

HT209 - Ericksonian Hypnotherapy - (5 clock hours)

An in-depth exploration of the therapeutic style of Milton H. Erickson and his contributions to the fields of hypnosis and NLP. This course teaches the basics of Ericksonian Hypnotherapy, metaphor therapy and advances the students use of indirect/inferred induction styles.

Ericksonian Hypnotherapy

THE THERAPEUTIC STYLE MILTON H. ERICKSON

“The most important aspect of this philosophy is the concept of the individuality of the therapist and the individuality of the patient.”

*Kristina K. Erickson, M.D.
Daughter of Milton H. Erickson*

Sigmund Freud was a genius of *analysis*

Analysis: The separating of any material or abstract entity into its constituent elements (opposed to synthesis).

Jung was a genius of *synthesis*

Synthesis: The combining of the constituent elements of separate material or abstract entities into a single or unified entity (opposed to analysis).

Erickson was a genius of *utilization*

Utilization: To put to use, especially to find a profitable or practical use for.

Suggestions are made about the process of learning to *utilize* rather than merely *analyze* a subject's internal mental mechanisms and memories to facilitate hypnotic phenomena.

Ericksonian hypnosis...

1. Sees trance as a natural psychobiological state arising from life events.
2. Trance occurs with or without hypnotists.
3. Trance is a special learning state that occurs whenever identity is threatened, disrupted or needs to reorganize. As in:
 - a. Trauma
 - b. Times of change in a person's life
 - c. Contexts of uncertainty
4. Trance is a natural resource state.
5. Formal hypnosis is seen as a social tradition that can provide a ritual space and process to receive and guide the trance pro-actively in helpful ways.

6. Erickson looked for how and where trance was already occurring, rather than creating one artificially.
7. Erickson disapproved of *schools of therapy*. As much as possible he avoided jargon that was taken from any particular school. He believed that a school presents *the* right ways to do therapy. He was basically an atheoretical practitioner but did function following basic guidelines.
8. “Each person is a unique individual. Hence, psychotherapy should be formulated to meet the uniqueness of the individual’s needs, rather than tailoring the person to fit the Procrustean bed of a hypothetical theory of human behavior.” - Erickson

Typical components of Ericksonian Hypnotherapy

1. Indirect suggestion
2. Metaphor
3. Anecdotes - A short account of an interesting or humorous incident
4. Confusion
5. Therapeutic binds
6. Utilization
7. Speaking the client's language

The Pillars of an Ericksonian Approach

1. Utilization of client behaviors
2. Indirection techniques, including suggestions and stories
3. Strategic Therapy
4. A naturalistic approach

5. Reliance upon anecdotes to promote personal understanding
6. Utilization of the reality context (phenomenological reality)
7. A reliance upon the values of action, effort and enjoyment

Phenomenological Reality

A philosophy or method of inquiry based on the premise that reality consists of objects and events as they are perceived or understood in human consciousness and not of anything independent of human consciousness.

1. People operate out of their internal maps, not out of sensory experience.
2. Therefore, meet the client in his or her model of the world.

Three Aspects of Erickson's Utilization Approach:

1. The hypnotic state is an experience that belongs to the subject.
 - a. Hypnotic "suggestions" require the utilization of the client's real memories, associative processes and "experiential knowledge," not the hypnotists. This is the basic difference between the *utilization approach* to the hypnotic suggestion and the "pure suggestion" approach.
 - b. Elicit past learning and experiences to facilitate a shift from one set of memories to another by an appropriate use of words.
 - c. Hypnotic experience is facilitated by first evoking the subject's personal memory systems and then by creating situations in which those systems can be acted out, reified, or actualized as a current reality. For Erickson, it is the subject's real-life "experiential learnings," rather than imagination *per se*, that are the raw material of hypnotic experience.
1. Deep trance experience involves a utilization of the subject's memories of well-motivated life experience ("experiential learnings").
 - a. "Words aren't magical, memories are."
 - b. Utilization of the subject's own attitudes, thinking, feeling, and behavior, and aspects of the reality situation, variously employed, as the essential components of the trance induction procedure.
2. Mental mechanisms are evoked and utilized to facilitate the acceptance of hypnotic suggestion.
 - a. Observation
 - b. Learning
 - c. Internal Imagery
 - d. Relaxation and Inner Absorption
 - e. Dreaming
 - f. Memory

The Utilization Approach Consists of:

1. A philosophy of acceptance and validation
2. A technique of alterations in how the problem is viewed

Example: The thumbsucking problem of a child:

“Now let us get one thing straight. That left thumb of yours is your thumb; that mouth of yours is your mouth; those front teeth of yours are your front teeth. I think you are entitled to do anything you want to with your thumb, with your mouth, and with your teeth.

