

Variations of TAE steps to be used in therapy, counseling, coaching and trainings

Picture: Fotolia

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Example and Exercise

Coming Home

Coming home

Step 3

This issue-word does not really say what you want to say. Find another issue-word that fits better or points to another aspect.

This issue-word does not fit either. Find one more issue-word that says what you feel inside...

Step 4

What do I want this issue-world(s) to mean?

Outline

- TAE for Personal Development ?!
- Introduction to (APPLIED) TAE
 - TAE and Domain Focusing
- Examples and Exercises
 - Working with words
 - *What does stress (anxiety, phobia ...) mean for me?*
 - Instances
 - Exercise: patterns of the situation just now!
 - TAE in Coaching (leadership)
 - TAE in Workshops (self-management, professional role)
 - Logic
 - *Exercise: finding the inherent connection*
- Variation and Creation of Steps

TAE for Personal Development??

*To begin a TAE procedure one needs to have – right there – a deep, **bodily, palpable sense of something in one's field of knowledge ...***

*A felt sense for TAE comes only in midst of the „personal“, and yet **it is different from all the „personal“ concerns everyone's body is always carrying.*** (Gendlin, Folio 2000-2004, p.11)

TAE for Personal Development!

- TAE processes about career change resulted mostly in working on personal problems.
- What does stress mean for you? This simple question leads to surprising openings towards the underlying problems of having stress.
- In TAE courses participants mostly chose personal issues to work on.



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TAE for Personal Development!

Psychotherapy.

*Often it is necessary for one of the two people to invent some new way of speaking, in order to name some feeling. Sometimes not only a name, but a **poetic image** is needed. Either person may **invent it**. We are describing two possibilities here: referring and **conceptualizing**,*

*On the other hand, either person often **invents a way of characterizing or conceptualizing the feeling** so that the client feels, „Yes, that’s just it.“*

(Gendlin, ECM, P. 79-80)

Examples of TAE Processes about Personal Issues

- Career change
- My satisfaction
- About authenticity
- To be automatically
- Age and change
- Cancer of female artists
- Health is relativ
- The morality of being sick
- A theory about my future
- Overcoming Blockages
- Resources and energy
- Mother-daughter relationships
- Fitting contacts
-

Giving language to stress

- Stress is an ongoing dynamic stuckness
- My nervous system works hard and deserves a rest.
- Remembering the details in the scientific work
- Inviting others to question their believes
- Reinventing myself
- What I am good for?
- New connection of not being powerful in speech or action
-

A participant of „Giving Language to Stress“

“I was able to really get to the crux of some major issues of my whole life.

And helped me through a medical crisis during the 5 week course.

*It was a **wonderful addition for me to use with regular focusing** and I definitely want to continue to study TAE*

*I now have **more tools to work with living.**”*

TAE and Personal Development

- **How to work with words** such that you enter your experience(ing) and to be carried forward by fresh words.
- **How to use instances and the patterns** to understand your problem better, to get help by your own experience and to enhance your resources.
- **How to cross instances and patterns** and how to **cross terms** in order to expand and deepen your knowing about yourself and the challenge you are working on.

The TAE

House

Theory

Apply your concepts inside / outside your field of interest (13-14)

Cross with other theories, concepts, external tasks, persons, experiments ...

Expand your concepts by further **linking and interlocking** (14)

Interlock permanent terms and cross them with other terms (12)

Link temporary main terms and **find inherent relations** (10-11)

List of Terms

Write freely (9)

Cross instances and patterns (8)

Create and connect your **own (meaning of) words** (3-5)

Find the **more-than-logical** (2)

Find **instances and patterns** (6-7)

Name a **crux sentence** and a **key word** (1)

Felt Meaning

New language – Creating a Metaphor

A metaphor is a crossing between: (1) some old experience is affected so that a new felt meaning emerges from it, and (2) old symbols and their meanings are employed in a new way to conceptualize the new meaning. (Gendlin, ECM, p. 113)

Examples:

- Washing away my holding back is like a waterfall.
- Keeping the form and giving space is like chopstick dancing.

Paradox (step 2)

A paradox is a promise. It is a promise to lay „it“ out. In the moment we only say: it is like this and it is not like this. A paradox helps to lay „it“ out. You already have the feeling you have „it“ although you do not have it, yet.

A paradox is not illogical. It is more-than-logical. It is not only logical because we expand it. In the way we are expanding it can not be logical. We would keep the old structure but we want to expand it. (Gendlin personal communication)

The Essence of (APPLIED)TAE



Picture: Fotolia

- **Zigzagging**: the movement between experiencing and symbolization is the motor of the TAE process.
- **Crossing** is essential in TAE to create newness: Crossing of instances, crossing of words/terms and crossing of fields.
- **Logically connecting** of terms creates further newness AND steadiness AND accuracy.
- **Interacting** is applying other concepts and theories into your own theory and proofing your theory by experiments, by interactions with others and by living from the new patterns (occurring into implying).

