of insight, and consequent wisdom and joy.

To begin: In my limited experience, it seems to me unnecessary to teach young children Focusing, since they are already natural Focusers. They live in process, are naturally in the here & now, and do not have a sense of chronological time, as we do - perhaps, an explanation (for frustrated parents) as to why, at the end of the day when you ask your child: "*How was school?*" or "*camp?*" or "*gymnastics?*" what you get is: "*Fine*". You inquire: "*Well, what did you do?*" and they say "*We played*" or, better yet, "*Nothing!*"

What you are referring to is such a past moment in the here and now, that it has no relevance to the child at all. Notice however, that when they come bursting in at 3:30p.m. with a story from 9:00 a.m. that morning, *they are telling it in the here and now*, just as we do when we process the past in a Focusing session: we get in touch with how it is in us, *right now*.

The lesson here is this: Be with children in *their* present. My experience, is that this is easier said than done, since our 'here and now's' are often more planned and less spontaneous, and contingent on busy schedules and managing our time. What I find helpful is to imagine that I have a special channel called, *her* here & now (my visual is a red heart button) which is often different than *my* here & now (a circle with me in the centre of it.) Sometimes, I have to stop, breathe, re-adjust, and change channels. Then I can *hear and listen*.

LISTEN!

This would seem so obvious to any Focusing person, but it is harder to do with someone you live with full time, than with a client who is paying you for the service. As parents, most of us feel responsible to do more than just listen. We teach, impart bits of wisdom, lay out the rules and responsibilities, instill values and offer guidance, etc. The real work - it seems to me - is in finding a right balance between: taking charge and letting go of control; being clear and firm, and being receptive and allowing; doing the work of good parenting, and pulling back and doing nothing; listening and reflecting, and saying how it is for you.

Some tips on the above

1. Let the Focusing Attitude be the umbrella for all interactions with children (and adults too!): Respect, acceptance, non-judgment, right speech, non-blame, "I" statements rather than "you" statements.
2. Stay in context rather than content: Bring the issue at hand to a *meta* level: What can we learn from this? What was the child thinking/feeling/experiencing when the situation took place? Listen and reflect. Just as in a Focusing session, what it is *really about* is rarely what it *looks like* it's about, and the essence is rarely in content, but rather in context, the bigger, the more...
3. Create a safe space: How often I have heard my child Say' "*If I tell you, will you promise not to get mad.*" Can you make such a promise? What I have learned I can comfortably say is: "*I can't promise not to have any feelings, but I can promise not to be punishing, and to try to understand what it's like for you.*"

How will you get your child to tell you as much as possible? Is there a way to have your own feelings about a situation without ascribing blame and shame. Yes, I think so, but like a Focusing session, it *takes time*. We never rush a Focusing session. It takes as long as it takes. It is essential to have planned time to process, to listen, to just be with a

child. This too, takes as long as it takes. (Our processing ranges from 60 seconds to 60 minutes.)

4. Apologize: Create a safe space for yourself in which to be wrong, to have goofed, to be able to own and articulate it to your child. I once apologized to my daughter because I didn't like the way I had handled an interaction. After all my explanations about why and where I was coming from, she gently rested her hand on my shoulder and exclaimed: "*That's OK Mom, you'll do better next time!*"

5. Listening is a two way street: We put a great deal of emphasis on listening to our children; part of the deal is that they learn to listen to us, as well (as in hear, rather than obey). *When you say something that is important to you, have your child reflect it back.*

My kid has gotten very clever at this one. She says back exactly what I said, but with an 'attitude', and I don't mean the Focusing one either! At those moments, it takes (sometimes) every resource I have to remember to: Breathe, back up, and anchor into my Adult Self (quietly protecting the part that feels some hurt, but this is not the time). My anchor words are something like: "*Get grounded! This is not your Focusing time.*" Only then am I able to stay with her and reflect back her attitude, which is inevitably connected to something that is *not the content* that we have been addressing. As in Focusing with a guide or partner, what you hear back is often not what is meant. Teaching a child good listening skills is identical to teaching an adult good listening skills. It requires reflecting congruently what another person is saying, and understanding the *meaning* behind the words. If allowed to, kids will do this naturally.

6. Every Day is Different: No two days are the same, just as no two Focusing sessions are the same. What we want is to have a grab-bag of tools, skills, tricks-of-the (parenting)-trade, and expect that some of them will work some of the time, and the rest we *make up* as we go along!

I will always remember a client who came to me wanting to be a better parent. Nothing so unusual about that, except that she already had 4 children ranging from 5 months to 8 years! I was flabbergasted. I asked her how she had managed up to now and she said "*By the seat of my pants!....that's about it...*" I said, "*So you make it up as you go along!*" She thought about it for a minute and said: "*That's all there is to it?*" I said, "*That's it!*" She had been thinking that there might be some special formula. It turned out that affirmation and reassurance was what was really needed.)

My two guiding rules for myself are:

- *Different ways for different days* and
- *Try to do something different and differently every day* (a good way to keep yourself and your relationships alive!)

There is a vast difference between consistency and predictability. Being consistent creates safety, order, and stability. Being consistently predictable creates boredom, sameness, and stuckness. Do something different.

Old Chinese Proverb: *If you, don't do something different, you'll keep heading the direction that you are going.*

7. Ground-rules: Interactions, especially with people we live with every day, need some ground-rules to help us clarify:

- Our limits
- Our boundaries
- Other peoples' limits
- Other peoples' boundaries
- Our shared limits
- Our shared boundaries

I am often amazed to notice that some parents have all sorts of limits, rules and regulations for their children, but very few clearly defined limits and boundaries for themselves.

How often have you seen utterly exasperated parents saying things like: "*I've reached my limit!*" or "*I'm at the end of my rope!*" What is the meta-message here? That one is functioning from the very borders or edges of one's limits? In my 'survival scheme', being centered involves (in large part) living out of the centre of one's limits, not on the edges of them. Case in point:

My daughter got into the habit of "forgetting" to feed her fish. Because I tend to personify absolutely anything that is alive - no doubt the fallout from the blitz of cartoons where trees sing, flowers dance, and animal families get dressed up to go to "the City" - I tend to get 'antsy' (so to speak!) at the thought of any animal not being nurtured, fed, or walked (which literally makes me cross my legs!) Even a dry plant makes me upset as I image these horrible gasps for W -A- T - E-R.

So I have all that going on when she tells me she "forgot" to feed the fish. Also going on, is my irritation that *my child* doesn't have the compassion, empathy and caring, to feed these poor, helpless, sweet little fish....ughhhh.....(it's really not all that difficult to lose control - in fact it's damned easy at times!)

Hence, I got in the habit of saying "*How would you feel if I forgot to feed you?*" to which she'd respond with utter horror: "Mommy, don't say that!"

And I wouldn't for awhile...until over time I'd "forget" and say it again. One day she said (with so much firmness that I knew I'd overstepped her boundaries): "*I want you to promise that you will never ever say that again - ever - do you promise?*"

I jolted into my *listening-mode*...something important to be learned here.... (Note: I totally took care of and protected my own frustrated parts until later.) I listened. I heard. I found out that she was far less concerned about the fish than I. I gently probed - with an *Attitude* - the Focusing one! The real issue came out: *She wanted turtles!*

She was afraid to tell me because she knew (and she was right) that I'd defend the fish, and tell her that if she couldn't take care of fish, she couldn't take care of turtles, either. So she thought if she could just sort of...."forget" about them every now and then....well....she just might assist (with a little alacrity) their entry into fish heaven! (I think this is called passive/aggressive!)

Not surprisingly, she felt much better about getting the truth out, and even began feeding the fish on a more regular basis. I would be remiss here, if I did not own up to my part in the story. Because I realized that the fish meant more to me than they did to her, I decided to '*feel wonderful*' when I had the '*opportunity*' (i.e. she'd forget) to feed and 'interact' with them...(how much can you interact with a fish...??) more accurately, use the fish-feeding time as sort of meditation: stare into the tank and watch their wonderfully fluid movements...while letting my mind just drift off into my own internal world...some time to think...not such a terrible punishment after all!

Some Suggestions:

- Be clear about your own needs, wants, what you can handle, and what you can't handle. Children need to understand (as do adults) where you are flexible and pliable, and where you can't/won't bend.
- Be clear and consistent about what will happen if your boundaries are overstepped, i.e., what you will do, and what they can expect. Children are amazingly bright and sensitive, and they 'get it', if you are clear and calm beforehand (rather than emoting in the exasperation of the moment) and following through with what you said you would do.
- If you are a two-parent family, have very clear boundaries about the dyadic relationship: When is adult time? When is kid-time? When does one begin and one end? e.g. "*We've had our time, and I love you heaps, and it's bedtime. I want to be with daddy right now, because we need some adult time.*"

I think it is almost universal that one gets tested at this juncture: "*You mean you love daddy more than you love me?*" This is a wonderful opportunity to talk about different kinds of love with different people, and yes, even animals. After one of these dialogues, my daughter came up with a rather imaginative list of about 25 characters (including stuffed animals) that she loved, in what order, and what was appropriate behavior with each. She talked about how she loved each person, e.g. she loves her Principal, but she would not sit on his lap, but it's OK to sit on Grandpa's lap. It's OK to sleep with as many animals as you want, but you don't sleep with lots of people in your bed (she thought that was very funny!)

- **Saying Yes & No:** There are times to say No, and so-called 'nip things in the bud', and times to say Yes, and let things (people, ideas, situations) run the course of their natural evolution, finding their own organic way and balance. Attempt to stretch your vision to the bigger picture. Say, Yes, whenever you can, say No, when it really counts.
- **Making the *right choices*:** Choose when you have to, and try not to have to choose when you don't want to. We tend to think: Either (this)/Or (that). Think in terms of the value of having both – as we say in Focusing, *Both/And*.

- Finally, fall in love with the word META which means 'above' (as in context or the bigger picture)

Meta model
 Meta position
 Meta physics
 Meta mind
 Meta sense
 Meta view

Understand this word and its meaning in the deepest sense. Make the *meta view* the roof over everything: actions, thoughts, interactions, etc. If you get stuck in life, go sit on the metaphorical roof: look out, see it again from a higher and wider position.

We are all growing and evolving. We do a real disservice to our children if we create the impression that only they are growing, and somehow we have 'arrived'. In spiritual work we are taught that we are all students and all teachers all of the time. Children are wonderful teachers and they should be acknowledged as such, e.g. "I learned something wonderful from you today!" One of the great joys of parenting is when you exclaim in wonderment: "That's wonderful. Where did you learn that?" And they say, bursting with pride: "Don't you remember, I learned that from you!"

The following are some guidelines I use in my Parenting Classes:

1. Don't teach them what they should believe: Teach them what you believe. Then, teach them not to believe even you - until they have thought it through, or had a direct *felt experience*.
2. Teach them *how* to think, not what to think. Then they can live out of their own *felt* truths.
3. Teach them the value of silence, of quiet time, and being alone. Teach them the difference between 'alone' and 'lonely', and how their own company can be the best of all.
4. Teach them how to listen to their own bodies, and to value and honor what their bodies are telling them. With young children make fun examples of what it sounds like when the head is talking and when the body is talking, e.g. And your head says, "*Mmmmm, I want all the chocolate in the box*", but the body is saying, "*I think I'm full now*". Let them give you examples.
5. Affirm regularly: *I believe in you, I trust you, I trust that you can sort this out, find a solution. I know you can handle this.*
6. Show them *how* to problem solve. Show them how you go about problem solving. How do you come up with plans and strategies? How do you combine *checking with your felt-sense*, as well as *good, clear, reasoning*? Learning how to problem solve can begin as soon as they can comprehend: "*Gee, I wonder how we should do this....got any ideas?*" They often have some wonderful ones that you never would have dreamed of! Affirm them: "*That was clever! –good job!!*"
7. Live in wonderment! When our daughter was about four years old, we bought her first box of Lego's. We all gathered on the living room floor, emptied everything

out of the box, showed her how the Lego's worked, (my husband built a model bridge as an example), then we just waited.... So what did she do? She played for hours with the box! She kept re-arranging the wrapping, putting the Lego's back in the box, then taking them out again. My first (passing) thought, was that maybe something was 'wrong' with her – that wasn't what you were 'supposed' to do. My second (not-so-passing) thought was how 'stilted' I'd become – needing to do things the 'right' way. What an eye opener!

Discipline/Boundaries:

1. Tell them what you need, want, expect, then *recruit them* to help figure out the best way to implement it, in a way that that they can live with – that they find manageable then, follow through:
 - let it be their process
 - respect that they have their own unique rhythms & styles
 - value their ability to sort, reason, and find their own way within reasonable limits
 - make learning fun, interesting, a challenge - not a chore
2. Negotiate as much as possible from the time they can start understanding.
Examples:
With small children:
NOT: *Do you want to wear pajamas?*
RATHER: *Do you want to wear the red ones or the green ones?*
With older children:
NOT: *Do you want to clean up your room?*
RATHER: *When do you feel is the best time for you to clean your room?* (Before school
after school, after dinner, etc.)

If it isn't done, what do they think should happen? (Consequence)
3. Tell the truth: If you are tired, don't try to convince them that they should go to bed. Make
"I" statements: *"I'm tired and need to go 'off duty' at 8:30 p.m. If you'd like a story (or help with homework, etc.), I think it will need to be before that time...."*
4. If you can't do it the way they want, make "I" statements, give an explanation, and negotiate something else: *"I really understand that you want us to spend some time on your project. This is not a good time for me. What are some other times that would be good for you?"*
5. Get in the habit of making "You statements" positive ones:
 - *You 're a great kid*
 - *You 're so much fun to be with*
 - *You have a wonderful mind*
 - *You're so funny...you always make me laugh!*
6. With older kids: Use the same boundaries you would with anyone else in your life: If an adult said: *"I hate you"*, it is unlikely that you would say, *"You have a big mouth and I'm going to wash it out with soap!"* More likely you would stop and say one of two things (reflective or subjective). Either:

- "Wow, you're really angry" or
 - "It hurts me when you talk like that. I don't like it".
7. Teach them about boundaries by sharing your own. Talk about why the boundaries are different with different people, about appropriateness and inappropriateness, why yes is OK with some people, and *no* is better with others. Help them find their own *felt* examples.
 8. Make talking/listening time *separate and apart* from the babble of daily details about plans, classes, extra-curricular activities – just as a Focusing session is different from a chat. Listen, support, guide, and gently, *be there*, and teach them how to listen and support you.
 9. Sort out for yourself the difference between caring, concern, and control. The older they are, the more able they are to devise their own reasonable rules that work for everyone in the family.
Watching your child 'goof', and have to take responsibility and pay the consequences, is one of the most agonizing jobs of parenting. We want to *fix-it*, we don't want them to hurt. Our care and concern is so very normal – and the outgrowth of a loving heart. However, when caring and concern move into control and over-management, we disempower our children, and rob them of the opportunity to learn competence.
 10. Let dignity, respect, right speech, and right attitude guide the relationship. If you would ask a friend to help you clean up the dinner dishes, why would you tell a child to do the same thing? And if you asked a friend to do something for you that they had previously agreed to, and they said they couldn't right now, you would hardly shriek at them: "*Why not you lazy so-and-so!*" You might rather ask: "*When might it be possible or convenient?*", respecting their space.

In closing, I believe that it is a fallacy and an illusion that parenting is *natural*, any more than learning how to live in a long term relationship is natural. They are both an art and skill, and take a great deal of work, effort, thought, and negotiation – and - the time and energy spent in the process is well worth it!

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October 2004 - July 2006 in Romania**

Educators Marta Stapert, Madeleine Walder-Binder, Ynse J. Stapert
This Program is recognized by The Focusing Institute, New York
Children's Focusing Corner, Workgroup of The Focusing Institute

From: "Leerboek Gespekstherapie", De cliëntgerichte benadering. From Chapter 15. Hans Swildens e.a. (Red.). Acco-Amersfoort-Leuven, 1991. Bart Santen, Cliëntgerichte kinderpsychotherapie. Translation Marta Stapert, April 2002

The client centered therapist aims to communicate in word and behaviour the next set of messages:

1. I suppose you have a number of expectations about me, as: that I'll give you a lot of things you must do; that I'll experience you as bad or strange if I knew what is going on inside you and that I would reject or punish you ; that I expect you to tell me a lot because otherwise I can't heal you. It is not like that.
2. I suppose you don't have an inner free feeling, captured in fear, inner struggle, self condemnation, powerlessness, and that you need to build walls inwards and outside. As far as you need to keep me at a distance I suppose you need to keep some of your own experiences at a distance at this moment. I respect that.
3. However you are stuck in certain aspects, for me you are not a victim that need to be 'cured' by a relationship of dependency. I think you are able to solve your problems when I afford you the right circumstances. You are responsible yourself for making choices and to start a process of change.
4. I have the intention to take you serious and to leave you in your own value. I don't want to attach myself to the fact you are a 'problem child', but keep an open eye for all of who you are and how you are. I will not handle you in another way than I am with an adult. I would like to take into account intuitively what you can understand at your age.
5. It is not by accident I went to the [playroom with you. We are here in a surrounding with play materials, because I expect it will make it easier for you to express your feelings and thoughts in an indirect way, so far you are not yet able to do that in a direct way. I expect you are not yet able to express in a direct way what is occupying you, but that you can express it in play or other things you can do here. I'll try to understand that language and sometimes I can use it myself also. In any case I'll try to be a sound-board for your feelings.
6. However my concepts about what is good for you, will guide my behaviour, I don't want to use a special technique on you. In a spontaneous and varied way I'll try to connect with you without compulsion, prejudgements or preoccupations.
7. I want to offer you an atmosphere of freedom, so you can experience that almost everything is possible and may be done. I accept and respect each feeling you can have. I would like as much as possible to accept you in your way of expressing, whatever comes.
8. I'll respect your rhythm and speed. You are the leader and I will follow.
9. When I connect with you in playing, in being quiet, or talking, I would like to connect as much as possible with what is going on in you. I want to be with what you are experiencing, and I would like to make clear to you how I understand you.
10. I want to follow and to be near but I don't want to violate your borders. As far you want to be left alone I will respect that, but I also would like you to know I am available for you in so far you would like to use me.

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General Focusing, Part 1

Marta Stapert and Madeleine Walder-Binder

Purposes of General Focusing, Part 1

Connecting as a group

Getting to know the Focusing process for yourself

Learning the first steps of guiding: being there, mirroring

Learning to recognize and trust the Bodily Felt Sense

Learning to recognize and trust the Bodily Felt Shift

Learning to recognize and trust the Bodily Wisdom

Learning to recognize and trust the Body knows the right direction

Basic Attitude: - being friendly, open and receiving toward what comes
- the responsibility of the Focuser

Turning awareness inward (induction)

Core steps of the Focusing process

Step 2 - Connecting with the Bodily Felt Sense

Step 3 - Inviting the handle

Step 4 - Resonating

Step 6 - Receiving/ending

Step 5 - Asking process questions

Step 1 - Clearing a space

Summary of the topics/experiences of the program

General introduction

Purposes of General Focusing Part 1

How we work in this course

Drawing your name from the Felt Sense'

Mirroring with the body/attitude

Theory: Focusing, Felt Sense and bodily felt shift

Experience 1 'Felt Sense with 'snow or rain or sun' and 'neighbours'

Mirroring from inside connection with body/attitude as well as key words and sentences

Experience 'Self portrait'

Experience 'Being friendly with something inside'

Experience 'Focusing about Felt Sense in this moment' Theory Core steps

Experience 'Individual modelling the Focusing process with core steps'

Experience 'Individual focusing process by participants'. The focuser can ask the guide for help for the next step

Experience 'Ending of the day'

Experience 'Bodily Felt Shift'

Experience 'Bodily wisdom'

Experience 'Hand on some ones back', the body knows the right direction
 Experience 'Responsibility of the Focuser'
 Experience 'Modelling the core steps of the Focusing process'
 Experience 'Focusing process by participants individually'
 Concepts Introduction about the first process questions
 Modelling a Focusing process involving process questions and inner child connection
 Experience 'Clearing a space in imagination'
 Experience 'Focusing with all the steps'
 Ending General Focusing Part 1 from the Felt Sense

Introduction and Information

Purpose of the introduction

Creating connection and safety

- About communication, language and translation, understanding each other, reflection/sharing, working in plenum and small groups.
- Rules for protecting privacy, outside and inside the group.
- Saying "no" is very important, no obligations.

Practical announcements

General introduction

Purposes and how we work in this course

- This first course has 2 purposes: learning to guide yourself in a focusing process, and first skills on how to be with and to guide a focuser in his process. These 2 skills reinforce each other, and the emphasis is on learning to focus yourself in courses 1 and 2.
- The person who is focusing is the focuser. The person who is with the focuser is the listener, the accompanier, the companion, the guide. You can't focus somebody else.
- It is possible to focus on your own up to a certain extent. Focusing goes deeper and possibly more concentrated with somebody is really present with you, especially with difficult issues are being dealt with or arise. Active listening with mirroring is helpful. The listener/guide can also be helpful by suggesting skills and steps along which the focusing process can develop.
- Work and learning takes place in a triangle of Experiencing, Modelling and Conceptualising. Sheet 1
- We balance these 3 ways of learning
- Your own experiencing is the basic condition for learning focusing.
- Modelling comes not only from the trainers but also from the participants for each other. Everybody already has his or her own experience and wisdom. We are going to use that and expand it.
- Everybody can make his own unique theory/concepts and develop her own way of working.
- Learning focusing is at the same time simple, and a slow process of teaching the body to experience it.
- We will often work in small groups to intensify your experience of discoveries from the inside.
- By Focusing on our own child-experiences we get to know ourselves better and can develop a more open, not unconditional attitude toward adults and children.
- Exercises used in this training have a double purpose. They serve as experience and illustration in your current learning process and can later be transferred to any therapeutic or training-situation with adults.
- Because learning focusing is a carefully constructed process in which experiencing is the primordial, one cannot miss parts of the course.

Reflection In pairs on understanding of the introductory remarks

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Program General Focusing Psychotherapy Part 1, hours 1-4

Experience 'Drawing your name from the Felt Sense'

Purpose Learn each others names in a focusing way, discovery of something about myself

Form Group focusing, with drawing, 20 minutes focusing and drawing,
Each participant has a paper and pastels/crayons ready

Description Introduction and inviting the FS *what comes into your body when you bring your attention towards your name... stay inside where something comes up about your name... be with it with your attention in a friendly way ... how do you see your name at the moment... open your eyes and start designing/drawing... if nothing comes it is also ok... go back inside with your attention ... wait what more comes about your name, to be drawn... how your name wants to be decorated*

Sharing together Showing and saying the name out loud in plenum. The group repeats/mirrors the name

Theory About mirroring: Before sharing introduce the first step in mirroring: mirroring with the body: The listener shows his presence only through his body, without words. Mirroring helps deepen the focuser's process. It provides safety, trust and encouragement to stay with the inner process. Presence of the listener is the single most important step furthering the focuser's process.

Modelling Focusing trainers demonstrate in role-play how bodily presence helps the focuser

Reflection In pairs about the content of the name drawing exercise, one sharing, the other mirroring with the body. Pairs prepare one learning-sentence about the focusing process

Sharing One sentence in plenum *what did I learn about the focusing process.*

Theory 'Introduction on Focusing'

- Focusing happens from the inside out and not from outside to inside. The unfolding takes place in the inner experience.
- Sharing in pairs for understanding
- History – research – about Gendlin – Bodily Felt Sense about something – The essence of focusing is to connect with the inner truth and wisdom. Focusing is a process of change and development.

Theory 'Focusing, Felt Sense and Bodily felt shift'

Eugene T. Gendlin (1927) is Professor in Philosophy and Psychology at the University of Chicago and a psychotherapist. He has developed the Philosophy of the Implicit. Gendlin has been developing focusing as a method since the end of the Sixties. His first research revealed that successful clients in psychotherapy somehow connect with their inner experiencing. From here true change can occur in the body and from there a change, something new in attitude and behaviour can take place.

Focusing is an inner process of connecting with what is going on in the body. This allows change/something new to take place.

Focusing is a method in psychotherapy and can be used as a technique. Focusing can be applied in many domains of life. It also becomes a daily attitude, because it belongs to the human capacity. Many people need to rediscover the use of this capacity. Focusing is a method that can be taught and can reconnect us with what is already there.

Every situation in which you find yourself or think about, through memories or expectations has an accompanying bodily felt awareness. This is sometimes strong, but often vague and fuzzy, still unclear. We call this the Bodily Felt Sense about Something, 'Felt sense' for short.

This Felt Sense carries intrinsic meaning that can carry forward the inner process and enhance life forward energy.

Focusing involves searching for this Felt Sense about something, inside our body, with open and friendly attention, so that the Felt Sense can open itself.

We stay attentive with it, till it gets an inside recognition. The body may react with a bodily felt change, the 'bodily felt shift'.

This shift gives space for new personal change and development.

Reflection In pairs on understanding theory

Experience 1 'Felt Sense about 'snow or rain or sun' and 'neighbours' '

Purpose First experience 'snow or rain or sun', depending on the weather, discovering 'the Felt Sense about something' in the body

Form Individual focusing in the group

Description Introduction...*imagine 'snow falling down'...notice what comes up in your body...it is very foggy...what happens in your body...you can't see anything...notice how your body reacts...the snowing stops...the sun breaks through...sense in your body what happens now...ending*

Reflection In pairs, listener is with the focuser in presence and attitude, with his body and without words

Experience 2 'Neighbours'

Purpose Discovering the Felt Sense about something in the body

Form Individual focusing in the group

Description Induction... *when you imagine...going to your left hand neighbour ...you are standing in front of the door...take your time...when it comes you register it and let it go...notice what comes into your body...when you imagine...going to your right hand neighbour ... sense in your body what comes now...ending*

Theory Introduction of next step in guiding: how to reflect back the main and meaningful words so the focuser will feel his inner experience has been heard, acknowledged and accepted. Only when mirroring comes from inner experiencing will it further the process of the focuser

Modelling By focusing trainers: mirroring with body and words

Reflection In pairs. Focuser and listener take turns, 5 minutes each with listening and giving back with body and words

Sharing In plenum about 'snow' and 'neighbours' experience: *where did you notice it in your body and how did it feel...how does it want to be described*

Reflection *In pairs: which learning step did you make. Summarize in 1 sentence*

Sharing In plenum about the learning steps

General Focusing Part 1, hours 5- 8

- Experience** 'Self portrait' (For an other possibility see General Focusing Part 3, hours 5-8)
Purpose For group members to get to know each other
Form Individual working in the group by drawing and writing
Description Drawing Self portrait: *how do you see yourself at this moment*
Writing: your motivation for this course – your connection to children – what experience do you bring with you: schooling, work and private – whatever is important to share with the group Let it form on your paper in your own way: sentences, words, images.
Sharing In pairs or triads with people you do not yet know
Papers on the table/the wall – in plenum sharing about motivation for training as a Child Focusing Psychotherapist
- Experience** 'Being friendly with something inside'
Purpose To find the right attitude towards something that is asking attention
Form Individually in plenum
Description Make a short introduction. Then ask if there is something that is irritated, upset, unsatisfied, or something that you don't like about yourself. Take some time to let this come. Now I invite you to be harsh with it, maybe even rude. Feel inside what happens in your body. Now let this whole experience go.
Now you approach this irritation...or whatever is there in an open way, be friendly with it using sentences like: I greet you
I know you are there
I let you know that I hear you
Is there something you would like me to understand.
- Reflection** In pairs: Did you discover the differences between the 2 approaches. Which one do you prefer
Sharing In plenum: some experiences
Theory The body carries our every experience, it cannot help that. Can you at least be friendly with whatever is there?
What is there wants to be heard. That is the only way it can loosen its inner grip on you.
- Experience** 'Focusing about the Felt Sense in this moment'
Purpose Introducing the Core steps of the focusing process
Form Individual focusing experience in the group, guided by the focusing trainer
Description Focusing with the theme 'How am I right now'
- induction (see attachment)
- ask inside: "how am I at this moment"
- notice where you feel your body reacting to this question, it may be a clear bodily felt feeling inside, but it also may be vague, unclear, fuzzy.
- how does it feel there... how does it want to be described... take seriously whatever comes up
- stay with it with your friendly attention ... don't hurry
- give it a chance to show itself in a word...a sentence...an image...a taste or a smell...a colour...a movement
- notice if it fits: this bodily felt feeling and what came... go back and forth between them with your attention ... so the inner process can develop further
- be alert for a bodily felt shift...something new, energy, relief, change in your breath... as a signal something new came
- receive what is new, however it may be small

- anchor this bodily felt new something in your body
- if there is something that is not yet clear or is still in the way give it a special safe place somewhere outside yourself...perhaps making a package first so you can come back to it later
- check in your body when it is done for now
- your eyes will know the right moment to open themselves

Reflection In pairs about the content of the experience with reflecting back: focuser shares, and guide listens attentively with open heart and also mirrors the bodily changes that he observes in the focuser.

