

APPENDIX E

Blank Clinical Forms

Client Selection Criteria Assessment
Negative and Positive Cognitions
History & Target Planning Worksheet
Target Plan Summary - Basic
Target Plan Summary - Complex
Calm/Safe/Secure Place Exercise
Container Exercise
Secure Hope/Trust/Safety Exercise
Resource Development & Installation Worksheet
EMDR Processing 2-Page (Phase 3-7)
EMDR Processing 1-Page (Phases 3-7)
Recent Events Form
EMDR Session Notes
Reevaluation Form
Installing a Future Template
Generate a Challenging Situation

Client Selection Criteria Assessment

Personal Information

Name

Educational Background

Type of Work Setting

Population Group

Reasons for learning EMDR

EMDR is designed to help you work on real issues - they could be traumatic, irrational, or disturbing events. You can determine how much you wish to disclose and what experiences you may wish to process.

First let's get an initial assessment of your compatibility as an EMDR client. At any time, you may choose to stop this process. Please let me know if any of these areas need to be discussed in greater detail.

Conditions to Consider

<i>Are there any physical conditions we need to consider?</i>	NO	YES
<i>Are there any eye issues we need to consider?</i>	NO	YES
<i>Are there any past psychological conditions we need to consider?</i>	NO	YES
<i>Are there any legal issues that may be impacted by doing EMDR?</i>	NO	YES
<i>Have you been a client using EMDR before?</i>		
<i>If yes, how did that go for you as a client? Any problems?</i>	NO	YES
<i>Are you pregnant and in the 1st trimester?</i>	NO	YES
<i>If yes, do you have a history of high risk pregnancy?</i>	NO	YES
<i>Do you have a history of seizures?</i>	NO	YES
<i>Do you have a history of dissociation?</i>	NO	YES
<i>Have you had or do you now have any substance use concerns?</i>	NO	YES
<i>Do you consent to EMDR treatment?</i>	NO	YES

Processing will continue after our history and target planning session and you may need to use self-soothing techniques.

<i>Do you have self-soothing techniques you can use if activated?</i>	NO	YES
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Other possible Clinician Considerations

Psycho education on Memory	NO	YES
Psycho education on Trauma formation	NO	YES
Psycho education on Neurobiology and how the brain works	NO	YES
Psycho education on EMDR (video, pamphlets, etc.)	NO	YES
Psycho education on child development	NO	YES

ADULT CORE BELIEF CLUSTERS & DEVELOPMENTAL PLATEAUS

Vulnerability / Guilt / Worthlessness / Lovability - Ages: 4 – 10 y/o

- *I can't protect myself – I can protect myself appropriately*
- *I'm not good enough – I am good enough regardless/fine as I am*
- *I don't deserve love – I deserve love regardless; I can have love*
- *I am a bad person – I am a good (loving) person regardless*
- *I am incompetent – I can learn from my mistakes/incompetence*
- *I am worthless / inadequate – I am worthy / adequate regardless*
- *I am unlovable / not lovable – I am lovable regardless*
- *I am a failure – I can learn from my failure/did the best I could*
- *I deserve only bad things – I deserve good things regardless*
- *I am permanently damaged – I am learning/can learn to be healthy*
- *I am ugly / my body is hateful – I am fine / attractive as I am*
- *I am stupid / not smart enough – I 'm good enough regardless*
- *I am insignificant – I am significant regardless*
- *I am a disappointment – I am OK just the way I am*
- *I deserve to be miserable – I deserve to be happy*
- *I am different / don't belong – I am OK as I am*
- *I have to be perfect (inadequacy) - I am fine the way I am*

Responsibility Instinct – Ages 4 – 10 y/o

- *I 'm responsible – I can recognize appropriate responsibility*
- *I should have done something – I did the best I could*
- *I did something wrong* – I learned / can learn from it*
- *I should have known better* – I did the best I can/I can learn*
- *I am shameful/stupid/bad person – I'm fine as I am*
- *I am inadequate/weak – I am adequate/strong*

Control / Safety Instincts – Ages: 2 – 4 y/o

- *I am not safe / going to die – I am safe now*
- *I cannot trust anyone – I can choose whom to trust*
- *I cannot protect myself – I can learn to protect myself*
- *It's not OK to feel / show my emotions – I can learn to feel/show*
- *I am in danger – It's over; I am safe now*
- *I am not in control – I can control what I can*
- *I am powerless / helpless / trapped – I can control what I can*
- *I cannot stand up for myself – I can make my needs known*
- *I cannot let it out – I can choose to let it out*
- *I cannot trust my judgment – I can learn to trust my judgment*
- *I have to be perfect – I can be myself / make mistakes*
- *I am overwhelmed – I can control what I can*

Survival Existence Instinct (Abandonment / Trust / Toxic Value) – Ages: From 3rd Trimester – 2 y/o

- *I'm defective – I'm OK as I am*
- *I'm discarded – I'm OK as I am*
- *I'm alone – I can survive / get me needs met*
- *I'm abandoned – I can survive / get my need met*
- *It's not safe to feel – I can begin to learn how to feel*
- *I'm invisible/unimportant – I have value regardless*
- *I'm going to die – I exist.*

History & Target Planning Worksheet

Gather information your client's presenting complaint, triggers, and symptoms.