“One of the first things you learned when you went to nursery school was to take turns. You took turns with this little girl and with that little boy in doing things in nursery school. . . . You learned to take turn at home. When Mother serves food she serves it first to one brother, and then it may be your turn, then it may be sister’s turn, then it is Mother’s turn. We always do things by turns. But I don’t think you are being right or fair or good in always sucking your left thumb and never giving your right thumb a turn. . . . The first finger hasn’t had a turn; not a single other finger has had a turn. . . . I think you really would like to give each of your fingers a proper turn.”

3. Viewing symptoms as being the result of blocked resources (natural abilities and potentials) rather than as manifestations of psychological or social pathology.
4. Symptoms are limited solutions
5. Symptoms are symbolic or metaphorical communications from the subconscious which not only signals distress within the system, but is also providing a graphic and utilizable depiction of that distress. The symptom is the medium and the message.
6. Erickson utilized the symptom toward its own undoing – symptoms are transformed into their own solutions

Understanding Erickson

1. He was informal and did not hold himself out as an authority.
2. He did not use fixed hypnotic induction techniques. Rather he used stories, otherwise termed metaphors, jokes, and down-to-earth advice.
3. He was flexible. He never used the same detailed hypnotic approach twice. He would always adapt his approach to the particular client. He understood that the person with the most flexibility or choice will be the controlling element of the system.
4. He was holistic. His focus was not only on the client’s mind, but what was going on in the client’s life as well. He met the client at his or her own model of the world.
5. He was non-dogmatic. He taught by example, via analogies, metaphors, and condensed accounts of various cases, and he never propounded any overall theory.

6. He believed everyone to be an individual with specific needs and learning's of their very own. He further believed that everyone had all the life learning's needed to achieve their specific desires, and that these life learning's only had to be arranged in such a manner that the individual could make use of.
7. He understood that, no one outside of the client him/herself could decide upon what the best measures would be to achieve the desired results. Outcomes are determined at a psychological level.
8. He understood that no one could ever walk in another's shoes so to speak, because personal life histories and understandings can be so different from one person to the next. He further realized that everyone's home and professional lives are so different, that the only person who could possibly understand someone's situation is the person himself.
9. He had an active approach to therapy that builds upon resources leading to desired goals.
10. He was comfortable with the role of ambiguity in therapy - for the client to develop his or her own unique response. He taught choice and never took choice away. He understood that people make the best choices for themselves at any given moment.
11. He respected all messages that came from his clients.
12. He understood that a person can't not communicate.
13. He understood that explanation, theory or metaphor used to relate facts about the person is not the person.
14. He "fabricated case histories" in his story telling.
15. He reduced hard work down incrementally.

Ericksonian Questions for Indirect Trance Induction

1. What kind of trance would you like to experience?
2. How long will it take you to go into that trance?
3. How will you know you are beginning to experience trance?
4. Now do you really think you are still fully awake?
5. How much of a trance do you feel you are in already?
6. How soon will your trance deepen?
7. You will let me know when it is deep enough, will you not?
8. What would you now like to experience in this trance as it continues to deepen? Or would you like it as a surprise? Sooner or later?
9. Will you let your hand (finger, head) move when it feels warm (cold, numb, etc.)?
10. And you don't know how much of that numbness you would like to maintain after you awaken, do you?

Questions 1-3 reintegrate previous trance experiences, as well as heighten the client's motivation for their current experience.

Questions 4 and 5 help client's assess their current status and help make the transition from awakedness to trance.

Questions 6 and 7 complete this transition and set up a signaling system so that clients can let the therapist know when a trance of sufficient depth has been achieved.

Questions 8, 9 and 10 are all variations that can be used to explore the evocation of virtually any hypnotic phenomena or posthypnotic response.

Erickson – The Reverse Set Double Bind

- Excellent for use when a client is at an impasse
- Read this story to the client
- Tell them, “Milton Erickson told this story” Then you are not telling them, but Erickson is, thus taking the pressure off of you

“My first well-remembered intentional use of the double bind occurred in early boyhood. One winter day with the weather below zero, my father led a calf out of the barn to the water trough. After the calf had satisfied his thirst, they turned back to the barn but at the doorway the calf stubbornly braced its feet and, despite my father’s desperate pulling on the halter, he could not budge the animal. I was outside playing in the snow and, observing the impasse, began laughing heartily. My father challenged me to pull the calf into the barn. Recognizing the situation as one of unreasoning stubborn resistance on the part of the calf, I decided to let the calf have full opportunity to resist since that was what it apparently wished to do. Accordingly I presented the calf with a double bind by seizing it by the tail and pulling it away from the barn while my father continued to pull it inward. The calf promptly chose to resist the weaker of the two forces and dragged me into the barn.

