Somatic Patterning
Supplemental Instructor Materials
Chapter 14: Behavioral and Cognitive Patterning

Note: Numbered points in the chapter's reading list, objectives, and summary are correlated and focus on topics that I think will be most relevant for massage students.
Please contact your education director for answers to the chapter questions.

Chapter 14 Suggested Readings
1. Behaviorism and Behavioral and Cognitive Therapy, pp. 338-339
2. Cognitive Therapy, Transcending the "Story," pp. 339-341
3. Neurolinguistic Programming, p. 341
4. Tracking Responses, pp. 341-342
5. Representational Systems, pp. 342-343
6. Matching and Rapport, pp. 343-344
7. Reframing, pp. 344-345
8. Association, Dissociation, and Transference, p. 346
9. Changing Associations, pp. 346-347
10. Transference through Touch, p. 347
11. Timeline, pp. 347-348

Chapter 14 Objectives
1. Describe cognitive therapy and the cognitive restructuring process.
2. Discuss why is it important to transcend the story when changing body patterns.
3. Describe neurolinguistic programming.
4. Discuss the process of tracking responses in somatic patterning and body therapies.
5. Define representational systems and their relevance to communication.
6. Discuss how to use matching techniques to build rapport with a client.
7. Describe reframing and identify the five steps of this process.
8. Describe association, dissociation, and transference.
9. Discuss how a person can change negative associations.
10. Describe the dynamics of transference through touch.
11. Define a timeline and how to use timelines as therapeutic tools.

Chapter 14 Summary

1. Cognitive therapy is a form of behavioral therapy in which a person identifies and restructures thought patterns associated with stressful and maladaptive behaviors. The various techniques for cognitive restructuring include stress inoculation, visualization, values clarification, systematic desensitization, and learned optimism.

2. It is important to transcend the story behind a maladaptive behavior and body pattern to avoid getting lost in psychological content and remain focused on the physical attributes of the behavior or pattern, such as chronic muscular bracing, pain, and faulty postures.

3. Neurolinguistic programming (NLP) is a system of tracking and altering language and body patterns in order to improve communication skills. It is based on the premise that how people think about something makes a crucial difference in how they experience it.

4. Tracking responses is a process of observing a client's responses to therapeutic interactions, such as verbal responses, breathing patterns, changes in skin color, tone, and temperature, as well as the postures, gestures, and movements of the client. A practitioner gauges the effectiveness of a therapeutic intervention by tracking a client's response.

5. A representational system is the channel through which a person communicates, which can be visual, kinesthetic, or auditory. Representational channels are most apparent in the verbs people use; for example, people describe experiences that they "see, feel, or hear." Practitioners learn to match or complement the client's preferred channel in order to more effectively communicate with the client.

6. Matching is a technique in which a practitioner comes into sync with certain qualities of the client's mannerisms, such as the rhythm of speech, the manner of speaking and use of language, or even postural patterns. By doing so, a practitioner builds a connection with the client and develops positive rapport.

7. Reframing is a technique in which a person learns to see a situation from a new perspective in order to improve it. The steps in reframing are to identify an undesirable behavior that a person wants to change, figure out what benefit the behavior provides, separate the behavior from the outcome, and identify an alternative and healthier behavior to gain that same outcome. The final step is to try out the new behavior, sensing how the body responds to it, which indicates whether or not it is working.

8. Association is the tendency to unconsciously correlate some aspect of a situation or person with a previous situation or person that has a similar attribute. Dissociation is the process of disconnecting two linked, or coupled attributes, such as a habitual response. Transference is the unconscious process of associating an attribute or trait from a situation or person in the past to a current situation or person.

9. A person can change negative associations by visualizing traumatic memories in a new way, for example, by shrinking the memory of the size of an abusive person or fading the memory of a traumatic event.

10. Transference through touch occurs when a quality of touch that a person receives unconsciously reminds him or her of a tactile experience from that person's past. When clients have been physically abused, certainly qualities of touch can trigger negative transference, causing a stress response.

Chapter 14 Questions

*Note: Make sure to pay attention to the italics in some of the questions because they ask you to identify the statement that **is not** or **does not** refer to the topic of the question.*

1. Which of the following techniques *is not* a cognitive therapy technique?
   a. values clarification
   b. visualization
   c. progressive relaxation
   d. systematic desensitization

2. Why is it important for a person to transcend the story when working to change body patterns?
   a. So that you can stay focused on changing the body pattern.
   b. So that you can figure out the reason for the body pattern.
   c. So that you can understand the family dynamic of the pattern.
   d. So that you have a story to recount to your psychotherapist.

3. Identify which of the following statements *does not* describe Neurolinguistic Programming (NLP).
   a. It is a system of tracking and altering observable language and body patterns.
   b. People use neurolinguistic programming to improve communication skills.
   c. It is based on the premise that how we think about something will make a crucial difference in how we experience it.
   d. It is a psychoanalytic technique that requires the patient to recall the story of every childhood phase of development.