Sharing In plenum: how was this way of listening, observing of the body and reflecting with words and body

Theory **Core steps of Focusing**

Explanation of the Core steps of the focusing process (attachment)

Process- explanation of core steps:

Induction for turning attention inward / being ready (attachment 1)

Step 2. Felt sense, where and how does it feel in the body

Step 3. Handle: word, sentence, image, sound, movement that describes the Felt Sense

Step 4. Resonating

Being aware of bodily felt shift

Step 6. Receiving and ending

The Felt sense is always about something and always bodily felt. By staying with this ‘something’ inside with caring attention, it can reveal itself through symbolisation.

We call this the handle. It emerges from the Felt Sense in the form of a word, a sentence, an image, a sound, a movement, often very new and unexpected. It brings you nearer to what ‘it’ has to tell you and the bodily change that comes with each discovery. This bodily shift is the essence of inner change.

Resonating means going back and forth with your inner attention between the bodily felt sense and the handle, so it can develop itself further. Each time something new comes you can feel an inner bodily felt change, in your breath or your energy, a feeling of more inner space.

Each moment of turning your attention inwards is a moment of focusing. It is important to pay attention to every change that comes.

Before ending a focusing experience, individually or especially in plenum you might say: *maybe there is something inside that needs more attention. Let ‘it’ know you have acknowledged this. You can you give it a special place to keep it for a next time to come back to it.*

Each focusing experience ends in a focusing way: *Check inside when it feels right to end this experience... without hurrying... pay attention how you feel now... anchor in your body what is new... say thank you inside for this experience...your eyes will open themselves when it feels right.* We call this ‘ending’

At the end of a focusing experience the focusing trainer also invites the focuser

“Check inside if it feels right to share your experience with (one of) the other group members

Experience **‘Individual modelling of the Focusing process and its core steps’**

Purpose Learn how a focusing process can develop and how the focuser guides his own process

Form Focusing trainer is focuser, with participant as guide with video (where possible)

Description Ask the focuser has an issue to pay attention to.

Instruction for the guide is to be present and to mirror key words and with the body. No questions, confrontations, advice, interpretation, etc.

Reflection With video: Replay important parts, naming the attitude, the mirroring and the core steps
Without video: In triads: naming the attitude, the mirroring and the core steps.

Summary of discoveries, learning steps, questions, remarks.

Sharing In plenum the summaries

Experience	‘Individual Focusing by participants’
Purpose	Focuser learns to guide his own process with the presence and mirroring of the guide.
Form	Triad: focuser, focusing guide and observer. Time: 3 times 15 minutes.
Description	When needed the focuser can ask help of the focusing guide for the next step. The guide can ask the observer for help. They can choose a not too big problem or inconvenience that is already there.
Reflection	In the triads: One learning sentence
Sharing	In plenum: Learning sentences
Experience	‘Ending of the day’
Purpose	To experience the whole day quickly and clear your space
Form	Individual experience in the group
Description	<i>Leave here behind you what you don’t want to take with you. Let one word or image about your experience of the whole day arise insides.</i>
Sharing	One word in plenum

General Focusing Part 1, hours 9-12

Experience	‘Summarizing how far you are’
Purpose	Learning from each other about the focusing process
Form	Individual in plenum
Description	Everybody writes down sentences on what they learned, understood and already took with them yesterday, about focusing and listening/guiding.
Sharing	In plenum, sharing one sentence one after the other, and again till everything has been shared. The group shares what is already there as a positive starting point to continue. Asking about questions and problems, what is not yet known, could discourage.
Experience	‘Bodily Felt Shift’
Purpose	To discover the bodily shift
Form	In plenum
Description	<i>Imagine you lost something that is dear to you. You have been looking for days. What kind of bodily felt sense do you notice? Now you open a drawer and you see the object: you found it back. Notice what happens in your body at this surprise. Receive this bodily felt shift in your breath, or space, or energy. If you want, say thank you to your body what it gave to you.</i>
Reflection	Make pairs and reflect on the experience and the meaning it has for you. Prepare one learning sentence
Sharing	The learning sentences in plenum
Theory	Change can only come from working with or in the body. Talking can hardly bring any change. Talking and thinking is about details. Focusing is about the ‘whole’ of an issue. The Felt Sense captures the whole of an experience. In focusing we work with the Felt Sense instead of the situation or the symptom, even with psychosomatic complaints. The shift indicates that something changed in the body. The shift is not the goal of focusing, because the process is not goal oriented. Change through focusing process proceeds in small steps. Focusing is a gentle process.
Experience	‘Hand on the back of someone’
Purpose	The body knows the right direction
Form	In dyads
Description	Trainers model: guide asks permission to lay his hand on the back of the focuser. Focuser checks inside with his Felt Sense whether it feels alright. The focuser guides the hand of the guide with words and gestures towards the right place, till the body gives the bodily felt message it feels alright.
Sharing	In pairs: <i>Did you feel in your body where the hand felt right and where not</i>
Theory	Through focusing we learn to trust the inner body more in its own wisdom and richness. There is the headbrain and the bodybrain. The support and reinforce each other. Listen to and trust what your body is telling you.
Experience	‘Responsibility of the Focuser’
Purpose	The focuser carries responsibility to guide his own process also when a guide is present. The focuser can say ‘no’ to the guide.
Form	In dyads
Description	Focusing trainers are model, one in the role of the focuser, one in the role of the guide. They stand a few meters apart. The guide steps forward slowly, respecting the focuser’s signals and requests. Focuser connects with and reacts from his Felt Sense about the

	distance and the speed. Learn to say “no”. The guide is congruent with his own boundaries, can acknowledge the ‘no’ inside and react from there
Reflection	In pairs: <i>what did you learn about the respect and responsibility of the focuser for his own process. How can the listener/guide respond and accept the ‘no’ of the focuser without irritation and feeling turned down</i>
Sharing	In plenum
Theory	The focuser is the centre of the process. Only he knows his inner truth, so he is the only one who can discover what is going on inside. The guide can only facilitate focuser’s process by being there, mirroring and giving process-suggestions that help carry forward the process of the focuser. The guide teaches the focuser to take responsibility for his own process, however small it’s steps.
Experience	‘Modelling the core steps of the Focusing process’
Purpose	To recognize the basic attitude, the core steps, the shift and acknowledging the bodily wisdom in the focuser and the guide
Form	Focusing trainer as listener/guide and participant as focuser with video (if possible)
Description	The focusing trainer guides his process and explains what is happening. The only task of the guide is to be present and mirroring. When needed the focuser can ask of the guide for help for the next step. The group is asked to <i>follow the process and discern the core steps of the focusing process</i>
Sharing	Listener/guide and focuser: <i>how was your experience</i>
Reflection/Sharing	With video: In plenum: <i>What do you recognize about the basic attitude of the focuser and the guide. Name the core steps of the focuser</i> Without video: In triads: <i>Gathering what you discovered about the attitude of the focuser and the focusing guide, the mirroring and the core steps of the focuser</i>
Experience	‘Individual Focusing by participants
Purpose	Focuser learns to guide his own process, with the presence and mirroring of a guide.
Form	Triad: focuser, guide and observer. Time: 3 times 20 minutes.
Description	When needed the focuser can ask the guide for help. The guide can ask for help of the observer. The focuser can choose a problem that is already there, or imagine a child he likes or dislikes. The focuser connects with the Felt Sense about the child.
Reflection	In the triads: what did you discover. Make a summary of that
Sharing	In plenum: the summaries

General Focusing Part 1, hours 13-16 (incomplete)

Concepts Answering questions in plenum about the focusing process, its core steps and the focusing attitude

Continuation of focusing processes in triads by participants

Reflection In triads with one learning essential

Sharing In plenum: one learning essential from each group.

Concepts Answering questions

Experience ‘Tapping ‘

Purpose Raising energy evoking, checking the Felt Sense, sensing inside what feels right

Form In pairs

Description Stand and tap the partners back and legs with both hands. Partner checks inside and indicates if uncomfortable.

Concepts Introduction on asking the first process questions

Process questions are questions you use when resonating doesn't carry the process forward anymore. About the difference between content / informative questions and process questions.

Content questions lead to thinking instead of focusing. Process questions can help the inner process move forward.

Some questions are:

- what is this.....(handle word) in my life
- what is this about
- what is the core of it
- how long has it been there – how old is this
- what does it need

When asking questions be very careful not to disturb or interrupt the inner process. It can be helpful to check with the focuser first whether a question would be welcome... maybe the focuser has his own question already... or wants a question from the guide. It is always an invitation, which the focuser takes inside, to check with the Felt Sense.

The question 'what does it need' is only asked in specific occasions; otherwise it might also interfere with the ongoing process. We suggest it when nothing is forthcoming, or towards the end of the session.

It can be a powerful question.

Experience Modelling Focusing with asking process questions and inner child connection

Purpose Participants can recognize the Focusing steps

Form Focusing trainers with use of video camera.

Description Theme can be: 'Stand in front of your childhood house. Follow the Felt Sense'. Or choose an issue, situation or experience

Sharing In plenum 'how am I at the moment'. Guide goes first. Focuser only when he is ready.
Protection
in plenum.

Concepts Deepening the learning process by reviewing the videotape. Recognizing and naming the Focusing steps.

General Focusing Part 1, hours 17 – 20

Experience	‘Checking inside ‘
Purpose	Inner connection
Form	Individual experience in the group
Description	<i>Check for a moment inviting the following sentence inside: ‘how am I at the moment’. Your body knows how it can do this.</i>
Sharing plenum.	Write down in 2 sentences what your body allows you to share in the group. Sharing in plenum.
Reflecting	<i>How was it to share all this with each other</i>
Experience	‘Clearing a space in imagination’ (attachment ‘Clearing a space 1)
Purpose	Introduction to ‘Clearing a space’ as first step of the Focusing process and as independent Micro-process
Form	Guiding the whole group for individual experience
Description	We will first learn ‘clearing a space’ and ‘making an inventory’ by experience. It can be done alone or with a guide. In this experience, I describe what the guide would say, because we are with a guide this time Look for the place in the room that fits for you the best, and take the most comfortable position.

Text ‘Clearing a space’ and making an Inventory with a guide

After the induction: Put one of the following invitations to the focuser at a time

- *Is there something inside that is asking your attention at this moment?*
- *Is there something in your life that makes you feel not really good?*
- *Is there a place or area in your body that stands between you and feeling good enough?*
- *Say to yourself: “I feel fine enough” and sense in your body if it fits*
- *Is there a place or area in your body that tells you something else?*

During the whole process have an attitude that acknowledges and honours whatever comes, be friendly with it.

When you sense this place that asks your attention in your body: check where it is in your body, also if it is vague, fuzzy or unclear. Stay in this place to sense what the quality of this bodily felt feeling is. Take your time.

Acknowledge and honour it, be friendly with it

You can pack it in a suitable and store it in a box or suitcase.

Give it a theme or name and write it on the package.

You put the bodily felt feeling and all it represents outside yourself in a place where it feels allright and safe. Give a signal when you have done so.

Repeat this experience. Other invitations are:

- *Have you come in an inner space where it feels allright, or is there still something between you and feeling good?*
- *There might be a feeling that you’ve known for a long time and is so familiar you hardly notice it, but can be in the way, such as always being in a hurry, never close enough, a little bit shy.*

Continue like this till you feel good and open enough. It can come immediately, after one time, or after many times. It usually will come

You can also ask following question:

- *Is there something in your life that is important, exciting. Not a problem, but maybe a task, something you enjoy very much, likes a birthday party for a child. When you find something like that, notice it, acknowledge it, wrap it and put it outside, together with the Felt Sense of it. Give a signal when you are ready.*

You can stop here and stay in the clear feeling

If your body wants to continue focusing on one of the issues you can do so

Now pay attention to all the themes and issues you have put outside. Sense inside how each. I can mention them one for one for you.

Ask yourself: which one is heaviest, hurts most, touches me most, is most in the way, or asks most attention. This can also be a very good feeling.

Your Felt Sense can show you the way.

Notice what wants to be explored and needs your attention most. Now see what is the right distance so you can be with it for a further focusing process.

After 'clearing a space' as a group, you can ask inside for a break in order to form partnerships, to further the focusing process on one issue

What was most important for you about this experience? And what questions do you have
Plenum

- What is the value of 'clearing a space'. When do we use 'Clearing a space' as the first step of the Focusing process and when as separate Micro process.

We can 'clear a space' at the beginning of a focusing process, resulting in an inventory. But it is not used every time.

If the focuser already has an issue (a situation, event, experience, feeling) on which he wants to centre his focusing attention, the focuser can make connection with this, and how the body is carrying all this. 'Clearing a space' and 'making an inventory' is not necessary. If the focuser wants to find out how is inside or what needs attention right now there is a chance more than one topic arises or stands in between the focuser and feeling good. Start by putting them outside in a safe place one by one. They stay yours. Inside will emerge a free space.

After this the focuser can make a choice or better: can ask his body to make the choice with which issue it wants to be, giving it attention so it can develop and unfold.

Clearing a space can also be used as an independent micro process, for example before you go to work, or will guide someone in his focusing process. Experience will teach you to do this very quickly.

This 'clearing a space' can also be an essential, healing step in the case of illness, especially when chronically ill.

Reflection Sharing Theory

Experience 'Focusing with all the steps' (attachment 2)
Purpose To experience for yourself all the steps of focusing especially asking process questions and maybe, if applicable, inner child work.
Form Triads with own timing within 1 1/2 hour
Description Each groups chooses one to 3 processes. The focuser chooses his own theme.
Sharing In triads

Ending General Focusing Part 1

Purpose Finding the Felt Sense of the whole experience of the 2 1/2 day focusing experience and to thank your body.
Form Whole group experience.
Description *How does your body carry the whole of this experience at this time? Where in your body do you notice this? How does it feel there? Take the time to wait if one word or image comes that captures the whole of it. Ask you body if it would be okay to share it with the group.*
Bring gratefulness in your body for all the experiences it gave you.
Sharing The one essential word or image in the group

Belongs to the Manual for the Education in Focusing Oriented Therapy for Children October 2004 - July 2006 in Romania

Educators Marta Stapert, Madeleine Walder-Binder, Ynse J. Stapert
This Program is recognized by The Focusing Institute, New York
Children's Focusing Corner, Workgroup of The Focusing Institute

General Focusing, Part 2

July 2006, Marta Stapert and Madeleine Walder-Binder

Purposes of General Focusing Part 2

- Deepening your Focusing,
- Focusing attitude, Bodily Felt sense and Bodily Felt Shift
- Learning to know the Focusing Process better, first core steps
- Attention for Process questions
- Experiencing how Time questions can bring you towards connection with the inner child
- Being with the child within you
- Clearing a Space with its different ways and applications
- Learning to know the Inner Critic
- Listening and mirroring

Summary of the issues of the program

- Drawing the name from the Felt Sense and decorating, hearing the name, and finding the movement. Aim: to learn to be in a focusing way with everything, to identify with own name, creating a safe atmosphere, learning to know each other
- Building the bridge: Aim: To connect with previous time we were together
- Stone-experience: Aim: Finding right attitude to help the Felt Sense to unfold, introducing the Diagram of Ann Weiser Cornell
- In group- and triad: focusing process with core-steps and Diagram of Ann Weiser Cornell
- Anchor-issues: The Child Focusing Psychotherapist/Guide him/herself: Part A
- BONAM
- Felt Sense of own qualities. With focusing process about one of them.
Aims: Focusing process experience and
How do I find my own themes to focus on
- Process questions and a little bit about Inner Child Work
- Model with participant as focuser and Focusing trainer as guide.
- Diagram: Listening in three directions
- In pairs: own experience of Focusing process: all the steps (without Clearing a Space), Diagram of Ann, process questions, sand-clock/hour glass
- In group: How to learn to know our Inner Critic, familiarizing with it and being able to acknowledge it and let it go for the moment

Attachments

1. Diagram of Ann Weiser Cornell with sentences (Attachment 13)
2. Process questions (Attachment 6)
3. Inner Child Work 1 (Attachment 7)

Sheets

Diagram: Listening in three directions (Attachment 12)

General Focusing, Part 2 hours 1-4

Welcome

Introducing new focusing trainer(s), interpreter and participants

Explaining the program and the goal of General Focusing Part 2: It is about self-focusing, and introduction of the listening and focusing guiding

Practical information

Experience	From your Felt Sense: ‘Drawing your name and decorating it, hearing your name and which movement goes with your name’
Purpose	To use the focusing way to learn to know each other, present yourself, to connect again, experiencing own name,
Form	Individual focusing in the group
Description	Look back in Basic Focusing course 1, (hour 1-4) and further: <i>Ask inside how you hear your name at this moment, how it wants to be expressed by saying your name out loud. Give attention inside which movement comes with your name at this moment. Ask inside if it is allowed to share your name in the group</i>
Presenting	Showing paper, saying name, movement, other participants mirror/give back name and movement. The one who says her name checks if it fits how she gets her name back
Sharing	In pairs: <i>How was this experience for you</i>
Reflection1	<i>Which learning step you got. Write down one sentence and sharing in plenum</i>
Reflection 2	In plenum: <i>How was it hearing the learning steps of the other group members</i>
Reflection 3	<i>How can you use this experience in your work</i>
Modelling	(Only when there is the time and opportunity) From here can come a role-play of a participant with focusing trainer: A child doesn’t like/hates his name. By giving this back, giving him the invitation to give attention to the feeling inside, he is able to draw from this feeling, so ‘it’ can be heard inside. He feels relief.
Theory Part	Name is part of your identity. It can help to connect more with yourself. It depends of this moment how it wants to be expressed. Can be used with children also to raise or confirm identity feeling.
Experience	‘Building the bridge’
Purpose	To connect with the former Focusing Education Part 1
Form	Triads, one is telling, one is listening and mirroring, one is observer/writer
Description	<i>Can you share in your triad one experience in focusing attitude, introduction in focusing, self focusing or guiding an adult or a child. It doesn’t have to be a successful story. Also where your questions and difficulties are.</i>
Reflection	<i>Each triad chooses one illustrative situation. What would you like to tell, present (in roleplay) about this in plenum</i>
Presentation	In plenum: Each triad presents a focusing experience.
Sharing	In plenum: How was it for you to hear/to experience all this and what did you learn in one sentence
Experience	‘Focusing attitude’
Purpose	To connect with how you can use focusing
Form	Individually in plenum
Description	How do I sense my own connection with focusing at the moment and how does it want to be expressed on the paper

General Focusing Part 2, hours 5-8

Experience ‘Being with a stone as metaphor of the Bodily Felt Sense’

Purpose	How to be with the Felt Sense so it can unfold itself
Form	Individual focusing in the group
Description	Each participant chooses a stone without looking or touching. The Felt Sense is also unknown and not chosen. It comes. Learn to know the stone by touching and looking. Form has a meaning. Discovery-process. Stone has also a history. Discovering by paying attention and giving your awareness. Could there be an emotional quality of the stone?
Reflection	In group or pairs: Did you discover something about your attitude towards the felt Sense
Sharing	In plenum
Theory	About full Felt Sense and Diagram of Ann Weiser Cornell (attachment) Attitude: being in a friendly, open receiving attitude with the Bodily Felt Sense

Experience ‘Being with the Bodily Felt Sense about something’

Purpose	Experiencing a process, coming from the Felt Sense, with the core steps
Form	Individual focusing in plenum
Description	Focusing with the question: <i>How am I at the moment</i>
Sharing	In dyads: <i>Share about the content of your experience</i> , one is telling while the Listener mirrors with her attitude, and giving back only the main words which have special meaning and feeling. Not asking any content questions or giving remarks/advice
Reflection	In plenum about the Felt Sense with naming the core steps of the focusing process: After attention inwards:
Sharing	How was it to share the experiences
Theory	The core steps. After attention inside: 2. Bodily Felt Sense, 3. Handle, 4. Resonating, 6. Ending/Receiving (writing sheet). The right distance between the person and the problem is important. <i>Take what is there in your hands in the right distance so it does not overwhelm you neither it is too far away. (Drawing the figure on the flip-chart)</i> Repetition of this experience is always and again important and helpful

Experience ‘The Core steps of the Focusing process’

Time	3 x 20 minutes
Purpose	To experience as a focuser to guide your own process with the help of the guide
Form	Triad,
Description	Exercising the core steps of Focusing with as theme: <i>What is there in this moment or what is left from this morning. You can also imagine a child or adult about whom you get a difficult feeling. Start with establishing the theme of your focusing. The focuser is responsible for own process: can say ‘no’ to the guide.</i>
Reflection	In the triads: <i>reflect on your experience and make one learning sentence about the process and not about the content</i>
Sharing	In plenum one learning sentence
Theory	About the focuser and the Focusing process

Experience ‘Flashlight’

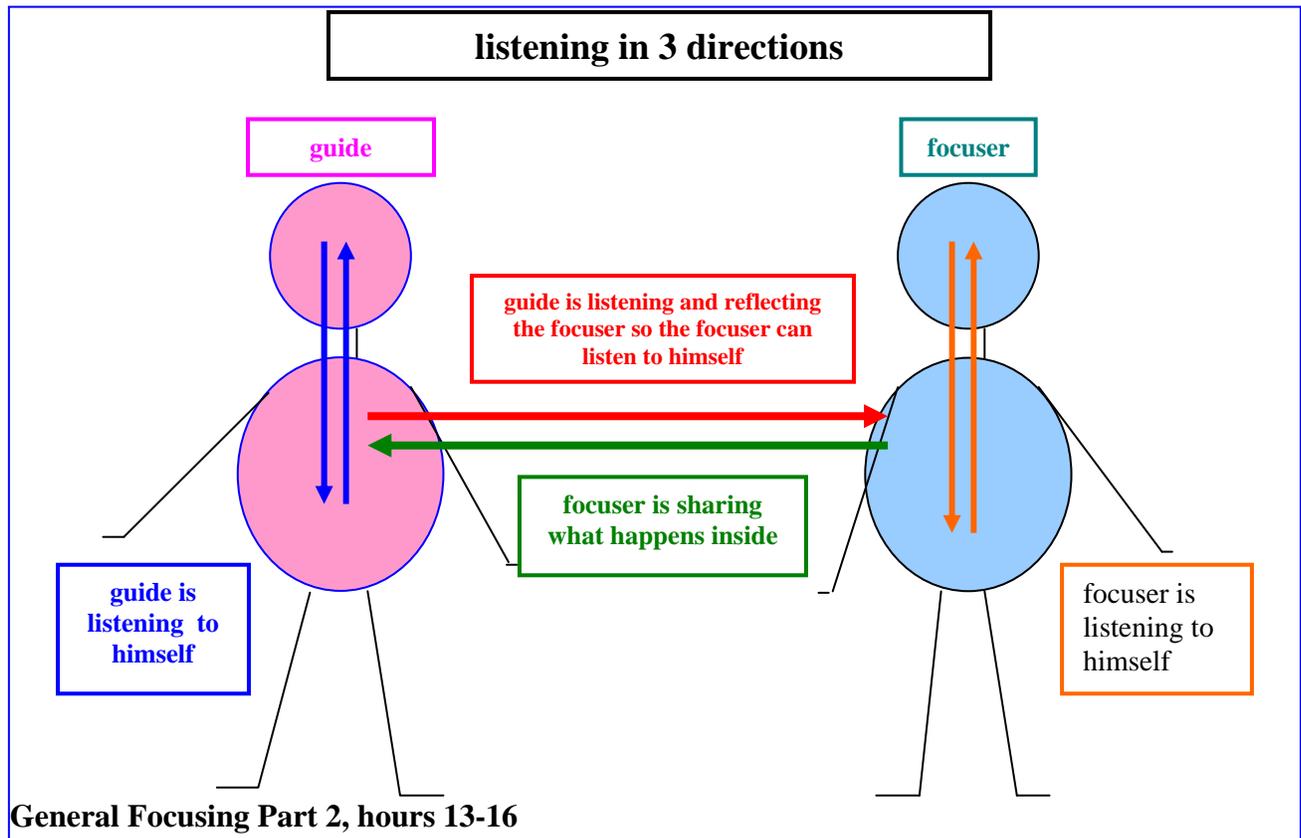
Purpose	Ending the day in a short way with focusing
Description	<i>Ask inside in one word what comes from your bodily felt feeling about the whole day</i>
Sharing	one word

General Focusing Part 2, hours 9-12

Experience	BONAM (in German: Berührung, Ohren, Nase, Auge, Mund) = touching, ears, nose, eyes, mouth
Purpose	Heightening sensory awareness
Form	Individual in plenum
Description	Experiencing: <ul style="list-style-type: none">- Touching the skin of your arm with your other hand and being aware of the Felt Sense of that Feel difference at the inside and the outside. Difference with fingertip and nails. Also experience in pairs- Listen carefully to all the sounds around- Smell the scents around. What is all there coming to your nose. Feel what happens inside- Look at something special, beautiful like a bunch of flowers, a scarf, a picture. Notice how you attention is inside- What kinds of tastes are in your mouth? How do your mouth feel, and your tongue? Move your tongue to explore your mouth and lips. What happens with your awareness inside?
Reflection	Individual: How was this for you. Can you imagine using this with a group of children, one experience at the time
Sharing	In the dyads
Theory	You can with this experience also invite to connect with experiences of childhood This experience can be used for adults, also as homework for persons who have difficulty going inside, or to feel something inside. It gives also access to inner child experiences. Several applications for children, using one experience at the time (Micro-processes): <ul style="list-style-type: none">- becoming quiet, concentrated inside before tasks- raising sensory awareness as preparing for focusing-program- bringing attention inside before focusing-process
Experience	Felt Sense from Adjectives words
Purpose	Focuser: To know my Felt Sense better by experiencing Guide: To exercise the basic guiding attitude: Fully accepting what the Focuser is bringing.
Form	Say always „yes“ to the focuser Dyads
Description	It is at the same time a funny and serious experience, which evokes the inner awareness with the Felt Sense. Each participant writes down 10 - 20 adjectives at random, without selection, just what comes up (warm, funny, frenzy, cosy, rapid, permissive, etc....) In the dyad begins A with her list of words and says: “I am...(warm) and notices precisely and honestly the inner diffuse, vague or stronger inner bodily felt sense what comes up with this sentence. She takes enough time after each word to really sense it till she went through her list. B as the listener/guide lets know by mirroring what she/he has heard and says “yes” to it and gives attention to it without judgment or comment
Reflection and Sharing	In the dyad or group of 4 (2 dyads together) How did I experience this exercise Possible Also drawing: <i>How am I in this moment with this experience</i>

Modelling Purpose	‘A focusing process by focusing trainers or focusing trainer with participant’ Model how the focuser is able to be in the right attitude of non-judgemental being with something, and to use the core-steps of focusing-process, possible with the help of the guide
Form Description	With video or live modelling Focuser: Being gentle, with attention, presence. Guide: Being there, listening, mirroring, tentatively inviting the core-steps <i>For the guide it is again important always to say „yes“ to the focuser. By mirroring and hmm you confirm whatever is there is alright. No judgement of focuser or guide. No questions, No advice</i>
Sharing Reflection Theory	How am I with myself during/after this process With video naming the whole process, basic attitude of focuser and guide, Listening in 3 directions (sheet)
Experience Purpose	‘Focusing process by themselves’ To deepen your focusing with the help of a listener who mirrors and can invite the steps. Using all the possibilities of the Focusing process
Form Description	Triad, trainer present in the triad, observer makes notes With the issue: connect in your imagination with a child or person, who bothers you. A Focusing process can come from here
Reflection Theory	On your questions, remarks, discoveries about the process On the base of questions and remarks

designed by Madeleine Walder/Binder



Introduction

Experience	‘To learn to use Process questions as the 5th step in the Focusing Process
Purpose	Experience the deepening of your Focusing process
Theory	Based on Attachment ‘Process questions’. We know 4 types of process questions. The Felt Shift questions we keep for the last moment. They can bring movement in the process when nothing moves anymore, or at the end of a session when not yet something shifted. If you use them too soon then it is possible it limits other experiences. It depends on the carrying forward of the focusing process: like in the hourglass, (sheet: hourglass) where can be a moment of unclear, vagueness, black, emptiness. Time questions are important to get connection with ‘something in life’: now, future and past experiences. A time-question can lead to Inner Child Work (attachment)
Form 1	Focusing trainer with participant in front of the group, eV. with video
Description 1	Modelling a Focusing process where focusing trainer is the guide with a participant as Focuser, with attention for basic attitude and the bodily Felt Shift, using all the steps except ‘Clearing a Space’ <i>Help the Focuser to get at ease by giving time to check how it is around her, and by saying it is not a demonstration for which she needs to perform. It is a model, in which her authentic experience can be helpful for the other participants.</i>
Reflection	In pairs: What did we recognize. Formulate one essential learning steps
Sharing	Essential learning steps
Form 2	In the same pairs
Description 2	In the same pairs both a Focusing experience with all what you understood so far
Reflection	In pairs about the process
Sharing	In plenum: questions, remarks etc.
Theory	On the base of the questions and remarks, repetition of the theory
Experience	Flashlight
Purpose	Ending the day in a short way with focusing
Description	Ask in one word what comes from the whole day
Sharing	One word

General Focusing Part 2, hours 17– 20

Introduction

Experience ‘Inner critic voice’

Purpose	Looking at, noticing, experiencing, connecting with, learning to know, identifying your Inner Critic Voice better
Form 1	Group focusing with short introduction.
Description	Invitations: <ul style="list-style-type: none">- How does your body carry all that of The Inner Critic, the Felt Sense- What happens inside in you when you hear a critic voice like this- What does it do with your energy, your inner power, your self confidence- From where does this Inner Critic come, from inside or from outside, maybe from above or from behind you- What kind of person is this Inner Critic- Does (s)he have a face and how does it look like, how is her/his voice- Is this Inner Critic also a friend, or an adviser- Do you get something from it- How much power does The Inner Critic have on you
Form 2	Focusing in pairs on what the Focuser experienced and want to continue, especially inner child work if needed
Reflection	In pairs
Sharing	In plenum
Theory	The Focuser keeps the Inner Critic company so you can make a differentiation between the one who is criticized and The Inner Critic. Already this distance will help to get an other relationship. It helps to be able to decide to listen or not.

