

THE REDECISION SCHOOL

BOB COOKE

OCTOBER 2020

Contents

The Redecision Approach School	Pages 3-4
Transference	Page 4
The Redecision Psychotherapy Sequence	Page 5
Injunctions and Drivers	Page 6
Impasses: Comparative Chart	Page 7
Comparative theory of Impasses Chart	Page 8

THE REDECISION APPROACH - SCHOOL

The founders of the Redecision School/Approach were Robert and Mary Goulding, 1971 et al.

Their approach combines the theory and practice of Transactional Analysis with that of Gestalt Therapy.

In their work with Transactional Analysis they had been using Eric Berne's transactional analysis concepts of Structural Analysis, Transactional Communication, Game Analysis and Script Analysis.

Berne believed that clients could make decisions from their Adult which would enhance their lives. The Gouldings stated clearly that they believed that the clients needed to go to their Child Ego state to make early Script changes and to anchor those in the Adult.

In other words, they needed to make their early rededitions from the Child Ego state and integrate that with new Adult decisions.

This for them was effective Redecision work and they developed the methodology for this with Gestalt actionistic techniques.

They did not abandon the Cognitive TA Approach they had learned from Berne, they simply integrated and combined it with the emotional Gestalt place work. This combination of thinking and feeling work still remain a central principle of their new Redecision approach.

Redecision therapists agree with the Gestaltists in emphasising the client's personal responsibility for change.

The Gouldings in their book "The Power is in the Patient", 1973, advocated strongly the personal responsibility for the clients for change, i.e. the Redecisionist therapist view themselves not as a permission given but as a facilitator.

One of the central concepts for the Gouldings was the idea of Impasses. They distinguish between different types of Impasses, ie stuck places, and they called them Type 1 Impasse, Type 2 Impasse and Type 3 Impasse. See diagram.

Type 1 Impasse, the conflict is between Parent and Child Ego States, dating from their later childhood. Therapeutic issues here will thus centre on the counter injunctions.

Type 2 Impasse, the struggle of power is between Parent and Child Ego States, from an earlier, pre-verbal stage of development (injunctions). The issues at stake will centre on decisions the child has made in response to injunctions.

Type 3 Impasse, according to the Gouldings entails a conflict between primitive Parent and Child ego states from early infancy. Here the issues will turn around self worth v worthlessness, basic trust v mistrust, and existential issues where the person feels "like they've always been like this".

Many of these early issues play themselves out as a somatic level.

The Redecision therapist may often invite the client to put the “two sides” of the conflict on cushions/chairs in imagination and conduct a conversation between them. (Gestalt actionistic techniques). The objective is that the client finds a way of resolving the conflict and moving on. Alternatively, the psychotherapist may ask the client to return in imagination to a childhood scene in which the conflict is being played out in reality. The client then has the chance to reexperience the scene and finish it in a new way.

TRANSFERENCE

In accordance with their theory and philosophy, Redecision therapists do not step into Transference roles during their work. Instead, they invite the client to put the Transference “out where it belongs” - that is, upon the projected parental figure that the client has placed on the cushion.

This is different from psychodynamic psychotherapists or even some of the relational psychotherapists who might believe that stepping into the Transference is the most effective way of eliciting change and an eventual cure.

For the Redecision therapist their major role is to bear witness to the work done and to stroke the achievement of desired change by the client.

REDECISION PSYCHOTHERAPY SEQUENCE

1. **Contact** - making contact is essential for the beginning of the Redecision work. This might be merely by some degree of pastiming or even asking them how they are.
2. **Contract** - for Redecision psychotherapists it is imperative to get a contract with the client for therapeutic change. The question which is usually asked is “What do you want to change?”
3. **Recent Example** - for example, when was a recent time you felt like this? What did you think, feel, do? How is this a problem for you?
4. **Identify Early Scene** - mirror back to the client what he/she said about what he/she thinks, feels and does and then ask, “what is an early scene in your childhood when that was true for you?”
5. **Explore Early Scene** - ask him/her to tell in present tense what is happening, who is doing what, how old are you, what are you deciding (early decision) about what you will do or not do to protect yourself? What are you deciding about yourself, others, and life?
6. **Encourage Expression of Suppressed Feelings** - you might for example, encourage anger, sadness, etc. You might encourage them to “tell your mother or father about your feelings and decisions”. Use Two Chair Techniques as a method.
7. **Identify the Impasses** - by this stage you will have identified the Impasse and the stuck place and the Redecision that needs to take place.
8. **Redecision** - using Two Chair work, you will encourage the client to move through the Impasse to make a new Redecision. For example, I am Okay as I am, I do not have to be Perfect.
9. **Back to Here and Now and Plan for Future** - make sure you anchor the new decision in Adult and ask the client what their new plan and how they will act differently from their old decision. (You could see this as an Adult debrief. The objective is to provide cognitive reinforcement for the client’s emotional change work.)
10. **Stroke, Anchor and Celebrate New Behaviour with regards to new decision.**

INJUNCTIONS

- * Don't be
- * Don't be You
- * Don't be a child
- * Don't grow up
- * don't make it
- * Don't
- * Don't be important
- * Don't be close
- * Don't belong
- * Don't be well or sane
- * Don't think
- * don't feel
- * Don't show feelings
- * Don't want
- * Don't trust

Injunctions are different decisions. Injunctions are given as messages to the child, the child then decides to, or not to, follow the injunctions. Each child makes unique decisions and scripts him or herself. For example, if a child does something and gets into trouble for it, he or she may decide "I'll never do that again". From experiences, a child will make decisions about self, others and life, thus forming his or her script.