Suggested questions

What brings you in today?

Tell me about the issues or situations you would like to address?

What do you think and feel when it happens?

What seems to be a trigger for that thinking or your feelings?

Questions used to get a negative belief/cognition identified with the client.

What does this mean to you?

What does this say about you?

(Help your client identify their negative beliefs by offering ideas through your attunement with the client's story and words)

- | | | |
|--|---|--|
| <input type="checkbox"/> I'm alone | <input type="checkbox"/> I'm worthless | <input type="checkbox"/> I'm invisible |
| <input type="checkbox"/> I'm incompetent | <input type="checkbox"/> I'm a failure | <input type="checkbox"/> I'm unimportant |
| <input type="checkbox"/> I'm not good enough | <input type="checkbox"/> I'm powerless | <input type="checkbox"/> I'm helpless |
| <input type="checkbox"/> I'm vulnerable | <input type="checkbox"/> I'm abandoned | <input type="checkbox"/> I'm responsible |
| <input type="checkbox"/> I have to be in control | <input type="checkbox"/> I'm inadequate | <input type="checkbox"/> I'm imperfect |
| <input type="checkbox"/> Other | | |

Explore for related Targets from the past:

Tell me about times when you have felt this same or similar negative belief in the past

Describe any times as a child with your family when you felt the same or similar.

Explore for the earliest experience of the negative belief (aka Touchstone): *When is the earliest time you can recall feeling or thinking this way?*

Explore for Future Triggers of the negative belief:

When you think of your negative belief, describe any times in the future when you may feel or think the same way.

Identify the Positive Belief (associated with the negative event):

Instead of the (negative belief) what would you like to believe about yourself now?

(Help clients identify a positive belief the resonates with their negative and all experiences previously listed. Again, use your clinical judgement and attunement with the client to suggest alternatives from one of those listed below)

- | | |
|---|--|
| <input type="checkbox"/> I'm good enough regardless | <input type="checkbox"/> I'm okay as I am |
| <input type="checkbox"/> I'm okay regardless | <input type="checkbox"/> I did the best I could |
| <input type="checkbox"/> I can only control what I can | <input type="checkbox"/> I can recognize appropriate control |
| <input type="checkbox"/> I can learn from my mistakes | <input type="checkbox"/> I don't have to be perfect |
| <input type="checkbox"/> I can recognize appropriate responsibility | <input type="checkbox"/> I'm lovable regardless |
| <input type="checkbox"/> Other. _____ | |

Identify the History of Positive Belief – (in general, the more positive experiences there are, the more likely your client will be stable and able to process)

Tell me about the times in your life when you have felt or thought that way. (Take time to identify all the experiences the client identifies that resonate with the positive/adaptive belief)

Check for congruency of the target plan.

Do the negative and positive beliefs resonate with the present, past, and future triggers? Y / N

Is the positive belief adaptive for all the targets and memories? Y / N

Did you stabilize the client as needed following targeting process? Y / N

Did you transfer this information to the Target Plan Summary? Y / N

Target Plan Summary - Basic

Client Initials: _____ Date: ____ / ____ / ____

Negative Belief _____ Positive Belief _____

Negative Experiences

Positive Experiences

Future

Present

Past

Touchstone

Assessment of Client's overall stability for EMDR processing

1
Stable

2

3

4

5
Unstable

Target Plan Summary - Complex

(Use one section of worksheet per core belief)

Client Initials: _____

Date: ____ / ____ / ____

Negative Belief # _____ and Congruent Positive Belief _____

Negative Experiences

Positive Experiences

(Do not need to match up with negative experiences)

Future _____

Present _____

Past _____

Touchstone _____

Negative Belief # _____ and Congruent Positive Belief _____

Negative Experiences

Positive Experiences

(Do not need to match up with negative experiences)

Future _____

Present _____

Past _____

Touchstone _____

Assessment of Client's overall stability for EMDR processing: Stable 1 2 3 4 5 Unstable

Safe/Calm/Secure Place Exercise (Shapiro, 2001)

Purpose: to help client work directly with their experience and establish the client's capacity to access a positive experience. This effect is achieved with the client's ability to shift from one a calm state to a state of slight distress and back to a place of calm. Do not use childhood places or allow other people into the safe/calm place.

1. Accessing a Safe/Calm place

Imagine a place or experience where you recently (not from childhood) felt secure or calm.