Experience ‘Ending Focusing Education Part 2’

Purpose	Finding the Felt Sense of the whole experience of the 2 1/2 day focusing experience and to say thank you to your body.
Form	Individual experience in the group.
Description	<i>How does your body carry all that of the experience all this time. Where in your body do you notice this. How does it feel there. Take the time to wait if one word or image wants to come that captures the whole of it. Ask you body if it allows you to mention it in the group.</i> <i>Bring with your attention gratefulness into your body for all the experiences it gave you.</i>
Sharing	This one essential word sharing in the group

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General Focusing, Part 3

July 2006

Marta Stapert and Madeleine Walder-Binder

Purposes of General Focusing Part 3

- Deepening your own focusing, and main purpose is to further your competence as a guide
- Repetition of the Focusing process with all the conditions and the steps now from the perspective of the guide.
- The most important is to feel yourself comfortable and to take your time for this process of becoming a (Child) Focusing Psychotherapist

Experiences

- reconnecting with focusing
- what is focusing and guiding, what is focusing and guiding not
- "no" from the focuser
- basic focusing invitations as a guide
- how do I help the client to start a focusing process: focusing talk
- the right distance
- guiding Inner Child Work
- about feelings, emotions, bodily Felt Senses

General Focusing Part 3, hours 1-4

Welcome and Introduction

It is important to feel comfortable in the new group.

Mentioning the purposes

Experience A 'To learn to know each other and reconnecting with focusing'

- Purpose** In case it is a new composed group: To learn to know each other and to connect with focusing again
- Time** 40 minutes
- Form** In plenum
- Description** Take the time so a Felt Sense about a person can develop
1. Standing in a circle, looking at one person at the time, only observing with your felt sensing. Notice it and let it go, and look at the next person
 2. Going around and non-verbal greeting, maybe finding out through felt senses of you both how it is to touch each other
 3. Going around saying your name with mirroring each other the answer (2 till 5 times)
 4. Asking one question with the theme 'focusing' with mirroring the answer (2 times)
- Sharing** Two pairs around one table, each participant expressing by drawing with colours on one big paper (flipchart) 'How am I at the moment'.
After that asking yourself: *How would I like to express from my Felt Sense how my feelings are in the group at the moment.* Each person can draw at the whole sheet of paper
- Sharing:** In Plenum: Each group: What was the most important. You can make several rounds

Experience B 'What is focusing, what is guiding and what is it not'

- Time** 20 minutes
- Purpose** Building the bridge
- Form** The 2 pairs of experience A sit or stand at the table
- Description** The big paper (other side) has been divided in 4 parts/squares with the questions:
- *What is Focusing and what belongs to Focusing?*
 - *what is Focusing not and what doesn't belong to Focusing?*
 - *what is Guiding and what belongs to Guiding?*
 - *what is Guiding not and what belongs not to Guiding?'*
- So everything you learned about Focusing and guiding can be written down*
- First possibility in 4-persons-group on 1 big paper: *Each of you writes down what comes up in all directions, collecting on the big paper at the same moment the right corner= what is focusing, what is focusing not, what is guiding, what is guiding not.*
- Second possibility individually in plenum on A4 paper, folded in 4 columns: *Each of you writes down what comes up from each participant in 4 columns = what is focusing, what is focusing not, what is guiding, what is guiding not.*
- Reflection** Sitting together in this small group, formulate on a new A4 paper
- Possibility A (when the large group consists of the same participants):
Formulate as small groups 1 essential sentence:
- *How are you connected with focusing at the moment and what is the most important in Focusing*
- Possibility B (when you have quite a new composed group):
Formulate as small groups 2 essential sentences:

- Which conditions do you need to feel comfortable in the group and to create the best learning environment for you?

- What do you need about the focusing and the guiding process for deepening my being in focusing?

Sharing In plenum: Each small group gives his sentence. If needed another circle round

Experience **‘Focusing process „No” from the Focuser‘**

Purpose The Focuser can check all the time if the interventions of the guide fit with the inner Felt Sense.

And the guide is able to help the focuser with this checking and to teach it to him/her

Form In pairs 2 focusing processes

Description Experiencing 1: Can I say “no” as focuser to the guide and find my inner direction?.
Experience 2: Finding my basic attitude as guide when the focuser doesn’t agree with or is not content with an intervention of the guide. Can I take back and invite to drop down my intervention and wait and invite what comes from the focuser, asking: “could you ask inside what is the right direction” or “the right next step?” Trust the process of the focuser can move forward

Reflection In the pair: What happened inside me as focuser to say “no” to the guide. Could I handle that

What happened inside me, as guide at the moment the focuser says “no”. Could I handle that.

Which concepts do I take with me as guide and as focuser?

Sharing Which concepts did you discover about the own direction of the focuser: 1) as focuser, 2) as guide

Theory When you as focuser don’t feel comfortable with someone guiding you or whom you would guide, it is important to recognize and to honour it. Most of the time it is about the own experience and not about the other person. So it doesn’t have to be hurting to ask for a change.

General Focusing Part 3, hours 5-8

Experience	‘Gathering information about each other in the group’
Time	30 minutes
Purpose	To learn to know each other, only when this important in a newly composed group on their request
Form	In plenum
Description	Everybody is standing in the room. With each question they go together into a corner of the room, so everybody can see how the group is composed. The focusing trainer asks: <ol style="list-style-type: none">1. Who lives in Cluj? In Brasov? Alba-Julia? Where else...2. Who lives single? Who lives with partner? Who lives in a family with her children?3. Who is working with children? Who is not working with children4. Who works mainly with groups of children? Who works mainly individually with children Who works with parents?5. Do you work in a normal school? In special education? In private praxis? In a hospital? Institution for child-protection?6. Who is practicing Focusing for herself? Who is practicing Focusing with adults? Who is practicing Focusing with children? Who is talking and introducing Focusing to colleagues / others?7. How do you feel in the group?<ol style="list-style-type: none">a. Who feels 25%, 50%,75%, 100% ok?8. How are you about focusing? How much focusing did you get for yourself?<ol style="list-style-type: none">a. Who feels 25%, 50%,75%, 100% ok?9. How much guiding can you give?<ol style="list-style-type: none">a. Who feels 25%, 50%,75%, 100% ok?

Reflection

Experience	‘Basic attitude as a guide‘
Time	60 Minutes
Purpose	To understand the basic attitude and the 3 conditions of Rogers for guiding
Form	In pairs
Description	Being with mirroring as a way to be an empathic companion for the focuser. Each person in the pair tells one after the other, and the other person mirrors. Each tells an example of mirroring she made in the last period, and how the mirroring made some forward movement or how something new could come by mirroring.
Reflection	In the pairs: Did you acquire this attitude of mirroring? Do you deeply understand that mirroring helps the focuser or the one who tells something, to discover something or go further and deeper in the experience? Make one learning sentence together
Sharing	In plenum: learning sentences
Theory	1. Reminding the triangle for a good learning environment/learning process: Experience, Modelling, Conceptualization 2.Theory about the 3 Basic conditions for guiding of Rogers: empathy unconditional positive regard authenticity/transparence/congruence We can add “enough.....” What fits in the therapeutic situation.

Experience A Modelling of a Focusing process with the basic focusing invitations and the 4 core-steps

Time 30 Min. for the Process

Purpose Deepening the Focusing process with the basic focusing invitations and the core-steps of focusing

Form Model of focusing trainer guiding a participant as Focuser when possible with video recording (if available)

Description Focusing with the question inside: is there something inside that asks your attention now. The observers (all the other participants) have the task to observe if they recognize different ways of mirroring and basic invitations of focusing and the invitation of the core-steps.

Reflections 1. In Plenum looking back at the video, observing and saying out loud the basic guiding invitations and the core-steps

2. In small groups: what was the most important from what I observed. Feedback about the Focusing process experience of the Focuser and the Guide concerning the basic guiding invitations and the core-steps

Sharing In Plenum: what did I learn? What do I still need to do this myself?

Theory Answering the questions. Basic attitude. Being quiet inside. Trusting the process of the Focuser.

Repeating together basic focusing invitations and the core-steps

Experience B Focusing with core-steps of focusing

Time 20 minutes for each process

Purpose Deepening the Focusing process with core-steps of focusing

Form In triads or pairs

Description Focusing with the question inside: is there something inside that asks your attention now. The observer has the task to observe if she recognizes different ways of mirroring and basic invitations of focusing and the invitation of the core-steps

Reflection In the small groups: what was the most important from what I observed. Feedback about the Focusing process experience of the Focuser and of the Guide. Formulating 1 learning sentence

Sharing In Plenum: the learning sentences

Theory The meaning of those basic invitations: change comes from the inside and not from the outside.

We can't change someone else. We can only offer a environment, in which the focuser/client can change in the inside. Only when inside bodily change takes place there can be change of behaviour.

The Felt Sense incorporates meaning and the chance for change.

General Focusing Part 3, hours 9-12

Experience	‘Clearing a space in an imaginary way’
Time	Short
Purpose	To arrive
Reflection	In pairs with the neighbour
Experience	How do I talk in a focusing way and help a client to start a Focusing process? Example of a client in a depressive mood
Time	
Purpose	How can process-questions help the therapist to invite a client to go into a focusing process
Form	1. Modelling of focusing trainer as guide and the engaged participant as client 2. In pairs: one is talking and the other participant is guiding in the talk and inviting for a focusing experience
Description	The client starts to talk and the therapist helps the client to go deeper in her own process during talking with each other by asking process questions, and inviting the client if she wants to be with all that on a deeper level inside so more of a change can come from the body
Reflection	in the pairs: What was for you important. Make a sentence together what you take with you from this experience
Sharing	In plenum: sharing the learning sentences
Theory	Process questions. Difference between content/informative questions and process-questions. In focusing we don’t use the content-questions as: What did the neighbour say or do Why did you react like that What happened then. In focusing it is more about the ‘how’.
Experience	‘The right distance’
Form	In plenum
Theory only	First about the differences between emotions and the Felt Sense. Emotions are only a few. We can count them. They have no meaning in them, and no possibility of inner change. When they come up they need to be expressed. The difference between big emotions and the fine-tuned emotions, “being touched” in a focusing process. Too close: In a focusing process emotions can become very big and heavy, or the old traumatic experience is too overwhelming to continue focusing. It is a good suggestion the focuser looks for the right distance between the overwhelming experience and the focuser: some breath in between, taking ‘it’ in his hands or putting it away as far as needed or around the corner, even at the horizon. Too distant: When the experience is too foggy, too far away the guide can invite the focuser to let come the experience nearer, sometimes by giving more attention to the Felt Sense, being more friendly to it, giving, it more presence.

General Focusing Part 3, hours 13-16

Experience	Model Focusing process with the ,Inner Child'
Time	75 Minutes
Purpose	How to start to guide 'Inner Child Work'
Form	Focusing trainer with a participant as focuser
Description	Focusing process with all the Process questions: Focusing with time questions and Inner Child work
Reflection	In plenum: 1.) What did you experience yourself 2.) What did you learn
Theory	See attachment about Inner child Work, only the first part: finding the child, giving it your presence, being very careful not to overwhelm the child with your being there for him/her, leaving it space and initiative. Maybe it can receive your question what it needs.

Experience	'Guiding a focusing process with inner child work'
Time	About 2 hours
Form	Triads
Purpose	Experience of a Focusing Process with Process questions of Focuser and Guide with an observer/helper with inner child work
Description	With everything of the Focusing-process the participant acquired as guide so far.
Reflection	In the triads: how was it for each of us, and what did we learn, in details, (not general)
Sharing	In plenum
Theory	About the importance of inner child work, to find more inner space for the person you are, With new perspectives. Answering the questions and remarks what the participants need.

Belongs to the Manual for the Education in Focusing Oriented Therapy for Children October 2004 - July 2006 in Romania

Educators Marta Stapert, Madeleine Walder-Binder, Ynse J. Stapert
This Program is recognized by The Focusing Institute, New York
Children's Focusing Corner, Workgroup of The Focusing Institute

General Focusing Part 4

July 2006

Overview

1. Purposes

Subjects for this course are directed on presence, guiding attitude, holding the process, mirroring, focusing interventions and processfurthering questions, especially difficulties and blockages, repetitions, physical symptoms, pain.

- I learn 'clearing a space' in several ways (see attachment 'Clearing a space')
- I learn to know myself still deeper and better, open for my insecurities, mistakes as a guide, etc.
- Presence, mirroring and accompanying
- Deeper connecting with Inner Child Work for yourself and as guide (see attachment 'Inner Child Work')
- How can I deal with my own difficulties and blockages during guiding a focusing-process?
- How to deal in a focusing way with blockages of the Focuser during the Focusing process, pain, illness and special bodily reactions during Focusing as for example 'out of body experience' etc.

2. Experiences

Hours 1-4

Clearing a space 'How am I at the moment', also short/fast form
Building the bridge

Hours 5-8

The presence of the guide
Guiding with the mirroring response "something in you...", disidentifying from 'it'
Focusing experience with 'qualities'

Hours 9-12

Deepening Inner Child Work

Hours 13-16

Blockages and bringing movement, carrying the process forward

- the guide gets own blockage
- blockage in bringing attention/awareness inside
- BONAM-exercise
- obstacles for finding and staying with the Felt Sense. What to do
- the Inner Critic
- obstacles: too close, too distant and what to do
- when Felt Senses come one after the other

- loosing control, psychotic phase, out of body experience

Hours 17-20
- (chronic) pain and illness

- headaches

- heartfailure

- hyperventilation

- importance of giving attention at and 'clearing a space' from (chronic) pain and illness

General Focusing Part 4, hours 1-4

Introduction

We always start with ourselves. It means at least we will make a free inner space in order to create an atmosphere as open as possible for myself and for the children I am with

Experience Purpose	‘Group focusing: ‘Clearing a space’, short form’ (attachment 10 ‘clearing a space’) Guiding the attention inside. Creating an open and receiving atmosphere inside for connecting with what happens inside, about the whole of it and not in details: ‘how am I at the moment
Form Text	Individual Focusing in the group Clearing a space with the question: ‘How am I in this moment’? <i>Be aware how it feels inside what kind of bodily feeling is there? Give it your open friendly attention.</i> <i>This inner place gets at this moment the opportunity to let you know something about the whole of it what is there. Take your time for this.</i> <i>When giving all this warm and empathic attention inside at this special place, a word or image or movement, a smell can come. Whatever comes is right for the moment how it really is for you.</i> <i>Notice if something is changing in you, being together with what came. Stay with that</i> <i>It is possible something is there that wants or needs more attention. You can friendly say: I know you are there...I receive you in a friendly way... I will come back to you later... I invite you to stay in a special place where I can come back to you.</i> <i>Check inside if it feels right to share one sentence about: ‘how am I at the moment’ in the circle. Which sentence comes up and feels right?</i> <i>You can ask inside for the right moment to finish this experience. Your body knows the answer.</i> <i>Your eyes will open themselves when they are ready to do so. You come back with your awareness in the circle.</i>
Sharing	In plenum in order to connect with each other again: one sentence about: ‘how am I at the moment’?
Theory	‘Clearing a space’ can be done: <ul style="list-style-type: none">- when there is too much at the same time.- preparing for a task- to let go what is in the way by giving it attention- making clear space / disidentifying regarding (chronic) illness, pain: I’m there and the illness is there, and it is not the same, or I’m not the pain. This has healthy influence on the quality of life.

Several ways of ‘clearing a space’:

- noticing one for one what is there, connecting with the bodily Felt Sense of it, asking for the name/label, and putting it in an imaginary space
- drawing one for one with colours, crayons, paint
- drawing it with a scratch, till everything has been put out
- short form: giving friendly attention to just one or two issues. It moves out by itself

Other side of ‘clearing a space’ is getting an inventory. For a focusingprocess you can choose one issue to focus on.

Experience Purpose	Building the bridge To build the bridge between last time, in the meantime and the continuation of the
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	training, sharing about the own Focusing experience, guiding an adult Focuser, guiding a child in focusing or other experience with focusing
Form	Individual focusing in triads
Description	Building the bridge, especially about successful elements from Focusing in your experience as a guide: the feeling, yes, it worked, it did fit, something happened in the child or focuser and has been carried forward.
Start	All members of the small group can sit quietly and ask inside which experience comes up to tell the others? One person tells the experience. Other 2 group-members listen and one will mirrors without comments. The triad chooses one example to present in the group by telling or roleplaying.
Sharing Theory	Each group presents their example Therapy is not something easy-going; it can be really hard. When I want to be a nice aunt for the child, it is not possible to be a good therapist. Only when the therapist can stay with the fear/anger/whatever of the child, she is able to be of help for the child to bring movement. We offer playmaterials so the child can symbolize what is inside. The question is important if we as adult can approach the child and the problem in a different way than the child is used to. We need to have trust/confidence it works one way or another when I am only there for the child with all my presence. It needs courage to stay out of the way, even offer the whole space for the child and to wait what is coming without influencing the child. Only then I can be with the child as it is and it can have an experience of really being accepted. That is the true acceptance and transparence for the child. I get a lot of information from the parents and teachers, but when I sit with the child I don't know it anymore, because the child has its own truth and inner wisdom. Basic is we offer that space so the child can discover and develop what is from him/her. In this way what is frozen inside can melt. I am, as the therapist, withholding and offer as my main tools: quiet time/waiting/presence, mirroring, process-furthering questions and interventions, and my trust something will come.
Reflection	Groupfocusing (with short introduction) with the invitation to formulate your own learning –goals for these days: Take the next invitations one for one inside in your body and wait what comes from there: - In how far am I able to guide in focusing, adult and child: what is allright already - Where am I not yet secure/where am I secure - What do I still need/want to learn/acquire Writing down those issues during focusing.
Sharing	Each person writes down on a separate piece of paper (without name, if you want) what has been found, so we can put the papers on the wall. Everybody can read and relate to it.

General Focusing Part 4, hours 5-8

Exercise	Presence of the guide, being there for the focuser (From Ann Weiser Cornell)
Purpose	Noticing and experiencing the presence of the guide
Form	Triads: Focuser, guide, observer. 3 times
Description	<p>Focuser is going inside in his inner awareness with eyes closed, and the guide is directing his awareness inside in his presence. Focuser can tell something about himself or is quiet. The guide gives all his presence at first, and later on his attention is ebbing away (his attention, his eyes or his body) and the Focuser feels when and how it is when the guide is moving out of the communication.</p> <p>The observer measures the time from the moment the attention of the guide is disappearing till the time the focuser is opening his eyes because he is noticing the guide is not present for him anymore.</p>
Reflection	What did you discover? Did you notice how it feels when the guide is not present and attentive anymore? It is like energy is fading away.
Theory	<p>You can realize that you can feel the attention with closed eyes also. The nonverbal body postures are influencing.</p> <p>When the guide' presence is disappearing for a moment, the focuser has less connection and trust than when it is there.</p> <p>After the therapy it is important for the therapist to withdraw the presence from the focuser, to be able to depart in own energy and selfreliance.</p> <p>For children: the therapist is at the same time involved, and also distant, neutral and not all the time showing and demonstrating. This can be too much for a child, by taking its space.</p>
Experience	‘Guiding with the mirroring response ´something inside you´
Purpose	To exercise more profoundly the mirroring response and the process invitation so you discover still more how Focusing can bring movement in rigid behaviour/ frozen whole / blocked / fixation / obsession. Through disidentification by ‘something in you...’
Form	<p>We will go around the room in pairs. The exercise is brief, so we take the time to go around and watch each pair of people. The last listener becomes the next Focuser.</p> <p>When there is not enough time, you can work in groups of 4 or 5 persons</p>
Description	<p>The Focuser says to the person at the left hand side (being the guide) something that he is feeling, starting with "I am..." or "I feel..." (true or not). Then the guide reflects it back 2 times: first directly mirroring: “you are...” or “you feel...”.</p> <p>The Focuser gives a second sentence "I am..." or "I feel..." (true or not). The guide starts with "You're sensing something in you that feels..." and then the Focuser checks if that feels right. After that the guide adds a basic guiding invitation:</p> <ul style="list-style-type: none">- acknowledge it- be with it for a moment- sense how it feels from its point of view- let it know you hear it <p>Ending the Focusing experience</p> <p>Focusing trainers give at first a model of the experience.</p>
Reflection	In how far did I sense and understand this sentence and the disidentification it brings, making a distance between the Focuser and the ‘whole thing inside’? Can I use this sentence from now on?
Sharing	Ask inside a learning sentence: What did you learn from this experience, and sharing this sentence in the circle
Theory	Through the inner connection, and the inner distance, a process can develop. The word

‘something’ brings a relationship with what is inside and at the same time it makes a distance/a space between you and ‘it’.
 You can use these sentences also as self-guiding phrases.
 About rigidity / frozen whole / blocked / fixation. How Focusing can help to get movement / something new can come. It is always bodily felt. And something new comes in small steps.

Experience	‘Qualities’
Purpose	To know my Felt Sense better. How do I find themes to work with so I become freer inside for guiding a child or adult Focuser. Most of the time we find and give attention to ‘victim’-themes. It is also possible to explore my ‘offender’-themes, my disagreeable qualities, so change can take place. For the guide: At the same time deepening your presence-listening-mirroring capabilities as basic attitude of the guide
Form	In pairs. Each person 5 minutes for finding the qualities and making a choice and 20 minutes for the Focusing process
Short form	Roundabout in pairs: only finding the quality and 2 ways of mirroring: “You are...” and “Something in you”
Description	Sit with each other; and the guide asks: Can you say: “I am...”. The Focuser finds a quality inside and says: “something in me is...” And let a personal quality (more or less agreeable) come up. Notice what kind of felt feeling in the body is coming up with this. Register it and let it go for the moment. After that you ask inside for another one, until your 5 minutes are finished.
Sharing	In the pair: share shortly what came and choose one of them to be with in a Focusing process.
Focusing	Go one after the other in a focusingprocess with one of your qualities as theme, 15 minutes each. With drawing when you want. Make together one learning-sentence.
Sharing	In the circle: the learning sentences
Theory	It is important to stay in a flow to let your qualities come up. This is an example of your own way how to find your issues to be with. As a professional it is important to give attention to whatever is there. It needs honesty. Repeat this experience more often.

Ending this day

Purpose	Sharing how it was, to leave behind what you don’t want to take with you
Form	Individual focusing in the group Feel inside what comes up about the experience of the day today. Let a word or a sentence come up that belongs to this day, with an eye on tomorrow. Drop your attention inside, and notice how it resonates inside. Invite a word to come, or a sentence or a picture or image, and keep friendly connection with this bodily Felt Sense about the whole day. And notice if it still wants to change, till it is still more true. And you can feel when your body let you know: “Yes this is it”. And you can receive this. Ask your body if it allows you to say out loud in the circle what just came.

General Focusing Part 4, hours 9-12

Experience	,Clearing a space' in short/fast form with squiggles
Purpose	Preparing your self for therapy before the client, the child will come in
Form	Group Focusing with drawing in squiggles, sketches, drawings
Introduction	<p>Why do I make 'clear space' inside before I start to guide inner work? As a therapist I want to be free from my own 'occupations', so I can be there for the person with my full presence, attention, awareness, energy</p> <p>We have several possibilities, ways to do that. It is important to put the uncomfortable issue/problem/situation out, included the felt sense of it.</p> <ul style="list-style-type: none">- wrap it with your imagination in a paper, making a package, and putting it in a special place, sometimes a shelfe.- making a movement to bring it out,- bringing it into clay, in a certain form- putting it out with your imagination- drawing/colouring on paper with crayons or paint- drawing about the whole of what is inside at the moment, with the pencil staying in contact with the paper- drawing with left hand or not-usual writing hand- drawing with 2 hands- the quick way: drawing/sketching/making squiggles to symbolize on a small piece of paper with a balpoint
Description	<p>When you get experienced, you will find out your own preference.</p> <p>Everybody has a balpoint with a piece of paper (half A 4)</p> <p><i>Imagine in 3 minutes the next therapy will start. Sense inside if something is there that is in the way to be fully present. Notice how your body is carrying this. How does it want to be expressed on your paper so it is there and not inside any more. How does it feel inside after that?</i></p> <p><i>Now you can check if there is another issue or felt sense that wants to be acknowledged. And bring this also on your paper. Feel how it is inside now? What more comes up?</i></p> <p><i>Bring with regards/respect for what is there everything that is in the way at the moment, also excitement, long lasting feeling. Notice the change inside after bringing something out, also when it is a difficult issue or situation. Let come up a symbol for whatever is there. Your body knows when enough space there. Also a wishing or longing wants to be heard and symbolized. See if something exciting is there to be put out for this moment. Now notice if you have enough clear space and you can also symbolize this feeling on your paper to keep it with you or/and to reinforce it.</i></p> <p><i>Do you notice the difference from before? Are you more ready for the client/child to come in?</i></p>
Sharing	In pairs in 2 minutes: How was it to clear your space in this short way
Experience	'Deepening the Inner-Child Work'
Purpose	Deepening the capabilities of guiding in Inner Child Work
Form 1	1.Theory in plenum, 2. Experience in triads:
Description 1	<p>Plenum: Going over the text 'Inner Child Work' with using the process questions (see attachments 7 and 8 'Inner Child Work')</p> <p><i>It is a continuation of General Focusing Part 3.</i></p> <p>Inner Child Work in Focusing is not regression. In regression is the guide in the role of the adult and now taking care of the child. The Focuser is experiencing the child-situation as a child again. The new behaviour of the guide is supposed to give the healing</p>

experience. In Focusing the adult Focuser is in relationship/interaction with the child and the guide is the listener and facilitator.