Psychiatric patients are often resistant and withhold vital information indefinitely. When I observe this I emphatically admonish them that they are not to reveal that information this week, in fact, I am insistent that they withhold it until the latter part of next week. In the intensity of their subjective desire to resist, they fail to evaluate adequately my admonition; they do not recognize it *as a double bind requiring them both to resist and to yield*. If the intensity of their subjective resistance is sufficiently great they may take advantage of the double bind to disclose the resistant material without further delay. They thereby achieve their purpose of both communication and resistance. Patients rarely recognize the double bind when used on them, but they often comment on the ease they find in communicating and handling their feelings of resistance.”

METAPHORS

“It is my belief that all presenting problems and symptoms are really metaphors that contain a story about what the problem really is. It is, therefore, the responsibility to the therapist to create metaphors that contain a story that contains the (possible) solutions. The metaphor is the message... Hypnosis is, in and of itself, a metaphor within a metaphor...”

Steven Heller, Ph.D.

- Stories
- Myths
- Parables
- Personal Stories
- Case Histories
- Phrases
- Ritual and Ceremony

1. The subconscious works in stories so that is how to talk to it
2. Symptoms are metaphors to be replaced with healthier metaphors
3. Metaphor is used in language all the time without realizing it
4. Every culture and religion teaches through metaphors and stories to socialize the young and to pass on wisdom and tradition.
 - a. Christ’s and Buddha’s Parables
 - b. Sufi Tales
 - c. Aesop’s Fables
 - d. Zen Koans
5. Metaphor
 - a. Word, or phrase, or story where there is more than one meaning
 - b. Something that stands for something else
 - c. Something that communicates on at least 2 levels
6. Multiplicity of meaning distinguishes it from regular communication
7. Bypasses reflexive objections; the critical factor of the conscious mind; opposing belief systems
8. Tests a clients response to ideas without calling attention to the direction
9. Allows the building of a foundation before being direct – tell a story and then talk about it
10. Encourages active mental search on the part of the client
11. Develops forgotten resources. Gives the subconscious new resources to draw upon to solve its problems.

12. Stimulates new associative pathways in the brain – makes new connections
13. Gives the power to the client – increases their sense of creativity and responsibility in the process
14. When the client makes the discovery themselves through their own process, change occurs more readily as it is part of their own inner experience. If told from the outside it is not part of their own inner experience.
15. By offering metaphors we offer a choice. The client chooses how he or she will respond. Very empowering.

16. Symbol

- a. The smallest unit of a metaphor
- b. Can have many meanings
- c. The idea represented by a word, an object or an image
- d. Subconscious thinks and processes in symbols
- e. Multidimensional image feeling
- f. Subconscious can derive the meaning it needs from the symbol

17. The metaphor lasts longer due to deeper resonance – felt on a soul level – lasts longer

18. The metaphor gives the subconscious new resources to draw upon

19. The subconscious always chooses the greatest resource to solve its problem

20. Utilization of stories, myths, parables

21. Ceremonies – a set of actions – rituals with symbolic importance

- a. An acting out of a change
- b. Metaphor in action
- c. Experience has more learning power
“ We hear and forget. We see and remember.”

22. Indirection – Allows the therapist to bypass reflexive objections (critical factor)

- a. Tests clients response to an idea without calling attention to the direction to be moved in
- b. Allows building of foundation before being direct
- c. Encourages active mental search on the part of the client
- d. Associations
- e. Develops forgotten resources
- f. Stimulates new associative pathways in the brain
- g. Gives the power to the client
- h. Increases creativity and responsibility in the therapeutic process
- i. They come up with answers themselves through their own inner experience

Example: When wanting a child to go to bed

Direct – Go to bed

Indirect – Let’s have a bedtime story

23. Simile

- a. A figure of speech in which two unlike things are explicitly compared, as in “she is like a rose.”
- b. One thing conceived as representing another; a symbol
- c. Usually similes are marked by use of the words "like" or "as".

