



Sensorimotor Psychotherapy Institute

...because the body knows

Sensorimotor Psychotherapy Institute LEVEL 2 Training
Sensorimotor Psychotherapy for Developmental and Relational Injury
Topics & Learning Objectives

MODULE 1

MODULE 1 COURSE TOPICS

- Social Location
- Attachment
- Foundations of Sensorimotor Psychotherapy
- The Organization of Experience
- Implicit Bias
- Somatic Narrative
- Tracking
- Making Contact
- Stages of the Process
- The Container Stage of the Process
- Psychoeducation

MODULE 1 LEARNING OBJECTIVES

1. Identify the SP Foundational Principles and the function served by the Principles (Ogden, 2021b; Ogden & Goldstein, 2020a)
2. Differentiate developmental versus traumatic experiences (Ogden et al, 2006; Ogden, 2021a)
3. List 3 key theorists whose work has influenced Sensorimotor Psychotherapy (Ogden, 2020; Fisher, 2019).
4. Describe effects of attachment, social location & culture on the body (Ogden et al, 2021; Keller, 2018).
5. Describe bias and why it is important to examine bias in clinical practice (Ogden et al, 2021; Johnson et al, 2018; Rivers et al, 2017).
6. Define the “somatic narrative” (Moore & Yamamoto, 2012; Ogden, 2021a; Goldstein & Siegel, 2017).
7. Define “making-meaning” of developmental and attachment experience (Tipper, et al 2015).
8. Express how cognitive schemas stimulate physical responses (Veenstra et al, 2017; Ogden et al, 2006; Ogden, 2015a).
9. Identify five essential Sensorimotor Psychotherapy skills (Ogden et al, 2021; Ogden & Fisher, 2015; Ogden, 2021).
10. Define the skill of “tracking” (Del Giacco et al, 2019; Ogden, 2021)
11. Name the 5 “core organizers” or sources of information (Ogden, 2021; Ogden & Goldstein, 2017)

12. Differentiate “tracking” for trauma-related responses from “tracking” for indications of developmental or relational themes (Del Giacco et al, 2019; Ogden & Fisher, 2015)
13. Contrast the state of “being in contact” with the skill of “making contact” (Van Door et al, 2020; Ogden et al, 2006)
14. Identify the essential components of a “contact statement” (Borelli et al, 2019; Ogden, 2021)
15. Describe the differences between contact statements that ‘contact’ the implicit experience vs the explicit experience. (Borelli et al, 2019; Ogden, 2021)
16. List in proper order the Five Stages of the Process in Sensorimotor Psychotherapy (Mark-Goldstein & Ogden, 2013)
17. Explain the essential elements of the Container Stage of the Process (Mark-Goldstein & Ogden, 2013)
18. Provide a rationale for using each of the five Stages of the Process (Mark-Goldstein & Ogden, 2013)
19. Express the purpose of psycho-education in Sensorimotor Psychotherapy (Ogden & Fisher, 2015)
20. Explain what distinguishes SP Psycho-education from Psycho-education in other modalities (Ogden & Fisher, 2015)

MODULE 2

MODULE 2 COURSE TOPICS

- Essential Self
- Action (Motivational) Systems
- Adaptive Strategies
- Framing and Stitch to Frame
- Indicators of Relational Injury
- The Accessing Stage of the Process
- Steps to Mindfulness
- Working with Cognitive Schemas/Limiting Beliefs
- Linking Core Organizers

MODULE 2 LEARNING OBJECTIVES

1. Define “Framing” in Sensorimotor Psychotherapy. (Ogden et al 2006; Mark-Goldstein & Ogden, 2013; Ogden 2021)
2. Examine the purpose of “Framing.” (Ogden et al 2006; Ogden 2021)
3. List three essential components of a Frame. (Mark-Goldstein & Ogden 2013; Ogden 2021)
4. List the techniques used in “Accessing.” (Mark-Goldstein & Ogden, 2013; Ogden 2021)
5. Explain the Accessing Stage and its purpose. (Mark-Goldstein & Ogden, 2013; Ogden 2021)
6. Describe the use of mindfulness in psychotherapy. (Parnas, 2019; Ogden & Goldstein, 2017; Ogden 2021; Zang et al 2021)
7. Define and explain the purposes and characteristics of motivational action systems. (Del Guidice 2022; Ogden et al 2006)
8. Describe how action systems or combinations of action systems can be acquired or activated. (Del Guidice 2022; Ogden et al 2006)
9. Define the “essential self “and name indicators of the essential self. (Strohminger & Nichols, 2014 Miovic 2004)
10. Define and explain the characteristics of adaptive strategies. (Vansteenkiste et al 2020; Mo 2021))
11. Summarize the five broad themes pertaining to adaptive strategies. (Vansteenkiste et al 2020; Bentzen 2015)
12. Explain how human themes and needs interface with adaptive strategies. (Vansteenkiste et al 2020; Bentzen, 2015; Satre et al 2015)

