

VI. Emotion Coaching in Action: Experiential Teaching, Homework, & Consolidating Change Implications (Warwar & Ellison, Chapter 12)

(adapted & modified from Greenberg & Goldman, *Clinical Handbook of Emotion-Focused Therapy*, 2019)

A. Application of Emotional Change Principles Through Experiential Teaching

- There are *seven major principles of emotion change*. Each of them guides experiential teaching and facilitates task selection and homework suggestions. The manner in which the principles are applied in the facilitation of tasks is demonstrated with brief examples. The experiential learning tasks promote emotional change, particularly the experiential skills of contacting, accepting, and using emotional information and resources.

A. Principles 1 & 2: Emotion Awareness & Expression

- a. The principles of emotion work that facilitate *awareness and expression* are combined because they are interconnected processes that often occur concurrently. From the beginning, the emotion coach embodies an attitude toward emotion that is welcoming, curious, and accepting. This attitude is a precondition of successful emotional change processes as it is a foundational skill on which all other change-producing principles rest. Participants who are able to turn their attention to their internal experiences and name those experiences, as well as their associated needs and action tendencies, are able to fully and flexibly experience their emerging emotion states during interventions aimed at transforming emotion.
- b. The emotion coach applies gentle, persistent empathic encouragement of a participant's approach toward and tolerance of his/her internal, bodily felt emotional experience in the here and now. A primary goal is to facilitate the participant's processing style toward one that is broadly and fully informed by experiential knowledge, not solely by intellectual knowledge alone. Attending to, becoming aware of, and symbolizing in words one's core emotional experiences allows access to important information that reason alone does not provide.
- c. Experiential tasks generally focus first on promoting awareness and expression of emotion as well as emotional processes that interfere with this awareness and expression, such as disowning of aspects of experience or self-protection in the form of interruption of emotional experience. Early experiential teaching may involve facilitation of emotional processing in the form of describing various components of emotion, such as emotion labels, physical sensations, action tendencies (e.g., flee when afraid), what the emotion is about, and the associated need. Ask, is the participant able to name an emotion that they experience? If not, offer an empathic reflection and conjecture to facilitate naming. How rich is the language of their description? Is it vivid and detailed, possibly including metaphors and imagery, or is it more concrete and unelaborated? The coach may use empathic evocation to deepen the participant's experience. Is the participant unaware of how to attend to their internal experiences? In this case, the coach may begin with helping the participant to attend to their physical sensations, something typically more familiar to

people, before moving to their bodily felt sense. Is the participant able to attend to and name a physical sensation, but not yet able to articulate the bodily felt sense of their experiences? Do he/she implicitly or explicitly articulate a need associated with their emotional experiences? A focusing task can be helpful in both of these cases. Perhaps he/she feels a sense of “stuckness.” in which case accessing a need associated with their emotion that may mobilize action may be helpful. Much of the experiential teaching that occurs involves awareness tasks that ask participants to attend to one or more of the components of emotion noted above. Learning how to become aware of, name, and express emotion, in and of itself, is a successful outcome for some participants.