Come up with a feeling state, problem or pattern:

Say to yourself: _____ is like _____

- 24. Past-life as metaphor – Metaphorical Journeys – The stories are incredibly healing
- 25. Trigger Phrases are metaphoric – “Peace Now”
- 26. Phrases
 - a. Eat like a bird
 - b. Solid as a rock
 - c. Felt like I entered a world of rainbows
 - d. I felt like a dolphin
 - Gets a feeling sense
- 27. Pacing their model of the world first
- 28. Accessing emotional states and attitudes
- 29. Embed suggestions in the story
- 30. Tell personal stories or case histories and embed suggestions and resources in the stories
- 31. Ask what does this story mean to you?

Six Keys to a Successful Metaphor

1. A clear objective or goal
2. A direction to get to the goal
3. Address the obstacle(s) to the goal in a way that people can relate to
4. Offer a way to overcome those obstacle(s)
5. Use of hypnotic language patterns
6. Effective delivery

Ingredients of Therapeutic Metaphors

Therapeutic Metaphors for Children and the Child Within – Mills and Crowley

1. Establish an overall theme of metaphorical conflict in relation to the protagonist (the leading character, hero, or heroine)
2. Personify unconscious processes in the form of heroes or helpers (representing the protagonist's abilities and resources), and villains or obstructions (representing the protagonist's fears and negative beliefs)
3. Personify parallel learning situations in which the protagonist was successful
4. Present a metaphorical crisis within a context of inevitable resolution, by which the protagonist overcomes or resolves his problem
5. Develop a new sense of identification for the protagonist as a result of his victorious "hero's journey"
6. Culminate with a celebration in which the protagonist's special worth is acknowledged.

Exploring the Ugly Duckling Story

Shared Phenomenological Reality

Feeling unwanted and different;
Learning many new things;
Overcoming hardships;
Transforming into one's higher potential

Metaphorical Conflict

Birth of the funny looking duckling

Unconscious Processes and Potentials

The duckling's mother defends him and cites his positive qualities; the Ugly Duckling gets his first glimpse of the swans.

Parallel Learning Situations

Learning how to swim, how to take care of himself, how to fly.

Metaphorical Crisis

Attack in the marsh; cold winter in the pond.

New Identification

The Ugly Duckling beholds his beautiful new image in the water. "He was too, too happy, but not a bit proud."

Celebration

"The old swans bowed before him."

Metaphor Exercises

1. List several emotions that clients may experience
 - a. Lost and afraid
 - b. Overwhelmed
 - c. Sad and depressed
 - d. Nervous and anxious
 - e. Feeling incapable and not smart enough

2. Find Symbols for these states/attitudes
 - a. A young boy lost in the woods
 - b. A person drowning in an ocean
 - c. A friend you know who lost a job
 - d. A young lion hunting for the first time
 - e. A infant learning to walk

3. List several resourceful states
 - a. Courage and finding one's life path
 - b. Rising to meet the challenge
 - c. Becoming happy and joyful
 - d. Confident and Self-Assured
 - e. Believing in one's self and one's innate intelligence

4. Tell a story incorporating all of the above three components

Hypnosis and Children

Inductions

1. Close your Eyes

- Instant induction
- Especially good to use with someone you have worked with before and you know they are responsive.

“Close your eyes now.”

2. Balloon Induction

- *After being shown and told about relaxation and pretending using the clippy doll.*

“Close your eyes. Pretend that you have a balloon tied around your wrist, it’s a helium balloon and it’s a very big one. You can feel the balloon tugging on your wrist and your whole arm starts floating up with the balloon.

Now in just a minute, I’m going to clap my hands and when I do the balloon will pop and your hand will drop right back down into your lap and your whole body will go very relaxed (just like the clippy doll).

(Clap) , “Good now just let yourself go nice and relaxed, very relaxed (just like the clippy doll). Now I’m going to test how well you have relaxed. I’m going to lift your arm and it will be nice and floppy, just like the clippy doll.”

3. Face on Thumb

- This is suitable for use with a young child
- Draw a little face on the child’s thumb
- Explain to them that as their thumb gets closer and closer they can close their eyes

4. Magic T.V

- Ask the child to close their eyes until you tell him or her to open them.
- Ask him or her about their favorite TV program, then when they’ve finished telling you, ask him or her about the part of the TV program that they like the best.