MODULE 3

MODULE 3 COURSE TOPICS

- Experiments: Physical
- Meaning from the Body
- Processing Stage
- Funneling
- States of Consciousness
- Emotions
- Reframing

MODULE 3 LEARNING OBJECTIVES

1. Restate the purpose of “Experiments.” (Ogden & Fisher, 2015; Ogden, 2021)
2. Demonstrate how physical experiments are used in work with relational issues. (Ogden et al 2006; Ogden 2021; Zang et al 2021)
3. Summarize the intervention of discovering meaning from the body. (De Stefani & De Marco. 2019; Ogden 2017)
4. Define the purpose of the Processing Stage of the Process. (Mark-Goldstein & Ogden 2013)
5. Describe the skills required for the Processing Stage of the Process. (Mark-Goldstein & Ogden, 2013; Ogden & Fisher 2015)
6. Differentiate between ordinary, mindful, somatic, emotional, heightened awareness and child states of consciousness. (Perotta, 2021; Lane 2020; Ogden, 2021)
7. Assess how the therapist addresses states of consciousness at different stages of the process. (Parnas & Isobel 2019; Mark-Goldstein & Ogden 2013)
8. Restate the theory of constructed emotion. (Barret 2017)
9. Classify the types of emotion for clinical understanding and intervention. (Van der Hart & Rhydberg, 2019; Thomson-Brenner et al 2021)
10. Debate the formation of patterned emotion. (Thomson-Brenner et al 2021; Ogden 2009))
11. Summarize the relationship between current strategies, issues and patterned emotions. (Linehan, 2015; Ogden 2017)
12. Examine several strategies a therapist can use in the work to process primary emotions. (Ogden 2021; Thomson-Brenner et al 2021)

MODULE 4

MODULE 4 COURSE TOPICS

- Experiments: Physicalize and Say a Phrase
- Transformation Stage and Skills
- Barriers to Transformation
- Integration Stage and Skills
- Three Avenues of Processing
- Adaptive Strategies
- Current Issues

MODULE 4 LEARNING OBJECTIVES

1. Describe the therapeutic experiments using representational objects in psychotherapy. (Rucinska & Reijmers 2015; Ogden & Goldstein 2016)
2. Explain the term, “transformation,” as applied to psychotherapy. (Mark-Goldstein & Ogden 2013; Ogden et al 2006)
3. Identify the interventions used at the transformation stage. (Ogden 2021; Mark-Golsttein & Ogden 2013)
4. Explain the Integration Stage of the Process. (Ogden et al, 2006; Ogden 2021)
5. Differentiate 5 somatic interventions used at the Integration Stage of the Process. (Rosendahl et al, 2021; Mark-Goldstein & Ogden 2013; Ogden 2021)
6. Explain how to integrate therapeutic gains. (Norcross & Goldfried , 2019; Ogden & Fisher 2015)
7. Describe how to “link core organizers” and explain the function of this technique at the Integration Stage. (Ogden & Fisher, 2016; Ogden 2021)
8. Identify avenues for Processing in Sensorimotor Psychotherapy. (Sartre, et al 2015; Sjöblom et al 2016; Stern, 2016)
9. Differentiate environments that lead to adaptive strategies along universal themes. (Satpathy, 2022; Bentzen 2015)
10. Examine non-verbal adaptive strategies that correspond with universal themes. (Veglia & De Fini; Satre et al 2015)
11. Describe how to work with adaptive strategies during the Processing Stage. (Thompson-Brenner, 2021; Linehan, 2015; Bentzen 2015)
12. Demonstrate how to work with a current relational issue. (Solberg, et al 2022; Ogden, 2017; Ogden 2021)

MODULE 5

MODULE 5 COURSE TOPICS

- Experiments: Probes
- Parts of Self
- Parts and Child States
- Child State: Container Stage
- Track, Contact, and Frame Child Indicators
- Child State: Accessing Stage
- Memory