- d. *Focusing interventions* are often used early on and throughout to teach participants how to (a) make contact with and focus on their inner experiences; (b) increase their emotional awareness by articulating what they are feeling from a bodily felt referent; and (c) access core needs, which provides motivational direction. Brief focusing interventions are frequently embedded with other interventions, such as chair work, to facilitate deepening of experience and enhance the participant’s ability to increase their emotional awareness and expression.
- e. Early-on, the coach may suggest that the participant pay attention to and record in an emotion diary (I have copies of various *Emotion Diaries*) any emotions that emerge between meetings (i.e., between the 3- and 5-day), especially after such emotional experiencing has occurred or an emotion you are looking to deepen. If a participant is seemingly unable to express an emotion, it does not necessarily mean that the participant is not aware of his/her emotion—remember, everything is “grist for the mill.” There may be processing blocks present for many years, such as an interruption of emotion that developed as a result of having grown up in a home where emotional *expression* was discouraged or criticized. Common experiences that participants express here include explicit rules about emotion, such as “crying is weak,” and implicit rules that were learned, such as “once an emotion starts, it never stops.” The coach must be attentive to (assess) a participant’s inability to attend to, name, and describe an emotion, which is different from blocks to expression. The coach’s stance of being empathically attuned to and validating of the participant’s experience are paramount to this work if the participant is to feel safe enough to allow and express feelings that are often uncomfortable, frightening, or painful or that may be perceived as shameful or weak if expressed.
- f. Awareness tasks also involve coaching participants in attending to their emotional experience, emotions that may not yet be fully in awareness, or emotional experiences that are actively avoided, unacknowledged, or disowned. Some processing markers that indicate that it would be helpful to use experiential teaching to promote emotion awareness and expression include: little awareness of, or attention to, internal emotional experience; restricted awareness of various emotion experienced (e.g., “all angry,” “all afraid”); avoidance/self-interruption of emotion; inability to name an emotion; experiencing of an unclear felt sense; lack of awareness regarding presence and impact of

inner critical or catastrophizing part of self; the presence of interpersonal boundary violation by others; and unexpressed needs of the participant.

B. Principle 3: Reflection on Emotion

- a. The change *principle of reflection* on emotion occurs after a participant has accessed adaptive emotions and needs and is developing a healthier internal voice. Experiential coaching of reflection on emotion is important after transformation has occurred because the coach helps participants organize, structure, and assimilate their newly developed self-organization (identity) into coherent stories about self, other, and situations.
- b. Experiential teaching is often aimed at shifting one's view of self and rewriting stories that promote greater self-acceptance and compassion. The coach uses various exercises to facilitate reflection and new meaning-making during the process of emotion transformation and after transformation has occurred. Reflective exercises are most frequently used at two times: at the end of a transformative piece of experiential work and in writing exercises. Reflection work may involve mapping out the change-producing experiential processes that just occurred. Facilitating a new view of self may also be promoted with the use of chair work in which participants are asked to view themselves in the other chair and make contact with what they feel toward and see in the transformed person in front of them. This experiential teaching exercise can be particularly change-producing because participants are not solely explaining the change in self in cognitive terms but are instead simultaneously experiencing *and* redefining their perception of their transformed self. Between-session exercises can include rewriting past emotion memories with use of an emotion diary and letter writing to significant others (more than we ordinarily do), particularly when emotional injury has occurred and unfinished business is present.

C. Principle 4: Transformation of Emotion with Emotion

- a. An important emotion change-producers is *changing an emotion with an emotion*. When dealing with chronic enduring painful emotion, people often get stuck in an emotion state, and all functioning becomes routed within this stuck state, which is often maladaptive. When participants are in stuck or repetitive painful emotion, they are unable to attend to the feelings at the edge of their awareness. The coach helps participants attend to these feelings to help them experience a different, more adaptive state and shift the stuck maladaptive emotional state.
- b. The first task is to help participants to identify and experience a primary emotion, and then together they evaluate whether the emotion is an adaptive or maladaptive response to the *current* situation. If the emotion is identified as healthy and self-enhancing, it is used as an informative guide to action. If it is identified as destructive, often it must first be regulated or soothed and then transformed. The participant is encouraged to pay attention to repetitious or enduring emotion states that occur in their lives, especially after the participant has accessed that maladaptive emotion state. Emotion awareness work helps facilitate this process. Participants are often aware of global negative emotion states, such

as feeling upset or overwhelmed, but they may not be aware of differentiated emotions they are experiencing, such as anger, sadness, or fear as well as negative patterns of emotional experience that repeatedly occur.