2. Emotions and sensations

Tell me about the images, sensations, smells, sounds you are experiencing when you imagine that experience. _____

3. Enhancement

Now focus on the image, sensations, smells, sounds and notice the secure, calm, inner peace you are experiencing. What are you noticing? _____

4. Deepen with BLS/DAS (tap in/walk through with 4-8 sets of slow BLS)

If positive, slowly tap in or walk through the experience, noticing your positive emotions, sensations, and thoughts. What do you notice? _____

5. Cue word

Give that positive experience a word or phrase. Now repeat that word along with its positive emotions and sensations. _____

What do you notice? (tap in/walk through the client's positive association of word and feelings 4-8 sets of slow BLS)

6. Cueing with disturbance

Now think of a mildly disturbing recent experience. Now shift your focus to your cue word and its positive feelings and sensations. What do you notice? (tap in/walk through if the client had a positive shift — focusing on the shift use 4-8 sets of slow BLS)

7. Self-cueing with disturbance

Now practice shifting a disturbance on your own. What do you notice? (tap in/walk through if the client had a positive shift — focusing on the shift - 4-8 sets of slow BLS)

Closure — *I'd like you to remember the work we have done today. Use your secure place daily. Sometimes it will work, sometimes you may forget to use it, and perhaps, sometimes it will not work as you had hoped. When we meet again, we'll talk about how things worked.*

Step 8. Extending the Resource

a. Rescript

Is there a recent situation where it would have been nice to be able to use your _____? (Name the secure place) Tell me a little about that situation.

Imagine using your _____ in that situation and notice how you would have felt.
(Name the secure place) *What are you noticing?* _____ (Tap in/walk through to strengthen the positive linkage) Optional: Repeat 1 and 2 with other recent past situations where that secure place would have been helpful.

b. Rehearse

Can you imagine a situation in the near future where your _____ would be helpful?
(Name the secure place) *Tell me a little about that situation.* _____

Imagine using your _____ in that situation and notice how you will behave and feel.
(Name the secure place) *What are you noticing?* _____
(Tap in/walk through to strengthen the positive linkage)

Optional: Repeat 1 and 2 with other recent future situations where the secure place will be helpful

Step 9. Closure

I'd like you to remember the work we have done today. Use your secure place daily. Sometimes it will work, sometimes you may forget to use it, and perhaps, sometimes it will not work as you had hoped. When we meet again, we'll talk about how things worked.

Container Exercise (Shapiro, 2001)

Purpose: to help client work directly with their experience and establish the client's capacity to experience a shift in affect by creating a container that will hold negative experiences. This effect is achieved with the client's ability to shift from one a calm state to a state of slight distress and back to a place of calm.

Step 1. Instructions for Designing the Container

Your container needs to have 3 characteristics...

1st - Your container needs to be strong enough to hold whatever you put into it.

2nd - Your container needs to have a two-way system that allows you to put whatever you want into the container and all or part of it back out when you are wanting to work with it.

3rd - Your container needs to be comfortable enough inside so that whatever you put in it will want to stay there until you are ready to work with the experience.

Tell me about your container. _____

Step 2. Imagine Using the Container

Tell me how it feels knowing that you can use your container to put things into until you are ready to work on them. What do you notice? _____

Step 3. Deepen with BLS

Now notice your positive emotions, sensations, and thoughts as we tap in or walk through with slow bilateral sets. (Apply 4-8 sets of slow BLS)

What do you notice? How does that feel?

Step 4. Cue word

Give your container a word or phrase. Now repeat that word along with its positive emotions and sensations. What do you notice? _____

(tap in/walk through if the client had a positive shift 4-8 sets of slow BLS)

Step 5. Use with disturbance

"Now think of a mildly disturbing recent experience. Put it into your container and notice the shift you experience. What do you notice?" _____

(tap in/walk through if the client had a positive shift 4-8 sets of slow BLS)

Step 6. Self-cueing with disturbance

"Now practice shifting a disturbance on your own. What do you notice?" (tap in/walk through with 4-8 slow sets of BLS if the client had a positive shift — focusing on the shift)

Step 7. Extending the Resource

a. Rescript

Is there a recent situation where it would have been nice to be able to use your _____? (Name the container)

Tell me a little about that situation. _____

Imagine using your _____ (name the container) in that situation and notice how you would have felt.

What are you noticing? _____
(If positive, tap in/walk through to strengthen the positive linkage)

Optional: Repeat 1 and 2 with other recent past situations where that secure place would have been helpful.

b. Rehearse

Can you imagine a situation in the near future where your _____ (container) would be helpful?

Tell me a little about that situation. _____

Imagine using your _____ (name the container) in that situation and notice how you will behave and feel.

What are you noticing? _____
(If positive, tap in/walk through to strengthen the positive linkage)

Optional: Repeat 1 and 2 with other recent future situations where skill will be helpful

Step 8. Closure:

I'd like you to remember the work we have done today. Use your container daily. Sometimes it will work, sometimes you may forget to use it, and perhaps, sometimes it will not work as you had hoped. When we meet again, we'll talk about how things worked.

Secure Hope / Trust / Safety / Value / Worth

(Adapted from Jim Knipe)

Goal: To help unstable clients who are unable to access one or all of these important resources of hope, trust, safety, value, or worth - to let their guard down and develop (or recognize skills they already have) to secure one or more of these resources as much as possible, regardless of the situation. This technique can be repeated with each different resource.