MODULE 5 LEARNING OBJECTIVES

1. Explain how to apply verbal experiments, or “probes,” in working with limiting beliefs. (Ogden, 2021; Ogden & Fisher, 2015; Wagermans et al, 2012)
2. Define parts of self. (Hsieh, 2015; Bentzen, 2015; Steele & van der Hart, 2019;; Ogden, 2021)
3. Relate parts of self in SP to three avenues for processing in SP (Ogden 2021; Satre et al, 2015; Steele & van der Hart, 2019)
4. Define “child state of consciousness.” (Hestbech, 2018)
5. Express the theory and purpose of child state work. (Androutopoulou & Viou, 2019; Ogden & Fisher, 2015)
6. Identify child state indicators. (Ogden 2021; Ogden & Fisher, 2015)
7. Demonstrate how to approach child state work in the container stage. (Andriopoulou, 2022; Mair, 2020; Mende & Schmidt, 2021a)
8. Demonstrate how to address child state work in the accessing stage. (Ogden 2021; Mark-Goldstein & Ogden 2013)
9. Describe how memory of the past influences a future process. (Cammisuli & Castelnuovo, 2023; Ogden & Fisher, 2015)
10. Examine why early memory may be difficult to access. (Howe, 2022; Ogden & Fisher, 2015)
11. Explain how processing childhood memory can alter procedural learning. (Ogden & Fisher 2015; Mende & Schmidt, 2021)
12. Distinguish between working with traumatic, relational, and developmental memory. (Ogden, 2021a Ogden & Fisher, 2015)

MODULE 6

MODULE 6 COURSE TOPICS

- Child State: Processing Stage
- Talking to the Child
- Co-creating the Missing Experience
- Clarify Reality
- Facilitate Transformation
- Dual Awareness
- Child State: Transformation Stage
- Child State: Integration Stage

MODULE 6 LEARNING OBJECTIVES

1. Describe how the therapist establishes the felt sense of the Child State. (Ogden, 2017; Ogden & Fisher, 2015; O'shea Brown, 2021)
2. Relate dual awareness language to processing Child States. (Fisher, 2011; Ogden & Fisher, 2015; Curreri et al. 2022)
3. Identify interventions to deepen or “funnel” when working with a memory during the processing stage (Ogden 2021)
4. Identify somatic patterns that reflect and sustain the inner child and their beliefs. (Ogden 2017; Ogden 2021)
5. Express guidelines for the therapist to deepen emotional pain. (Schore, 2022; Ogden 2021; Asano, 2019)
6. Summarize experiments the therapist may use during the processing stage. (Greenberg & Kahn 2012; Ogden 2021; Asano 2019)
7. Identify the forms of the missing experience. (Lawson-McConnell 2018; Ogden & Fisher 2015)
8. Describe how the missing experience can be explored through self-touch or therapist action (Dreisoerner et al, 2021; Ogden 2021)
9. Explain how to approach Child State work in the transformation stage. (Ogden & Fisher 2015; Smith 2017)
10. Manage working with strong emotions at the transformation stage. (Ogden & Fisher 2015; Ogden 2021; Ogden 2017)
11. Explain how to approach Child State work in the integration stage. (Hestbech, 2018; Lamagna, 2011; Ogden & Fisher, 2015)

12. Explain how to support the Child/Adult connection in the integration stage. (Hestbech, 2018; Smith, 2017; Ogden 2021)

MODULE 7

MODULE 7 COURSE TOPICS

- The Action Cycle
- The Role of Movement in Clinical Practice
- Developmental Movements
- Somatic resources for Relational Issues
- Taking Over

MODULE 7 LEARNING OBJECTIVES

1. Describe the four stages of the action cycle. (Kurtz 2007; Wagner Moore 2004)
2. Identify the primary goal in working with each barrier at different stages of the action cycle (Kurtz, 2007)
3. Describe the five fundamental movements. (Frank, 2023; Frank 2021; Ogden 2018; Aposhyan, 2006)
4. Describe somatic resources for relational strategies. (Ogden & Fisher 2015; Sharp-Lohrasbe & Ogden 2017; Ogden 2021)
5. Evaluate the impact of oppression on fundamental movements. (Ogden 2021; Edelman 2018; Johnson et al 2018)
6. Examine the significance of exploring a “reach” movement in a clinical setting. (Ogden 2018/2021; Frank 2023)
7. Demonstrate the use of a “push” movement and its treatment implications. (Ogden 2021; Frank & La Barre, 2011; Frank 2023)
8. Devise an intervention to explore a “grasp” movement in clinical practice. (Ogden 2021; Frank & La Barre, 2011; Frank 2023)
9. Assess the use of “yield” movement in session. (Ogden 2021; Frank & La Barre, 2011; Frank 2023)
10. Role-play using a “pull” movement to improve treatment outcomes. (Ogden 2021; Frank & La Barre, 2011; Frank 2023)
11. Explain the intervention of “Taking Over.” (Johanson 2011; Kurtz 2007)

MODULE 8

MODULE 8 COURSE TOPICS

- Integrating Trauma and Developmental Approaches
- Complex Trauma
- Traumatic Transference and Countertransference
- Treatment of Complex Trauma
- Working with Parts of the Self