Continue with “In a moment with your eyes closed, you will begin seeing your favorite TV program. You will feel calm, relaxed, peaceful and safe. Okay, I’m turning on the TV show now, and in your mind you will see your favorite program on the screen. You can hear the sounds and have the feelings, and really enjoy watching your favorite program. You can continue watching that TV program by keeping your eyes closed. You don’t need to listen to what I’m saying, you are just continuing to relax and enjoy that special program by keeping your eyes closed until I tell you to open them and to wake up.”

(At this point, you may want to test the state of the child. You can do this by saying), “As you watch your show one of your fingers on your right/left hand moves straight out.” (wait for a response)

If this method is to be used with an older child as a problem solving strategy, continue with:
“In just a moment that program will finish and we will change the channel. You will continue moving into an even deeper state. You will be seeing a program that will show you how to overcome that problem and to get rid of it completely.” (pause) “Your favorite program has ended now and I’m changing the channel. You’re continuing to feel more peaceful, and now you’re seeing a program that is showing what has been causing that problem, and how easily you’re getting rid of that problem..... the picture is becoming more clear..... you’re understanding it, and realizing that you’re overcoming the problem completely.”

5. Flying Blanket

- This visualization can capture the imagination of any child if you incorporate some personal details
- This induction is suitable for younger children

“Imagine that you are going on a picnic, going with your favorite people to a special place for a picnic. You have your favorite things to eat and drink. You can see and smell and taste them.

Enjoy playing games with your family and friends. Then when you are finished eating and drinking and playing games, you will see a blanket spread out there on the ground. It is your favorite color, smooth and soft. You may sit on it or lie on it.

Pretend it’s a flying blanket and you are the pilot. You are in control. You can fly just a few inches above the ground, just above the grass, or higher even above the trees if you want. You are the pilot. You can go where you want and as fast or as slow as you wish, just by thinking about it. You can land and visit your friends or you can land at the zoo or anywhere you like. You’re the pilot and you are in charge. You might fly by a tree and see a bird’s nest. You can speed up or slow down. Enjoy going where you want to go. Take all the time you need to feel very comfortable. When you are ready you can find a nice, comfortable landing spot and land your flying blanket. When you have landed, let me know by lifting one finger.”

6. Favorite Animal

“Do you like animals? Which do you like best? Fine. Now just imagine that you can see yourself sitting in a very nice place with _____ (whatever animal they chose for example a puppy). It might help to close your eyes. Feel that puppy’s soft fur and see its color. Now, just for fun, pretend it is another color or striped or polka dotted. Let it be any way you like, the puppy is happy too. You can change the color any time you chose because it’s your imagination, and you are the boss of your imagination. And you can imagine a second puppy just like the first, the same colors, the same soft fur. Two puppies and you can see yourself playing with them. Now, you may choose to make three puppies and change their color back to the first color or to another color. You can tell me about the puppies if you like.

7. Favorite Place

- Multisensory image technique

“Think about a favorite place where you have been and where you like to be. It might be easier if you close your eyes, but you can leave them open if you like or leave them open until you close them, or until they close by themselves.”

“See yourself, feel yourself in that special place which you have chosen, or which has popped up in your imagination. Look around and see the colors, shapes, hear the sounds around you. Let yourself really be there now.... Because you really are there in your imagination. It’s good for everybody to be in a favorite place sometimes, a place where you like to be, a place where you like how you feel. You can feel those good feelings now. Take some time to enjoy it. When you feel as if you’re really there – even partway there in your mind – let me know by lifting one finger to say yes.”

“When you talk and tell me what you are imagining about then I can be an even better coach to help you help yourself.”

8. Favorite Activity

“Tell me something you like to do.”

Or

“I hear that you like _____” (if you know something that they like to do you could bring it up to build rapport with the child)

“Just imagine that you can see yourself doing _____ (their chosen activity). Let yourself really enjoy it, and do better than ever before.”

9. Cloud Gazing

“What are some colors you like? Good. Let yourself imagine some beautiful clouds in the sky and see them change into one of your favorite colors. Good. Now let them change into another color. Or perhaps several nice colors. The clouds may change shape too, as you continue to watch them. Kit will be interesting to see what they become. You can be part of those clouds, if you like, feeling very comfortable, very good.

10. Listening to Music

- Could substitute for playing a musical instrument
- Could substitute for singing their favorite song

“You said you liked music. What kind of music do you like to listen to? Exactly what song would you like to hear now? Good. Just imagine yourself hearing that very clearly now, as loud or as soft as you like. You might want to turn it up... and then down... you may imagine watching the musicians too. You can let me know when the music has ended

Deepening

1. Walk in the Woods

- The longer we walk the more relaxed you get (hypnotic patter) point out smells, sights sounds, etc.
- You may go to a cottage (to tell a story)
- In the cottage you may point out a lucky charm (penny, magic something)
- Any time you have this _____ you will be able to become this relaxed again

2. Lucky Charms

- Can be found in the cottage
- Used as a point of internal fixation
- Can be used as an anchor to help them to return to this place or state.