Step 1. Explain the concept of creating hope:

People when they are going through difficult times like you are now, do what they can to ensure they have a perspective on hope to ensure they are in a good place.

We want to work to develop hope appropriate to your circumstances, regardless of where you are right now.

Securing this greater sense of hope takes into consideration the amount of hope you already have and how we might increase it so that you can have as much as possible.

Step 2. Access and activate the present degree of hope right now where you are at:

How much hope do you feel sitting here right now? _____

Step 3. Measure it:

How much hope do you feel right now on a scale from 1-7 where 1 is no hope at all and 7 is as much hope as you can ever imagine having?

Step 4. Enhance it

- a. *Tell me what you did to develop this level of hope you currently have?*
- b. List and then “tap in” or “walk through” each (positive) strategy the client has used to establish their level of hope
- c. If not mentioned, bring up other ways you as the clinician may recognize and generalize that skill as something the client might not recognize and apply it to other possible situations:
 - How they developed a degree of hope with you (read your bio, etc.). *So, it sounds like at least one way you have hope is by checking on how someone might best relate to you – like reading my bio. Can you think of other times you have used that skill?*
 - How they developed a degree of hope by coming in for an appointment. *So, it sounds like another way you create or have hope is by reaching out for help when you are in a difficult place. Can you think of other times or ways when you have used that skill?*
- d. _____

Step 5. Remeasure it:

Now with these other strategies how hopeful do you feel on a scale from 1-7 where 1 is no hope at all and 7 is as hopeful as you can ever imagine being? (Tap in or walk through if there is an increase)

Step 6. Cue word/Reminder:

Is there a word or phrase we could use to remind you about having as much hope as possible..
(Tap in or walk it through) _____

Step 7. Extend:

- a. Rescript recent events where "securing hope (*trust, safety, value*)" would have helped (tap in or walk through each time a positive response is experienced)
- b. Rehearse anticipated events where "securing hope (*trust, safety, value*)" will be helpful (tap in or walk through each time a positive response is experienced)

Step 8. Closure

Try to use this as often as possible when you start to feel hopeless.

- *Sometimes it will work.*
- *Sometimes you may forget to use it.*
- *Sometimes it may not work as well as you had hoped.*

When we see each other again, we'll review how things went and strengthen times when it worked, rescript times you forgot, and find other skills you can use in situations where this did not work as you had hoped.

Reevaluation Resource When Client Returns

- Review what happened.
- Strengthen by tapping in or walking through each successful experience
- Rescript the times when it was forgotten and strengthen by tapping in or walking through.
- When it didn't work, develop a new behavioral coping skill that would have helped.
- Follow with Extended Resourcing as needed
- Can use the same process with trust, safety, security, worth, value, etc.

Resource Development from Single Experience

Step 1. Identify Needed Quality

*“What quality do you need (more of) as you consider (processing this traumatic experience)?”
OR “How would you like to be able to feel (about yourself) so that you can respond more
effectively (in a challenging situation)?” _____*

Step 2. Identify the Experience of the Resource

*“Can you remember a time when you embodied this quality OR, have seen it in someone or
something else?” _____*

Step 3. Describe Associated Image

*“Describe the experience.” (Pause. Wait for a response) “What image represents this quality?”
_____*

Step 4. Identify Emotions and Sensations

*“As you think of that quality/resource, notice what you see, hear, and feel in your body right
now. Tell me more about it.” _____*

Step 5. Enhance the Experience

*“Focus on that positive experience...what else are you noticing?” (Other things they may see,
hear, smell, notice in your body) “Tell me more about it.”*

Step 6. Reinforce Experience of Resource With BLS

*“As you notice those emotions and sensations allow yourself to experience them. Tell me what
other positive things you are noticing.”*

If Positive: *“Now concentrate on what you are noticing and tap it in or walk it through
with a set of slow bilateral (BLS).” “What do you notice now?”* Repeat with several sets of BLS
until resource is fully internalized.

If Negative: Redirect attention to another experience associated with that resource. If
positive, tap it in or walk it through with 8-10 slow sets of Bilateral Stimulation or consider
another resource.

Step 7. Cue Word (often times the cue word is the same as the resource being developed)

*“Is there a word or a phrase that represents this resource? Think of _____ and notice the positive
feelings you have when think of that word. Concentrate on those sensations and the cue word*

and tap it in or walk it through with a set of 8-10 BLS.” “How do you feel now?” repeat with several sets of BLS until fully strengthened.

Step 8. Self-Cuing

“Now I would like you to say that word, _____ and notice how it feels.” “Now concentrate on what you are noticing and tap it in or walk it through with a set of slow bilateral (BLS).”

Step 9. Extend the Resource

- Rescript recent events - *“Can you think of a recent time or experience where this resource would have been helpful?” “Run a movie of the experience through your mind and rescript how the event might have been different if you had used this resource.”* Tap in/walk through if positive. Repeat with other experiences.
- Rehearse anticipated events - *“Can you think of a time in the future where this resource would be helpful?” “Run that experience through your mind and rehearse how the event will be different if you use this resource.”* Tap in/walk through if positive. Repeat with other experiences.