MODULE 8 LEARNING OBJECTIVES

1. Apply therapeutic interventions to work with internal parts of the self in session. (Ford & Courtois, 2020; Ogden, 2021; Lamagna, 2011)
2. Justify the role of the body to facilitate communication between internal parts of the self. (Schaan et al, 2019; Schmitz, et al 2021; Ogden 2021)
3. Define three different types of injuries that require different approaches during therapy. Ogden 2021;
4. Describe how complex trauma can develop in adulthood. Ford & Courtois, 2020)
5. Compare complex trauma and conflicts between parts. (Ogden & Fisher, 2015; Van Nieuwenhove & Meganck, 2020; Van der Hart, O. 2021)
6. Explain the interface between trauma and adaptive relational strategies. (Ogden 2021a)
7. Illustrate how different parts of the self may develop different attachments to the therapist. (Fisher 2020); Ogden 2021)
8. Examine traumatic transference-countertransference dynamics. (Barros et al 2020; Eubanks et al 2018; West, 2013)
9. Describe the cycle of attunement and its relationship to complex trauma. (Eubanks et al 2018; Courtois 2020)
10. Express how to track and contact both trauma and relational indicators of parts. (Ogden & Fisher 2015; Ogden 2021a)
11. Evaluate the role of mindfulness in working with parts of the self. (Zerubavel & Messman (2015); Ogden 2021)
12. Explain how to hold clients “at the edge of the window” for relational work. (Ogden 2021; Ogden & Fisher (2015)

MODULE 9

MODULE 9 COURSE TOPICS

- Completion Patterns
- Boundaries
- Therapeutic Relationship
- Open and Closed Systems
- Transference and Countertransference
- Therapeutic Enactments
- Negotiating Therapeutic Enactments

MODULE 9 LEARNING OBJECTIVES

1. Identify common completion patterns and describe how to work with them. (Bhatia & Gelso(2017).
2. Define the key functions of boundaries. (Ogden 2021; `Ogden & Fisher, 2015; Cariolo 2015)
3. Describe boundary tendencies in the context of culture, trauma, and relationships. (Wunjung et al, 2019; Asnaai & Hofmann, 2012)
4. Contrast underbounded and overbounded tendencies. (Ogden & Fisher 2015)
5. Describe the purpose and power of the therapeutic relationship. (Nolan, 2014; Ogden & Fisher 2015)
6. Evaluate the role of the therapeutic relationship. (Courtois, 2020 LaPierre, 2015; Mark-Goldstein & Ogden 2013)
7. Define the term enactment. (Trasmundi & Philipsen, 2020; Ogden 2017; Ogden,2013; Bromberg, 2011)
8. Examine enactments in psychotherapeutic relationships. (Coren 2015; Ogden 2013)
9. Compare and contrast Collisions and Collusions. (Slochower, J. 2014; Ogden 2013).
10. Create interventions to explore an enactment. (Ogden 2021; Stern, 2016)
11. Explain how to work with a client's closed system. (Stanton & Welsch 2012)
12. Describe transference and countertransference. (Bnaya & Eytan, 2022; Prasko et al 2010)
13. Identify possible signs of somatic countertransference. (Gubb 2014; Ogden 2021)

MODULE 10

MODULE 10 COURSE TOPICS

- Foundations, Maps, and Techniques
- Self-Reflection
- Moving through the Stages
- Review and Application

MODULE 10 LEARNING OBJECTIVES

1. Evaluate the interface between the foundations, maps and techniques of SP. (Ogden, 2021; Ogden 2021a; Ogden & Goldstein, 2020a)
2. Assess the techniques, states of consciousness, and tasks for each of the five stages. (Mark-Goldstein & Ogden, 2013; Ogden, 2021).
3. Compare the interventions used to proceed from each stage of the process to the next. (Ogden, 2021; Ogden, 2017; Mark-Goldstein & Ogden, 2013)
4. Examine Sensorimotor Psychotherapy from a theoretical foundation focused at mental health professionals. (Fisher, 2019)
5. Create five different experiments for addressing relational themes. (Ogden & Fisher, 2015; Ogden 2021)
6. Devise a rationale for studying the organization of experience instead of engaging in conversation in treatment. (Ogden, 2021; Kurtz, 2007)
7. Evaluate an SP approach to working with emotion, taking into account cultural differences (Pugh et al, 2022; Ogden, 2021)
8. Examine the impact of posture and movement on relational challenges (Casasanto & Dijkstra, 2010; Ogden 2021)
9. Prepare a rationale for working with clients to process developmental injury using SP (Ogden. 2021; Ogden & Fisher. 2015)
10. Assess the role of the body in working with a variety of clients across culture, and with different capacities and therapeutic goals. (Jorba-Galdos & Warren. 2022; Ogden 2021; Fisher, 2019)
11. Justify the significance of deepening awareness of implicit memories in addressing relational issues. (Ogden & Fisher 2021)
12. Evaluate your ability to implement the steps to mindfulness with a variety of clients (Ogden, 2021; Ogden & Fisher, 2015)
13. Describe three key aspects of SP theory and technique (Ogden & Fisher, 2015; Ogden 2021).