- c. Emotions that need to be transformed present in various ways; it is helpful to listen to the participant's narrative and think in terms of their *attachment* and *identity* struggles. For example, a participant's primary maladaptive emotion may revolve around themes of attachment and abandonment in that he/she experiences underlying fears of rejection and abandonment by loved ones. A primary maladaptive emotion of shame is often associated with identity themes that revolve around a sense of self as incompetent, inadequate, or a failure. In these situations, experiential teaching may occur during one-chair unfinished business or two-chair self-critical work.
- d. Participants often experience relief or excited vitality when they access a core need, partly because this need has been outside of awareness or disowned for a long time. In addition, this newly emerging need is connected to a primary adaptive emotion. The work is to replace maladaptive fear with the more boundary-establishing emotions of adaptive anger or disgust, or by evoking the softer feelings of compassion or forgiveness. One can practice accessing anger toward someone they fear or to try practicing empathy toward someone they have felt wronged by. This is done after the newly emerging alternate feeling has been accessed and is found to fit.
- e. The work focus is typically oriented toward that which is problematic in participants' lives. Participant expressions of inner strength and resourcefulness provide ideal opportunities for introduction of tasks geared toward recognition and consolidation of transformed emotions, strengths, and internal resources. For example, a participant entering a session and recounting a positive, self-affirming experience would provide an appropriate opportunity to ask the participant to specify one's strengths in the given situation, and this would optimize the participant's consolidation of internal experience, capability, and resilience. The coach might also ask participants to list strengths and resources on a card as they arise, and then carry the card and add to the list when relevant experiences occur throughout the program and afterwards. Attending to and recording freshly emerging positive perceptions of self leads very naturally into reflection on emotion and consolidating new adaptive views of self and self-narrative.

1. Principle 5: Corrective Emotional Experience

- 1. A key emotional change principle, *corrective emotional experience*, involves promoting new lived experiences that change old feelings. This change principle occurs within the corrective relational experience with the coach as well as during productively processed moments in which participants experience new adaptive emotions. Corrective emotional experiences occur in a relational context, whether it be self-self, self-coach, or self-other person in the participant's life. These experiences induce newly discovered self-confidence, self-competence, and self-compassion that is recognized and validated by the coach.

2. The relationship between the participant and the coach which is genuine and consistent, is the primary vehicle through which new, corrective emotional experiences occur. This type of relationship creates an ideal working environment in which the participant may fully engage in the process of emotional processing, self-discovery, and new learning. An example of this occurs in empty-chair work involving unfinished business. In this scenario, participants may be assisted by the coach to reenter in imagination a concrete scene from childhood in which they felt belittled or dismissed by a caregiver. Participants are then guided to invite the coach into the scene (explain: subtle, imagined, present) while they re-experience the event in which they stand up for themselves and speak the needs of their inner child. The corrective emotional experience occurs as a result of the new emotional experience in the presence of the coach who has been introduced into the memory (i.e., new lived experience of an old memory) as well as in the participant's new success experience. This provides a different, new, empowered experience that contrasts with the many times they have experienced the memory in past recall. In this example, the relationship promotes new emotional experience, as does the experiencing of new adaptive emotions and need expression in a historically pain-inducing concrete memory. Another example of coaching of corrective emotional experience is when two-chair work is used toward the end of work when the participant sits across from the transformed self and shares emergent perception of and experience in the presence of the newfound self. This experience is often a very powerful one as it is highly viscerally different than the experience of self earlier when the inner critical view of self was highly active.
3. Practice of new corrective emotional experience is important in carrying forward experiential changes so that the participant may have opportunities to repeatedly feel successfully lived experiences in the world. One way to achieve this is for the coach to suggest that participants expose themselves to historically maladaptive emotion-inducing situations so that they may practice experiencing newly emerging adaptive emotions. For example, emotion transformation work may allow a participant to become aware of how he/she predictably experiences secondary anxiety when around a significant other. This awareness facilitates further awareness of an underlying primary emotion of sadness about the loss of connection and not having the relationship he/she wishes with that person. The participant may then be asked to pay attention to when the emotion of sadness is experienced, as well as consider expressing his/her need to connect. Self-soothing may also be facilitated with the participant. Another example is when a participant is asked to engage with a particular family member with whom they have had difficulty saying "no" and practice accessing a new-found emotional experience of being aware of and expressing one's voice rather than deferring to the other person. Generally, outside work that supports this change is developed with consideration of past situations in which maladaptive emotions were experienced in conjunction with exposing oneself to similar experiences again to practice evocation of freshly experienced adaptive emotions (the interim homework provides for some of these experiences but not all).