Length of sets can vary, depending on the client’s ability to stay with the desired response without activating a negative association.

Option - install one segment of the experience at a time to minimize possible contamination.

Closure – Encourage Client to Practice

Try to use this resource as often as possible.

- *Sometimes it will work.*
- *Sometimes you may forget to use it.*
- *Sometimes it may not work as well as you had hoped.*

When we see each other again, we’ll review how things went and strengthen times when it worked, rescript times you forgot, and find other skills you can use in situations where this did not work as you had hoped.

Reevaluation

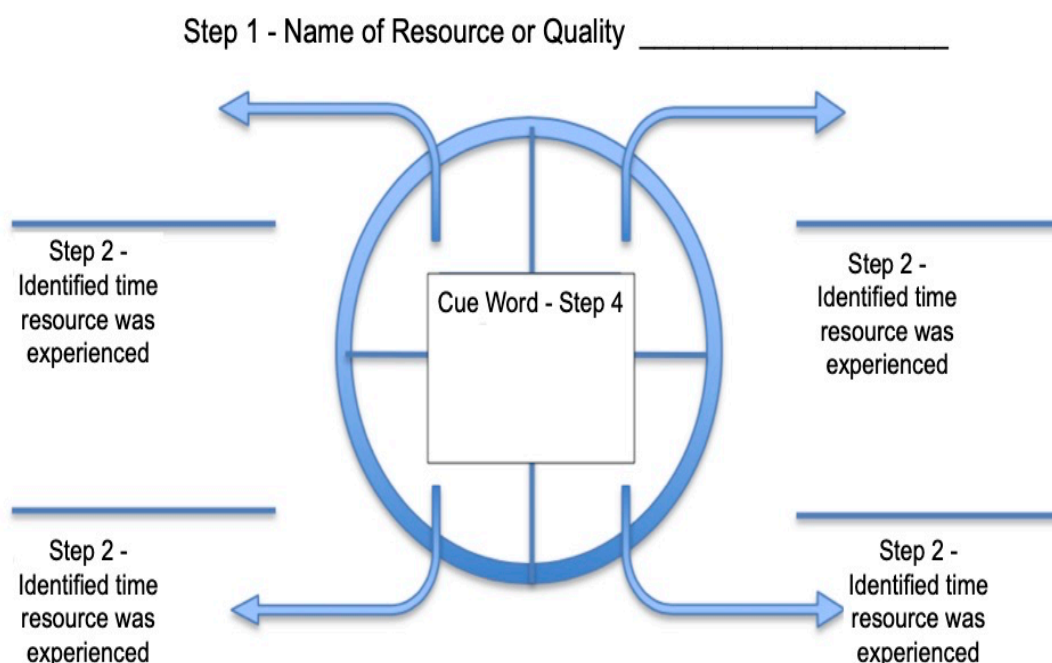
Review what happened.

- Strengthen by tapping in or walking through each successful experience
- Rescript the times when it was forgotten and strengthen by tapping in or walking through.
- When it didn’t work, develop a new behavioral coping skill that would have helped.
- Follow with Extended Resourcing as needed

Resource Development from Multiple Experiences

Step 1. Identify Needed Resource/Quality - *“What quality do you need more of or feel you already have as you consider (processing this traumatic experience)?” OR, “How would you like to be able to feel (about yourself) so that you can respond more effectively (in a challenging situation)?”*

Step 2. Identify Times Resource was Experienced - *“Can you remember the times when you used this quality OR, have seen it in someone or something else?”* (write in each experiences on lines with “Step 2” under them)



Step 3. Enhance and Reinforce each Experience - *“Describe the experience and what else you are noticing?”* (Pause. Wait for a response) *“Tell me more about it.”* _____

“As you notice those emotions and sensations allow yourself to experience them. Tell me what positive things you are noticing. _____ Concentrate on the experience and tap it in or walk it through.” (8-10 slow BLS) *How does it feel to you now?*

If Positive: *“Focus on that and tap it in or walk it through”* (add 8-10 slow passes of BLS)
“What do you notice now?”

Repeat with several sets of BLS until resource is fully internalized.

If Negative or Neutral: Redirect attention to another experience associated with that resource or consider another resource.

Repeat Steps 3-6 with each experience of the resource listed by client around the circle.

Step 4. Cue Word - *“Is there a word or a phrase that represent these experiences or resource? (write Cue word in Box at center of the circle) Think of ____ (cue word) and notice the positive feelings you have when think of that word. Concentrate on those sensations and the word ____ and tap it in or walk it through”* (8-10 slow BLS). *“How do you feel now?”* repeat with several sets of BLS until fully strengthened.

Step 5. Self-Cuing - *“Now I would like you to say that word, ____ and notice how it feels.”* Tap in or walk through if positive result with 8-10 sets of slow BLS.