It is important to be careful with the child inside because it hasn't hid/blocked/limited itself for nothing. The child can be invited but the initiative is with the child if it wants to come nearer.

Don't force anything. Be in the attitude of the guide with curious presence, so the Focuser can connect with what is behind all that.

Form 2

In triads

Description 2

Making 3 processes with each other, with mirroring and interventions, going into Inner Child Work by the process- questions.

Talk at first if there is already a theme, a situation in the here and now, what would like to be explored.

When the focuser doesn't have a theme for Inner Child Work he can use an invitation like: 'Imagine a difficult situation, experience or happening in your childhood you want to consider/explore again to discover what it meant for you and what you maybe still carry with you'.

In this experience as a guide you can start to share with the observer what you especially would like to give attention, so the observer can give special attention and presents. The Guide can also ask afterwards from the Focuser how the guiding was for him/her.

What happens to the guide during the process, with 'mistakes' and blockages, own Felt Sense, emotional reactions, etc. As a guide I may make 'mistakes' also, and being a model for the Focuser how I deal with that.

Reflection

In the triads reflecting is about the Focusing process and not about the content anymore!

What happened with the guide during the Focusing process, with feelings of failure, mistakes and doubts? I may make mistakes. The Focuser knows his own direction and has responsibility for his own process.

Formulating one learning sentence to bring back in plenum

Sharing

Learning sentences

Theory

Additional concepts from remarks and questions

See again attachment

General Focusing Part 4, hours 13-16

Introduction ‘Interventions in Focusing ‘

Exceptions / blockages / when focusing or going inside does not work, and how to get movement in the process/carrying the process forward

Experience ‘The guide gets own blockage, fault or distraction’.

Purpose Developing tools for the guide with the challenge to transform whatever happens into a therapeutic experience

Form Modell of Focusingtrainer with participant or 2 Focusingtrainers together with meta-communication

Description What can the Focusing guide do, when he is not concentrated or other experiences:

- when Focusing guide can't concentrate himself
- when just ago something (personal) has happened, with which I'm occupied inside
- when something of the process of the Focuser is touching me
- when the Focusing guide gets a heavy, sleepy feeling
 - when the Focusing guide falls asleep, in 2 situations: the eyes of the focuser are open or closed
 - when the Focusing guide can't agree with the content, the attitude of the focuser
 - when the Focusing guide is too late/forget for the appointment

Modelling Focusingtrainer with participant or 2 Focusingtrainers together with meta-communication

Reflection Pairs: First how you are touched by this experience, and what do we have as learning experience and questions, bringing one important sentence in the circle

Sharing In plenum after the modelling and reflection

Theory 1 When the guide didn't make the right intervention:
The psychotherapist has always to be ready to let go/drop whatever doesn't fit for the Focuser. It happens often that the mirroring/reframing/intervention doesn't fit exactly in first instance. When the guide notices he has made a 'mistake', then it is important not to hold on to your own idea. Do not defend or explain yourself to restore your fault. The guide can pull back and say: "You are right; just forget what I just said". This, mostly, is what the child, and the focuser as a child have missed: that the adult has explained and excused himself. It is an emancipatory development of the client when he learns to say "no" to the therapist.

The guide can for himself reflect on what made he could not follow the focuser in the right direction.

Theory 2 **How to turn whatever happens into a therapeutic experience, using your hypothesis**

For example: The Focuser says that the guide isn't good enough. The guide can reflect inside, what does that mean for me, maybe the Focuser has had in his life many disappointments about other persons. Now you can use your inner reflection with this hypothesis for your next mirroring intervention: „Ah, I said something that didn't fit. I regret this. Something comes up in me; do you want to hear this?“ If the Focuser says "yes", you could say: "Something in me supposes that this happened more often in your life. Does it make any connection with the girl inside to whom nobody listened, or listened in the wrong way?“ Here could follow a process with Inner Child Work
When the Focuser says: "No, it is only with you, therapist, you could say: "That is also possible it has something to do with me, and I want to be carefully with all that. What does this mean for you?“ The guide doesn't defend himself. He stays with the mirroring and going back to the Focuser.

It is important for the Guide to pay attention to a too big feeling of guilt for his fault.

Theory 3	<p>When the guide really makes a mistake, like forgetting an appointment. I need to apologize for that.</p> <p>Being aware of the similarity in the situation, the next step could be to make a summarizing mirroring, from all you got to know from the Focuser about being left alone. For example: “It must be especially hard for you I forgot our appointment, being left alone in your life more often...” A Focusing process will probably follow.</p> <p>Another solution can be not to be payed for this time, or making an extra apointment. In this way we stay congruent and transparent.</p> <p>When the guide falls asleep it is also good to ask yourself, next to your really fault, what it is in the Focuser that makes you fall asleep</p>
Theory 4	<p>In Focusing we don’t use the concept of ‘resistance’. Resistance doesn’t have a ‘point of reference’. We can hardly work with that. If we consider as something that is protecting the focuser or it seems to be lifesaving, that something is behind each behaviour, whatever the client or the child shows, we can be with all that when we go to the Felt Sense of it.</p> <p>The meaning and the possibility for change is infolded in the Felt Sense</p>
Theory	<p>How Felt Senses show themselves when we are in/with different situations: be aware it can be ‘a Felt Sense about a Felt Sense’</p> <p>Always first the question: “where in your body do you feel this new feeling”. Next: “Can you stay with this feeling”, always looking for the right moment. Waiting of the accompanier is most important.</p> <p>Sometimes the Focuser has a Felt Sense and also something else. Is it a Felt Sense about the first Felt Sense?</p> <p>The Focuser did something with his original traumatic experience to be able to handle ‘all that’ by a new decision, like: I never want to feel this again, or I can’t afford to show my real feelings. It is a protection of dangerous feelings by freezing them inside. A part of the personality is cut of in the attempt for balance and solution. With Focusing in the own autonomy the child can resolve old decisions so change is possible.</p>
Experience	Modeling a Focusing process of the 2 trainers, with meta-communication about the interventions
Model	Madeleine is focusing and Marta accompanying her. Marta made insofar it was possible, meta-remarks about her interventions.
Questions	Many questions and observations are being asked and answered
Theory	When the Situation in life gets in a difficult, heavy, threatening situation (death or left alone) the chance is the ancient Coping-Mechanisms come up again.
Experience	‘Focusing process with inner child experience, with sensing own blockages of the accompanier’
Purpose	To experience how you as a Focuser can be in touch withown inner child, starting with the Felt Sense of a here and now experience.
Form	The guide will experience her skills in guiding through the whole process.
Description	Triads: 1 Process or more when there is enough time. After each focusingprocess you reflect on the process and the skills of the guide.
Reflection	The Focuser starts with a situation here and now, connecting with the Felt Sense and through resonating and asking a time-question, seeing if inner child experiences are connected. Continue with Inner Child Work
Sharing	In the triad after 1,2 or 3 processes, not about the content anymore, but about the process of the focuser and the skills of the guide. Giving presents. Make 1 learning sentence.
	Plenum: learning-sentences coming up in Focusing and sharing in the circle

At the end: Can you ask inside for how many percent you estimate yourself now as a Focuser. Ask it inside from your inner sensing. After the first outcome you can resonate till even the number after the komma will come.

Experience: Obstacles in bringing attention/awareness inside

When the Focuser has a difficulty to bring his attention inwards, it is good to give it time and as guide to talk with a clear voice even with some emphasis

Sometimes a Focuser can not or hardly feel his body. It is then not easy to bring his attention inwards.

Some exercises to get more connection with the body are:

- more attention for a longer introduction
- especially being friendly in the body
- move different bodyparts: tightening, pinching different bodypart and relaxing again
- how can you feel food in your mouth and in your stomach
- BONAM-exercise

Resistance is not used as a concept in Focusing, because it is never for nothing something doesn't work for a Focuser. There can always be something behind it.

There can be, for example, be something behind it when the Focuser has a difficulty to bring his attention inwards, to close his eyes. At first take the time as described already.

The Focuser can also give attention to the place or area where his body is withholding him (feeling about a feeling). With this Felt Sense a process can start. Continue to give attention until there is space to bring the attention inwards or to follow the process further.

Obstacles for finding and staying with the Felt Sense

1. What prevents to feel/get connection with the Felt Sense:

Expectations, impatience, forcing something to come, unbelief, irritation, inner critic

When something comes, be respectful, open, friendly, receiving with it, acknowledging what is there. If this attitude don't want to come, be with the Felt Sense of that 'not coming' first

Invite or put friendly a resisting attitude at the side

The Focuser can investigate what is in the way, with a Focusing process staying with that Felt Sense (feeling about a feeling), by asking "what is there at the moment".

Often old messages and fears play a role.

2. When the Focuser can't find a Felt Sense

Check the difference between a feeling in your throat, chest and belly. The Focuser can say to himself: "I feel great", and check if this fits inside with the Felt Sense

3. The Felt Sense does not develop anymore

Mirror also a little bit that comes

Give it time, space and friendly open receiving attention, presence

4. When the Felt Sense disappears

-Go back to the moment the Felt Sense was still there

-Bring the Felt Sense nearer in the body by reinforcing the bodily feeling

5. Being aware of the Inner Critic

Only mentioning this, because we did a lot about this earlier

The detrimental voice, which can't permit a Focusing process, could be the 'inner critic'

Eg: you never do something right...don't believe this...this image doesn't belong to me...this can't be true...'

It can be helpful to shove it aside in a gentle, and firm way.

An other way is to investigate the critic voice in a Focusing way: "Where do you feel this inner critic voice the most in your body (sensing about a feeling). You can spend one or more special Focusing processes on this subject.

A special question to put inside is: "What does this critic voice trying to teach me?"

Obstacle: too close, too distant

You can determine the right distance when your experience evokes too much feelings and emotions inside you or they are too vague. It is too close or too far so you can't get connection with the Felt Sense of all that.

Too close

Through developing the handle and the progression of the process strong emotions can come up. Often it can be old emotions that never have been expressed. It would be hard to suppress them again. So in my way of accompanying it is important to help the Focuser to listen to this emotions (fear, anger, grief, extreme loneliness) and to be with it. It can be a great relief when the Focuser realizes that the experience develops in a other way than when the experience really happened.

In the meantime the Felt Sense about the issue itself can be lost. By listening, support and encouraging slowly on the connection with the Felt Sense can be restored and the initial process can continue.

When sometimes emotions become so strong the Focuser can't hardly stop anymore, and is not able to be with the Felt Sense, we can invite the Focuser to invite the emotions to take a little distance from the body, so the connection with the Felt Sense about the emotions can develop, by:

- bringing some breath between you and the emotions
- bringing the emotions outside
- to take a step back
- using images coming up from the Focuser

Too distant

When the Felt Sense is not strong, when the Handle doesn't become clear enough, the bodily Felt feeling is always the source to go back to. The Focuser can stay longer with it, giving more friendly attention, also exploring a vague, slight feeling of a Felt Sense.

By doing something with the body, moving it, pressing, expanding, this vague feeling of the Felt Sense can become stronger, and can speak up more clearly. For example: when the feeling of tension in the throat is still vague and remote, you can make the Felt Sense stronger by making this tension physically stronger.

How to work with making choices and decisions

Introduction

Most of the time choices and decisions give mixed feelings because of the many possibilities and the consequences.

Rationalizing doesn't work, as we know. Even if we put all pro's and contra's on a list, we do not yet know what is right.

The basic issue is in Focusing that we trust the body in its knowing. Let us have two simple experiences.

Experience 1 Rice or potatoes

Purpose To find out my body knows

Time 10 minutes

How The whole group

Description After dropping down your attention, *imagine the taste and the texture of rice in your mouth and how your stomach is receiving this. Stay with this...maybe a word or gesture comes up. When you are ready, just let it go*

Now imagine the taste of cooked potatoes in your mouth and how your stomach is receiving this. Stay with it...notice how this feels inside...maybe a word or a gesture comes up.

What are you going to eat tonight? Check your Felt Sense which answer feels right.

Sharing In pairs 'What did you discover about the wisdom of your body?'

Experience 2 Your hands know the right decision

Purpose To find out the right decision

Time 10 minutes

How The whole group

Description Think about a decision you need to take today or tomorrow. It can be a trivial one. After dropping down your attention...put one decision in one of your hands...put the other issue in your other hand...let them move together, guided by your Felt Sense...asif talking with movements...feel what is right for them...till the solution or decision or choice becomes clear...sense in your body how it is now.

Sharing In pairs `What did you discover about the wisdom of your hands?

General Focusing Part 4 , hours 17-20

Welcome and building the bridge

By exchanging experiences, questions, requests and suggestions for the program

Introduction about bodily symptoms-sensations during Focusing

Some practical remarks

Physical pain and illness. How do I relate to it?

Imagine you have cut your finger. What happens inside? How do you feel this all the day. How much of your attention does it take?

It is not only the pain , but also how and what it does with us inside in our Felt Sense area.

Impatient...irritated...how stupid I am...I am not that quick anymore...I am too busy...this happens all the time to me...why me...exactly the finger I need...when my mother knew this she would scold at me...I feel some compassion with myself...etc

All that can happen with pain as inner bodily sensed reactions.

And Focusing can really help us by giving attention to the cut in the finger or any other physical pain.

Sending attention is giving some healing energy. Not pity but compassion. It is important to find the right distance to the pain.

I can be with the pain with irritation and anger, or accepting. So every issue can be subject for Focusing.

Can pain be a symptom or a Felt Sense?

When the Focuser feels physical pain it is good to check first if this can be felt as a Felt Sense with a story behind it from which change can come.

Otherwise you can stay with your friendly attention with the Felt Sense about the pain.

There are also physical felt sensations as sleepiness, turning /spinning around, being thick like a Michelin-puppet. Most of the time it is not a Felt Sense so nothing happens because it has no meaning involved in itself. It is only distracting from the inner process. The Focuser can take distance to it by opening his/her eyes for a moment.

If the sensation doesn't disappear the Focuser can give attention to the Felt Sense of the sensation and wait if something comes up in a Focusing process (feeling about a feeling). In the case of sleepiness the Focuser can at first move a finger to stay alert and awake. Next step can be to be with the Felt Sense about the sleepiness.

Loosing control / psychotic phase / out of body experience?

Let the Focuser open his-her eyes when the Focuser is too confused. Feet on the ground, ev.tramp-pound, let him-her look into your eyes, hold his-her hands. When some clarity comes back, ask for the Felt Sense of all that...

When one Felt Sense comes after the other?

Focusing is always about the whole, the total and not about the details. Ask for the Felt Sense of 'all that'. Let the Focuser choose one issue with the Felt Sense of it.

Felt Sense in the extremities?

a. Ask about connection with the center of the body.

b. Example (in short): A Focuser got pain in his forearm. Being with that pain it became stronger. The experience of the vaccination as a baby came up of being hurt and left alone. He got connection with the Felt Sense in his breast. From there came the meaning of the experience: 'I have to do it all alone without consolation'. It is important to understand the sequence of this process. The meaning and the new discovery comes from the Felt Sense. From the change in the body new behaviour and action can develop.

Hyperventilation?

If the anxiety raises too high it can be good to help the Focuser to bring the breathing down in the belly or to teach side/breathing, pushing the ribs to the side. When some space comes to make connection with the Felt Sense about all this a process can start.

Clearing the space from pain

I can only be with the pain and give attention when I am there and the pain is outside. Not: "I am the pain", but "I have a pain". It is something there that is named 'pain'.

The accompanier can propose to the Focuser to gently and with respect hold the pain in his/her hands, so (s)he can notice a little distance between him/her and the pain. "When you put your head in the soup you can't taste it anymore". (Gendlin)

It is all about giving the right attention.

Often the pain is not a Felt Sense. But we can start with the pain as a Felt Sense about something because the Felt Sense knows if something is behind the pain

Focusing can't directly cure diseases However how we relate to pain, illness or disease makes quite a difference in the quality of life. Focusing can bring relief and reduce anxiety, irritation, impatience: Focusing can make the change how we are with our discomfort. Clearing our space and taking the right distance are important tools.

Comparing Focusing, Psychotherapy and Focusing oriented Psychotherapy

Theory

Exchange

Focusing in Partnership

Again emphasis on Focusing in Partnership. The necessity is obvious when we want to stay healthy and in balance.

Organizing partnerships for whom not yet has a partner.

Experience	Capturing all together about Focusing in the whole Focusingprocess
Purpose	To integrate all you have learned and experienced about Focusing in a real Focusing process from beginning to the end
Time	Three times a process of half an hour. Reflection after that (15 minutes).
How	Triads, with reflecting after 3 processes
Description	Special attention for the accompanier with the question: Can you all the time ask: What comes from my inside, Felt Sense, after the mirroring for the next right intervention, taking time for it. When the Focuser is not able to reach a next step, to stay with the feeling about this 'blockage'
Reflection	In the triad: Short going inside to find one important issue, discovery, question, remark for sharing in the whole group and asking inside permission for sharing it
Sharing	In whole group
Theory	Reactions and complementary remarks on questions

Instruction for Focusing 5 'Focusing Dreamwork'

Start (or continue) writing down your dreams in a special notebook. Even if it is only a little piece of a dream or just an image, or a vague feeling with which you wake up, write it down. Use a special notebook. Write only the right page (or left when it feels more comfortable), so you can use the other half for notes, drawing, discovery afterwards. Give the dream a title. Note the date and maybe first association or what you did the day before. Choose one dream or a part for the next time.

Ending the day

Going inside with the question: 'What would I like to leave behind, and what is valuable to take with me'. Take your time as long as you need to feel clear to go home.

Belongs to the Manual for the Education in Focusing Oriented Therapy for Children October 2004 - July 2006 in Romania

Educators Marta Stapert, Madeleine Walder-Binder, Ynse J. Stapert
This Program is recognized by The Focusing Institute, New York
Children's Focusing Corner, Workgroup of The Focusing Institute

General Focusing Part 5, Focusing and Dreams, Hours 1 – 4

Recommended book

Eugene T. Gendlin, Ph.D. Let your body interpret your dreams
Chiron Publications, Wilmette, Illinois
ISBN 0-933029-01-2 (pbk)

Attachment 14 with 16 questions from the Dreambook of Gendlin.

Welcome and Introduction

We use undiminished all principles of Focusing and accompanying Focusing when the dreamer is engaged with his/ her dream. For that reason I consider this part "Focusing and dreams" is a good opportunity to use and repeat all acquired regarding Focusing and accompanying.

The Focusing way of working with dreams has no theories or something you believe in. Gendlin's experiential method is based on several conceptions. Dreams are mysterious. We can never be sure of any interpretation. Each dream is carrying something new, a growth direction. We can only trust when something new, and fresh comes into the body.

In the method of Gendlin only the dreamer him/her self can interpret, give meaning to his /her dream. From other theories any body can give meaning and interpret your dream. Don't allow that somebody else gives meaning to your dream and don't interpret the dream of other persons.

The Bodily Felt Sense is always central in working with the dream. When the Bodily Felt Shift confirms the meaning or interpretation, it's true. The Felt Sense and the Felt Shift are guiding the process of the dream. It is Focusing applied on dreams.

Gendlin is using a list with 16 questions to discover the depth and the growth direction or development in the dream. When we work in a Focussing way the dream is always the guideline. The accompanier is more active than in a Focussing process. We can ask questions to the dream about "how and what".

How to catch, remember your dreams and to activate your dream life

Your dream life and remembering your dreams can be activated the following actions:-

- Take an overview of the events, experiences, situations of the day, especially what has touched you
- when you before falling asleep, respectfully invite a dream in general or about a special theme, issue or subject, or situation in your life
- Drink a lot of tea in the evening so you wake up in the middle of the night, when your dreams are most active
- Writing your dreams down connects you more and more with your dream life. It can enhance your intuition and clairvoyant capabilities and clear knowing
- Put pencil and paper at your bedside, or maybe an audio-recorder to record your dream immediately when you wake up and still remember the dream, also in the middle of the night
- Stay in the same position when you wake up or turn back in the same position. Don't allow something to come into your mind.
- Perceive/observe your body position, feelings, mood, thoughts.
- Use a special notebook to write down your dreams. Use only the right page, so you can use the left page for your experiences, discoveries, sometimes a drawing. Give a title to your dream, date and place

- Take each little image or word of a dream serious. It can have a world behind it and bring meaning and inner change and transformation. Be grateful for what comes, although it seems a little piece. A single image can already have a meaning or discovery
- Love and enjoy your dreams.

The most important is to 'receive' the dream, to say "yes" to it, and enjoy, love your dream, even if it is very expressive or scary. Don't make it a heavy work, but create a good relationship with your dream life. You don't need to interpret and understand each dream in detail. A next dream will come to tell you something more.

Gendlin gives in his book also a list with general 'universal' symbols. The dreamer can only use those symbols very carefully questioning till the dream find its own growth direction, belonging to the dreamer. Resonate the general symbol for that reason always with the Felt Sense.

Experience 1 "The Felt Sense of a dream"

Purpose Experiencing the Felt Sense is the core of the dream work.

How In plenum

Description Discovering the Felt Sense and to stay with it until a word has come, belonging to the Felt Sense with the question "Go to the last dream you remember. How was your Felt Sense, belonging to the dream or a part of the dream?" Wait till a word has come that captures the Felt Sense the best, the most.

Sharing 1: In pairs 3 minutes one and 3 minutes the other, with mirroring about the experience

Sharing 2 We go around the circle. Each one says the word that has come, unless somebody doesn't want to. The person at the left hand chair is mirroring. The person at the right hand chair is the next one sharing his/her word. By this sharing we get connection with the richness of our dream life and the Felt Sense of it

Reflection Stay connected with the Felt Sense during your work with a dream.

Introduction theory/method regarding the accompanier with a Focusing Dreamer

When a accompanier is with you during working with your dream, you start with telling your dream or a part of it. The accompanier is repeating the dream and asks the details of the dream step by step.

This has 2 purposes: The dreamer gets a clearer picture of the dream en can sometimes find back details of the dream. The dreamer gets it back in his experience. The accompanier repeats and asks until he/she has captured the story.

The accompanier can ask a lot of things, it is the responsibility of the dreamer in how far he/she wants to answer, protecting the own space and privacy.

From the sensitivity of the accompanier, connected with his/her own Felt Sense the next question comes to the dreamer. Use your creativity as accompanier up to the most, but never force a question.

Realise always you are a guest in the inner space of the dreamer, just as in Focusing. The accompanier can only offer the 'how' of the process and never force the 'what', the content.

It is the responsibility of the dreamer to let know when he/she doesn't get connection with a question of the accompanier.

As accompanier you are alert for the face, posture, body language of the dreamer, so you can notice certain uneasiness. You can ask if the question fits for the dreamer. Often people are too polite to say so.

When the accompanier still keeps an idea that something special or important is occurring for the dreamer, but doesn't want to go into it, you can later come back to it with another question.

Experience 2 “Working with a dream”

Purpose	To discover all the different ways along which a dream comes to the unique experience with focusing. Finding the title of the dream
How	In 2 person groups.
Description	Each is telling a dream or piece of a dream, taking turns. Telling in present tense. The accompanier is listening and first mirroring. After that asking questions for details and to get the content of the dream clear, helping to slow down, waiting 10-60 seconds. Quick answers have the chance to come from the head. Finding the title of this dream
Sharing	In the circle The title of the dream, unless someone does not like to, discovering the richness of dreams and your awe for it. Sharing questions and remarks, with complementary comments of the Focusing trainer

Introduction theory/method

After the telling of the dream and repeating of the accompanier we always use the first three questions of the list of 16 questions Gendlin composed of the several methods about dreaming (see attachment nr. 14).

The accompanier offers the question to the dreamer, and the Felt Sense of the dream. The dreamer is connected with the dream through the Felt Sense.

The questions of the accompanier are always meant as proposals. The accompanier makes this clear in advance. The dreamer him/herself is responsible which questions are applying. He/she can notice it in the Felt Sense by a Felt Shift

The accompanier mirrors first the main words of the dreamer, and asks after that the details or a next question. The Dreamer takes in all the mirroring and questions from the accompanier inside in the body and not at the outside, or in the brain.

Wait 10 till 60 sec. with each question before answering. Quick answers mostly come from the head.

The accompanier asks the dreamer to tell the dream in the present tense.

Especially when a dreamer is not accustomed to be in a focusing way with dreams is inclined to follow the steps of Focusing through the Felt Sense. In that case the ‘precious’ material of the dream will not be used. Go back to what the dream presents within the Focusing attitude.

The sentences in italics are quotations from Gendlin’s Dreambook, (see attachment 14 in hand)

Question 1

WHAT COMES TO YOU?

What are your associations in relation to the dream?

What comes to your mind as you think about the dream?

Or pick a part of the dream. What comes in relation to that?

Here we use the first ideas and thoughts of the dreamer.

Most of the time these are general ideas from ‘hear saying’ and superficial associations.

If we don’t pay attention to them the dreamer doesn’t have space for next questions.

After asking general ideas one of the next questions can come.

Question 2

FEELING?

What did you feel in the dream? Sense the feel-quality of the dream. Let it come back as fully as possible.

Choose the most puzzling, oddest, most striking, or most beautiful part of the dream. Picture it to yourself and let a felt sense of it come in our body.

Or pick a part of the dream.

Then ask: What in your life feels like that?

Or: What does this feel-quality remind you of? When did you ever feel like that?

Or: What is new for you in that felt sense?

Invite the Felt Sense of the dream to come up into your body, even if it is vague.
This can apply as well for the total dream as for the parts of it.

Questions for carrying the process forward:

What in your life feels like that?

What is new for you in that felt sense

Question 3 YESTERDAY?

What did you do yesterday? Scan your memory of yesterday.

Also recall what you were inwardly preoccupied with

Something related to the dream may come up

The dream can deal with a residue of the day before, for example an feeling, situation, experience, that didn't get enough attention.

Questions #1, #2 and #3 offer three ways to get associations.

The dreamer can use these questions during the whole process.

Experience 3 “The first orientation in the dream with the first 3 questions “

Purpose Using the first three questions to bring together and repeat the first step of Focusing with Dreams ‘telling the dream and finding details’

How In three persons groups : dreamer and accompanier with observer, with turns

Description The dreamer tells his / her dream and the accompanier first repeat / mirrors.
Thereafter the accompanier ask part by part for the details, until the dreamer has a clear picture of the story. At the same time the guide can take in the story. Let the speed of telling slow down.

After that always ask Question 1 *first because it let associations come freely. All the other questions can be asked in any order. What are your associations in relation to the dream?*
Question 2 will follow *Sense the feel-quality of the dream.*

How did you feel inside in your body.

Make a choice of one of the questions in #3:

What happened yesterday?

What did you do yesterday

Also recall what you were inwardly preoccupied with.

Invite the dreamer to find a title for his / her dream.

The accompanier investigate if the question he used fits with where the dreamer is in his process. When the dreamer comes in usual focusing process then the accompanier can bring the process back to the material of the dream by asking a question.

Reflection In plenum How was this for you as Focuser, respectively for you as accompanier

Sharing With complementary remarks of the Focusing trainer.

Theory and Method Be astonished about your dream always and again.

Mirroring happens in the belly.

End reflection

Take time to ask inside how this session was for you. Notice if a bodily Felt Sense comes up. Leave behind you what you don't want to take with you.