References

- Agishtein, P., & Brumbaugh, C. (2013). Cultural variation in adult attachment: The impact of ethnicity, collectivism, and country of origin. *Journal of Social, Evolutionary, and Cultural Psychology*, 7(384). <https://doi.org/10.1037/h0099181>
- Andriopoulou, P. (2022). Healing attachment trauma in adult psychotherapy: The role of limited reparenting. *European Journal of Psychotherapy and Counseling*, 23(3): 1-15. <https://doi.org/10.1080/13642537.2021.2000465>
- Aposhyan, S. (2004). *Body-Mind Psychotherapy: Principles, Techniques, and Practical Applications*. New York: W.W. Norton & Co.
- Asano K. (2019). Emotion Processing and the Role of Compassion in Psychotherapy from the Perspective of Multiple Selves and the Compassionate Self. *Case Rep Psychiatry*, vol. 2019. <https://doi.org/10.1155/2019/7214752>
- Asnaani A, Hofmann S.G. (2012). Collaboration in multicultural therapy: establishing a strong therapeutic alliance across cultural lines. *Journal of Clinical Psychology*. 68(2): 187-97. <https://doi.org/10.1002/jclp.21829>
- Balsters, M.J.H., Kraemer, E.J., Swerts, M.G.J., and Vingerhoets, A.J.J.M. (2012). Verbal and nonverbal correlates for depression: a review. *Curr Psychiatry Rev*, 8: 227–234. <https://doi.org/10.2174/157340012800792966>
- Barrett L.F. (2017). The theory of constructed emotion: an active inference account of interoception and categorization. *Soc Cogn Affect Neurosci* 12(1): 1-13. <https://doi.org/10.1093/scan/nsw154>
- Barros, A.J.S., Teche, S.P., Padoan, C., Laskoski, P., Hauck, S., & Eizirik, C.L. (2020). Countertransference, defense mechanisms, and vicarious trauma in work with sexual offenders. *J Am Acad Psychiatry Law*, 48(3): 302-314. <https://doi.org/10.29158/JAAPL.003925-20>
- Baum, R. (2013). Transgenerational trauma and repetition in the body: The groove of the wound. *Body, Movement and Dance in Psychotherapy*, 8(1), 34-42. <https://doi.org/10.1080/17432979.2013.748976>
- Bentzen, M. (2015). Shapes of experience: Neuroscience, developmental psychology and somatic character formation in G. Marlock & H. Weiss, (EDS). *Handbook of body psychotherapy and somatic psychology*. Berkeley CA: North Atlantic Books.
- Bhatia A. & Gelso C.J. (2017). The termination phase: Therapists' perspective on the therapeutic relationship and outcome. *Psychotherapy (Chic)*, 54(1): 76-87. <https://doi.org/10.1037/pst0000100>

- Bnaya Amid & Eytan Bachar (2022). At-one-ment: Beyond transference and countertransference, *Psychoanalytic Perspectives*, 19(3): 327-347. <https://doi.org/10.1080/1551806X.2022.2097516>
- Boese, H. (2014). The psychophysiology of self-awareness: Rediscovering the lost art of body sense. *Body, Movement and Dance in Psychotherapy*, 9(1), 52-53.
- Borelli J.L., Sohn L, Wang B.A., Hong K., DeCoste C., Suchman N.E. (2019). Therapist-client language matching: Initial promise as a measure of therapist-client relationship quality. *Psychoanal Psychol*, 36(1): 9-18. <https://doi.org/10.1037/pap0000177>
- Brani, O., Heffron, K., Lomas, T., Ivtzan, I. & Painter, J. (2014). The impact of body awareness on subjective well being: The role of mindfulness. *International Body Psychotherapy Journal*, 13(1): 95-107.
- Brom, D., Stokar, Y., Lawi, C., Nuriel-Porat, V., Ziv, Y., Lerner, K. & Ross, G. (2017). Somatic experiencing for posttraumatic stress disorder: A randomized controlled outcome study. *Journal of Traumatic Stress*, 30: 304–12.
- Bromberg, P. M. (2011). *The shadow of the tsunami and the growth of the relational mind*. New York, NY: Routledge.
- Buckley, T., Punkanen, M. & Ogden, P. (2018). The role of the body in fostering resilience: A Sensorimotor Psychotherapy perspective. *Body, Movement and Dance in Psychotherapy*, 13: 1-9. <https://doi.org/10.1080/17432979.2018.1467344>
- Caldwell, C. (2013). Diversity issues in movement observation and assessment. *American Journal of Dance Therapy*, 35, 183–200.
- Cammisuli D.M. & Castelnuovo G. (2023). Neuroscience-based psychotherapy: A position paper. *Front. Psychol*, 14: 1101-044. <https://doi.org/10.3389/fpsyg.2023.1101044>
- Cariola, L.A. (2015). Semantic Expressions of the Body Boundary Personality in Person-Centered Psychotherapy. *International Body Psychotherapy Journal*, 14(1): 48-64.
- Casasanto D. & Dijkstra K. (2010). Motor action and emotional memory. *Cognition*, 115(1):179-85.
- Clark, L.A., Cuthbert, B., Lewis-Fernández, R., Narrow, W.E., & Reed, G.M. (2017). Three approaches to understanding and classifying mental disorders: ICD-11, DSM-5, and the National Institute of Mental Health’s Research Domain Criteria (RDoC). *Psychological Science in the Public Interest*, 18(2), 72–145. <https://doi.org/10.1177/1529100617727266>