Step 6. Extend Resource Development by Re-scripting & Rehearsing Events

- Rescript recent events - *“Can you think of a recent time or experience where this resource would have been helpful?” “Run a movie of the experience through your mind and rescript how the event might have been different if you had used this resource.”* Tap in/walk through if positive. Repeat with other experiences.
- Rehearse anticipated events - *“Can you think of a time in the future where this resource would be helpful?” “Run that experience through your mind and rehearse how the event will be different if you use this resource.”* Tap in/walk through if positive. Repeat with other experiences.

Length of sets can vary, depending on the client’s ability to stay with the desired response without activating a negative association.

Option - install one segment of the experience at a time to minimize possible contamination.

Closure – Encourage Client to Practice

Try to use this resource as often as possible.

- *Sometimes it will work.*
- *Sometimes you may forget to use it.*
- *Sometimes it may not work as well as you had hoped.*

When we see each other again, we’ll review how things went and strengthen times when it worked, rescript times you forgot, and find other skills you can use in situations where this did not work as you had hoped.

Encourage Client’s use of resources...

- Use resources in situations or processing that is hard to manage
- Adjust as needed to improve effectiveness
- Reinforce positive successful use of the resource
- Repeat with other or new resources the client wants to develop
- Periodically evaluate effectiveness of resource in future sessions
- Make reference to the resource when processing a target
- Use a resource to assist with closure for an incomplete target

EMDR Processing 2-Page - Phases 3-7

Phase 3 - Assessment Worksheet

INSTRUCTIONS - *“Often we will be doing a simple check on what you are experiencing. I’ll want you to give me brief feedback as to what is going on. Sometimes things will change and sometimes they won’t. There are no ‘supposed to’s’ in this process. So just give as accurate feedback as you can as to what is happening without judging whether it should be happening or not. Just let whatever happens, happen. Remember you have a stop signal should you need it.”*

ISSUES - *“Today we have decided to process the memory that represents the target you chose (or first or most disturbing time) when you experienced this problem. As I recall that memory was: _____*

TARGET MEMORY - (Touchstone Memory/Worst Experience/Target Client chooses) *“Does that still seem to fit for you?”*

IMAGE - *“What picture represents the worst part of this experience?”*

Image: _____

NEGATIVE COGNITION - *“What words go best with that picture that express your negative belief/cognition about yourself now?”* NC/NB: _____

POSITIVE COGNITION - *“When you bring up that picture, what would you prefer to believe about yourself instead?”* PC/PB: _____

VOC (VALIDITY OF COGNITION)

“When you think of that picture, how true do the words _____ (PC/PB), feel to you now on a scale of 1-7, where 1 feels completely false and 7 feels completely true?”

1	2	3	4	5	6	7
Completely false					completely true	

EMOTIONS/FEELINGS - *“When you bring up that picture and those words _____ (NC/NB), what emotions do you feel now?”*

SUD (SUBJECTIVE UNITS OF DISTURBANCE)

“On a scale from 0-10, where 0 is no disturbance or neutral and 10 is the highest disturbance you can imagine, how disturbing does it feel to you?”

0	1	2	3	4	5	6	7	8	9	10
No disturbance									highest disturbance	

LOCATION OF BODY SENSATIONS

“Where do you feel that in your body?” _____

IDENTIFY STOP SIGNAL

“If you need to stop what would your stop signal be for me?” _____

Phase 4: Desensitization Script

1. BLS/DAS: Length of BLS in accordance with chart below

1 st Gear:	2.5-5 seconds / 5-10 round trips
2 nd Gear:	5-15 seconds / 10-30 round trips
3 rd Gear:	15-30 seconds / 30-60 round trips

After each set say, *“Take a breath. Let it go. What do you notice? Go with that.”*

2. Continue with sets of BLS/DAS and saying *“Take a breath. Let it go. What do you notice?”* (As long as the client is reporting change).

3. Shift gears as appropriate to keep client within the window of tolerance

4. When the client no longer reports change, take a SUD by asking *“When you think of the incident, from 0-10 how disturbing is it now?”*

SUD > 2: Continue to process saying *“Go with that”* and doing BLS/DAS

SUD = 1 or 2: Say *“Is there anything that will help this go lower?”* or consider it as far as it can go with container processing

Phase 5: Installation

1. Say *“Think of the incident and your positive belief. 1-7, how true does it feel?”*

2. Say *“Go with that”* and apply BLS/DAS. Repeat until VoC = 7 or makes sense

3. Apply BLS/DAS: 5 - 10 seconds, processing speed - 2 round trips per second

Phase 6: Body Scan - If the SUD = 0 and the VoC = 7, conduct a body scan

1. Say *“Think of the incident and your positive belief - then scan your body, report any tension, tightness or unusual sensations.”*

2. If sensations are found continue to process with BLS/DAS of 5 - 10 seconds, processing speed - 2 round trips per second

3. Repeat 1 and 2 until the body scan is neutral

Phase 7: Closure

1. Debrief the session, complete the EMDR Session Note: pg. 59

2. Remind client that processing may continue after session. *“Processing may continue after our session. You may or may not notice new insights, thoughts, memories, physical sensations, or dreams. Please jot down whatever you notice. We’ll talk about it at our next session. Remember to use one of your self-control techniques as needed.”*