Save inside what you want to take with you.

How did we work together?

Check inside if there is anything necessary to share.

General Focusing Part 5, Focusing and Dreams, Hours 5 – 8

Introduction

Because the dreamer works from the Felt Sense the accompanier will help to come, to stay and to return into the inner bodily space during the whole process.

At the same time the content of the dream is central in the process.

When an answer comes to soon we suppose the answer hasn't come from the inside, from the Felt Sense. Most of the time nothing will happen. It takes always time (from 10 seconds up till a minute) something can develop from the inside. Wait for "it".

The real discoveries and changes take place inwardly and not in the conversation.

When you start asking questions the accompanier begins with innocent subjects from the dream. The difficult ones will come later.

When "something" comes stay with it, give it time so it can develop.

Sometimes it will disappear. In that case it is alright to go back to the last steps to investigate how you arrived here, just as in a focusing process. You can also offer an element of the dream again.

Give it time and attention so it gets connection with the dreamer so he/she can't get rid of it anymore.

We continue with the next 3 questions of Gendlin's list.

Question 4

PLACE?

Visualize and sense the lay-out of the main place in your dream.

The "feel-quality" is the centre. Sometimes no word is fitting for it. Just stay with the Felt Sense.

Questions for carrying the process forward:

- *What does it remind you of?*
- *Where have you been in a place like that?*
- *What place felt like that*

Question 5

STORY?

First summarize the story-plot of the dream.

Summarize the events of the dream in two or three steps: "first .. and the .. and then ..". Make it more general than the dream

Don't devise an answer, and let the next step come from the Felt Sense.

The following order of the dream is important because it can have a meaning.

Questions for carrying the process forward:

- *What in your life is like that story?*

Question 6

CHARACTERS?

Take the unknown person in your dream. Or, if you know them all, take the most important. (Or take them up in turn.)

What does this person remind you of? What physical feel-quality does this person in the dream give you?

Even a person whom you didn't see clearly may give you a bodily sensed quality.

With familiar people: Did the person look as usual

- *Do you notice something special or different?*
- *How does the energy of this person feel in your body?*

Questions #4, #5 and #6 can be remembered as Place, Story, Characters

Experience Focusing with Questions #4, #5 and #6

Purpose To become acquainted with next questions

How In pairs

Description The dreamer is telling a dream or a part of a dream. The accompanier repeats the dream. After that the dreamer and the accompanier repeat some parts of the story so they both get the story clearly enough.
After that in any case ask question 1. Make a choice from one of the questions #4, #5, or #6.

Sharing 1 In the pairs

Sharing 2 With a very large group 2 or 3 pairs together. Otherwise in the circle

Reflection Go inside and ask there how you got familiar with questions #4, #5 and #6, and what you got from them. Can you use them for yourself and as a accompanier. Don't hesitate to use the list in front of you. Tell it the Focuser you will read in the meantime.

End reflection

Take time to ask inside how this session was for you. Notice if a bodily Felt Sense comes up. Leave behind you what you don't want to take with you.

Save inside what you want to take with you.

How did we work together?

Check inside if there is anything necessary to share.

General Focusing Part 5, Focusing and Dreams, Hours 9 – 12

Text following basic lines from E.G.Gendlin, to be used selectively throughout the whole education (attachment 15)

It is important

- to enjoy the dream and to be nice for it, even when the dream can be scary
- to enjoy the dream is more important than to interpret it
- to be quiet and to wait if something of a bodily sense is coming with this question
- welcome whatever comes up
- to ask the body to speak, giving ongoing attention to the middle of the body: “what in my life is evoking this?”
- to let it happen and not to be too directive, waiting for associations with the Felt Sense as the physical experience of something new in your life, a movement, a new energy in the body
- what has been split off from us and been felt anymore will stay unchanged. As soon as we feel it, it will change, also negative feelings
- the growthdirection is incorporated in the dream already
- the dreamer doesn't have to agree with the dream to be able to be friendly with it
- a bad feeling about something wrong means we did not yet let it go or changed it
- to look for the Felt Sense from the dream as a whole as from the parts separately
- we find the growthdirection moreoften in the negative elements in the dream. When it feels alright it means we developed already in the right direction
- to anchor first the positive elements, feelings and discoveries so they can be supportive in the difficult parts of the dream
- a familiar feeling doesn't mean it is a positive feeling
- when something is in the way, it is important to listen and to look at it, so it can dissolve or change
- to be aware that the dream has always something new for your development
- when the dream doesn't bring any clarity, stay with it
- neither stay too long and stringently with one dream
- a new dream will come
- the growth-steps develop from the body
- most problems will be solved by new behaviour and actions, so an actionstep coming from the dream is vital for movement
- language contains situations and words, and is not only 'verbal'. It brings the bodily Felt Sense with it

The accompanier

The next question comes from the empathy through the Felt Sense of the accompanier. Use all your creativity as accompanier, but never force any question.

It is important the accompanier realizes he/she is a guest inner space of the dreamer, just as in Focusing.

The accompanier can only suggest 'the how' of the process and never 'the what, the content'.

The dreamer can let you know when he/she can't get connection with a certain question.

Observe the non verbal signals on the face and attitude of the dreamer so you can notice something uncomfortable.

You can ask if the question or intervention fits for the dreamer. Often people are too polite to say so.

When the accompanier feels something special meaning could be in this part of the dream you first can say “ yes “ and later on come back with an other question on this issue.

Questions for carrying the process forward:

The next questions are starting points to get connection with the reality in someone's live

- what in your life feels like this?
- what in you feels like this?
- what does it remind you of?
- when ever did you feel like this?

Question 7

WHAT PART OF YOU IS THAT?

According to some theories, the other people in your dream are parts of you. We aren't sure that's true, nut try it out.

Make first connection with the Felt Sense of the person, the animal or object in the dream. *What feel-quality does this person give you? What sense comes in your body? You needn't name it, just have it.*

If no quality comes, ask yourself: What is one adjective I could use for that person?

Now think of that adjective or feel-quality as a part of you.

If that is a part of you, what part would it be?

You may or may not like this part of you, or know much about it. But let it be here for the moment anyway.

Does the dream make sense, if you take it as a storyy about how you relate to that part of you?

You can do this with all the elements of the dream.

Question 8

BE THAT PERSON?

Imagine you are this person, animal or object, preparing to act in a play.

Allow the quality of this figures come into your body. Play that role. Take the attitude as if you are on stage and give a performance.

You can do this with all the elements of the dream.

Question 9

CAN THE DREAM CONTINUE?

Vividly visualize the end of the dream, or any important scene of the dream. Feel it again. When it comes back as fully as possible, just watch it and wait for something further to happen.

Questions # 7, #8 and #9 an be remembered as three ways to work further with the characters Gendlin used them from Jung and Perls and made the role more specific.

Experience Focusing with Questions #7, #8 and #9

Purpose To become acquainted with next questions

How In pairs

Description After telling and mirroring part after part, and after question #1, we explore and work especially with question #7, #8 and #9

Sharing In plenum: ask inside what you learned about Focusing with dreams. Sharing one learning point in the circle.

Reflection/Theory/Method Complementary remarks. Answering questions

End reflection

Take time to ask inside how this session was for you. Notice if a bodily Felt Sense comes up. Be mild and accepting with it. Leave behind you what you don't want to take with you.

Save inside what you want to take with you.

How did we work together?

Check inside if there is anything necessary to share.

General Focusing Education Part 5, Focusing and Dreams, Hours 13 - 16

Introduction

Metaphoric language in the dream

In the dream we have to do with metaphoric language. It is never meant literally.

All pictures and events represent something in your life.

The dream is offering something of the dreamer as it happens at this moment in reality in his/her life, or what could happen when the dreamer is continuing in the same way in his/her life.

The dream is not predictive.

Scary dreams

The dream can present something in your life in a dramatic way, for example murder and manslaughter.

Gendlin tells us that we can get used to this and understand the message in the right proportions.

Long-term withheld emotions can present strong images in the dream.

Question 10

SYMBOLS?

Deepen your connection with a special object or symbol in your dream.

What is that kind of thing anyway?

Some people think there are common symbols. Others don't agree. Try this out, and see if it opens something in this dream.

- *What does some object in your dream "stand for"?*
- *Take one of the main things in your dream, and ask: What is such a thing?*
- *What is it used for? Say the obvious.*

For special objects there are general applicable meanings. Even we know a dream-lexicon.

Sometimes it can be helpful for the dreamer to offer such a universal symbol. Offer it very carefully and ask for the bodily felt meaning of such a symbol. The dreamer can feel if it fits inside his/her body.

Question 11

BODY ANALOGY? ESPECIALLY: HIGH, LOW, AND UNDER

Something in the dream may be an analogy for the body.

Represents this object something of a part of your body or the body in total. Especially when it is something upper, under, high or low.

Odd-looking machines or diagrams often make sense if viewed as body analogies.

Question 12

COUNTERFACTUAL?

What in the dream is specifically different from the actual situation? Exactly what has the dream changed?

If the dream went out of its way to change the situation in just certain respects, ask: Why would it make just these changes?

When the dream presents something different than reality, ask the dreamer what this change could mean, or why this would be necessary. Does your dream tell you to look at or to deal in a different way with something in your life

In the contradiction, where the dream and the dreamer do not agree, the dreamer often can find the change, the new step.

Gendlin writes that he in such a place in the dream struggles around with questions as:

- *what here is good/bad*
- *where did you ever see something like this*
- *presents the dream perhaps a new need or wish*

Bias control

Gendlin distinguishes two stages in the dream work.

The Felt Sense is always the core of the dream work. The Bodily Felt Shift shows us the direction. Through questions we can stay with the dream in many different ways. We can experience: “Nothing is in it here...neither here...”. And all of a sudden somewhere comes a resonance in the body, a Shift. At that moment the dreamer knows that she is in touch with something that has a growth direction in it. With several questions Gendlin brought together we look for something giving Felt Shift.

We discern two stages:

1. what is the dream about, if needed with all the details
2. where comes something new for the own development, unfolding, expansion.

In **stage 1**, it is important and helpful to be at first with the positive, good optimistic elements or feelings in the dream e.g. nature, a baby, something successful, so the dreamer can gather some energy for the difficult part.

By giving attention to the dream with the guidance of the questions, the dream can unfold. Don't go immediately to the difficult part of the dream. The body loves to prepare itself.

Stage 2 is the stage where the struggle takes place to discover something new for personal growth. The dream is telling how things are going in the life of the dreamer at this moment. When the dream seems to tell the same thing as it always already was, the dreamer needs to go a step further. The dreamer often uses the same patterns as always or is looking with the same spectacles in the well known way. That doesn't make a change. The bodily Felt Shift will tell the dreamer when a growth step with the help of the Felt Sense takes place.

The new step comes often where something in the dream is struggling, where counterfactual situations, images, objects appear, where something doesn't fit, where there is some difference or a disagreement. Here the dreamer finds the struggle to come to a new meaning. Here Gendlin introduces the **'bias-control'**: the reversal, the contrary, the opposite.

The accompanier asks these difficult questions when the dreamer already is deeply involved in the dream with the common, normal questions and energy has been evoked, the dreamer can take with him/her in the difficult part.

Gendlin introduces the concept of the 'bias control' to find the growth direction in that part of the dream don't like, even hate, because in the 'bad' parts of the dream you have the biggest chance for growth.

Biased is a word difficult to translate. My words are: inclination, first impression, habitually, prepossessed. Gendlin says that the dream often represents your situation as it is in your life at this moment. It seems your dream is confirming what you knew and did already.

Example 1: A Focuser dreams she didn't lay the table for her guests in the right way. Her conclusion was: “I need to be more precise”. The bias control question of the accompanier was: “If you would not be so precise and spend your time with your guests, what comes into your body?”. She started laughing: “That would really be a relief”.

When we interpret the dream with our first impression we miss the rule that each dream contains and offers a growth step, an action step for the dreamer. Most of the time the dream is telling: “If you are going on in the same way as you are doing now in your old pattern, you will get the bill presented because the solution in the dream is the same as always. As long as the dream doesn't give something new with the accompanying relief in the body, as long as the dreamer doesn't experience something new, a growth step, as long as it is more of the same, the accompanier helps the dreamer to continue and offers the bias-control. The accompanier asks the body to let come the opposite of something in the dream. Control your own bias and reverse something from the dream. A useful question is: “Is the solution, or conclusion I am making now, the same as I handled yesterday or last week?” In the bias-control we change the difficult, scary, dangerous, repulsive part in the contrary. We look for the Felt Sense of the contrary part. This can bring new energy into the body. When the dreamer experiences this in his/her body, it is a growth-step.

Another question is

- can I use 'something', a little bit or exactly one feature of something or somebody in the dream (e.g. the wild animal I don't like at all) which can help me. ik "iets", een klein beetje of precies die éne eigenschap gebruiken van iets of iemand, of van een wild dier, die mij kan helpen.
E.g. the power or energy of the lion, and not his ferocious part.

Gendlin added the question

- how should it happen.

This question is connected with questions 9 and 12. The dream gives the actual situation in life. To find movement, a growth step the accompanier can also ask

- how should the situation be actually

- what should actually happen - what would be a good way for this

Experience Focusing with Questions #10, #11 and #12

Purpose To become acquainted with next questions #10, #11 and #12

How In pairs

Description After telling and mirroring part after part, and after question #1, we explore and work especially with question #10, #11 and #12

Sharing In plenum: ask inside what you learned about Focusing with dreams, especially the bias-control. Sharing one learning point in the circle.

Reflection/Theory/Method: Complementary remarks. Answering questions

End reflection

Take time to ask inside how this session was for you. Notice if a bodily Felt Sense comes up. Be mild and accepting with it.

Leave behind you what you don't want to take with you.

Save inside what you want to take with you.

How did we work together?

Check inside if there is anything necessary to share.

General Focusing Education Part 5, Focusing and Dreams, Hours 17 – 20

Introduction

However the guide always start in his/her "Focusing attitude" and is staying in it, it seems contradictory to put content questions by its directness Gendlin got comments about this. The difference between Focusing and being in a focusing way with dreams that in Focusing everything is still coming up and developing from the inside. When working with a dream we know already a story or a part of it. My fantasy is that the dream is already the handle, sensed and developed by telling and mirroring, and going back to Focusing phase 2,"the Felt Sense". With questioning the dream we are in Focusing phase 5, "Questions", but formulated by Gendlin more extensive.

Question 13

CHILDHOOD?

What childhood memory might come in relation to the dream?

If you think of your childhood, what comes?

In your childhood, what had this feel-quality from the dream?

What went on your live at that time? What was it like for you?

This is connecting with inner-child work.

Question 14

PERSONAL GROWTH?

How are you developing, or trying to develop?

What do you struggle with or wish you could be or do?

In what way are you a one-sided, not a well- rounded, person?

Could the dream or the characters in it represent what you still need to develop?

Suppose the dream were a story about that? What might it mean?

Is your dream connected with all this?

Question 15

SEXUALITY?

Try the dream out as story about whatever you are currently doing or feeling about sexuality?

Or: If it were a story about your ways of being sexual, what would it be saying?

Question 16

SPIRITUALITY?

What creative or spiritual potential of yours might the dream be about?

Are there dimensions of being human in the dream that you don't take much account of in your life?

Questions #13, #14, #15 and #16 are possibilities to connect deeper with the dream or its elements and to look for connection with dimensions of development in your life.

Symbols and Methaphors

"Universal" symbols are symbols which got universal meaning, however this meaning is never the same for everybody. It is important to ask yourself what this object is meant for, for what purpose or function it can be used.

Let the dreamer take time to stay with the general meaning After that the dreamer can go back to the personal connection and meaning.

Small action steps

Regarding Gendlin in each dream is a growth step. Most of the times hidden, so you can investigate it. First you use the questions you think appropriate. Start with the easy parts of the dream.

Pay attention to those parts which are contradictory or don't fit together.

When the dreamer discovers something he/or she is already doing all the time then you ask for the contradiction of it, with the question how it must or should be.

Sometimes the dream gives a straight directive you must do something. Gendlin tells us you can do so. Most of the time it is regarding daily experiences. But you don't have immediately to fly to China if the dream is telling you. You can investigate which step is appropriate in your life.

The same is applicable for warning and predicting dreams.

When a new step has come its also good to consider what you leave behind you. It deserves respect also.

Working with dreams will be a growth contributing to development if a small action step from the Felt Sense is coming.

Experience 'Integration'

Purpose To connect everything you learned about working with a dream

How In pairs or triads, depending on the time

Description Use all the Questions and give special attentions to the contradictory elements in the dream, using the Bias Control. At the end take a decision about a small step in action or attitude

Sharing In the circle

Reflection/Theory/Method

End reflection

Take time to ask inside how this session was for you. Notice if a bodily Felt Sense comes up. Leave behind you what you don't want to take with you.

Save inside what you want to take with you.

How did we work together?

Check inside if there is anything necessary to share.

Certificates General Focusing 5, Dreamwork

Attachment 14

These summaries of this education are based on the book of

Eugene T.Gendlin, Ph.D.

Let your body interpret your dreams

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Manual for the Education in Focusing Oriented Therapy for Children October 2004 - July 2006 in Romania

This Program is recognized by The Focusing Institute, New York and
Children's Focusing Corner, Workgroup of The Focusing Institute

Educators

Marta Stapert, Child-Psychotherapist, Adult- and Child-Focusing Coordinator for
The Focusing Institute, New York

Madeleine Walder-Binder, Child-psychotherapist, Lecturer, recognized by the Association Client Centred
Psychotherapy of Switzerland, Adult- and Child-Focusing Coordinator for
The Focusing Institute, New York

Ynse J. Stapert, Psychotherapist, Senior-Supervisor and Lecturer, Coach, Focusing Trainer-in-Training for
The Focusing Institute, New York

Marta and Madeleine were responsible for the content of the program.

They designed this Manual.

Ynse was supervisor for Marta and Madeleine and guided the group process in a Focusing way.

Conditions and goals of the Education Child Focusing Psychotherapy Part 1

- Condition: each participant has successfully completed at least basic Focusing course 1.
- Child focusing Training 1 can be given for anybody who wants to be with children in a focusing way:
professionals and non-professionals.
- It is meant to give you the basic attitude and skills. For non professionals in daily life, for professionals
to form basic skills. We will be in this course with our attitude, individual guiding of a child and teaching
a child to focus in daily, normal circumstances.
- By focusing on our experiences with children we explore our attitude with children and what is
important in our basic attitude, when we want to be with children.
We will use examples from your and my practice and experience, by sharing and showing selected
videotapes.
- We will involve ourselves in the role as child and adult who is guiding the child as a way to develop in
ourselves a child-centered basic attitude.
We will be with the different ages of children.
- Exercises used in this training has a double goal. They are for your experience and learning process now
and also they can be transferred to any situation with children and/or adults you are training

Purposes of Child Focusing Psychotherapy Education Part 1

- Experiencing the basic Focusing attitude towards children
- The first steps how to be with a child in an child-centred approach from the Felt Sense
- Following the child, with connection of own sensing of the adult

Summary of the experiences

- The core about something comes from the inside
- Basic attitude towards children in daily life
- Observation of a child
- Gathering questions as 'clearing a space'
- Clearing a space with drawing and writing
- The child is observing the therapist
- The first moment the child and the therapist meet each other
- Am I with the child?
- Focusing Therapy model with a hyperactive child
- Individual Child Focusing Process with drawing and painting
- Focusing approach for fighting/bullying children

**Belongs to the Manual for the Education in Focusing Oriented Therapy for Children
October 2004 - July 2006 in Romania**

Educators Marta Stapert, Madeleine Walder-Binder, Ynse J. Stapert
This Program is recognized by The Focusing Institute, New York
Children's Focusing Corner, Workgroup of The Focusing Institute

Children Focusing, Part 1, hours 1-4

Introduction We will work on our own basic attitude towards children, and how focusing ourselves is a very important way to develop a relationship with a child.
Focusing is a approach which doesn't push other methods aside. Focusing is a method that goes together and deepens other methods.

Experience 'The core comes from the inside: Introducing ourselves as professionals'

Purpose 1 To learn to ask after a short inner sensing inside what 'it' wants to tell from the inside. This is to discover that from inner messages the core of it can come and it will be more compressed

Purpose 2 Getting more connection and exchange, building relationship

- motivation to be and to work with children
- education
- where do we work
- which age of children

Form The focusing trainer is guiding the individuals in the group

Description Asking the next questions and whatever feels right at the moment with the eye on their professional activity with children

- motivation to be and to work with children
- education
- where do you work
- individual and/or group work
- which age of children

Sharing In Plenum

Experience **Basic attitude in daily life**

Time 60 min. = 5 min. playing, 10 min. reflection,

Purpose To discover by experience how different pedagogical/disciplining attitudes.: have influence on child and adult. From here the adult can develop a following attitude, so the child can find its own self-governing

Form Triads: A is child, B is adult, C is observer, making notes. Playing 3 times, changing roles in 3 different attitudes

Description We will experience through role playing how the different attitudes will be experienced by the child. The child chooses his age and a situation, where is a problem. It can be a home or a school-situation.

The focusing trainer can also give a situation, for example:

a. The parent needs to do shopping in the supermarket for dinner and the child (who is too young to stay alone at home) doesn't want to go with the parent because it is in the middle of his play.

b. The child doesn't want to clean his desk when the teachers asks him to do so
 Role play 1 adult solves the problem in an authoritarian way
 Role play 2 adult doesn't put any limitations, is powerless and gives in to the child with reproaches: laissez-faire attitude
 Role play 3 adult connects with the child, listens, mirrors, can also bring own point of view, wish and limits
 Observer writes down her/his observations: what was important, what went good, what would he/she do in an other way. Observer watches the time.

**Reflection
Sharing**

After each role play
 In plenum with the question: What did I learn from this experience, regarding my basic attitude Everybody can bring his learning sentence: *What did I notice in the third attitude. How much mirroring did I use?*

Theory

Development of own following, empathic attitude
 It is of the utmost importance the group leader/teacher always and again reflects on own acting, being 'your own teacher' all the time. Focusing is a deep reflection and offers a way to create /leave space for the child in order the child can develop him/herself

 Following...following...following with your presence. Am I there where the child is, so the child can continue in its own development in a free space. The child has his/her own inner wisdom and direction.
 Everything of the child may be there, if we only taking it in and give it back by mirroring, so the child can feel accepted , not blamed, rejected, neglected, so it gets the space to investigate own action and behaviour and change from the inside out.
 Empathic mirroring has a strong influence. We don't need to give unwanted advice, directives, judgment, punishment, or condemnation.
 It does not mean you need to accept every behaviour of the child. To the behaviour you can always accepting the wish, the longing: "you would like to do this" and say: "and it is not possible".

Experience 'Observation'

Purpose What kind of information do I, as therapist, perceive in the first contact about the child, as well in myself. Becoming more conscious which information and hypotheses I make in the first contact with the child

Form Role play in Plenum, 2 - 3 times

Description The child comes through the door for the first time and the therapist is awaiting him/her. After a short moment the child stands still, as if he/she is frozen, so the participants can take in this posture. The therapist tells what his observations are and his sensitivity. The participants complete the therapist's observation from their inner observations and inner sensing. At the end of the role playing the child tells from which observation he/ felt understood
 Deroling

**Reflection
Sharing** In dyads: 1 Sentence 'What is Essential for you in this experience?'
 Essential sentences in plenum

Experience 'Ending of the day'

Turn your attention inwards asking about how your body is carrying how it feels in your body about the whole of this day. Ask if a squiggle/scribble/sketch wants to come from **this bodily felt feeling and draw it.**

Sharing In plenum

Children Focusing, Part 1, hours 5-8

Experience	‘Gathering Questions’
Purpose	Clearing inner Space and knowing the questions of each other.
Form	Individual experience in plenum
Description	Each participant asks inside which questions are there at the moment and writing them down. No promise to answer them at this moment, but to take them to the program
Sharing	In plenum. Trainer writes the questions down
Reflecting	How was it to share all these questions with each other. Do we have space to continue This is also an important experience with children to be able to concentrate more on their task.

Experience	‘Clearing a space with drawing and writing words’
Purpose	Clearing a space by symbolizing in an other way
Form	Individual Focusing in the group
Description	The whole process of clearing a space with children in a group or individual ‘Clearing a space’ consists of five steps: <ul style="list-style-type: none">- What is in the way?- Where do you feel it and how does it feel?- What kind of image or word belongs with it?- Take it to an imaginary safe place or draw it on paper.- Check if there is any change in your body

First you help the child bring its attention inside with a sensory-motoric exercise.

Invite a safe colour to come to cover your paper with as background. Notice how this feels in your body.

After that you accompany the child with the following text.

Ask the child to say to himself: *Hello, nice child ...*

Maybe you have a problem or something difficult ... something that you have experienced ... today ... yesterday ... a long time ago ... or something that is coming tomorrow ... something that is bothering you now...

You check where you feel that somewhere in your body ... you have a sad feeling ... an angry feeling ... a scared feeling ... somewhere in your body it feels compressed... dull ... piercing...

Notice how it is with you ... in your body.

Where do you feel that?

How does that feel inside your body? Can you describe that feeling? Does a color or image belong to it?

You take the time to draw it ... You open your eyes ... When you have drawn it then that difficult thing is on your sheet of paper ... and is no longer inside you ... You go back to that spot inside your body, where it was ... Does it feel different there?

Often there is more than one thing that is bothering you... You take the time to feel inside once again ... You can close your eyes if you want ... You let something else come up that is in the way ... Sometimes it is an unpleasant, hard, difficult feeling without you knowing what it is ...

You wait if a color belongs to it ... Does that feeling have a color? You let your hand move over the paper with the pencil or crayon that goes with that feeling ... so that that also comes onto the paper ... You feel more room inside again ... You go back inside a few more times to see what is still there that wants to come outside on your paper ... Each time you notice that it feels much more spacious inside ...

Now you can feel a whole free space inside ... You can also draw that ... Maybe you want to do that on a fresh sheet of paper ... Maybe it has a word or an image or colors again ... Then it becomes even stronger ... so that you can hold on to the good feeling inside even better.

Sharing	In pairs: do not ask for the content...mirroring’
Theory	Important to bring questions out as a way of clearing a space. When your head is full nothing new can come in

Experience	‘Clearing a space with drawing’
Purpose	To learn clearing a space in different ways
Form 1	Individual in the group
Description 1	Own individual experience in the group.
Reflection	What did I notice of the process in myself. Could I recognize inviting the steps of ‘clearing a space’. How was it for you to symbolize with drawing
Theory	Importance of ‘clearing a space’ in the classroom. A clear sensorium helps the child to concentrate. Symbolization helps the child to deal with what is in the way to feel good enough: the inner stuck places (from now and from the past) still can be heard, so change can take place. Building such a program over time. Effects. Not asking: “What did you draw”, because that belongs to the privacy of the child. If the child wants to tell about it it is alright. No comments, judgements about the drawing, like “that is a beautiful drawing”
Form 2	Looking together to the Video
Description 2	Video Laura, with her group at the school for Special Education in Budapest
Form 3	Self experience ‘Clearing a space with the group’ Groups of 6 participants
Description 3	To make this whole program ‘clearing a space’ with one participant as the teacher/guide
Reflection	In triads: How did this work for you. Could you experience this. Did you understand the purpose and the theory. Help each other to understand where the questions are
Sharing	In plenum
Theory	Including the learning sentences and remarks an questions
Experience	‘The child is observing the therapist’
Purpose	Reflection on our own attitude how the child is observing us and reacting Being more conscious and empathetic how the child experiences me.
Form	In plenum role play of the participants, 2 or 3 times
Description	Role play of participants: The child comes in the room for the first session. The therapist receives the child and freezes his posture.
Sharing	In plenum The other participants, as children observe the therapist and describe how they experience this therapist in his words and posture.
Theory	The child is watching us as much as we observe the child. Being aware of the implicit messages of our behaviour. Children have radar for it, and their own conclusions. Being as congruent as possible
Experience	‘The first moment the child and therapist meet each other: Am I with the child?’
Purpose:	Deepening being conscious about the messages of the therapist in the first moment
Form	Triad, role playing one time, or more times. Depending on the time:
Description	Participants play: Therapist receives the child at the door and guides the child in the session. The observer supports the therapist
Sharing 1:	Those who played the child are in the inner circle, the others in the outer circle. The ‘children’ say what they experienced..
Reflection/Sharing 2	what did I learn from this in one sentence, in plenum
Theory	Particularly attention for the first sentence and attitude in which you implicit show that the space is for the child and that you follow him.