3. Focus on Breath (eyes open)

“Focus your eyes easily on some point on your lap or anywhere you like, and pay attention to each time you breathe out. Notice what happens to your shoulders automatically while you breathe out... they go down, don't they? Good. That's the mind and body working together all the time: even without thinking about it, every time we breathe out we relax automatically. That feeling is relaxation. When you breathe out you loosen your chest muscles. Pay attention to breathing out, and each time extend your own relaxation feeling a little further. Past your chest and into your tummy muscles. Next time you breathe out, let the comfortable feeling move down into your hips and your upper leg muscles. Relax your lower leg muscles now and feel a flow of comfort, loosening relaxation from your chest muscles down to your ankles, your feet, and your toes. Go at your own pace and at your own speed. When you're ready focus on your lower back muscles, and let them feel very comfortable. Loosen your upper back muscles. And now let a flow of relaxation spread past those shoulders that were already relaxing down into your upper arms, gradually past your elbows and into your lower arm muscles, into the small muscles of your wrists hands and even the little muscles of your fingers. When you're ready, allow your neck muscles to become comfortable more than they were already. Let the flow of relaxation move across your whole face. When you're nice and comfortable all over, please give me a signal by nodding your head or raising a finger.”

4. Teddy Bear/Doll

- Especially useful for young children
- Helpful for sleep and pre or post operative situations
- Doll or stuffed animal may be substituted

“What does your teddy bear do when he is sleepy? Hold him the way he likes to be held. Let his head get very comfortable. Maybe you should pat him gently... so gently. That's good. Is he getting sleepy? Let his arms get cozy and comfortable. Don't forget his tummy... Comfortable and sleepy. Comfortable, drowsy, sleepy, and cozy. You can rock him if you like... maybe even sing him a nice

quiet song. So comfortable. So nice. Such a good feeling. So easy. So quiet. So nice of you to help him/her this way.

Games

1. Strong Tree

- Play a ‘pretend’ game with a small child and they quickly become involved and cooperative...
- Use as an induction for a child aged between 5 and 8 years old.

“Okay, I wonder if you can pretend that you are a strong tree. Your feet are the roots of the tree and stand firmly on the ground, your body is the trunk of the tree and your arms are the branches. Now I’d like you to hold out this arm (pointing to the child’s dominant hand). Good, this is a strong branch and very, very stiff – see the branch is getting extremely stiff, so strong and so stiff that it won’t bend at all. Just think to yourself, this branch is getting stiff and strong, and as you think to yourself that the branch is getting stiff and strong, it gets stiffer and stronger and stronger, stiffer and stronger each second.

Now in a moment I’m going to ask you to try to bend that branch, but the more you try to bend it the stronger and stiffer it becomes so that the branch won’t bend at all.

Ready now then, try to bend the branch, try, and the more you try the stiffer and stronger the branch becomes.

(Child tries unsuccessfully to bend arm – at this point you have developed a very deep trance. If the arm does bend, reinforce the suggestions of strength and stiffness, or simply say – “see how hard that was to bend...”)

“Now I’m going to show you something very interesting. Something almost magical, a very strong gust of wind is coming now and it will make that branch sway and bend very easily...the gust of wind is coming, it’s here, it’s making the branch sway and now it bends...feel the branch beginning to bend, easily, effortless. That’s good.”

At this point you could weave whatever suggestions you are working on into a story about the tree and the strength of the tree. Just use your imagination and the child will use theirs.

2. Balloon/Book

- Same as balloon bucket
- using a book is easier for them to grasp

3. Lemon Tasting

- Same as responsiveness exercise

Resources

- Hypnosis and Hypnotherapy with Children- Karen Olness & Daniel P. Kohen
- Therapeutic Metaphors for Children and the Child Within – Joyce C. Mills & Richard J. Crowley
- Windows to Our Children (a gestalt therapy approach to children and adolescents) Violet Oaklander
- Tales of Enchantment (Goal orientated Metaphors for Adults & Children in Therapy) Carol H. Lankton & Stephen R. Lankton
- The Dandelion Seed- Joseph Anthony
- On the Day You Were Born- Debra Frasier