2. Principles 6 and 7: Emotion Regulation

1. The coach initially assesses *emotion regulation skills* (explain). The most common process marker that indicates the need for deliberate regulation of emotion is when the participant experiences very high emotional arousal that is very dysregulated and cannot achieve a moderate, working distance arousal. Sometimes it is necessary to apply deliberate regulation at moments of intense emotional dysregulation; at other times, the coach helps participants build automatic self-soothing or an internal capacity to soothe the self.
 - i. Deliberate Regulation
 - 1) Distraction and regulation should be applied when emotional arousal exceeds a 70% level because the evoked emotions will become unmanageable. Emotional arousal that needs to be regulated often occurs in the form of autonomic processes such as changes to breathing rhythm (e.g., rapid, uncontrolled breathing), nonverbal expression (e.g., frequent shifting in chair, shaking of hands), and changes in verbalization (e.g., rapid speech, sobbing, loss of ability to verbally share experience) (Explain).
 - 2) Prior to starting therapy or TLT and especially if coming from the “outside,” participants’ emotions have often been interrupted or unacknowledged because such emotions may have felt too painful or overwhelming. They may be unaware of how to deal with the emotions that seem painful, confusing, or even outside of their control. From the start, the coach teaches the participant emotion regulation skills, as needed, so that they may begin to experience themselves as capable of attending to, coping with, and tolerating their bodily reactions to their emotions without interrupting them.
 - 3) It is important that the coach recognize signs of emotional distress and engage in emotional soothing interventions with participants. In the early phases, when coaches facilitate activation of emotion they may then “freeze” when the participant exhibits intense, highly aroused emotions. If this happens, coaches can regulate their own states by breathing and localizing themselves in the task at hand so as to not leave the participant “alone” in his/her dysregulation (importance of building *presence*). The coach should be highly attuned to any need to engage in experiential teaching of emotion regulation skills and remain attuned and ready to facilitate emotion regulation as evocative work proceeds. Participant capacity to have a *working distance* from emotion, neither under-regulated nor over-regulated, is key to using the helpful information contained within emotion while not becoming overwhelmed by it (explain inverted U curve). The coach assists the participant in experiencing emotion states in which the participant is *having* the emotion rather than the *emotion having* the participant.
 - 4) The coach listens for problematic dysregulation “outside” as well, particularly following highly evocative moments with participants who have displayed very high arousal and perhaps were overwhelmed by emotion. In this case the coach may suggest distracting and/or grounding skills. The coach may engage in exploration of relationships or environments that frequently trigger difficult emotions and suggest healthfully ways to

manage exposure to these, at least for a short period, while developing emotion regulation skills (including healthy avoidance!). Experiential teaching tasks may include self-soothing, such as *Diaphragmatic Breathing*, *Relaxation*, accessing an *Imagined Safe Place* to go to when feeling overwhelmed, and *Empathic Self-Talk* (Discuss). The coach may suggest the participant use deliberate attention to check in with their inner child (Cathy's *Thumb-in-Hand* method) as well as when painful emotion and a need for calming and/or soothing arises during stressful events (also *Being Held* and *Appropriate Touch*; *TIP-R Skills*). Regulation and soothing may also be achieved through relationship with another person in the form of *Other-Soothing*. The empathic, validating environment provided by the coach is fundamental in supporting the participant's soothing capacity, particularly when experiential tasks are aimed at accessing painful emotions that can often result in emotional dysregulation; other-soothing can also be developed by engagement with an empathic and supportive partner/friend/groupmate if the participant will learn to ask for what they need.