3. Use stabilization skills as necessary (Calm/Safe/Secure Space, Container, Belly Breathing, etc.

4. Identify any insights, new beliefs, etc. from processing

EMDR Processing 1-Page – Phases 3-7

Phase 3 - Assessment Worksheet

Target - *"You have decided to process the memory: _____"*

Image - *"What picture represents the worst part of this experience?"*

Describe: _____

Negative Cognition - *"What words go best with that picture that express your negative belief about yourself now?"* NC/NB: _____

Positive Cognition - *"When you bring up that picture, what would you prefer to believe about yourself instead?"* PC/PB: _____

VOC. *"When you think of that picture, how true do the words _____ (PC/PB), feel to you now on a scale of 1-7, where 1 feels completely false and 7 feels completely true?"* VOC _____

Emotions/Feelings - *"When you bring up that picture and those words _____ (NC/NB), what emotions do you feel now?"* _____

SUD. *"On a scale from 0-10, where 0 is no disturbance or neutral and 10 is the highest disturbance you can imagine, how disturbing does it feel to you?"* SUD _____

Location of Body Sensations. *"Where do you feel that in your body?"* _____

Validate Stop Signal – *Bring up worst part of the target, the negative belief _____, and where you feel it in your body and follow my fingers (BLS)*

Phase 4: Desensitization Script

1. BLS/DAS: Length of BLS in accordance with chart below

1st Gear: 2.5-5 seconds / 5-10 round trips

2nd Gear: 5-15 seconds / 10-30 round trips

3rd Gear: 15-30 seconds / 30-60 round trips

3. After each set say, *"Take a breath. Let it go. What do you notice? Go with that."*

4. Shift gears as appropriate to keep client within the window of tolerance

5. When the client no longer reports change, take a SUD by asking *"When you think of the incident, from 0-10 how disturbing is it now?"*

Phase 5: Installation

1. Say *"Think of the incident and your positive belief. 1-7, how true does it feel?"*

2. Say *"Go with that"* and apply BLS/DAS. Repeat until VOC = 7 or makes sense

3. Apply BLS/DAS: 5 - 10 seconds, processing speed - 2 round trips per second

Phase 6: Body Scan - If the SUD = 0 and the VOC = 7, conduct a body scan

1. Say *"Think of the incident and your positive belief - then scan your body, report any tension, tightness or unusual sensations."*

2. If sensations are found continue to process with BLS/DAS of 5 - 10 seconds, processing speed - 2 round trips per second

3. Repeat 1 and 2 until the body scan is neutral

Phase 7: Closure. Stabilize – Debrief – Remind Client Processing Continues - Complete Notes

Recent Event EMDR Form

Step 1 - Gather History/Narrative of the Event

- Obtain a narrative of the event, beginning before the event occurred and after it was over while administering slow tapping

Step 2 – Identify Points of Disturbances.

- Search the sequence of the entire event for the points of disturbance starting with the worst first. *“What I would like for you to do now is to start again at the beginning of the event and think through it stopping at the most disturbing point.”* Identify Point of Disturbance (POD) and write below.

“Again, think through the event starting at the beginning and stop at the next most disturbing point.” Repeat until all Points of Disturbance have been identified.

Point of Disturbance (POD) #1 _____
 Point of Disturbance (POD) #2 _____
 Point of Disturbance (POD) #3 _____
 Point of Disturbance (POD) #4 _____

Step 3. Target Memory Assessment. Starting with the worst POD. Identify Image or worst part, NC, PC, VOC, emotions, & SUD of each POD.

	POD #1	POD #2	POD #3	POD #4
Image	_____	_____	_____	_____
NC	_____	_____	_____	_____
PC	_____	_____	_____	_____
VOC	_____	_____	_____	_____
Emotions	_____	_____	_____	_____
SUD	_____	_____	_____	_____

Step 4. Reprocessing Sequence

- Applying BLS, start reprocessing the worst Point of Disturbance. Continue processing with 1st or 2nd Gear depending on the stability of the client. Go until SUD is 0 or as low as possible. No body scan. Repeat with each subsequent Point of Disturbance.
- Have client play through the entire event (eyes closed) and apply BLS to any segment of incident that still has a disturbance.
- Repeat until the entire event can be visualized from start to finish without disturbance (or as low as the SUD can go).

Step 5. Extended Installation Phase

- Identify a positive belief for the entire event. *“As you think of the entire event now what would you like to believe about yourself now?”* PC _____
- Measure the VOC. *“As you think of the entire event how true is the PC no on a 1-7 scale.”* VOC _____

- Install the positive belief (PC) for the entire event as the client visualizes the event from start to finish **with eyes open** using BLS. *“Bring up the event and the PC _____ and visualize the entire event with your eyes open.”* Continue until VOC is a 7 for the entire event.
- Additional check - review the entire event holding in mind the PC **with eyes closed** to ensure the VOC is a 7 for each segment of the entire event. *“Bring up the event and the PC _____ and visualize the entire event with your eyes closed.”* Continue until VOC is a 7 for the entire event.
- If all segments are not a VOC of 7, target that segment until VOC is 7. Repeat procedure until the entire event is linked with the PC and the VOC is 7.