DRIVERS

- * Work Hard
- * Try Hard
- * Please me
- * Be Perfect
- * Hurry Up

IMPASSES COMPARATIVE CHART

Devised by Adrienne Lee September 2000

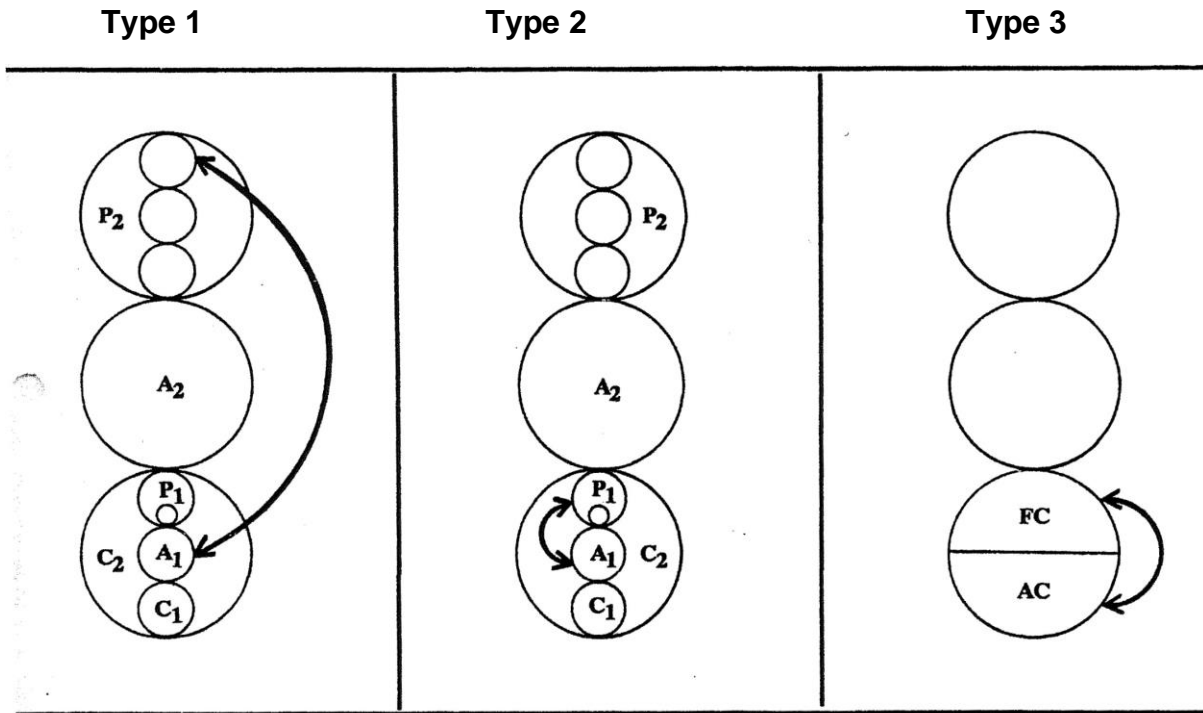
from Ken Mellor 'Impasses a Developmental and Structural Understanding' TAJ 10:3, July 1980

Features	Type One	Type Two	Type Three
SCRIPTING	Counter Injunctions	Injunctions	Primal Protocols
AGE	Two years +	Four months - four years	Conception - one year
VERBAL SKILLS	Articulate verbal skills with language differentiation	Basic verbal skills related to feelings	Non-existent verbal discrimination
FEELINGS	Feelings differentiated and labelled	Minimal differentiation of feelings	Pleasure or pain only
DISCRIMINATION	Concepts	Feelings	Being and energy
TIME: / PLACE AWARENESS	Past-present-future Here-now	Minimal or non-existent	Timelessness Organismic rhythms only
'OBJECT' AWARENESS	I-Thou-That	I-thou	I-I (all is me)
PAIN / STIMULUS SENSITIVITY	Trauma stimulated in extended social reality	Trauma stimulated on body wall, facial muscles, voice	Trauma stimulated in basic life processes - circulation, digestion and respiration
DECISIONS	Decisions made with words - A2	Feeling-based conclusions, simple words - A1	Organismic shifts influence visceral functioning - A0
COMMUNICATION	Words carry messages	Feelings carry messages	Diffuse energy carries messages

Workshop on "Impasses and How to Resolve Them"

COMPARATIVE THEORY OF IMPASSES

GOULDINGS (Goulding and Goulding, TAJ 1976)



MELLOR (Mellor, TAJ 1980)