Experience ‘Focusing Therapy model with the theme: „Hyperactive child“ ‘

Purpose Modelling, How I can accompany a hyperactive child with drawing/painting from the Felt sense, accepting honouring who is and at the same time putting limits at the same time.

Form Role play

Description Trainer as Child-Therapist, Participant as child Putting limits with a firm: *You would like this very much...and it is not possible.* . -

Reflection situation What did this evoke in you. How can you do/use this in your own way in your own situation

Sharing Reactions: *How was this experience about boundaries*

Theory Accepting the child is very important by acknowledging the wish / the feeling of the child and not accepting the destroying action/behaviour. “*You would like to.....and it is not possible*”. In this way the child gets only the message the behaviour is not accepted. I can strengthen the child with accepting and acknowledging its feeling so its inner self-governing can grow.
About Putting boundaries, insecurity feelings of the therapist

Experience ‘Individual Child-Focusing process with drawing/painting’

Purpose The therapist focusing guide will learn that through symbolizing by the child, the child’s inner experiencing can be heard so an inner change, transformation step forward is possible. By inner bodily change something new can come into the behaviour of the child

Form Triads or dyads

Description The therapist/guide *is* following the child all the time, is playing with the child on the child’s initiative, and is listening and mirroring the child. The therapist invite him to notice how all that what he is telling or playing has some feeling in the body... if it has a colour or some colours or a picture which belongs to all that... to draw this on the paper... your hand knows which movement it would like to make to draw from what is inside
After the drawing *Has the drawing anything to tell you*

Reflection In Triads: Which mirroring and process questions did help you as a child so something in you felt understood and it did carry forward your inner process. Writing down learn essentials

Sharing Learn essentials in plenum

Theory About symbolization. Inviting the child *Drawing of the child*
Talking not with the child but with the inner experience of the child. We don’t deal with the problem, the symptom or the situation, but with the felt sense about them.

Children Focusing, Part 1, hours 9-12

Modelling Purpose	‘Video about unfolding of the inner process by drawing/painting ‘ Learn to know from a play therapy situation with Focusing and drawing. How drawing is helpful as resonating to carry forward the inner process of the child
Form	In Plenum: Video von Reina
Description	Answering questions regarding the Video Reina ‘drawing hearts’ and formulating the steps Each participants looks for a learning step in a sentence
Reflection Sharing	In pairs: Reading Anchor-points page 1 part A, Formulating 1 Learning step In plenum: your learning step
Experience Purpose	Focusing approach for ‘Fighting children’ To discover how fighting children can solve their problem in a focusing way or with focusing
Form	Modelling a-Focusing process, Focusing trainer as therapist/teacher/caretaker with 3 participants as children
Description	2 children: aggressor and victim play a fight. Condition is the children already are familiar with focusing and mirroring. The teacher comes and first separates the children with “stop”. The teacher is mirroring the situation and invites the children to sense inside what is happening there. After the children get this inner connection the teacher invites them to draw from what they notice inside. Each child is drawing from the Felt Sense. Talking about the drawing the teacher can ask: “Has your drawing to tell you something?” The ‘children’ can mirror each other.
Reflection Sharing	How was this experience for me as participant/observer In plenum with the remarks and questions
Experience Purpose	‘Continuation of fighting children’ Participants can experience how to make a program of the focusing approach for bullying and fighting
Form	Groups of 3 participants
Description	This experience is for children who are already familiar/experienced in focusing and mirroring Aggressor, victim and helper will play 3 times the different roles. For children we make medals/badges with the 3 roles, which they can change after each role play. Discovering from experience how this approach can change the attitude of the bullying/fight problems in groups of children. Important is the Aggressor and the victim get equal attention. The helper comes and says “stop” and mirrors what each child only shortly wants to say about him/herself. The helper mirrors the situation and invites the fighting children to sense what is happening at the inside, bringing them to a focusing process. Inviting them to draw from their inner sensing. After that the adult asks if your drawing would like to tell something? The ‘children’ can mirror each other. The adult is observing carefully when a bodily felt shift comes.
Reflection	In small groups: What did this experience mean for me. What did I learn. How am I going to use this. Making a learning sentence together of the most important discoveries
Sharing	in Plenum: one important Learning sentence from this experience

Homework

Bring with you one or more drawings from a child from a focusing process to decorate the room

Bring with you one experience

Going through your notes and attachments.

Experience 'Ending the course'

Purposes Saying goodbye / finishing the course – to experience the whole of something –

Form Individual focusing in the group

Description How does your body react at the whole of the experience of the last 4 days...take the time to wait if one sentence... an image... a movement about the whole experience of these days comes up.

To notice in your body all, what you would like to take with you und what you want to leave behind and to say thank you to your inner body ... good bye to this whole experience ...goodbye to each of us... for this moment knowing, you can find each other when you want.

Sharing one sentence in plenum

Homework Focusing in partnership

Study Anchor issues..

Your notes

Attachment....

When you have drawings or paintings from a focusing session, please take them with you so we can hang them at the wall to get more a child-connected atmosphere

Ritual saying goodbye

Making a circle, connecting and together we say each name to say goodbye

Certificates How and what: nformation

**Belongs to the Manual for the Education in Focusing Oriented Psychotherapy for Children
October 2004 - July 2006 in Romania**

Educators Marta Stapert, Madeleine Walder-Binder, Ynse J. Stapert

This Program is recognized by The Focusing Institute, New York
Children's Focusing Corner, Workgroup of The Focusing Institute

Children Focusing, part 2

Purposes Discovering focusing strategy with The Inner Critic
 Clearing a space with drawing in a group
 Implicit and explicit basic attitude at the start of Focusing sessions
 Learning to find and to connect with Bodily Felt Senses
 Inviting Focusing with symbolizing through drawing with an individual child

 Heightening Sensory awareness
 Focusing experience in a group

Summary of experiences

- The Inner Critic, for adolescents in particular
- Clearing a space with drawing. How and when can you use clearing a space
- Deepening mirroring with children in 2 ways
- Clearing a space drawing in a group
- Drawing the sketch of the body. Localizing bodily Felt Sense and drawing in the body-sketch
- Child enters the playroom: Attitude, making connection, implicitly and explicitly showing the child is in charge in the focusing session
- Inviting Focusing with drawing with an individual child
- 'Heightening Sensory awareness with imaginary invitations'
- 'Focusing experience in a group of children'

Focusing Oriented Psychotherapy for Children, Part 2, hours 1-4

Experience	The Inner Critic, for adolescents in particular
Purpose	To gain a certain attitude with The Inner Critic, giving hope to gain more power concerning the Inner Critic Voice
Form	In plenum and in triads
Description	Step 1: Individual in plenum: Focusing to find the worst Critic Sentence from The Inner Critic, how does it sound, is there a kind of person, how is his posture, from which direction does it come. Step 2: Role play in triads Playing 3 times. Each time in 2 different ways. Each play takes 3 minutes In the role play each youngster gets a sign on the chest: A= Inner Critic Voice of B B= Principal person C= Helper/model You play each way 2 times (a, b). Within the triad you change roles 3 times (1, 2, 3) At the start the principal person says his Critical sentence. 1a. C gives a model for B by putting and pushing The Inner Critic A out. B is looking 1b. B is encouraged to put and push his Inner Critic A out. C may help and support B 2a. C gives a model for B by turning his back towards his Inner Critic A. B is looking 2b. B is encouraged to turn his back towards his Inner Critic A and to ignore it. C may help and support B 3a. C gives a model for B by acknowledging it is there, but not for this moment and inviting it to keep quiet. B is looking 3b. B is encouraged to acknowledge his Inner Critic A, but not for the moment and inviting to keep quiet. C may help and support B
Reflection	In plenum, focusing with the question: How did the different approaches work for you? Do you have a preference? Did it give you something new? Can you imagine how it is to get this kind of experience as a teenager? Make together one essential learning sentence
Sharing	One essential learning sentence from each triad
Theory	Different approaches give different possibilities, belonging to the own preference of the person. Adolescents are liable to outer and inner critic. This can give a way to be and to deal with it

Here you can choose for Experience 1 or 2 or your own model.

In both cases you use the attachment about Mirroring

Experience 1	Deepening your Mirroring with a child
Purpose	Learning the basic attitude with active listening and mirroring
Form	Triads, 3 times, 7 Minutes
Description	Step 1: Reading the Anchor-issues only the list of Mirroring-possibilities Step 2: To learn mirroring by experience: Role-playing to make clear what mirroring means, the Focusing trainer mirrors what a child is bringing. In Triads: child (if possible with different ages of the child) tells something, teacher with Focusing attitude listens and mirrors and observer makes notes of the mirroring of the teacher
Reflection	Step 3: How did the child feel with the mirroring. What was particularly helpful? What not?

Step 4: What kind of mirroring did you notice?“ Gathering the different ways of Mirroring (verbal, gesture, with the body, breathing with the Shift, mirroring by playing, symbolisations, etc.)

Step 5: Understanding the Theory-concepts on the base of experiences.

Reading the whole page about Mirroring of the Anchor-issues. „Did you understand what is written in the Anchor-issues?“ Compare it with your sentences.

Step 6: Make a summarizing sentence about: What did you discover about mirroring?

**Sharing
Theory
Example**

Summarizing sentences: What did you discover about mirroring?

You can only mirror what you see or what you hear. You can't mirror your interpretation.

I see tears, and not “you are sad”, because there can be tears of joy or anger too.

Reminding also: scheme listening in 3 ways

Experience 2 ‘Deepening your Mirroring’ on the base of a video or model role-play

Form

In Plenum: Looking at the Video von Britt, 1 ½ years old, or Toby, 7 weeks old, or Ileane almost 2 years old (from Cluj) and noticing/giving attention to the different mirroring in several Video-pieces.

Reflection

Which kind of mirroring did you recognize. Can you make tentative Hypotheses what you can understand of the behaviour of the child.

Reading the whole page about Mirroring of the Anchor-issues. Do you recognize what has been written? What did you learn, summarizing in one sentence?

**Sharing
Theory**

Learning sentence

Mirroring is always first. Mirroring a baby needs the utmost carefulness and precise giving back. Especially when you want to mirror your hypothesis of what you suppose is going on in the baby. Start always with asking the baby if you may touch her/him or if you may give words to what you feel is going on. Otherwise you overrule /overpower the baby. This basic attitude counts for all children: being with them, giving invitations and following them.

Experience ‘Ending the day’

Purpose

To experience the whole day quickly and clear your space

Form

Individual experience in the group

Description

Leave here behind you what you don't want to take with you.

Let one word or image come from the inside about the experience of the whole day.

Sharing

Only one word in plenum

Focusing Oriented Psychotherapy for Children, Part 2, hours 5 – 8

Experience	‘Discovering the Felt Sense about something and drawing it in the body’
Purpose	Localizing Felt Senses and symbolizing them in the body
Form	Plenum
Description	Each participant draws a sketch of his/her body on A4 paper After the question you ask: Which colour or word belongs to that, colouring or writing it in the sketched body with a movement of the hand. Questions: Which part of the body do you like Which part of the body feels strong Which part of the body feels soft Which part of the body needs something
Reflection	In dyads. What was important.
Theory	This experience helps the child to be more aware of and to connect with what is going on in his/her body, and how to express that, finding a ‘handle
Experience	Child enters the playroom
Purpose	How to connect with the child and how to share implicitly and explicitly how the space is for the child
Form	In plenum: If possible: the first 5 minutes of the Video of Nelson, Role playing in triads
Description 1	Looking together at Nelson’s video. What do you see as making contact, the therapist implicitly showing she is following him.
Reflection	In triads: what did you notice; Write as much as possible hypotheses what is going through, thoughts, observations the child in the first 5 minutes of the session
Description 2	Playing in the triads the same situation: Child enters the playroom. What does the therapist show implicitly with his posture and explicitly with words to the child to let him know he is in charge in the playroom? 3 times, each 5 minutes
Reflection	In triads: how was this for us; what did we observe; what did we learn in one sentence
Sharing	In plenum: learning sentence
Theory	Realize how much happens in this first meeting. Connecting with what I as a therapist show the child, and I as therapist connecting with all that what is going on in the child

Focusing Oriented Psychotherapy for Children Part 2 hours 9 – 12

Planning Start of group-Focusing with children

Experience	‘Heightening sensory awareness with imaginary invitations’
Purpose	Inviting children to be able to sense inside about something
Form	Individual experiences in the group
Description	Imagine being a giant... what happens at your inside... a dwarf/gnome, a tree, a rose, a cut rose without water, your dearest pet animal especially for raising safety for young children You can give one invitation at the time, and after that the children draw from the Felt Sense about that
Reflection	In pairs: How was this for you. How can you use this in your classroom
Theory	You can use the sensory awareness experiences to help the children to get acquainted with awareness inside. There is something more inside. It also useful to help the children to bring their attention inside so they can concentrate better on their tasks. You can also use it to start a Focusing –experience. You can use it as micro-experiences, one at the time
Experience	‘Symbolizing with drawing in an individual Focusing process’
Purpose	How connects the guide with the child inviting the child to drawing. and how to help the process carrying forward
Form 1	In Plenum
Description 1	Observing video Nelson, last part, how can you introduce Focusing and drawing. Looking with the question, what is the attitude of the guide, which invitations does she make, how does the process develop itself
Reflection	In pairs. Both 5 Minutes, with the question: What did I perceive as the most important
Form 2	In the same pairs, both 15 minutes
Description 2	The child plays or tells something and the guide invites the child to draw from the Felt Sense about something that is there or comes up or wants to be expressed. The hand knows how all that wants to be expressed
Reflection	In pairs: how was it for the child; how was it for the guide. Reading Anchor-points page 1, Child Focusing Psychotherapist/Guide him/herself Part B. Do you recognize what is written. What did you learn in several essential sentences.
Sharing	Bringing essentials in the group, one at the time
Theory	All the time checking what the body wants as a next step makes the child in charge of its own process. The body knows the right next step if we create the safe environment. Especially the mirroring contributes to carrying the process forward. Symbolisation gives inner space. One learning essential On the base of the essentials. Important to invite attention for the Felt Sense at the moment a child shows a feeling about something: “where comes something up in your body about this right now?” “what happens in your body having this <p>Sometimes: “where do you feel this in your body?”</p> <p>Children get very soon adapted to a situation. When you don’t introduce being with the Felt Sense about something the first time it will be more difficult to invite it later on</p>

Experience ‘Symbolizing with drawing in a focusing process’

Purpose Integration of experiences with drawing

Description Video „Jan“ USA with stops, to name the basic attitude of the guide, the introduction of drawing, the process steps. Attention for the mirroring. The girl is in charge of her process with mirroring and guiding interventions of the focusing guide to further her process, so something new can develop

Reflection In triads: What did you learn in details, no generalization. Formulating learning sentences

Sharing Learning sentences

Homework Focusing in partnership
 Study Anchor issues. Part B, page 2
 Your notes
 Attachment: Mirroring

Prepare a vignette from your practice, where you used the focusing attitude, mirroring or focusing intervention, or taught focusing in a group, if possible with materials: drawings, video

Ending Drawing about the whole experience of the 4 days with the eye on tomorrow
 Showing the drawings to each other

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Purposes Children Focusing Part 3

- into Focusing with a group of children.
- starting about individual Focusing psychotherapy with a child
- inner reflection on own attitude of the guide/therapist is always the entry point/assumption for being with the child

Summary of the experiences

- Lion in the jungle, connecting with emotional parts inside and symbolizing them
- Group focusing: Children learn to pay attention inside and to express this with drawing/ experiencing as 'children' and experiencing as 'teacher, guiding a group
- Clearing a space with the tree
- Individual Focusing child psychotherapy
- Focusing attitude with attachment page 3
- Child is in charge of the therapy session and the therapist follows. The value of mirroring
- Issues for the first and second session therapy-session
- Focusing in Partnerships

Parts of the Anchor Issues

Page 3: Focusing attitude in the relationship and interaction with the child

Education in Focusing Oriented Psychotherapy for Children Children Focusing, Part 3, hours 1-4

Introduction Mentioning the purposes of this Part 3, going into focusing with a group of children.

Experience ‘The Lion in the jungle and the turtle in sand’

Purpose To help the child to recognize, to make connection with and to acknowledge the emotional parts in himself. When you want the children to get more connection with their anger and aggression, so they can better deal with it.

Form Plenum using the whole room

Description The participants play as children in a group

1. Bringing attention inwards with sensoric-motoric exercises, so the child gets more connection with inner sensing
2. *Now we imagine as if being a lion by playing the lion with each other in the jungle, without touching each other. After the playing: Now draw from what you feel inside from the Felt Sense as the lion at the moment*
3. *Now we imagine as if being a turtle by playing the lion with each other in the sand, without touching each other. After the playing: Now draw from what you feel inside from the Felt Sense as the turtle at the moment*

Sharing In plenum: a few participants in the role of a child tell about the drawing: *How was it to draw from your lion-feeling and from your turtle-feeling*

Reflection How is it for you to use this in your praxis?

Theory In this way we can help the child to pay attention and to acknowledge in an accepting way his feelings and emotional behaviour, so something new can develop.
By sharing about their emotions children learn to accept each other better.

Experience ‘Focusing experience in a group’

Purpose Children in a group learn to pay attention inside

Form 1 Modelling of focusing trainer with the whole group

Description 1 The focusing trainer invites the group for some sensory awareness exercises. Talking with the children about what could be unpleasant, anxious in their lives, situations where they are angry. Where do they feel that. Inviting to draw from the felt Sense.

Giving afterwards the opportunity to tell: “how it was to draw from their feelings”
“has the drawing anything to tell you”

Never asking: “What did you draw”, because that belongs to the privacy of the child. If the child wants to tell about it it is allright.

Form 2 Looking together to the Video

Description 2 Video Mari or Anneke with her group at the school for Special Education

Reflection: In triads 15 minutes essential learning sentences of focusing in a group, attitude and process. How can you use this

Sharing In plenum

Theory Difference between ‘clearing the space ‘ and focusing experience.
Building such a program over time. Effects

Experience 2 Self experience 'Group-focusing with children'

Purpose	Guiding experience in a group-program
Form	Groups of 6 participants
Description	To make this whole program with one participant as the teacher/guide
Reflection	In the same groups presents for the guide. What did you learn about the whole experience of focusing in a group. Summarizing sentence
Sharing	Summarizing learning sentences
Theory	Building such a program over time. Effects

Experience 'Ending of the day'

Purpose	To experience the whole day quickly and clear your space
Form	Individual experience in the group
Description	<i>Leave here behind you what you don't want to take with you. Let one word or image come from the inside about the experience of the whole day.</i>
Sharing	Only one word in plenum

Education in Focusing Oriented Therapy for Children

Children Focusing, Part 3, hours 5-8

Experience 'Clearing a space with the tree'

Purpose	To use the tree as a safe place for clearing a space.
Form	Group focusing
Description	Each participant draws at first a part of the tree on an A4 paper as leaves, with 2 or 3 papers for the trunk. Put them on the wall or on the floor in the form of a tree. Take a short time for going inside. Then individually each participant uses coloured small pieces of paper to put on his/her worries, difficulties and problems together with the Felt Sense of it, with a sketch, a word, a sentence, a scribble or a squiggle. Each piece of paper you put on the tree, choosing your own special place. You may fold it when you want to keep it private. When it is clear inside, wait what comes up from your Felt Sense about that, colour it on a new small paper to reinforce this clear feeling. Put it on the tree.
Reflection	Did you feel an inner change. Did you understand all this. How can you use this in your own situation.
Theory	Possibilities: To use the tree as a permanent place in your group/classroom for clearing a space. Carrying forward the child's growing as a person and furthering his concentration and space to learn. Also a good experience when you work with a parents- or teachers group, so they can do this with their children also.
Planning	From here on the emphasis lays on individual Child Focusing Psychotherapy/Play-therapy
Experience	Focusing attitude
Purpose	Always reflecting on my inner relationship with the child: from where do I react, do I have enough inner clear space
Form	Triad
Description	Reading: Attachment Anchor Issues, page 3: The child-focusing guide in the relationship and the interaction with the child; focusing attitude
Reflection	Checking how far I am. What is the most important I already 'got'. What do I still need to acquire. Discussing those issues, learning from each other, gathering what is not yet clear.
Sharing	What is not yet clear, what do I still need?
Theory	Based on questions and remarks

Experience 1 ‘Therapist’s inner reactions during the playing of the child’

Purpose	How is the therapist with her own experiencing, about what the child brings. How to turn it in a therapeutic intervention: What finds the child helpful from the focusing guide
Form	Triads, in time-slots of 5 minutes play, using an experience with a child from the participant
Description	<p>Individual therapy-situation: one is playing the child, the other the focusing guide, with observer. The therapist and the observer can at any moment say “stop” for reflection about something is going on inside the therapist, sensing/reacting on the process.</p> <p><i>The ‘child’ is waiting with ‘time out’ and the focusing guide senses inside how she is at the moment and what happens inside, when needed with the help of the ‘observer’. The ‘child’ can add what she needs at the moment.</i></p>
Theory	<p>Difference between being a (old-fashioned) teacher and a focusing child-psychotherapist.</p> <p>Controlling, dominating, demanding, disciplining, task-oriented, knowing what is right, <u>from the outside to the inside attitude</u>, versus being there with the child, listening, empathic, process oriented, looking for what comes from the child, <u>from the inside to the outside</u>.</p> <p>When the teacher is more compassionate with the child, the child has more space to unfold his own capacities, also in learning.</p> <p>The importance that the therapist is all the time connected with her inner resonating at the child’s action and play: is this reaction something about myself coming from my own history or former professional education.</p> <p>Always and again asking yourself if your reaction/intervention can come from an enough clear inner space, without bias</p>

Homework Focusing in partnership
Study Anchor issues, page 1, 2, 3
 Your notes
 Attachment: Basic attitude,
 Core steps of the focusing process
 Focusing about the Felt Sense in this moment
 Mirroring
 Process questions
 Prepare a vignette from your practice, where you used the focusing attitude, mirroring or focusing
 intervention, or taught focusing in a group, if possible with materials: drawings, video
 Take with you some play-materials that are useful in the playroom.

Experience **‘Ending these days’**

Time

Purpose To get used to use focusing at all different moments

Form Plenum

Description Drawing, maybe with a sentence about the whole experience of the 4 days with the eye on tomorrow when
 you are in your practice again

Sharing Showing your picture when it feels alright to do so

Saying goodbye, standing in the circle

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Overview Children Focusing Part 4

1. Purposes

2. Experiences

Hours 1-4

- Experience Focusing about something nice, warm and/or good
- Other possibility: at first colouring a safe colour or making a safe place
- Several possibilities to create a safe space to bring your difficulties in (clearing a space)
- Precise mirroring, paraphrase and finding the right intervention for something in the child that wants to be heard, listened to, understood
- Experience 'How can I make each issue/situation/request a therapeutic experience'
- Theory 2 Drawings stay in the playroom
- Experience 'Compliments'

Hours 5-8

- -'Animal story as symbolization' To tell an animal-story as metaphor for the situation/experience of the child. This is helpful for unfolding the inner process about something. How to teach parents to tell an animal story, looking for the symbolization behind his play. Introduction about accompanying parents
- Modelling how we can be with a child while playing in the therapeutic playroom, with metacommunication, spontaneous, free, with respect.
- Video: the child doesn't continue its playing
- experience: "You are so stupid". Two possible intervention after mirroring How does the therapist acknowledge being wrong (also for parents)

Hours 9-12

- Experience 'The child makes the therapist helpless' and the therapist doesn't know how to continue
- Experience 'How to deal with boundaries'
- Experience 'Closeness and distance', awareness of/in your body in the therapeutic relationship with a child
-

Anchor Issues

Part Focusing Interventions A

Symbolizations and Activities

Optional or as homework: Attachment 16: De cliënt gerichte benadering (Client-centered approach), Bart Santen (translation Marta Stapert)

Children Focusing, Part 4, hours 1-4

Introduction

Experience 'Focusing about something nice, warm, good, pleasant'

Purpose To discover the Focusing process for yourself with something nice, good, warm, pleasant, so you can transfer this to a group of children

Form Individual experience in the group.

Description Each participant has a sheet of paper and coloured pencils.

Bringing attention inwards with some sensoric movements. Saying some sentences what we are going to do:

We will spend time with something that feels really good inside or what we can imagine would be really good. This is also Focusing because and helps us to feel more space inside so we can face the difficult things better.

Dropping the attention deeper inwards by some inductive sentences

Imagine you had or will have a nice, good, warm happy, joyful experience or situation you really like. Notice how your body is inside reacting on this. Pay all open and friendly attention how this is in your body. When you sit with it, maybe from this inner felt sensing a word or picture comes up, or a colour. Take your time. Your hand knows how to express this on your paper. Let your hand go with the colour that comes up and the movement your hand wants to make.

If nothing comes at the moment you can let know your inside it is also alright. Then I invite you to stay in connection with the whiteness of your paper: notice how does that sense inside?

Reflection In pairs. How was this experience for you personally?

Two pairs together: what did you learn from this experience and what and how can you use it in your own practice with a child or more children. Formulate a few sentences together to bring them in the large circle.

Sharing In plenum: the sentences from the 4-persons groups about the method

Theory It has not necessarily to be a great process to give children a good chance something new can come. The good experience is what counts, being the Felt Sense involved. It seems children can give their difficulties and problems, heavy experiences sometimes better to a safe place. To create a safe place first is important.

It helps the child to connect with their energy when s/he gives extra attention to and reinforce what is good in his/her life, or what s/he can imagine as good. In the meantime they can learn the steps of their Focusing process. They learn that Focusing is not only about difficult things in their lives.

Other possibility: At first colouring a safe colour or making a safe place

Description If possible video of a group-process with safe colour (Greyston Kindergarden, 4-5 years).
A sheet of paper

1. afterwards put his/her difficult, heavy, bothering things on it. The safe colour gives courage inside to deal with focusing on the difficult parts.

Remember Video: Safe colour on your paper–Ian, (Part 2, hours 9 You can ask a child to draw or paint a safe colour on paper so it can -12).

2. *In the same way you can ask older children to draw or paint a safe phantasy-place (like a hut in a tree or a cave), or creating it with clay*

3. *In the same way the child or children can create with (waste)-materials like cardboard, boxes, egg-cardboard, egg-box, coloured paper, sticky tape, etc.*

Combined: Colouring or creating a safe place with ‘clearing a space’

Text like: *Can you imagine there is somewhere the safe place on earth. Can you feel something in your body when you imagine a place like that. How does that feel inside? What comes from there how your safe place wants to be drawn or put together? By checking inside/resonating, you can ask all the time if it is a real safe place or something needs to be added to that.*

And when it is ready, you can listen inside if there comes something you don't want to carry with you anymore for this moment. You can draw it on a piece of paper or express it in another way, and put it on or in your safe place, so it can't disturb you anymore for the moment.

Each times something disturbing/uncomfortable is there you can bring it to this safe place.

‘Clearing your space’ with a stuffed animal

The child chooses a stuffed animal and the child can bring its worries and difficulties to this animal. The child knows which one is best: the darling animal, or another one that is more neutral.

‘Clearing your space’ with the tree

Creating/drawing, painting a tree together and (Part 4, hours 5-8) and hanging the difficult things on it as symbolization the child doesn't have to carry the difficult things anymore with him. The child can give it to the tree and make distance between him/herself and the problem.