4. Why would a practitioner track a client's physical responses during a session?
   a. To figure out what the client is thinking.
   b. To figure out if a sleeping client is dreaming.
   c. To gauge the effectiveness of the therapeutic intervention.
   d. To decide how long the session will be.

5. Why would a practitioner pay attention to the preferred representational system—visual, auditory, or kinesthetic—in a client's communication style?
   a. In order to effectively communicate in the same or a similar channel.
   b. To figure out how the client's language pattern relates to the body pattern.
   c. Because it is interesting to track how people communicate.
   d. To correct clients with poor communication skills.

6. Which of the following statements *does not* describe the technique of matching?
   a. Matching involves coming into sync with certain qualities of the client's mannerisms.
   b. Matching requires that a practitioner imitate a client to the point of mimicry.
   c. Matching can be done by speaking to clients in language styles they also use.
   d. Matching helps a practitioner connect with the client and develop positive rapport.

7. Which of the following statements *does not* describe a step in the reframing process?
    a. Identify an undesirable behavior you want to change.
    b. Identify a healthier behavior to gain the same benefit.
    c. Ask other people what they think of the new behavior before trying it.
    d. Figure out what benefit the undesirable behavior provides.

8. Which of the following scenarios describes transference?
    a. Associating an attribute to a client that you want that client to become.
    b. Associating an attribute to a client that reminds you of someone else.
    c. Associating an attribute to a client that the client thinks she should have.
    d. Associating an attribute to a client that your supervisor has associated with you.

Chapter 14 Suggested Learning Activities

Note: Any exercise titled "Patterning Exercise" can be found in the current edition. Page numbers for these exercises (inserted in parentheses) are included to help instructors utilize activities during lessons that may be based on other segments of the book. "Skills Exercises" are not found in the current edition but will be included in the 2nd edition of SP.

Skills Exercise: Tracking Client Responses during Massage

Objectives:
- To learn to track the client's responses to your touch.
- To learn how other massage therapists track responses.

Exercise: (60 minutes, 3 rounds of 20 minutes)
1. Get in a group with two other students. One student will be the massage therapist (MT), one student the client, and one student the tracker.
2. As the MT, give your client a 10-minute massage without talking. Work slowly and as you work, notice your partner's physical responses to your touch. Make mental notes of what you notice, so you can talk about it with your tracker.
3. As the tracker, get out a pen and paper to take notes. Watch the MT give his or her partner a massage, and write down responses that you notice, such as the breath slowing down, the client relaxing, twitching, spontaneous movements, muscle contractions, etc.
4. After 10 minutes, take 5 minutes to stop and compare notes. First the MT recalls and shares the client responses that he or she noticed during the massage. Then the tracker can share what she or he observed. The client can also talk about the response he or she had. *Did you observe the same things? If so, what kinds of things did you notice? If not, what was different in your observations?*
5. Repeat steps 1-4 in two more rounds so that each of you has an opportunity to explore each role.
6. Bring the whole group together for 5 or 10 minutes to share the highlights of what students in each group learned from the exercise.

Skills Exercise: Homework Assignment Rapport and Transference

Objectives:
- To develop an awareness of how you establish rapport with other people
- To develop an awareness of how transference works

Exercise:
1. Over the next week, notice when you are with other people that you feel a connection with, who you can relax with. Notice what makes you feel comfortable.

    Are there similarities in your postures, speech patterns, and mannerisms? If so, what are the similarities? Do you share common interests? If so, what are they?

Each night, jot down a few notes about what you discovered because these are the attributes that build rapport.

Do the people you feel comfortable with remind you of anyone else that you feel comfortable with?
If so, you may have a positive transference with this person.

2. Also start to pay attention to interaction with other people in which you feel uncomfortable.

What do you feel on a body level? Are there differences in your patterns of speech, posture, and interests? If so, what are they? Does any person you are uncomfortable with have attributes, such as speech patterns, a body type, a certain gesture or movement habit, that remind you of someone else? Did you have negative feelings about the person this person reminds you of?

Each night, jot down a few notes about what you discovered, which will help you identify negative transferences that occur habitually. The reason for identifying them is to learn to identify when you are having a negative transference with your client (which is a natural human process) and help you break the transference, which frees you to cultivate a positive rapport.

Patterning Exercise # PE 128: Partner Exploration with Representational Systems *(p. 342)*

Objectives:
- To identify your preferred channel of communication.
- To track another person's preferred channel of communication.
- To improve communication skills.

Exercise: (15 minutes)
1. For 5 minutes, listen to your partner describing the details of what he or she had for breakfast this morning. Take notes, jotting down words that reveal which representational channels your partner uses. The verbs used in the description indicates the channel, such as "I saw," "I listened," "I felt, etc."
2. Now switch roles.
3. Next give each other feedback about what channels you heard, naming the words that were auditory, kinesthetic, or visual.
4. Switch gears and have a discussion with each other for 5 minutes. Notice how your two representational systems interact. Are they in synchrony?
5. End this exploration by discussing your findings with your partner. Give examples of what was discovered. Discuss what occurs when the channels do not match and how you can build bridges across these communication gaps.