- Classen, C.C., Hughes, L., Clark, C., Mohammed, B.H., Woods, P. & Beckett, B. (2020). A pilot RCT of a body-oriented group therapy for complex trauma survivors: An adaptation of Sensorimotor Psychotherapy. *J. Trauma & Dissociation*. <https://doi.org/10.1080/15299732.2020.1760173>
- Coren, S. (2015). Understanding and using enactments to further clinical work: A case study of a man unable to experience intimacy. *Journal of Clinical Psychology*, 71(5) <https://doi.org/10.1002/jclp.22184>
- Courtois, C. (2020). Therapeutic alliance and risk management. Ppl 22-124. In J.D Ford C.A. Courtois. (EDS) *Treating complex traumatic stress disorders in adults. Scientific foundations and therapeutic models*. New York: The Guildford Press.
- Cozolino, L. (2002). *The neuroscience of psychotherapy: building and rebuilding the human brain*. New York: W. W. Norton.
- Creswell, J.D., Way, B.M., Eisenberger, N.I., & Lieberman, M.D. (2007). Neural correlates of dispositional mindfulness affects labeling. *Psychosomatic Medicine*, 69: 560–565.
- Curreri A.J., Farchione T.J., Sauer-Zavala S., & Barlow D.H. (2022). Mindful emotion awareness facilitates engagement with exposure therapy: An idiographic exploration using single case experimental design. *Behav Modif*, 46(1): 36-62. <https://doi.org/10.1177/0145445520947662>
- Davidson, R. J., Kabat-Zinn, J., Schumacher, J., Rosenkranz, M., Muller, D. & Santorelli, S. F. (2003). Alterations in brain and immune function produced by mindfulness meditation. *Psychosomatic Medicine*, 65: 564–570.
- Del Giacco, L., Salcuni, S., and Anguera, M.T. (2019). The communicative modes analysis system in psychotherapy from mixed methods framework: introducing a new observation system for classifying verbal and non-verbal communication. *Front. Psychol*, 10: 782. <https://doi.org/10.3389/fpsyg.2019.00782>
- Del Giudice, M. (2022). The motivational architecture of emotions. In L. Al-Shawaf & T.K. Shackelford (Eds.), *The Oxford handbook of evolution and the emotions*. Oxford University Press.
- De Stefani E., De Marco D. (2019). Language, gesture, and emotional communication: An embodied view of social interaction. *Front Psychol*, 10: 2063. <https://doi.org/10.3389/fpsyg.2019.02063>
- DiAngelo, R. (2011). White fragility. *International Journal of Critical Pedagogy*, 3(3): 54-70.
- Doidge, N. (2015). *The brain's way of healing: remarkable discoveries and recoveries from the frontiers of neuroplasticity*. New York: Penguin Books.