ii. Automatic Regulation

- 1) Self-soothing internal processes and dialogues promote a participant's ability to be compassionate and accepting toward emerging painful emotional experience. Soothing dialogues help build participants' automated capacities to physiologically regulate their emotion states as well as to consciously self-soothe in overwhelming emotional moments. Promoting the capacity for self-empathy and self-compassion is important for participants who experience difficulty in welcoming and being compassionate toward their painful feelings. Experiential teaching guides participants toward openness and interest in their painful feelings by, for example, asking them to imagine themselves as a small child who is feeling hurt and is in need of care and attention. These tasks may be coach-guided in the moment or self-guided as practice (explain). The coach pays particular attention to the presence of a supportive and loving other in the participant's history. When wanting to promote self-soothing, the coach can ask the participant to evoke "the other" in their mind's imagination at any point in experiential tasks at key moments. Internalizing a *soothing-other* is a helpful function during TLT as well as in every day moments. Participants find it helpful to evoke their coach when feeling distressed or overwhelmed. They can bring their *Wise Adult Self* or *Supportive & Protective Coach* with them in imagination while recalling and/or processing painful interpersonal events so as to further internalize a soothing self or other.
- 2) Whether promoting deliberate or automatic regulation, introducing emotion regulation skills/practice is an important way to support experiential work in that welcoming and tolerance of emotion provides the emotional grounding from which deeper emotional experiencing becomes possible. Practice of regulation assists in increasing the participant's experiential competency to shift in and out of emotion states; participants learn experientially that emotion states come and go and that they will be able to tolerate the emotions that have felt too scary or painful in the past.

B. Intervention & Experiential Teaching

- Following, sometimes during, experiential interventions, it is helpful after an emotional shift to engage in experiential teaching that *maps out the process* to help consolidate changes and carry the participant forward (process of *meaning-making*). During interventions, a great deal of emotional processing has occurred, and participants may have experienced high arousal as well as the activation and transformation of maladaptive emotions into newly emerging adaptive emotions and the expression of unmet needs. Although participants may feel better following an intervention, because there can be a high degree of emotional arousal and transformation, mapping out the process for participants can significantly help participants with meaning making and consolidating newly emerging emotions, needs, and positions. For example, when a new voice emerges, “I am worthy,” in a self-critical split dialogue, it may be fragile and shaky in the beginning; as coaches we want to support, strengthen, make sense of, and consolidate this voice. Moreover, once the transformative process has been mapped out, providing participants with suggestions to promote new awareness, experience, or consolidation of new changes can be highly beneficial.
- Prior to mapping out the specific change processes, providing participants with a *rationale* is important. For example, for a self-critical split, the coach may express the following to participants: “It is helpful to get clear on the process of how you feel worthless. Let’s map this out together and try to make sense of your process.” In an anxiety split, the coach would offer the rationale, “It is beneficial to understand your experience of how you get anxious by mapping this process out together,” or in a self-interruption, the rationale may be, “To clarify your experience, let’s map out this process that you just experienced where you stop yourself from expressing yourself.”
- Following a rationale, an effective way to map out the process collaboratively with a participant, immediately following an intervention, is to take a pad of paper and position yourself next to the participant so that you are side by side. Exhibit 1 (below) shows a *worksheet* that is generated as a result of the process of mapping out a self-critical split. On the left side of the worksheet is the *self-critical part*, and on the right side is the *experiencing side*, the part that initially feels worthless. The coach generates this collaboratively with the participant by structuring the two sides of the chair-work process on the sheet and asks the participant questions to generate the specific aspects of the chair-work process that just transpired in session. The mapping out process should feel simple and intuitive to the coach as he/she follows the steps of the specific chair-work intervention that has just occurred.