It is important to stay with the child(ren), walking around when it is in a group, during the time it is creating the safe place, and only inviting: “if you would like....”. When nothing comes for the moment it is also alright.

Experience Form Purpose

Precise mirroring or paraphrase and finding the right intervention

Triads, 2 or 3 times (depending on the time)

To find from your observations and inner sensing the closest connection with the child to find out what needs to be heard in the inside from the child, by the child itself or by the therapist, so the child can more connect with its inner experiencing. Ongoing sensing what is behind the play, the words and the behaviour: nothing is for nothing.

Description

In the triad one person will play a child, using playmaterials (in a therapy situation, not your own child, not yourself as a child or your inner child). One person will be the child-therapist and the other will be the observer/timekeeper.

The therapist gives special attention to the mirroring nearest to the significance for the child what s/he wants to express. Take the word(s) or sentence of the child with all your empathy in to your Felt Sense and let a mirroring come up from there. A sentence which is very near to what the child brought up, and at the same time is originally from the therapist, also in the tone and intonation, asking inside: ‘What is here important for the child...in which direction is the child moving...what can bring the process of the child further, without being directive, so something in the child feels heard, understood, so it can express/symbolize his/herself in a deeper way what is behind all that. In that way the play can develop itself further. Step immediately and explicitly when the child gives a signal it is not the right intervention. Even an eyebrow movement can be enough...

Reflection

When there isn't time enough: In the triads. Otherwise in plenum

Question: Ask inside what is the learning step(s) from this experience, also in connection with the learning steps you still needed (from the earlier Focusing experience)

What is my need for my own learning for tomorrow?

Sharing Theory

In plenum

From the learning sentences from the participants

- As guide it is the best connection when I am there where the child is

- I can't help the child.
- When I'm not open enough in myself, I can't be open for the child
- Sometimes it is enough to be present for the child
- I understood the child uses body-language, and I need to mirror also the body-language
- It is important I am guiding and following the child's process and at the same time putting boundaries for unacceptable behaviour in a therapeutic
- I heard my voice more than the voice of the child. It didn't feel alright. I'll listen
- Also when the child doesn't give so much verbal feedback, the inner process can move forward
- It is alright to do nothing as therapist. It gives space for the child to develop his/her own direction
- Often it is alright to do nothing as a therapist except giving presence. It gives so much space to the child or adult to choose the own direction. When I count to 60 I am almost sure the child will do something from its own initiative.
- It is astonishing how right mirroring can bring a blockage into movement again, so something new can come at first in the bodily felt feeling and from there in the behaviour.

Experience Purpose

'How can I make each issue/situation/request a therapeutic experience'

To learn how to transform situations that ask for pedagogical, disciplining reactions into therapeutic experiences. Also finding interventions when the child makes the therapist helpless/powerless

Theory

Examples of situations:

1. The therapist wants to make an appointment, an agreement, a requirement, putting a limit, a boundary, handling rules
 2. Something inside the child makes it doesn't want to continue Focusing at the moment. The child avoids or refuses Focusing. It diverts the attention of the therapist with, "there flies a bird in the air"
 3. The child can perceive Focusing and learning to Focus in a different way.
- How can I recognize these positions of the child.

Examples:

- It feels like being forced, even blackmailed by the adult
 - To be a good boy/girl by obeying and pleasing the adult
 - Reacting against Focusing to maintain the own (growing) identity/self esteem
4. The child puts a question or a request.

It is important for the therapist first to deliberate to give a straight answer or to mirror and help the child to find out what is behind the question.

Example: Child wants to take materials home, or his products: what is behind it? Always investigating what is behind it.

5. Special attention for the privacy of the child, especially when it gives a problem

Form 1

Modelling of 2 Focusingtrainers or participant with Focusingtrainer

Form 2

In triads, experiencing the situation 3 times

Description

Take the situation: the child wants to take home material from the playroom or his drawing. Or any other situation from your own experience, where a child wants something you can't allow.

Reflection Sharing

In triads: what did you learn, bringing it together in one sentence
In plenum

Theory 2 Drawings stay in the playroom (see Children Focusing, Part 3, hours 9-12)

As therapist you don't want to give material because other children want to play with it. You want to keep the drawing in the playroom because you want to look at them together with the child to make an overview of the therapy and the progress of the child. It is also important in making the decision together with the child when to end the therapy. You can use the drawings in the last session or the one before, to reinforce the feeling the child can go on on its own.

Another factor can be that the parents often do not value the not-beautiful drawings of the child, so it gives disappointment and can interfere with the therapy.

Of course you can make an exception in giving a drawing with the child, when you have a clear therapeutic intention that you can explain for yourself, the child and the parents.

Experience ‘Compliments ‘

Purpose To be aware compliments are also judgements, how they can work for the child. How can we find other responding with our presence and the feeling of the child being in the centre of attention.

Form In pairs. One is the adult and the other plays the role of a child. And reverse roles

Description The child shows its drawing.

1st time: The adult gives compliments how beautiful the drawing is.

2nd time: The adult makes a Focusing intervention, so the child feels intrinsic value for himself.

Theory In daily life and in therapy: Punishing, rewarding, making compliments, praising (“I know you can do it”, as pedagogical attitude) don't carry the process of growing and developing in the right direction. It can make the child dependent of approving from the outside instead of its inner compass with own satisfaction. A compliment includes a judgement, and who are we to judge someone else, especially a child?

Instead of: “You are wonderful”, or “this is a beautiful drawing”, we could say: “I like it how you made it.” Do you feel the difference between ‘what’ and how’? Or: “do you notice/can you feel how you have built a nice building of your blocks’ Here the child has the possibility to say: “No, it is not a building, it is a castle”. And here you can mirror: “Oh yes, now I see: it is a castle and it seems you are proud of it”. Here you connect with the feeling of the child.

It is important to develop a kind of neutral language from the therapist side, who is at the same time very present. The feeling of the child is included in your mirroring.

Children Focusing, Part 4, hours 5-8

Introduction

Introduction Special attention

We know a lot of special problems with children, for instance: aggressive children, stuttering, double handicapped, bedwetting, stealing, constipation, hyperintelligence. It is such a treasure to be in a Focusing way with children because we don't need detailed information about this kind of problem attitude and diseases. With Focusing the child can get access to their inner experience of those difficulties, and from there they can find their own step forward/solution.

However when we have information we may use it in a very careful, tentative way as a hypothesis, only bringing it as a proposal: "it seems there is something in you...", or "I wonder if..."

Introduction of the model: how to use experiences of the participants

Use for teaching purposes whatever the participants bring in and tell you, because it has a strong learning effect. I asked one of the participants to repeat to her colleagues what she told me.

Experience 'How can we teach a parent 'telling a symbolic animal story

Purpose To connect with the basic attitude of the therapist, being with parents

Form Modelling: Focusingtrainer and participant share

Description A participant experiences with her own child: "In the last period my daughter is not sleeping well, she doesn't want to go to bed, because she has nightmares. We have to take her in our bed, and that didn't help anymore, and then we make light and I could sleep, and she slept very little, and she woke up all the time and cried. Yesterday I asked Marta what to do and Marta told me I could tell an animal-story in which the whole situation of not sleeping is infolded, and in the story the animal will be heard and find a solution. Often the child will give her own solution to the animal. Yesterday evening I was very tired and my daughter didn't want to go to sleep. I told the animal story, left her, and she slept shortly after".

This was the former day the conversation between mother and Focusingtherapist (marta):

F: Would I tell you what kind of story I would tell?

My favourite animal for children stories is a rabbit, because my uncle told me rabbitstories when I was a child. And when you will tell your daughter a symbolizing story you will look for your own words and style. This is in short what I would tell when the girl is in her own bed, starting with mirroring her situation:

"...you can't fall asleep...you are crying...you are upset. Would I tell you a story about a rabbitgirl? Once there was a little rabbit...a little rabbitgirl... she woke up in the night...the rabbitgirl was crying...the rabbitgirl had a bad dream...a nightmare...she wanted her cat...the cat is soft and warm...the little rabbitgirl loves her cat...when she is thinking of her cat she is sensing the softness and warmth in her heart and her belly...it is a safe feeling...the little rabbitgirl feels the safety of her parents and of her own bed...and she fell asleep"

To the mother: How does this feel for you?

M: I am not so connected with animals. My daughter has a bear. So I would give a bearstory, so she can identify with her own stuffed animal (the dutch word is 'knuffel', which sounds more cosy).

It was astonishing because my daughter has never so much patience to listen to fairy tales. She took her bear and other stuffed animals. The bear said to the other animals: "I will sleep quietly now". And the bear has petted the other animals and thanked them that they were with her and took care of her and put all animals next to her in bed.

I have learned that I can talk in symbolizations so my daughter can pick up her own step or steps.

Introduction about accompanying parents

When I talk with parents I want to avoid to be the 'better mother', the 'expert'. The parents are often asking for 'solutions'. I try to have a Focusing attitude in which we can share our creativity for finding solutions. I share with them how I am waiting for what comes from my inside, my Felt Sense when they are acquainted with Focusing.

I am interested in their solutions and way how they are with their child. Maybe the parents give opening to listen to my suggestion/presumption/hypothesis about the needs of the child which are behind its behaviour.

I identify myself as much as possible in my sensing with the child. With my empathy and sensing I try to create a space in which the child can find and making connection with something inside that is bothering him. Making a hypothesis is often helpful, because the child can say: "No, it isn't what you say...it is like...".

A child can't take in a straight message like: 'there is nothing under your bed and nightmares are not true'. When make a symbolization the child can except the message, her body will feel the relief and the change inside. A symbolization gives at the same time acknowledging of the feelings and the worries, and change. At the same time we tell the truth, not hiding anything. The child doesn't lose his/her own direction.

Experience Storytelling with animals

Purpose How do I make up a story

Form In pairs

Description Making together a story in which the animals tell/play the own story of the child
One person is identifying with a child with a problem. The other as FOT creates an (animal)story, symbolizing something what you suppose, is behind the behaviour of the child.

Telling the story you involve the child in it to tell how it continues

Reflecting In the pairs: what did you discover-learn from this experience.

Sharing In the group

Theory Reading a story from a book and reflecting in a focusing way on it is a different way. It maybe connect with the child, but not so directly as when you make up a new story together with the child. The recognition can give a more direct influence.

Experience 'Being with and following the child in his 'as-if'-play'

Purpose How can we be with and follow the child in playtherapy in a Focusing attitude

Description In playtherapy we know the child is continuously in a symbolization of something in his history. It is in this moment so strongly connected with his 'as-if' world, that it is connected with his/her Felt Sense about something inside from his life. As long as the child is in his play, we will help and support him to develop his play further, with mirroring, following also with our body, without asking for his Felt Sense: staying in the play.

We do have 2 possibilities:

a. The child is playing alone and the therapist is mirroring.

We mirror the words of the persons in the play, what happens in the play, following the intonation and sound, the body-language, the behaviour, the expression of the feelings,

and what we suppose about the feelings of the persons in the play (hypothesis), without content/information-questions.

Sometimes you can, with very careful timing, just casually, giving a mirroring about what you perceive about the Felt Sensing of the child, without expecting a reaction or an answer. Use the words: "It seems like the cardriver is angry". Notice you don't say: "You are angry", because you stay in the play.

b. The child gives the therapist a role in his play and determines most of the time what the therapist needs to play. Let yourself be guided by the child, because it knows from within what it needs to express. We play our therapist-role in the same intensity as the child. We do not exaggerate or diminishing his expressing.

Realize parents or teachers tell you that a change in the child has taken place, and you will never know exactly how this happened and what was triggering the change. It takes place in the body

Form Pairs, 2 times playing in the a. and in the b.situation

Reflection About your experience

Sharing In the circle

Additional Showing the video of a child playing with a car, a garage and the police

Theory Question for the participants: What did you notice, looking at the video??

1. The child is playing in another way than at home.
2. He could express his anger and here he has been heard by the mirroring of the therapist. This is maybe the most important. The child can create some lightness and openness.
3. Anxiety, anger, insecurity

Focusingtrainer: The child brings intensity in the symbolisation. We know that children in therapy prepare themselves for the most important life-situation that wants to be resolved. This happens in playing the policeman; how long he can box against the boxball; to kill the father in the play to investigate if it is enough safe in the therapy-situation: "I can only show my deepest fear when I am sure with this therapist in this room. Only when my deepest fear has been heard I can bring my heaviest feeling., so I can find my own security

Experience **'The child in therapy-situation doesn't continue in its playing'**

Form 1 Model of Focusing Oriented Therapist/trainee with participant as child

Theory Symbolisation. In playtherapy we know the child plays an as-if-play in a symbolisation of his history and real life. And often we don't know about the content what the child is expressing in his play. It is so intensively connected in his as-if-world, with a string connection through his Felt Sense. As long as the child is in his playing symbolization we can help the child to develop it further by mirroring, following with our body-posture, and playing the role the child is giving us in the same level of intensity. Sometimes the child want to play alone. We can ask the child if there is a role to play for the therapist.

Description One participant will play a child in a therapy situation. The Focusing Child Therapist is following whatever the child is asking or bringing up. With meta-communication, sensing what is coming up and why you are doing what you do.

Reflection What did you both discover. What worked and what not.

Sharing Plenum: What did you discover.

Theory The child plays in therapy in another way as at home. In the playroom it can say outloud the word "anger" and it will be heard and given back by mirroring. That is important for the growth and development of the personality of the child. It can become freer in the direction of more effective behaviour.

The child shows irritation, anxiety, insecurity. The therapist is noticing a huge intensity in the symbolisation. The child makes each hour more preparations for the important situation: playing police, boxing for a long time, etc. Killing the police to explore if the therapist is safe enough. The child can only show his fear if he is quite sure and safe with the therapist in this room.

Only when my deepest fear has been heard and acknowledged I can bring my Inner Baby in. Then I can find my own security. And the therapist is all the time holding the situation and the process.

How is it when the child says to the therapist: “You are so stupid!!!” Be aware it is not meant for the therapist personally, but probably for the role he/she is playing. Clearing your own space as therapist is very important tool in therapy.

It is important for the child it can say this: the adults are stupid!!! And the child can only say this to the therapist. And the therapist doesn’t react like the other adults, who say: “and I give myself so much trouble for you/I do so much for you, you may not scold at me”. It is a relief for the child when the therapist acknowledges this ‘being stupid’ by mirroring. In this way the child can slowly on taking distance from it and getting direction for something new in its life. To turn a page in his historybook.

Form 2

Description

As-if-Playing in Triads

The therapist plays the role the child is asking from her, not only with the playmaterials and words, but also with her body and non-verbal expression. Even asking: “what would I say now as the police?” The therapist tries to stay as near as possible to the way the child is expressing. And the therapist tries in the play with her inner sensing to become conscious, and to make hypotheses, what her suppositions are when behind the play something important has been shared by the child. The therapist brings this back, always in the role of the play. Don’t ask content/situational questions/remarks about real life. Und alles bewusst hervorheben, dort wo der Therapeut meint etwas zu spüren ist, dass dahinter etwas Wichtiges gemeint ist.

Reflection

Reading in the triads: Anchor issues: Interventions in Focusing A. After that Sensing and checking what I am still missing.

Sharing

After that: Interventions in Focusing B und C about Play-interventions. And page 7. After each part: What do you already have, and what do you still need

Experience Purpose

‘You are so ‘stupid’

Twofold:

1. Realizing a word/sentence is maybe not meant for you personally
2. How does the therapist (or parent) acknowledge being wrong

Description

How is it for you when the child says: “You are so stupid”

Form

Focusing in the group on the theme, imagining a child in therapy says: “You are so stupid”

Sharing

In pairs: did you discover something?

Theory

Realize that most of the time the child doesn’t mean to say this directly to you. It wants to express maybe that it finds adults so stupid or a special adult in his life. It is so special it can say this to the therapist without being punished. With acknowledging of the stupidity by the therapist, the child can take some distance of the stupidity of adult(s) around himin real life. And maybe slowly on turn this page of stupidity in his lifebook

Second possibility you as therapist did or said something ‘stupid’. What would you do?

For a child it can be such a relief when an adult wholeheartedly can say: “Yes that was stupid of me”, and apologizes.

Ending

Anchorpoints

Interventions in Focusing A: Notice what is still missing.
Themes of these Anchorpoints are: Focusing interventions
Furthermore B and C about Play-interventions. And page 7.

Children Focusing, Part 4, hours 9-12

Exercise	Movement with breathing
Purpose	To bring some fresh air into the bodies, because they are tired and sleepy
Form	with the group, behind their chairs
Description	Raising arms up and down with rhythmic breathing, or whatever you have available You can use this with children to connect with their bodies and their breathing, or to wake them up

Introduction ‘The child makes you helpless’

When we give the child the right to do what it needs to do, it will carry forward in the right direction. Sometimes it is so far away from his growthdirection that it needs a lot of continuous attention and acknowledging to find again its own self.

However there are often situations the therapist can't allow certain behaviour even not in the playroom. It can give the feeling of helplessness to the therapist: What to do?

The most important is, always step 1: Stay with yourself with the question inside “How does this feel for me?” Focusing and reflection. It is most important to stay first with your own feelings and reactions and to understand them, so they will not disturb the process with the child and we can stay open for the child.

Experience 1 ‘The child makes the therapist helpless and I as child-psychotherapist don't know how to continue’

Purpose	To be with your own feeling of ‘helplessness’
Form 1	Individual Focusing in the group on the theme, imagining a child in therapy gives you the feeling of helplessness
Description	The importance always going back to your own Felt Sense about something
Text	Imagining a child in therapy is refusing everything and is scolding at you, making you helpless...maybe you remember a situation like this...when you feel connected with this kind of situation, can you sense this somewhere in your body...how does this resonate in your body... can you make contact with this bodily felt feeling...be friendly and accepting with it, being open for whatever can come...perhaps a word or an image, or a special memory comes from this special bodily feeling...when something is coming and it is still vague and unclear...stay with it...let your awareness go back and forth, so it can develop further...whatever is coming...stay with it so maybe you can discover what is there about the sentence of the child or the helplessness the child is bringing you in...maybe a memory comes up from childhood that is connected with all this...this child in you maybe wants to share something with you now...and only the child within knows what these words are...so wait if something is coming up...something maybe wants to be heard...or shared...when some recognition comes up...you can notice it in your body...perhaps a little bit more air...or space...perhaps it would like you to stay longer with it...you can say you will be back again...(ending the experience)
Sharing	With your neighbour in the circle about your experience 5 minutes with the partner listening and vice versa.
Theory	Even after 20 years it is needed to reflect on each step you take and each intervention you give, especially when a situation (almost) touches the borders of the therapist

It is our task and challenge to transform whatever happens into a moving forward experience, always after mirroring your observation. It is mirroring **and** giving clearly your own position, creating safety for the child.

“You want to destroy this book **and** I don’t allow you to do so. Something inside you is very angry. Can you feel this in your body? Can we stay with this?” This can give the feeling the therapist is with the child and not against.

- It is always important not to blame the child. Or to abash it
- Stay as quiet as possible, also in your body-position, and don’t take it personally. The child wants to share something about his own life with his behaviour
- I am sorry I have to say ‘no’, and I want to explain it to you and I really see how it upsets you.

Make a Focusing suggestion as soon you feel space for it.

Experience 2	Helplessness of the therapist: ‘The therapist doesn’t know how to continue’.
Purpose	How to deal with your own helplessness when the child challenges your boundaries and is blocking any intervention
Form	Triads, 3 times with the roles: child, child-therapist, observer
Description	In the role of the child you create a situation where the child is protesting against rules or borders/boundaries, so the therapist can try out how to deal with it. The therapist is making contact with the helplessness and acknowledging it by saying ‘hallo’ to it.
Reflection experience	In plenum with Focusing; What wants to be shared about what I learned from my
Sharing	What participants discovered: <ul style="list-style-type: none">○ It doesn’t fit with my rescue-phantasies○ I should be a nice girl all the time○ It is great when the child can say ‘no’, even to Focusing and Therapy. It can manage itself○ Eye-opener for the therapist it is not the right solution how the therapist thinks it is, always looking for what is behind the behaviour. E.g. the child doesn’t want to go to school. It is not lazy, but tries to protect a parent.○ When there is a secret in the family it can be difficult for the child to go into therapy.○ It is important I tell the child by mirroring all the time what I understood so it is corresponding with what the child means to express. The child learns to say ‘no’, being inobedient.○ My roles can conflict with each other, when I am mother or teacher and want to be in a Focusing way. It is important to make clear in which role you are reacting. I can give boundaries with a Focusing attitude.○ In the therapy-room are other rules: When we are together in this way, I can understand you better and hopefully you can understand yourself better. So something can change and feeling better.

Videoparts to find interventions

Video part 1 Only one small part: About a boy (8 years old) who wants to struggle with marta and demands her to lie down on the floor. He is going to sit on her belly. Marta: “I understand you would like to pin down an adult so she can’t move any more. For me it is too heavy and I would like to move next to me...(after he has done so)...what happens inside you pinning an adult on the floor...”

Theory We don’t want to be as a victim, so we show with our behaviour we don’t want to be victims for each other. We don’t accept situations in which someone is a victim.

I can clearly say what I don't like and making space for investigating the 'pinning down' and maybe finding together an other symbolisation with clay or paint or movement.

Video part 2 The child doesn't want to clear away the playroom at the end of the hour, after the warning that we still have 5 minutes and it is time to clear away the room. The child gets the opportunity to take his own steps to clear the room with me.

Method The drawings and other creations get a special box with their name. We use them sometimes to look back how the child began, and how it expresses himself now. The child often can see his carrying forward, his change. This can reinforce his feeling of self esteem. Keeping the drawings etc. in the playroom can prevent a devaluating remark of the parents.

Video part 3 Another important sentence I like to use at the end of the session, when the child doesn't want to leave: "you were playing here and a lot happened. We were close together. I can understand how difficult it is to leave this room now". A sigh comes and he will go.

Video part 4 Of a session with a divorced father: "The child is always crying when they come to pick up my daughter. Her mother is looking behind the window. I feel helpless and I am angry at her. As soon as she is in the car, the crying is over".

My suggestion is to reverse/reframe the situation 100 % and to say to her next time: "It is wonderful how you can show your mother how much you love her and how much you will miss her. It will mean a lot to her...it was the last time she cried".

Method Realising all the time something is behind the behaviour of the child. It presents us a symbolisation of something in his life. As therapist I always must be aware of this intervention. As soon as the child understand what the message is of his crying, shouting, kicking, it can change its behaviour.

You can change the situation in its reverse.

Sharing With your neighbour. 5 Minutes and change

Theory Situations the therapist can come near to his boundaries. The child:

- wants to take drawings home
- wants to take playmaterials/it has taken it secretly
- wants to eat all biscuits
- takes biscuits secretly
- doesn't want to do anything
- wants to go home
- wants only to play Chess
- doesn't want to come anymore and the parents order him to come
- drawing on the wall, destroy play-materials, or threatening to do so
- stealing material
- running out of the room
- cries out too loud
- therapist has to be afraid the child will slapp, spit or cick her
- will loose control.

Our task and challenge is to turn all that over into a therapeutic intervention

Possible interventions and solutions:

- Mirroring of the feeling and the wanting of the child **and** "this is my position"

*"You want to go out **and** it is not possible"*

Be aware by the 'and' there is no contradiction between what the child wants and the therapist's position. In the complementarity the child feels acknowledged.

- Important is the child doesn't feel ashamed by the situation and the solution
- Stay quiet as much as possible and don't take it personally insulting for yourself. The child wants to share something with his
- „It is not possible. I regret it (own feeling) I need to say 'no'. It are the rules of this room”
(So it is not in our relationship but outside as the rules of the room)

Experience	‘Closeness and distance’, awareness of/in your body in the therapeutic relationship with a child
Purpose	Reflecting on and investigating of your own attitude „How much closeness can I afford and can I admit”. What can I as therapist bodily bear from a child. And how can I use my bodily attitude and position in a therapeutic way, and the same time protect my own borders.
Form	Focusing in the group, with continuation in pairs Guiding the group in a Focusing process with the above mentioned questions. <i>Making pairs and already sitting together before the group-Focusing starts.</i>
Description	Groupfocusing. Imagine a child want to sit on your lap. You have the feeling she is too old for this. Sense into your body...imagining it is a girl... take your time...and how it feels when it is a boy... <i>Now open your eyes and look at your partner. Decide who at first is the therapist and who is in the role of a child, saying your age. Now the child asks to sit on the lap of the therapist. She is too heavy for you, what is your intervention in a Focusing way, always connecting with the Felt Sense of the longing to sit on the therapists lap?</i>
Sharing	In the pairs at first about the content of your experience and second about the meaning for them as professionals
Theory	Making our presence in the playroom at each moment a therapeutic attitude. You need to be aware the child is observing you all the time and taking in all your moves. This is an implicit process we don't always realize. Own boundaries. Own needs. Be always aware what is therapeutic for the child. Also general rules from society When you as client/focuser don't like the guide/therapist.

Experience 'Ending the 4 days'

Form Individual in the circle

Text I would like to invite you to remember a learning sentence from the beginning of the Education, or maybe finding it in your notes.

Take this learning sentence inside...reflect on the last 4 days...asking inside where you are standing now in connection with you becoming a child-psychotherapist...take about 5 Minuten.

I would like to invite you to be in your special place inside where your sensing takes place...making connection with your bodily sensing at this moment how you feel becoming a FOT for children...acknowledging and accepting whatever there is...in a friendly way...

perhaps something comes up...belonging to this inner bodily feeling...expressing all that with a word...an image...a symbolisation...however it would like to be expressed...asking inside if it wants to be expressed on your paper

Sharing Walking around, observing the drawings

Saying goodbye In the circle taking hands

**Belongs to the Manual for the Education in Focusing Oriented Therapy for Children
October 2004 - July 2006 in Romania**

Educators Marta Stapert, Madeleine Walder-Binder, Ynse J. Stapert
This Program is recognized by The Focusing Institute, New York
Children's Focusing Corner, Workgroup of The Focusing Institute

Overview Child Focusing 5, hours 1-4 (incomplete)

Using Anchor Issues Part Focusing Interventions B and C

Experience 'Dreams – nightmares – sleeping problems'

- How to do Dream work with a child with drawing, claying, (creative means), moving and playing the roles and situations in the dream

Experience 'Accompanying the parents'

Connecting with our own biases as therapists about educating children. How about our family of origin and how about our parenthood? For better understanding the behaviour and aspirations of parents

Experience 'To mirror a hypothesis'

Child Focusing 5, hours 5-8

Experience 'Birthtraumatic and other physical traumatic experiences'

- How to mirror the body so they can express themselves by bodily symbolization, with the process steps of Inner Child Work, always following the child.
- Making hypotheses about physical trauma from the behaviour and attitude of the child
- Is there connection with suicidal attempts?
- Being aware of the influence of physical traumatic experiences on the relationship between mother and child, because in most experiences the child felt left alone

Experience 'Aggression and how to deal with it as therapist'

To learn as a therapist to deal with own feelings and reactions when the child is aggressive, destroying, threatening. Transforming aggressive behaviour into a therapeutic experience

Child Focusing 5, hours 9-12

Experience 'Focusing with babies'

- Mirroring a baby, so it feels understood
- Read the Report parts f.A and f.B

Experience 'Ending the child psychotherapy'

- signals
- checking with the child
- asking parents and teacher
- last session
- giving a present?
- going through the drawings and other things the child made
- asking a drawing from the beginning, the middle and the end of the therapy and about the future, on 1 or 4 sheets of paper
- making a saying goodbye party

Ending the Education in Focusing Oriented Therapy for Children in Romania

- 3 Drawings and looking at each other's drawings or saying one sentence
- Giving out the Certificates, celebration and saying goodbye

Children Focusing, Part 5, hours 1-4 (incomplete)

Experience Dreams – nightmares – sleeping problems (incomplete notes)
Purpose - How to do Dream work with a child with drawing, claying, (creative means), moving and playing the roles and situations in the dream
Form In triads
Description It can be very powerful for a child to symbolize its dream on paper, with clay or by playing it
The child can give the therapist a role in his play

Experience ‘Introduction about ‘Accompanying the parents’’

Purpose Connecting with our own biases as therapists about educating children. How about our family of origin and how about our parenthood? For better understanding the behaviour and aspirations of parents.
Description What would we like our child learns so it can function well as adult person.
Making lists together
Theory Accompanying the parents belongs to Focusing Oriented Therapy with children.
Preferable the father and the mother together.
A child is inclined to protect its parents, neglecting its own growth-direction
Attachment 16 Focusing on Parenting by Bala Jason

Experience ‘Something in the child wants to be heard and understood’, mirroring a hypothesis
Purpose To mirror a hypothesis. How do I use my inner sensing for my interventions. Looking for the right mirroring and/or intervention in my own inner free space, based on the hypothesis which can also be based on information (from parents and teacher), behaviour of the child and inner sensing till something inside the child has been heard what is behind the play and the words and the behaviour: nothing is for nothing; everything can have a meaning.
Form Triads, 3 times
You can also work in plenum. One participant is playing the role of the the child. Each particioant makes a hypothesis , sharing it one after the other to the child, till it fits.
Description The participants who is taking the role of the child imagines a situation. The therapist will develop a hypothesis and try. If it doesn’t evoke any reaction, signal of recognition from the child you look for an other hypothesis till it somehow fits for the child.
Reflection What did I discover about a hypothesis and physical expression of a child
Sharing In plenum
Theory/model How do I in principle as psychotherapist develop and use my own inner reaction/sensing/resonance, with all the information I have and the behaviour of the child, to form a hypothesis to make an intervention. This intervention we can only give very tentatively/carefully
My example is when I might incidentally observe a classroom in Budapest. A boy (11 years old) couldn’t concentrate. Most of the time he was shoving his desk through the classroom. The teacher tried to quiet him down, without result. When I afterwards talked with the teacher I asked her about the history of the boy, if something special happened to him. She told that last yaer his father died with a severe car-accident. I invited her to talk with him and give words that he maybe still was expressing the clashing cars.
Not only in the playroom, also behaviour in the classroom, institute, wherever inside and outside the playroom. Discovering the meaning behind its behaviour can help the child to move forward in its development.