- Dreisoerner A., Junker N.M., Schlotz W., Heimrich J., Bloemeke S., Ditzen B., Van Dick R. (2021). Self-soothing touch and being hugged reduce cortisol responses to stress: A randomized controlled trial on stress, physical touch, and social identity. *Compr Psychoneuroendocrine*, 8(8): 100091. <https://doi.org/10.1016/j.cpnec.2021.100091>
- Edelman, M. W. (2018). Moving between identities: Embodied code-switching. In C. Caldwell & L. B. Leighton (Eds.), *Oppression and the body: Roots, resistance and resolution* (pp. 181–204). Berkeley, CA: North Atlantic Books.
- Eubanks C.F., Burckell L.A., Goldfried M.R. (2018). Clinical consensus strategies to repair ruptures in the therapeutic alliance. *J Psychother Integr*, 28(1): 60-76. <https://doi.org/10.1037/int0000097>
- Eunjung Lee, Marjorie Johnstone & Jessica Herschman (2019). Negotiating therapy goals and tasks in cross-cultural psychotherapy, *Journal of Social Work Practice*, 33(4): 447-462. <https://doi.org/10.1080/02650533.2018.1504288>
- Fisher, J. (2020). Experiential approaches (pp. 533-549) in G. Marlock & H. Weiss, (EDS). *Handbook of body psychotherapy and somatic psychology*. Berkeley CA: North Atlantic Books
- Fisher, J. (2019). Sensorimotor psychotherapy in the treatment of trauma. *Practice Innovations*, 4(3): 156-165.
- Fisher, J. (2017). Twenty-five years of trauma treatment: what have we learned? *ATTACHMENT: New Directions in Psychotherapy and Relational Psychoanalysis*, 11: 273–289.
- Fisher, J. (2011). Attachment as a sensorimotor experience: The use of sensorimotor psychotherapy. *Attachment: New directions in psychotherapy and relational psychoanalysis*, 5: 99-107.
- Fisher, J. (2011). A sensorimotor approach to trauma treatment. *Advances in psychiatric treatment*, 17: 171–177. <https://doi.org/10.1192/apt.bp.109.007054>
- Ford, J.D, & Courtois, C.A. (2020) *Treating complex traumatic stress disorders in adults: Scientific foundations and therapeutic models*. New York: The Guildford Press.
- Frank, R. (2023). *The bodily roots of experience in psychotherapy*. New York: Routledge.
- Frank, R. (2021). The lived-body: A moving-feeling experience. *Gestalt Review*, 25(1): 11–30. <https://doi.org/10.5325/gestaltreview.25.1.0011>
- Frank, R. & La Barre, F. (2011) *The first year and the rest of your life: movement, development, and psychotherapeutic change*. New York: Routledge.

- Frijda, N. H. (1988). The laws of emotion. *American psychologist*, 43: 349-358.
- Frijda, N. (1986). *The emotions*. Cambridge, UK: Cambridge University Press.
- Geller S.M. & Porges S.W. (2014). Therapeutic presence: neurophysiological mechanisms mediating feeling safe in therapeutic relationships. *J Psychother Integr*, 24: 178–192. <https://doi.org/10.1037/a0037511>
- Gene-Cos, N., Fisher, J., Ogden, P. & Cantrell, A. (2016). Sensorimotor group therapy in the treatment of complex PTSD. *Annals of psychiatry and mental health*, 4(6): 1080.
- Gilbert, P. (2010). *The compassionate mind: a new approach to life's challenges*. Oakland: New Harbinger Publications.
- Gottwald, C. (2014). Awareness and mindfulness in consciousness-centered body psychotherapy. *International Body Psychotherapy Journal*, 13(1), pp. 67-79.
- Goldstein, B. & Siegel, D. (2017). Feeling felt; Cocreating an emergent experience of connection, safety, and awareness in individual and group psychotherapy (pp. 275-290) in M. Solomon & D Siegel (EDS). *How people change: Relationships and neuroplasticity in psychotherapy*. New York, NY, W. W. Norton & Company.
- Greenberg, L.S. & Khan, S.E. (2012). Experimentation: A gestalt approach to counseling. *Canadian Journal of Counseling and Psychotherapy*, 13(1). Retrieved from <https://cic-rcc.ucalgary.ca/article/view/60216>
- Grigsby, J. & Stevens, D. (2002). Memory, neurodynamics, and human relationships. *Psychiatry*, 65(1).
- Grossman, F., Spinazzola, J., Zucker, M. & Hopper, E. (2017). Treating adult survivors of childhood emotional abuse and neglect: a new framework. *Am J Orthopsychiatry*, 87(1): 86-93.
- Gubb, K. (2014). Craving Interpretation: A case for Somatic Countertransference. *British Journal of Psychotherapy*, 30(1): 51-67.
- Hart, A. (2017). From multicultural competence to radical openness: A psychoanalytic engagement of otherness. *American Psychoanalyst*, 51(1). https://apsa.org/apsaa-publications/vol51no1-TOC/html/vol51no1_09.xhtml
- Harrell, S. P. (2014). Compassionate confrontation and empathic exploration: The integration of race-related narratives in clinical supervision. In C. A. Falender, E. P. Shafranske, & C. J. Falicov (Eds.), *Multiculturalism and diversity in clinical supervision: A competency-based approach* (pp. 83–110). Washington, DC: American Psychological Association. <https://doi.org/10.1037/14370-004>.