Step 1: Reflecting on the Origin of the Self-Critical Voice

In mapping out a self-critical split with a 41-year-old man (see Exhibit 1), the coach starts off in Step 1 by asking the participant to reflect on the origin of the self-critical voice, that is, “Was it self-protective?” The purpose of this step is to consolidate the meaning of the critical message as the participant mentioned during the chair work that the critical voice was his father’s voice.

EXHIBIT 1

Mapping Out a Self-Critical Split

| | |
|---------------------------------|--|
| CRITICAL PART (SELF-PROTECTIVE) | EXPERIENCING PART THAT FEELS WORTHLESS |
|---------------------------------|--|

Step 1

Coach: *Let's reflect on the origin of the self-critical voice. What is the childhood wound/sensitivity related to critic? Was it self-protective? You said this critic was originally your father's voice?*

Participant: *Yes, my abusive father who was critical and love was conditional on how I behaved. Now it's my voice.*

Step 2

Coach: *What's the message from critical part?*

Participant: *You're worthless. You're a failure in every way, as a father, husband, employee and so on.*

Step 3

Coach: *What do you experience/feel when you hear this?*

Participant: *I feel worthless, a deep sense of shame. I feel like giving up. It's really painful. I don't want to live feeling like this.*

Step 4

Coach: *What do you need from that critical part of you?*

Participant: *I need to feel that I am okay just as I am, that I am lovable, that I am worth something, not just because of how well I do.*

Step 5

Coach: *How do you feel when you hear what the Other part feels and needs? What is your response?*

Participant: *I feel bad. I am trying to keep you from being hurt because I'm afraid others will treat you like your dad so, I tell you that you are worthless so you will work hard to be lovable. I do see a lot of good in you and I do love you*

Coach: *Can you remember what you said is good about him?*

Participant: *You are a good father, husband, friend. You're a good person and you have a good heart.*

Step 6:

Coach: *How do you feel when you hear this?*

Participant: *I feel hopeful and warm in my body.*

Note. Data from Warwar and Greenberg (2012).

Step 2: Articulating the Critical Message

In Step 2, the Coach asks the participant to articulate the critical message that was just activated in the chair work. The Coach uses the participant's words, and if the participant has difficulty remembering, the Coach may prompt by recounting the chair-work dialogue: "When you were in the critical chair you said, 'you're a failure,' do you remember the specific critical message?"

Step 3: Consolidating Feeling and Experience

In Step 3, the Coach moves to the experiencing side and asks the participant what is experienced in relation to the critical message. The goal is to map the *experiencing* side's feelings and experience using the participant's chair-dialogue words. The following example illustrates mapping out the rest of the chair-work process. In this example, the Coach uses questions and tentative prompts to *consolidate (anchor)* the experiential chair-work process.

Coach: When you moved into the other (experiencing) chair, how did you feel in relation to hearing the message you are worthless in every way?

Participant: I don't remember.

Coach: I recall that part feeling a deep sense of shame?

Participant: Oh yes, it was very painful to hear those things.

Coach: So, the shame felt very painful.

Participant: Yes.

Coach: I remember this side saying that it feels like giving up, and that you don't want to live feeling like this?

Participant: Right, it is not an easy way to live.

Step 4: Consolidating Emerging Needs

Coach: Do you remember what you needed from the critical part from this position?

Participant: Yes, I needed to feel that I am good enough.

Coach: Mmm hmmm. I recall you saying that you need to feel lovable, that you are okay just the way you are.

Participant: Yes, I really need that, to feel that I am lovable and worth something, not just because of how well I do.

Coach: Yes, that is something that is so important, to feel lovable and worthwhile just the way you are.

Step 5: Critic's Response to Emerging Feelings and Needs of Experiencing Side

In this step the Coach asks the participant to recall what the critic's response was to the experiencing side's feelings and needs.

Coach: What was it like to hear that?

Participant: It feels hopeful that things can change, and I feel warmth in my chest.