Step 6. Body Scan Phase & Closure

- Complete Phase 6 Body Scan holding in mind the event and the PC/PB. *“Bring up the event and the positive belief _____ and scan your body looking for any tension, tightness or unusual sensations related to the experience.”*

Step 7. Closure & Future Template

- Reprocess any present triggers associated with the recent event
- Apply a Future Template of a desired response(s) after resolution of each trigger
- Stabilize client as necessary – remind client that *“the processing may continue...”*

EMDR Session Notes

Clinician: _____

Client Initials: _____ **Date:** ____/____/____

Presenting symptom: _____

Treatment Session: (circle one) First Reevaluation Session # _____

EMDR Treatment:

Target: (circle one) Past Present Future _____

Negative Belief: _____

Positive Belief: _____

VoC: (circle one) 1 2 3 4 5 6 7

Emotions: _____

SUD: (circle one) 0 1 2 3 4 5 6 7 8 9 10

Body Location: _____

Session Outcome/Target Memory Status: (circle one) Completed Unfinished

SUD: (circle one) 0 1 2 3 4 5 6 7 8 9 10

VoC: (circle one) 1 2 3 4 5 6 7

Closure: If needed (check)

[] Grounding/Breathing [] Secure Place [] Container [] EMD

Client Stability when leaving session:

Poor Fair Good Excellent

Treatment Notes:

Additional Interventions Planned:

Reevaluation Form

Discuss: *How long has it been since our last session?*

General:

- Bio-psychosocial check-in

Presenting Complaint

1. Symptoms?
2. Triggers?
3. Behaviors / responses?
4. Insights?
5. New memories?
6. Dreams?

Target Specific

Review of TICES log if appropriate

Insights

New memories

SUD: 0-10

Target additional incidents

Time permitting, review the Target Plan and process additional incidents within the plan

- Stop Sign review

Client consent for EMDR Therapy

Installing a Future Template

Good times to use the Future Template

- Phase 4 - When you have just cleared a target & there is sufficient time left in the session
- Phase 8 – During Re-evaluation and client reports a good response to previous processing

Introduction: *“We have worked on past experiences relating to your issue, as well as current ones that have triggered you. I would like to suggest that we now work on how you will respond in the future to the same or similar situations.”*

Procedural Steps

Step 1: Identify future situation where a more adaptive response is needed. Ensure client has the necessary skills are there for implementation. Identify the desired Positive Cognition/Belief (PC/PB).

Step 2: Ask the client to imagine a **scene/image** of coping appropriately in the future holding in mind the Positive Cognition/Belief (PC/PB) and the feeling.

“I’d like you to imagine yourself coping effectively with a similar situation in future. With the new positive belief (_____) and a feeling of ____ (e.g., calm, confidence) imagine stepping into this scene. Notice how you are handling the situation and what you are thinking, feeling, and experiencing in your body.”

After a sufficient pause, ask: *“What are you noticing?”*

If client’s response is **POSITIVE**: **Target the scene and reinforce with BLS (one or two sets) and then install the Positive Cognition (PC/PB) until VOC is 7 (or ecologically valid).**

If client’s response is **NEUTRAL or uncertain**, ask for clarification (lack skills or experience, need for a plan). Generate with client desired response. **Target the scene as scene above.**

If client’s response is **NEGATIVE**: Identify any difficulties, problem solve, and generate a desired response. **Target the scene as above.**

Step 3: Ask the client to run a "movie" of the sequence from start to finish of responding adaptively to the situation, holding in mind the Positive Cognition/Belief (PC/PB).

“Now I would like you to run a movie of dealing effectively with this situation, holding in mind the positive belief/cognition (state PC/PB) you have about yourself.”

- Add BLS (either EM or tactile with eyes closed) as they run the movie to strengthen positive feelings and process any disturbance that may arise.
- If the client hits any blocks, address as above until they are able to play the move from start to finish with a sense of confidence and satisfaction.

NOTE: If client remains blocked, further processing of past memories may be needed.

Generating a Challenge Situation

Purpose. To optimize the client's capacity to respond adaptively and flexibly to situations in the future related to their presenting issue(s).

Procedural Steps

Step 1. Identify a challenging scenario where there is an unanticipated or undesirable outcome.

Step 2. Generate an Adaptive Belief: *"What adaptive resource/response do you notice that might be helpful for a desirable outcome?" Offer example(s) if client cannot generate one.*

Step 3. Target the challenging situation. *"Now imagine that challenging situation and run a movie of your desired outcome to this situation using your adaptive resource/response."*

- If client's response is negative: Identify any difficulties, debrief, and consider processing the difficulty with phases 3-6.
- If positive, run the movie applying BLS. Repeat until VOC is a 7 or ecologically appropriate and there is an adaptive response throughout.

Step 4. Repeat above steps for other challenges