TAE and Domain Focusing

- In Domain Focusing the mere presence of the domains underlines the evidence of permanent **linking between thinking and felt sensing**. Therefore Domain Focusing is very much suitable to **explicate the implicit and to expand thinking within experiencing**.
- Domain Focusing opens with the **avenues into felt sensing** a lot of possibilities to enter and deepen experiencing. Domain Focusing ensures that the **issue is always linked to the bodily felt meaning** and not just story telling.
- Domain Focusing emphasizes a felt sense of the **whole**. This is especially important for holding a **paradox and for crossing**.

TAE and Domain Focusing

- While doing TAE and guiding TAE, I experienced that sooner or later the practitioner always steps into **(personal) problems**.
- “Is there a way to stay in the TAE process without being blocked / without criticizing myself/ without being overwhelmed/ without being afraid that I will not manage it?” These are questions coming from the self-empathy domain.
- In addition, the self-empathy domain provides **safety** which is needed to overcome existing concepts and to create new ones.

Example: Domain Focusing Session of a Client

blue: Issue; green: Felt Sense; red: Self Empathy; bold: linking of domains

- K: I'm running around all day and I'm stressed out.
- B: **Can you understand yourself and the being stressed in the situation?**
- K: **Hmm, yes.** The stress came from the fact that I was alone with a new doctor on the ward. I would like to help her more, e.g. with the examinations. However, only the doctors are allowed to do that.
- B: **How do you feel inside about the situation?**
- K: ... a back-and-forward-pulling. A pull ... helpless pulling ... nearby the heart. It is viscous, like a dribble.
- B: What does this viscous dribble, the helpless pulling need?
- K: Order. It may still dribble, but it must be sorted, a free order, a not pre-determined one.
- B: How would it feel if this were the case?
- K: ... more fluid.
- B: **What would be more fluid in the situation?**
- K: ... I would have to order more, not just ask someone ... I do not dare. I find it hard to be authoritative. I would like to try ... I must formulate what I want to do and what help I need for it. ... Aha, that's the free order. This fits my concept of "free order" well. I should trust myself more, I'm too nice, I think too much about the others. Later as a doctor, if I do not say what I need, I will have problems.
- B: **Is there a way to be nice and to say to the others what you need?**
- K: **I can say it nicely AND be more authoritative.** That is a fundamental problem of mine. Not to say what I want.

A TAE-Domain Focusing - Example: Working with Words (steps 3+4)

Issue	Felt Sense	Self Empathy
Starting with an issue-word in a context: e.g. stress (...) in: Today, I had a lot of stress at work	(avenues into felt sensing:) Where in your body do you sense the issue-word (...)? Can you describe the shape or the texture of the felt sense? Is there an emotional or kinesi- thetic felt-sense-word coming?	What is a good kind of self-empathy to start from (e.g. to be gentle, caring, curious ...)
Does the issue-word really fit? Or is there another issue-word that expresses your felt sense in a better way?	Does the new issue-word fit with your body sense?	Can you have patience (...) to find suitable issue-words?
Is there one more issue-word that fits better or represents another aspect of your felt sense?		Can you acknowledge that the issue-words you find do not exactly say what you want to say?
What would you like these issue-words to mean?	Coming from and staying in contact with your felt sense.	

Instances and Patterns

„Any instance is superior to a higher order generalization because it has internal specificity. In any real life event you can discover some complex structures which are actually there.“ (Gendlin, Folio 2000-2004, p.15)

A pattern is a relationship between some details that is relevant to your felt sense. It is a generalization. (compare Gendlin, Folio 2000-2004, p. 16)

Instances – Example stress (step 6)

Issue / Situation	Felt Sense	Self-empathy
<p>In what situations, events, conditions do I feel stressed, over- or under-challenged, uncomfortable, ...</p>	<p>What felt sense forms in my body as I hold that issue? Is there something meaningful NOW that I notice in my body about that situation?</p>	<p>As I hold my issue or situation, is there some small kind of empathy (compassion, understanding) for myself which comes?</p>
<p>What is the situation in detail? What (recurring) thoughts are coming as I hold the situation? Do I understand what's going on?</p>	<p>As I hold the situation is there a felt sense, a bodily sensation, a intricate feeling coming with the thoughts?</p>	<p>What is a good way to be with these thoughts and feelings? Can I be _____ (honest, gentle, kind, understanding, patient...)?</p>
<p>What are the feelings I associate with this stress situation? Are there any images or other sensations or emotions coming up? What kind of bodily reaction do I feel? What are my physical reactions to stress in this situation?</p>	<p>Can I notice where in my body a felt sense comes with these emotions, sensations, images, body reactions? Where in my body do I sense the whole of all of that?</p>	<p>Can I acknowledge my feelings, even the uncomfortable ones? How can I be with myself and these feelings, emotions, sensations?</p>