In this mapping-out process, the Coach's responses and prompts are directly generated by the critical chair-work session. Following *consolidation (anchoring)* is an example of a Coach suggestion for homework to solidify the self-critic work done. This may include *change-homework*, which is relevant when there was a marker indicating the Participant has already made a change—at least for the moment. In the example, the Participant has a new experience of feeling lovable, and to strengthen it the Coach may suggest that the Participant practice this change with a Participant- and/or Coach-devised exercise (Anchoring). “Over the course of the week, can you tell him three lovable things about him? Does it fit for you to do that?” It is important to check if the Participant is aligned with and capable of doing the homework suggested.

C. Mapping Out the Process when Chair-Work Interventions are Not Resolved

- When chair-work interventions are not resolved, this mapping-out process can also be used to consolidate (anchor) and make meaning of the point in the process you have reached with the Participant. The format is the same, but the emphasis is on acknowledging which point in the process you have arrived at with the Participant; this helps focus the work if you return to the chair-work intervention again. For example, if you were able to get to Step 2 and activate the critic, you might assign the Participant awareness homework to pay attention to when the critic emerges and what the negative messages are from the critic. This can be empowering as it allows Participant to experience themselves as active agent of how he/she is self-critical and helps consolidate where you got to in the process. This mapping-out process highlights Participant and critic positions, as in chair-work, so that the self that has often been obscured for many years by the inner critic can perhaps begin to differentiate and be heard.
- Exhibit 2 shows an example of the mapping-out process of an anxiety split. The homework suggestion by the Coach to consolidate (anchor) the chair-work with this Participant was, “Can you stand up to the anxiety-producing part when it comes up during the week? What could you say to do this?” The Participant responded by saying “Stop it, I am doing well! I don’t need your protection anymore, I’m not a child.” The Coach highlighted that one of the antidotes to the anxiety-producing part is self-assertion or anger toward that part. “You felt this [anger] in the dialogue we did.”

- Exhibit 3 is an example of the mapping-out process for self-interruption. The homework to consolidate (anchor) the self-interruption chair-work process was, “Pay attention to what you feel and need in relation to your husband; see if there are small ways you can open up.” This was suggested because it the need that emerged from the experiencing side, that part was silenced. The homework is practice for the Participant to consolidates the original work done.

D. Sustained Gains & Carrying Through Experiential Learning After TLT

- Between-session tasks are well suited to an EFT approach in that in-session tasks prepare the Participant for, and likely increase the probability of, Participant-initiated activities between sessions as well as self-guided implementation of gain-sustaining activities once treatment has ended. Consequently, the implementation of experiential skills or tools that are learned during the acute phase of treatment allow Participants to better equip themselves to deal with emotional pain and problems as they arise outside of sessions and posttreatment.

EXHIBIT 2 Mapping Out an Anxiety Split

**ANXIETY-PRODUCING PART
(SELF-PROTECTIVE)**

**EXPERIENCING PART
THAT FEELS ANXIOUS**

Step 1

Coach: Let's reflect on the origin of the anxiety producing voice. Where does this anxiety-producing voice come from?

Participant: I was humiliated by kids at school. I'm afraid of screwing up
In front of others. My father was anxious and made me anxious.

Step 2

Coach: What is the anxiety producing part saying? How do you make yourself anxious?

Participant: It says, ‘you are going to embarrass yourself during surgery.
Your hands are going to start shaking. Be careful, watch yourself.
Everyone is watching you. Are you shaking? Your hands have shaken before. Watch your hands to make sure they are not shaking. Oh no!
Your hands are starting to shake. Are peoplewatching?’ It’s very intense!

Step 3

Coach: What do you experience/feel when you hear this?

Participant: I feel anxious, overwhelmed, my heart is racing. I lose my confidence and then I start to feel nervous, and then my hands start to shake.

Step 4

Coach: What do you need from the anxiety-producing part?

Participant: Be quiet. See that I'm not that boy who needs protection anymore. I'm a surgeon now. I need you to recognize my accomplishments and acknowledge them. I don't need your protection anymore! I'm not a child!