Children Focusing, Part 5, hours 5-8

Experience	Birthtraumatic experiences and other physical traumatic experiences
Purpose	‘Inner child work’ with a child. To recognize and to acknowledge the behaviour of the child that ‘something can be behind’ the (physical) behaviour of the child, especially the bodily expression and attitude. It can be connected with physical experiences, (accident, almost drowning, abuse) and/or birthtraumatic experiences. How can the therapist make a hypothesis and find a verbal or bodily intervention in which the child feels understood.
Form	- Model with Video with Carmen (from Romania) and Kinga (8 years old and double handicapped) slapping the door of the cupboard in Plenum - Making Hypotheses - Exchanging information and experiences - Exercising
Description	Practicing with each other
Reflection	Each for herself in plenum
Sharing	One sentence
Theory	Informationen about birthtrauma Birthtraumatic experiences can influence the inner background feeling and the relational capability, of the child, special the relation between the child and his mother Be aware you are never sure if your hypothesis is right. Only the Felt Sense of the child knows and can react. Some examples: Prebirth Alcohol-use of the mother, illnesses, falling of the mother or other physical traumatic accidents, and also happy experiences can influence the child During birth Umbellical cord; not enough oxygen (blue baby); being born too early or too late (timeproblems); vacuumbirth (neck, jawproblems, tonsils), eyeproblems (by touching too strong under the base of the skull for pulling the baby out); Cesarian session. After birth Sudden strong light (eyeproblems); Umellicord cut too soon (almost deztth experience); In the past: the baby held by its feet upside down)
Accidents, injuries, almost drowning	
Illnesses, hospital experience	
Experience	‘Mirroring the body’
Description	When you feel that the child is making movements that are similar to being born, you can help the child to realize how she is with the little baby. You can make reassuring interventions, so the baby knows now everything has ended alright. With your intervention in special baby-intonation you can help the child by imagining your are the midwife...following the movements of the baby...also when (s)he turns naturally around the axis. It can be a symbolization how the baby experienced the birthing. Just stay with it, so you can support the child to solve and to let go the old traumatic experience.
Reflection	Focusing: how was this experience for you
Sharing	Listening to all expereinces and hypotheses.
Theory	It is never too early or too late to be with birth-experiences. Sometimes it can help to look together to early babypictures, asa young as possible. This is just an introduction so you can be aware that the child in playtherapy can present a birthtraumatic event. When the child often want something around her/his neck you could make a hypothesis about the umbellicord. There is a presumption suicidal behaviour could be related to birthtraumatic experience when the baby almost died. I do have some expereinces with clients in this direction. Keep this in mind, so you can stay with mirroring your hypothesis.

Experience ‘Aggression and how to deal with it as therapist’

Purpose	<p>To learn as a therapist to deal with own feelings and reactions when the child is aggressive, destroying, threatening.</p> <p>To learn how to acknowledge the inner aggressive feelings of the child and to change the aggressive behaviour in a therapeutic experience. And to stay with the aggressive behaviour as long as possible, and only to limit when it is dangerous, mirroring and looking for empathic interventions.</p>
Form	Roleplaying in triads
Description	<p>Therapeutic way to give borders in the playroom so the child feels safe to be with his inner sensing of the aggression. The mirroring of the aggression is very important for the inner process: “You would like to destroy everything, and I can’t allow you to do so. I understand you would like to break down everything and it is not possible’ At the moment you feel a little bit space, you can ask for the inner sensing of all this. As therapist: keep at the same time contact with your own Felt Sense about the aggression; what does it do with me. I always wanted to show: “I believe in you, whatever you do”.</p>
Reflection	
Sharing	in plenum
Theory	Attachment 17 , Clientcentered Childtherapy, Bart Santen

Children Focusing, part 5, hours 9-12

Introduction

Programm for this afternoon and answering questions

Experience 'Focusing with babies'

Purpose Mirroring a baby, so it feels understood

Description To be able to listen in a very sensitive and empathic way to a baby, giving words, mirroring to his/her situation, with very tentatively, a hypothesis, so the baby feels understood, carrying his/her process forward.

Form Pairs

Reflection Quiet time for Focusing on this experience

Sharing First in pairs, second in the group what wants to be shared

Theory Read the Report parts f.A and f.B

Experience 'Finishing the child-therapy'

Purpose 1 Recognizing signals

Theory 1 Forgetting therapy hour

They don't want to come this time (birthday party of a friend)

They find it boring

They are functioning enough adequate in daily life (family, school, friends)

Parents stop the therapy because they find it is not needed anymore

The therapist has the idea/values that the child can develop further without the support of the therapy sessions

Purpose 2 How do I share the ending of therapy with the child, making slow steps so the child can detach him/herself, trusting (s)he can continue on her own.

Theory 2 Looking at the drawings from beginning, middle and end phase of the therapy.
Acknowledging the growth directing.

Measuring how far the child at the inside knows its development. Distance between hands.

Form 2 Making the time between therapy sessions longer, for example once in the 2 weeks
Role playing in triads

Description How to bring the issue of ending the therapy

Reflection In plenum with the question: Sense inside how it feels now, ending a therapy with a child

Sharing In plenum

Purpose 3 Possibilities for the last session

Form 3 Plenum

Theory 3 Present

Looking at the drawings (when it did not yet take place)

Making – 3 drawings from the first period, middle period and last period

- one drawing 'how are you now at the end of the therapy'

- a drawing how will you be after half a year

- the child can choose from Smilies about the 3 above mentioned possibilities

Using clay to symbolize the 3 above mentioned possibilities
To symbolize the way/process of the therapy with play materials on the floor around the room
Ritual / celebration
Sometimes the child doesn't like to spend a lot of time with saying goodbye

Purpose 4 To prepare yourself as a therapist that the child can repeat in the last period of the therapy old behaviour, falling back

Form 4 Plenum

Theory 4 We suppose the child wants to be sure it can overcome his old difficulties/patterns once more

Special issue It is insecure to leave the safety of the therapy room. This needs some time.
Do I give the child a present? Is that to remember the therapy and the change that has been made, or remembering the therapist? I don't know. I never did so, because the child knows well what the therapy has brought him/her. That is the treasure and they did this themselves.

Ending the whole Training for Child Focusing Oriented Psychotherapy in Romania.

Experience

Form Group focusing

Description Go back to the beginning of the Education. Bring all that inside. Connect with the Felt Sense, that could be expressed on your paper?

Also drawing/colouring the Felt Sens about the middle period and the end of the Education

Walking around looking at each other's 3 drawings.

Certificates

Farewell

Giving hands in the circle, all together saying outloud goodbye to each person personally, saying the names one after the other outloud.

Celebration

**Report of Marta Stapert, Ynse Stapert and Madeleine Walder-Binder
of our working-visit to Romania,
October 2001**

This report can also be found at the Homepage [www.focusing.org/children's corner](http://www.focusing.org/children's%20corner)

Ynse and Marta Stapert come from the Netherlands. Madeleine comes from Switzerland. Marta and Ynse bring Focusing, especially for children, and supervision-training to several countries in the world.

Ynse Stapert is andragologist, Focusing trainer, senior-supervisor and lecturer in supervision. He is psychotherapist for partner-relationship therapy.

Marta Stapert is child-psychotherapist, Family-therapist and Focusing trainer. Coordinator for Children's Focusing Corner and coordinator for the Netherlands and Middle And Eastern-Europe.

Children's Focusing Corner is a workgroup of The Focusing Institute, New York

The cooperation between Ynse, my husband and me is, that Ynse is the group-moderator and my coach when we have a focusing-program. I am the moderator of the group and his coach when we have a supervision-program.

For all our training work we have 3 learning-principles: 1) it needs to be experiential, 2) we learn from modelling, 3) integration by conceptualisation. Our aim is to find the balance between these three learning-principles

Aim of this report is to let you know about circumstances in Romania, together with how Focusing can get meaning for people in other countries with others history and culture. Second goal is how we build program's for education, training and presentations. Third goal is to describe how I was present with Focusing with severely ill baby's in an hospital.

I hope you find some inspiration.

We are for the 5th time in Romania. April 2001 will be the next time.

It is heart-warming to be welcomed every time and again in this open, compassionate atmosphere that focusing-people share all over the world. After one year coming back we feel immediately at home.

We have several parts on our program which were already organized before. Other programs develop while being there:

- a A Focusing-course 4 on guiding in Focusing with 8 participants. They are the pioneer-group
- b Child-Focusing-Psychotherapy-Education, with accreditation by the Romanian Association for Psychotherapists
- c Supervision-experience and –training
- d Visit/presentation to a State-school for sharing about Focusing in the school
- e Visit/presentation to a Medical Day-care-centre for Focusing with disabled children
- f 2 Visits to a State-Hospital-department for baby's with severe malnutrition and digestive problems

Part a

We learned to know these 8 focusers already in 1998. In their heavy circumstances they use Focusing at first for themselves. They are starting now to integrate Focusing more and more in their therapeutic work. We come together in the Clinic for Family-planning. This Institute gives very important help in these countries where they still loose many times their baby or child. Getting more children seems also to give a kind of safety for the family to survive.

Part b

We started an Education-program for becoming a Child-focusing-psychotherapist, together with Madeleine Walder-Binder, Child-psychotherapist, Focusing-trainer and PCA-Educator, from Switzerland. In the group are 24 child-psychologists, child-care-workers, speech-teachers, etc. who so much need training as child-focusing-guides/psychotherapists. They all work with severely damaged and traumatized children.

I need to tell we worked in a small room where 27 small chairs could just stand next to another. Everything else was removed (desk etc.). Sometimes they sat in the middle on the floor. Working in small groups they even used the bathroom of 2-3 meter, one sitting on the cover of the toilet. No single complaint.

During the Ceaucescu-regime psychology and psychotherapy was forbidden. The philosophy was: 'in Romania are no problems'. After 1990 they did not yet have the possibility to build up any educational program in child -psychotherapy. The Romanian Association of Psychologists is recognizing and supporting this first Child-Focusing-Psychotherapy Education through accreditation.

The Education consists of 200 hours training, including 5 courses Focusing-training for their own experience, 80 hours training in focusing with children, and 20 hours supervision. In the meantime they will work 8 times in Focusing-partnerships for own focusing and intervision. Writing their 'learning-essentials' of those sessions through email is required.

Afterwards they can choose to continue to become a Child-Focusing-trainer.

We will write down the details of the program and send this program in the Homepage, hoping other trainers can use this.

In these first part we had the intentions: to learn

- to know and experience their bodily Felt Sense about something
- the essentials about the Felt Sense
- the process of Focusing
- to experience the Focusing attitude / approach towards children
- Focusing with drawing with a child
- clearing a space with drawing

I know: an ambitious program, and they are so eager. They left with a lot of enrichment, inner space, hope, with organized partnerships (in groups of 2, 3, 4 colleagues) and guiding tools for the children. They understood that Focusing yourself alone and in partnerships is the key to develop as a child-focusing-psychotherapist, and to be able being in the Focusing attitude with children.

Part c

In Romania Ynse gives Supervision and training in Supervision for a group of 8 psychologists. Their request has 2 sides: getting supervision themselves so they also learn to know what supervision really is. At the other side the need for supervision will grow in Romania in due time, so they also want to become supervisors.

In Romania so-called supervision is incorporated in the profession of psychology. We should call it 'case-guiding'. Neither is supervision a kind of control about the practice.

Supervision in the Dutch working-concepts is a work-related self-discovery and developmental process in which the supervisand is the central person with similar standards as in Focusing. An important tool is asking questions, particularly reflective questions to enhance the self-reflective capability of the supervisand.

Ynse as Focusing-trainer is integrating also Focusing in Supervision in special situations.

Part d

Two participants of the Education for Child-Focusing Psychotherapy brought us to their school where they work as child-psychologist and speech-teacher/psychotherapist.

We visited a school for children in the age of 7-14 years. The school has 450 students. An old building as I remember in Holland from 50 years ago, impoverished, obsolete, and with care. You can't imagine the rooms of the psychologists comparing to other circumstances in the world. Next time we will bring materials which belong to a child-play-focusing-therapy-room.

We could share Focusing with 20 teachers, among them the principal and the vice-principal. We did Focusing together, sensing their connectedness with their Felt Sense. I started asking them how it was to sit in the students-desk instead of in front of the classroom; if they could feel this somewhere in their body and how it felt there. We shared the experiences from the Felt Sense.

They told us about their problems of poverty and too many tasks.

They experienced 'clearing a space by drawing' and we picked up the methodical steps of it, so they can use this in the classroom.

We played roles about the different attitudes, approaches towards, and with the child: listening and following, raising their own wisdom from within.

In the last round, sharing their word or picture about the whole of this afternoon, what their felt sense is bringing them, we heard several times the sentence: "I feel hope again", "freedom". I'm still and again a little bit crying that focusing can bring hope in 2 hours in these circumstances. We saw shining eyes and energy in their faces.

In this school there are also 2 groups of gypsy-children, who live at the rubbish-heap.

They start each morning with showering and clean clothes. They eat a meal at school, and after school-time they make their homework in school. In this way they try to prevent them becoming beggars. We saw them several times in town. Those gypsy's who live in houses/apartments (only very small ones, whole family's in one room), can be integrated in the classes.

Next year April we will try to do 'clearing a space by drawing' in these gypsy-groups and will have the opportunity to be with the teachers again.

Part e

We visited also the Medical Day-care-centre Bethania for disabled children from 4 – 7 years old.

In the middle of a rather poor town-district we arrived in an architectural beautiful 5-years old building.

We were so surprised. A Dutch Association for Christian Education has built this Centre and is responsible for the whole exploitation. The team is Romanian/Hungarian, because in this part of Romania live many Hungarians through historical /political decisions. This region has been a former part of Hungarian.

We visited the children in their groups. Because no specialized education comes from the State, this Institute gives the only possibility for children with Down-syndrome, autistic, mentally retarded, ADHD children, children with physical and emotional problems, traumatized children.

After that we met the team of 14 workers and the director for introducing them to Focusing. We started with their recurring problem of the children who cried when they come in in the morning. Their request is how to deal with the tears of the children. Their solution was to guide them away from their tears, by caring and starting another activity.

I asked them to take their tears seriously and mirror them with sentences from their own felt sense how they sense the grief of the children, and then inviting the child to draw from the bodily felt feeling.

We proposed to play it in the roles of the child and the caretaker. The caretaker played her role as a child with sincerity and I guided her with symbolization through drawing. She felt how it changed inside by expressing her tears by drawing.

From here the team was ready to go with me in an group-focusing experience, emphasizing how self-experience with focusing is an important help in surviving the heavy circumstances they are in and saving their energy, being more balanced in their interaction with the children.

The team agreed on asking us back for furthering their expertness with focusing .

Part f.A

We are visiting the Clinic for baby's of the State-Hospital for the second time, after last year November being in the Clinic with Zack Boukydis,

We are invited to visit the baby's by the medical doctor Carmen (about 35 years old) who is taking care, together with her young colleague Dana, of 40 baby's, who are all severely ill: baby's who were underfed with already chronic physical deviations; physical birth-illnesses which need surgery; harelip, severe digestive problems. Often the family-situation can be very bad. Some parents already resigned their baby's because they are so poor that they imagine a better future for their baby in a foster-family.

Goal of our visit is to give personal support to both doctors, who know how important it is to give more emotional care to the baby's and not only the medical and most needed physical care, but they don't know how and where to start. The psychologist had to leave her 20 hours job in May because the American Fund stopped its payment.

Both doctors would like to learn more about focusing with baby's, and they need support for this because nobody of the board, directory, nurses, caretakers understand them, even rejecting it. They hope we can help them so colleagues, nurses, the director and the board can be convinced of the urgency of more attention than only medical care.

Ynse and I go from one room into another room with 4 or 5 baby's together, making contact as much as possible with the baby's, reflecting what we see. Several nurses, the psychologist, the interpreter are eagerly watching us.

Some baby's in the clinic are waiting for foster-parents because the parents are too poor to take care of them.

I would like to tell about 2 baby's what happened with Focusing attention from my own empathic felt sense, focusing with the baby's.

Adrian, a boy, 2 months old, severe harelip, split palate, duodenal disease with probable deviation of the gullet, stomach and intestines. ..

He has a catheter in his nose to be fed, because he doesn't drink. His mother brings everyday her mother milk. With his split palate he can't swallow. He has his left hand against the opening of his mouth. He is wailing with a soft voice

Here I stand, hardly knowing what to do, looking in his face with his narrowed eyes, and something that I hardly can see as a mouth. I am with my quivering for a moment and something turning around in my stomach. I look into his eyes. I bend my knees to be on same eye-level with him. I try to get eye-contact. I start to give only a kind of the same sound, and then asking him: *may I give some English words to all that what makes you wailing.* With that he gives me his attention with his eyes. The doctor, noticing something is happening, removes the catheter. She tells that he likes to move his mouth when they try to put something in it. I mirror this to Adrian. *You like to move your mouth when something comes in. You know what your mouth is meant for...for sucking...*

I feel my inner aha-shift by saying these words: of course also with his mouth in whatever shape, he has the need for sucking. Then comes my doubt "maybe his hand is enough". I look more carefully, but with his hand it is only ..'sabbelen'...(this is the dutch word for sucking without energy)... I ask the doctor if there is a dummy...(no baby has a dummy, obvious they are not used the baby's have one). Their word is 'biberon'.

...may we give you this biberon .in your mouth...? He looks at me...we give him the biberon in his mouth, and he start immediately to suck vehemently...*yes your mouth knows obviously what it needs...*he is very involved in the sucking...we can see his cheeks going in and out, but he looses soon the biberon because his lips aren't there to hold it. The doctor asks for a bigger biberon. This one fits better...We put Adrian on his side with a small towel against the biberon. I hear the sounds of surprise and enthousiasme around me how content he is now The doctor tells me they never saw him so content on his own.

Ynse saw a little bit later that he lost the biberon and then he made movements with his mouth and tongue to get it back. After Ynse helping him, he fell in a very relaxed sleep. The nurses made aah's and ooh's, so surprised they were.

Andreea, 4 months old came in with enterocolitis already for a long time. She had a malnutrition of II. degree. When we come to her bed, she is sleeping. The doctor tells such a sad story. I'm struck, if not shocked that they made the assumption of an autistiform disorder.

Standing next to her bed the doctor is telling all this. I don't understand all the medical words exactly. I only can feel the deep concern of the doctor Carmen about Andreea's condition. Carmen tells us also that she feels that Andreea doesn't like her, maybe even hate her. The doctor only got once a little bit of a smile, but she feels Andreea is really rejecting her and she feels hurt and pain about this. Andreea gave one smile at a nurse. Andreea doesn't eat enough except at the moments that she seems to decide to eat as little as she wants. The doctor even considers to give G. under the care of her colleague.

At a certain moment Andreea opens her eyes, wakening up. She stretches her right arm a little bit, without looking. She is a very little baby for her 4 months. Her eyes are as if turned inward and look very sad. Her face has a kind of a frown and she looks so worried. I remember in this split moment the videotape of Zack Boukydis of the mother who so barely wanted the attention of her baby that she pushed herself towards her baby with overwhelming attention. After Zack's proposal for the mother to wait and only to be there for her son, the baby reaches out with his hand and gives her a smile. This came for me as a warning: go even slower than you are used to.

I mirror lightly Andreea's stretching movement with my arms with an inner knowing that I can only wait for her step to carry forward her coming out. I ask Andreea permission to talk to her in English since the doctor can understand me. I could have talked in Dutch as well, supposing the baby can understand beyond language, although reflective words are crucial in the changing process.

The reader should imagine the pauses between the sentences. The subtle changes can hardly be described. The doctors, psychologist, interpreter and some nurses are around. I can feel their hope and expectations for the baby.

I write my words in italics.

Andreea's arm nearest to me is lying above her head. I slightly touch her hand with my finger. Knowing how important, even how basically necessary it is to ask a baby permission for each step I make, I ask her *"is it alright to touch your hand a little bit?"* At that moment I see the skin on her skull moving just a tiny bit, as a sign of relaxation of the frowned tension. I stay with my finger available for her...she takes my finger...I only reflect *"you found my finger"*...her head turns towards me looking somewhere to my body... *"you can see I am here"* ...her face is relaxing a little bit...

I ask the doctor if we can bring the fence of the bed down.

I am there to catch her eyes, waiting for her...*"you are a lovely girl...is it permitted to give some words about how you are here?"*...her eyes turn towards me...*"you lye in this bed here in the hospital...something in your body is not as it should be...maybe it feels so strange inside...maybe you feel pain...is it alright for the pain to stroke it softly with my hand?...being with it?... and maybe under all that you can sense a feeling of being Andreea...such a cute baby...can you feel that somewhere?"*...we see a little wrinkle in the corner of her mouth as if she discovered something again what she forgot...she still holds my finger...and looks open into my eyes now...I feel a deep connection of mutual understanding with her...

"maybe something inside feels alone here in the bed...missing your mom...missing your daddy...all of them...of your family...yes, we can say to this feeling: 'of course you are there at the inside, missing your family'...we just can be with that feeling"...somewhere here she really starts to smile big smiles...her whole face is in one big changing movement...as if she is telling: 'at the end I can understand all that what I felt inside...now it is not that bad anymore...'

In between I ask the doctor information about the family-situation so I connect with Andreea. in the right way. *"and I am sure they love you...and are waiting for you being home again"*...deep from her throat comes an incredible sound I can't describe...as if pain, relief and joy all together find their way out...the doctor is very close to me...I feel her being moved with tears in her eyes...up till now Andreea. never made one single sound in the hospital...

I am with Andreea. with all that what came out, giving it little words...I ask the doctor if I may take her out of the bed in my arms."...*Andreea,.. may I take you in my arms..*" .her body is relaxed in my arms, her eyes attached with my eyes...holding my finger...I feel the togetherness...

I feel and know there is still one important issue to share with her in these circumstances...I am hesitating, being with my felt sense if this is still the right moment...if it is not too much for her...overloading her...so much changes in her inner sensing body...though I don't have a second time to be with her as far as I know now...

...May I still bring one more thing to you, Andreea?...She looks at me, no withdrawal at all...no change in her smiling face...so I feel a 'yes' inside that I can bring it...could you tell inside that all this is not your fault...you are a good girl as you are...it is not your mother's fault, and not your father's...you are a lovable person... it is unbelievable how her whole face becomes one big smile, moving her legs with joy...I am with her in all her joy...that she can feel herself...and keep this alive feeling with her .. the doctor and the sisters will come they will help you to keep this feeling alive...

I tell her: *I will put you in your bed again ...I'm going to leave you now...you are Andreea...*"

It was wonderful for me to be with her...very content she is back in her bed...it is difficult for me to leave her...

Ynse took these pictures. I hope you can recognize the process and the difference in G's face in the beginning and at the end. It was an only 12 minutes-process.

In the Carmen's office we are together, full of aw. The doctor asks us to give a presentation for the nurses and the director so they will understand the importance of the emotional needs of the baby's and how focusing with them is the way to fulfil those needs.

We agree it will not only be information we give, but also give them the experience of focusing. We will have about 11/2 hour. We hope we can go from there with an ongoing training-program when we are here once in half a year.

Carmen will also arrange an appointment with the professor to let him know the importance of the focusing being with the baby's.

Part f.B

Carmen arranged a meeting with the carers and nurses next week. We will see the Professor and the Director next time in April

At first we have time to visit the baby's. Adrian is already home! After they discovered he can suck so well with the 'biberon' they asked the mother to feed her milk with the bottle. After 2 days he drinks very well and may go home, waiting for his first operation at the age of 4 years old.

Andreea is now a smiling baby who can be with herself in a good mood. She is drinking without blockage or resistance. They call her a happy baby.

Ynse, Madeleine and I sit with the nurses and carers with the translator. Both doctors are also there. I can feel their tension, their closed faces. I start with mirroring where they are: the heavy circumstances in which they work, with many baby's and too little time. And I say (now in short): "*I respect your involvement with the baby's and how I see you working here...maybe your thoughts are now that Marta can easily talk about giving attention to the baby's being her only task here...*" . I see a little smile, some relief. Then Ynse proposes: "*we hear several baby's crying ...why shouldn't Marta be with one of them here, so you can all see how she is doing that special way talking with the baby*".

Yes, I thought, that is the way to make this meeting experiential and at the same time giving them a modelling.

The nurse brings me István, 2 months old, being for 2 weeks in the hospital. He was very close with his mother, who carried him all the time around. He was vomiting all the time.

István started to stretch his body, making a bow, crying loudly, his face turned away from me, as if he didn't want anything with me.

I used sentences like before. Slowly on he is turning his head to me and I may look into his clear blue eyes. He stops crying, and his body relaxes. I only want to share one sentence with a remarkable reaction. I say:

hallo...you are István...

He looks carefully at me. I feel somehow the need to introduce myself to emphasize our reciprocity:

I am Marta...

He turns abruptly his head from me to the other side. I am still amazed how he understood and showed me that he didn't want to hear this sentence. I mirrored something like:

- *this is not what you want to hear...sorry...*

Slowly he turns his head back to me, his eyes come again back to me and he looks at me with great attention. From here I don't remember too well the sentences I used. I only remember him, lying in my arm, content, and I still see his clear blue eyes. I say goodbye to him. Back in his bed, he cries for a short time and then he is falling asleep.

The nurses and carers are touched by what happened. I tell them about being in a focusing way with baby's. They start to talk about the importance of really being with the baby's and talking with them. They exchange experiences. They make plans to take better care of dry diapers, so it is easier to take the baby's in their arms and on their lap.

We take a little time to turn our attention inwards to ask inside what this afternoon brought for all of us. Everybody has enriching words of encouraging, warmth, importance, hope. They shared also that they felt that they came closer as team to each other. Others emphasized they want to continue next time with us with more time available.

It was a touching experience for us.