Executive Coaching Example

Leadership role

Leadership

- Storytelling
 - Stories (Instances) transport a leadership culture.
 - Crossing of the patterns of the stories with actual situations.
- Help from yourself / from the past
- Leaders as models for other leaders (patterns of behavior and attitudes/values)

Workshop Examples

Re(name) your professional role

- A whole TAE process
- Crossing with „role concepts“ found by the group

Self Management

Concepts: Motivation and acting theories, Learning theories, Self-efficacy; Züricher Ressourcenmodell, Kompensationsmodell Motivation und Wille

- Self reflexion in a focusing way
- Situations with blockages (patterns)
- Find help in yourself in instances (resource orientation); cross into difficult actual situations

Build your own Concept of Well-Being

Phone Course: Giving Language to Stress

Example for a workshop layout - I

Laying out the Problem

- Enter your quandary by working with words (step 3 – 5)
- An instance of your quandary (step 1, 6)
- Crux sentence (step 1)
- (An)Other instance(s) and patterns (step 6-7)
- Crossing of patterns and instances (step 8)

Help from yourself

- A positive crux sentence (step 1)
- Instances and patterns and crossing (steps 6-8)
- Find a “place of well-being” (step 6)
- Find your "well-being" by working with words (steps 3-5)

Phone Course: Giving Language to Stress

Example for a workshop layout - II

Theory Building – Creating new insights and patterns

- Staircase to the second floor (List of terms)
- Choice of three terms (step 10)
- Linking: A is B; A is inherently B (step 10 + 11)
- Interlocking: expressing one term through others (step 12)
- Write concluding sentences (step 12)
- Action items

An Example for using steps 10+11

Step 10: A = B

Coming home IS Leaving home.

That might be wrong. But it is always interesting.

Step 11: A is inherently B

Coming home IS INHERENTLY leaving home.

Why is coming home IS leaving home?

What is the very nature of coming home such that it is leaving home?

In order to come home you have to leave home. (that is obvious). Leaving home allows to feel the worth of coming home. There is density. A dense quality. To go away from myself / my home allows me to find my home. In order to find myself I need to go out of myself, to break down constraints.

The inherent connection is: to cross frontiers

Exercise

Focusing with Crossing of Terms (steps 10-11)

Find a dilemma, a contradiction, two sides of one situation ... in your life.

Name the two sides A and B.

Say formally: $A = B$

That might be wrong. But it is always interesting.

Check and change terms so that it feels okay for you.

Keep the „IS“.

Then ask for the inherent connection:

Why is $A = B$?

What is the very nature of A such that it is also B?

Variation of Steps

Examples for steps 3+4

switching language - using a synonym or an etymological dictionary – expand a word family

I - House (TAE process about TAE)

building - protection - design

building: Gebäude, bauen

Bauart

Bauweise

Aufbau

Baustelle

Bauwerk

Anti-Bau

II - Focusing session: Playing around „lassen“ (let)

FS: the positiv excited one in the stomach and the open “Trichter” in chest.

It is more opening, expanding, tolerance, openness, curious, more freedom ...**lassen**

I: My „new“ attitude:

Lässig – gelassen – geschehen lassen – aktiv lassen

(easygoing – calm – let happen – let it activ)

III - TAE Process about a Concept of Workshops

Playing around „Nehmen“ (to take): ***teil-, wahr-, auf-, an-, mit-nehmen***

(participate, notice, take in, acknowledge, take with)

Creation of further steps

*Symbols can be **words, things, situations, events, behaviors, interpersonal interactions, and so on.***

(Gendlin, ECM, p. 28)

*... the role of a symbol (including **things, persons, behaviours, and whatever**)* *(Gendlin, ECM, p. 90)*

*The term „symbol“ may be given to anything that performs the function of referring or specifying. ... There are visual and kinaesthetic „symbols“ and in this sense even **actions, objects, and situations** can be „symbols“.*

(Gendlin, ECM, p. 97)

*We can say, therefore, that not only verbal symbols but also **familiar objects, people, situations, call forth recognition feeling.*** *(Gendlin, ECM, p. 103)*

Creation of further steps

Kind of Symbol

- words
- situations, events
- persons, people and their behaviors, *attitudes*
- interpersonal interactions
- actions
- things, *products*
- *music, art, literature ...*

TAE step

- Steps 3-5 (whole process)
- Steps 6-8
- Patterns of models
- Interactional patterns
- Acting competences (patterns)
- results of experiments (science, technology)

Thank you for participating!



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