Step 5

**Coach: What does this anxiety producing part need from you
To help it give you what you need?**

Participant: Stand up to me and tell me that you feel confident and that you don't need me to protect you. Get angry with me and assert yourself like you just did.

Note. Data from Warwar and Greenberg (2012).

EXHIBIT 3 Mapping Out a Self-Interruption

PART THAT STOPS YOU FROM
EXPRESSING YOURSELF
(SELF-PROTECTIVE)

EXPERIENCING PART
THAT IS SILENCED

Step 1

Coach: What was the self-protective function? Where does this voice come from?

Participant: My mother used to shut me down and shush me whenever I asked for anything. My father was an alcoholic and I had to take care of him. They were not interested in hearing what I had to say. I learned to keep my needs to myself.

Step 2

Coach: What do you experience/feel when you shut yourself down now?

Participant: I feel numb, disconnected, and very lonely.

Coach points out: This part is hurting you more than it is helping

you now. It may have been helpful as a child, but now it is keeping you disconnected from your loved ones.

Step 3

Coach: What do you need from the part that stops you from expressing yourself?

Participant: I need to feel that it is okay to

let people in and that people are interested in hearing what I have to say. I need positive encouragement from that part. I need to feel that the wall can be penetrated.

Step 4

Coach: As an example, what do you want to express over the week?

Participant: I want to tell my husband that I want him to spend more time with me.

Step 5

Coach: How do you feel when you hear what the other part feels and needs? What is your response?

Participant: I feel badly, but I need you to remind me that you are going to be okay if someone shuts you down.

Note. Data from Warwar and Greenberg (2012).

- Working toward a new way of being in the world is not a process fully completed within the time frame of TLT. Although emotional restructuring is viewed as leading to change in core emotion schemes and therefore to less likelihood of relapse, short-term relapse prevention skills can be important. Given that deeply entrenched beliefs and emotions do not always change easily because they are learned responses developed over a person's lifetime; therefore, active engagement in self-work after TLT has ended can be very helpful. This is the period when the Participant's emotion repertoire will continue to be challenged, changed, and solidified. An important factor that seems to differentiate those who relapse from those who maintain gains is the individual's ability after TLT has ended to actively use tools they developed such as emotion awareness, expression, regulation, transformation, reflection, and corrective emotional experiences. Practice and consolidation of changes that occurred at TLT are hypothesized to contribute to and partly determine sustained gains posttreatment, but they are not the whole story. Practice and over-learning are crucial to maintaining gains. This

can occur via Focus, Staff Training, Staffing, Therapy, and other ways that develop the emotional skills learned.

E. Conclusion: The Coaching Compass

We offered a model of experiential teaching through the lens of the experiential emotion Coach. Coaching requires a high degree of attunement and presence while working with sensitivity and responsiveness within the Participant's *zone of proximal development* as well as creative collaboration with the Participant in the use of homework and practice. It is a way of working with emotions that is *process-diagnostic* in that it assesses what state the Participant is in, moment by moment, and how the Coach can use experiential teaching at process markers of teachable moments to assist with change. The most valuable guide for the Coach may be the *coaching compass* which gauges the Participant's core enduring pain. Some of the most transformative work will occur at the destination of experiential work when the Coach and Participant arrive at this pain. The compass provides guidance regarding the Participant's core issues. Experiential teaching is essential in facilitating change as it involves coaching Participants on how to process and deal with their emotions differently and productively. Experiential teaching occurs most optimally in the context of a teachable moment when emotion schemes are up and running and most amenable to change. Facilitating work involves leading by guiding the process and facilitating different experiential tasks to deepen emotional experience moment by moment and resolve emotional problems. This combination of providing support and promoting newness, of following and leading, of validating and confirming the Participant's experience, and of opening new possibilities and promoting novelty constitutes the dialectic of acceptance and change that is emotion coaching.