

Outline of Two-Day Presentation: “Past Life Therapy with Children and Adolescents” by Christine Alisa, M.S.

First Day:

- 1. Therapeutic Process and Related Cases Through Lecture
(1½ hours):** An overview of the methodology of child therapy incorporating many facets of the framework. Various case studies of children will be illustrated throughout the power point lecture.

The Beginning:

- Obtain information from parents or guardians
- Create safety and a trusting environment
- Observe the child’s contact process
- Establish rapport and boundaries with the child

Rules:

- Confidentiality
- Choices
- Clean up

Mediums:

- Clay and clay tools
- Drawing and painting materials, white board
- Sand trays and small figures/objects
- Puppets
- Games both therapeutic and just for fun
- Encounter bats or plastic bats

The Process:

- Determine the pattern or issue you as a therapist want to address with the child
- Give the child materials and have your own
- Clay: Explore – Create – Specific Directions
- Drawing: Free form or specific (Their family, safe place, House-Tree-Person)

- 2. Experiential Rosebush drawing with a partner: (30-45 min.):**
Directions and demo will be given on the Rosebush experiential

session utilizing the 'Rosebush Projective Technique' on the Handout: One partner is the therapist and the other is the child/adolescent.

- Visualization of a rosebush and its environment
- Utilizing drawing materials to draw the scene of the rosebush
- Use of projective techniques included in Gestalt Therapy with Children and Adolescents to guide discussion with child (client role) by therapist/partner role
- A tool to make contact with a child and begin the relationship

3. Therapeutic Process Continued (30 min.)

- My model: Dual experiences where the therapist creates something out of clay or draws her own picture as the child is working based on the child's issue.

Engagement and Resistance:

- Playfulness
- Allowing for child's sense of control

Affect:

- Mood
- Level of activity
- Emotional state
- Body language

Modalities:

- Feelings work
- Anger expression
- Awareness of types: Visual, Auditory, Kinesthetic

Child Development:

- Stages and characteristics
- Erickson's 8 Stages

4. Show DVD of thirteen-year-old past life therapeutic session (one hour)

- Issues: Fear of being stupid, picky eater, relationship with father distant
- Session includes elements of the therapeutic process
- Discussion using questions in Handout

5. Experiential Triad Experience with clay (2 ½- 3 hours): In groups of three people, decide who will be therapist, child and observer. Following the instructions, conduct a past life session. Use the Sample Dialog in the Handout for the therapist role. Observer role fills out questionnaire in the Handout and shares with the other members of the group. Switch roles and do another session.

- Therapist, child and observer roles (small groups)
- Two sets of practice changing roles within each triad
- Use elements of the therapeutic process
- Past Life Regression using Story Telling Technique
 - ❖ Establish an issue by asking about patterns or issues
 - ❖ Ask about his physical and emotional experience
 - ❖ Take child's words and put into another question
 - ❖ Follow lifetime to a conclusion that is comfortable for the child
 - ❖ Take that where it's coming from
 - ❖ Observer shares feedback for therapist and child role

6. Whole Group Discussion/ Q&A (15- 30 minutes)

Second Day:

1. Structure of child/adolescent session lecture (1 hour)

An overview of the elements of a single session with a child and how to incorporate those components will be reviewed. Case studies illustrating these principles will clarify how they are manifested with the child.

- Make contact with the child

- Engage with the child where he/she is
- Awareness of affect
- Utilize information from parent (concerns, behaviors, issues)
- Explain unconscious work: like dream time
- Playfulness/Modeling for child/Sense of humor
- Storytelling technique
 - a. Child's creation on his/her own
 - b. Demonstrate (past life, birth, childhood trauma) with medium
 - c. Dialog with child, asking questions/ Joining the child
 - d. Develop issue (i.e. stuck, greatest fear)
 - e. Follow child's words and repeat them
 - f. Observe child's body
 - g. Re-enact story as it unfolds with medium
 - h. Moving from third person to first person
 - i. Ending (i.e. death, baby born)
- Work with any confusion
- Work with resistance and boundaries
- Emotional expression
- The body
- Reframing, integrating, empowering/connecting patterns
- Closure: Child's choice of activity/shift energy

2. Structure of birth trauma sessions with children with Case Studies (30-45 min.): Lecture format including various aspects of a birth session with a child/adolescent, what to cover and examples of birth sessions with various children.

- Start of labor
 - ❖ First Contraction
 - ❖ Mother's greatest pain
 - ❖ Mother's words (thoughts and/or said)
- Use of drugs/mother's loss of control
- External experience
 - ❖ Voices: Doctors/Nurses
- Baby's physical experience
- First breath/Cord Cutting

- Survival pattern

3. Demonstration by Christine Alisa of birth with participant, questions and answers (45 min.): A volunteer member of the group will experience a birth session led by Christine.

4. Triad Experiential Experience with Birth Using Drawing Materials (2 ½- 3 hours): After dividing into groups of three, designate roles (preferably choose a role you have not experienced), utilize the sample dialog to conduct a birth session. Observer role fills out questionnaire and shares with group. Switch roles for another session.

- Therapist, child and observer role
- Focus on birth
- Take turns so each person gets to have two experiences
- Sample dialog
- Use Storytelling Technique
- Observer shares feedback to triad

5. Final Discussion/ Q & A (15-30 min.)

6. Evaluation Forms