- Hestbech, A. M. (2018). Reclaiming the inner child in cognitive-behavioral therapy: The complementary model of the personality. *American Journal of Psychotherapy*, 71(1): 21–27. <https://doi.org/10.1176/appi.psychotherapy.20180008>.
- Howe, M.L. (2022). Early childhood memories are not repressed: Either they were never formed or were quickly forgotten. *Topics In Cognitive Science*. <https://doi.org/10.1111/tops.12636>
- Hsieh, A. L. (2015). Internal Family Systems: A parts party intervention. *Journal of Family Psychotherapy*, 26(1): 31–35. <https://doi.org/10.1080/08975353.2015.1002740>
- Ikeda M., Tanaka S., Saito T., Ozaki N., Kamatani Y., & Iwata N. (2018). Re-evaluating classical body type theories: Genetic correlation between psychiatric disorders and body mass index. *Psychol Med*, 48(10):1745-1748. <https://doi.org/10.1017/S0033291718000685>
- Johanson, G. (2011). Creative struggling. *Somatic Psychotherapy Today: The USABP Magazine*, 1(2): 37-38.
- Johnson, R. (2015). Grasping and transforming the embodied experience of oppression. *International Body Psychotherapy Journal*, 14(1): 80-95.
- Johnson, R., Leighton, L., & Caldwell, C. (2018). The embodied experience of microaggressions: Implications for clinical practice. *Journal of Multicultural Counseling and Development*, 46(3): 156-170.
- Jorba Galdos, L. & Warren, M. (2022). The body as cultural home: exploring, embodying, and navigating the complexities of multiple identities, *Body, Movement and Dance in Psychotherapy*, 17:1, 81-97, DOI: [10.1080/17432979.2021.1996460](https://doi.org/10.1080/17432979.2021.1996460)
- Keller, H. (2018). Universality claim of attachment theory: Children’s socioemotional development across cultures. *PNAS*, 115(45): 11414–11419.
- Kerns, K.A., Abraham, M.M., Schlegelmilch, A. & Morgan, T.A. (2007). Mother–child attachment in later middle childhood: Assessment approaches and associations with mood and emotion regulation. *Attachment & Human Development*, 9:33–53. <https://doi.org/10.1080/14616730601151441>
- Kerns, K.A., Klepac, L. & Cole, A. (1996). Peer relationships and preadolescents’ perceptions of security in the child-mother relationship. *Developmental Psychology*, 32(3): 457–466. <https://doi.org/10.1037/0012-1649.32.3.457>
- Koch, S., Caldwell, C. & Fuchs, T. (2013). On embodied memory and embodied therapy. *Body, Movement and Dance in Psychotherapy*, 8(2): 82-94.

- Kurtz, R., Marvin, G., & Martin, D. (2021). *The Hakomi way: Consciousness and healing: The legacy of Ron Kurtz*. Ontario, CA: Stone's Throw Publications.
- Kurtz, R., & Prester, H. (1976). *The body reveals: An illustrated guide to the psychology of the body*. New York, NY: Holt, Rinehart & Winston.
- Lamagna, J. (2011). Of the self, by the self, and for the self: An intra-relational perspective on intrapsychic attunement and psychological change. *Journal of Psychotherapy Integration, 21*(3): 280–307. <https://doi.org/10.1037/a0025493>
- Lane, R. D. (2020). The construction of emotional experience: State-related emotional awareness and its application to psychotherapy research and practice. *Counseling and Psychotherapy Research, 20*(3): 479-487.
- Langmuir, J., Kirsh, S., & Classen, C. (2012). A pilot study of body-oriented group psychotherapy: adapting Sensorimotor Psychotherapy for the group treatment of trauma. *Psychological Trauma: Theory, Research, Practice and Policy, 4*(2): 145-151.
- LaPierre, A. (2015). Relational body psychotherapy. *International Body Psychotherapy Journal The Art and Science of Somatic Praxis 14*(2): 80-100.
- Lawson-McConnell, R.A. (2018). The role of corrective emotional experiences in the counselor-client attachment: A model for processing emotions in therapy. *British Journal of Guidance & Counseling*. <https://doi.org/10.1080/03069885.2018.1461194>
- Lothane, H. (2017). Wilhelm Reich revisited: The role of ideology in character analysis of the individual versus character analysis of the masses and the Holocaust. *International Forum of Psychoanalysis, 28*(2): 104-114.
- Liotti, G. (2014). Disorganized attachment in the pathogenesis and the psychotherapy of borderline personality disorder. In A. N. Danquah & K. Berry (Eds.), *Attachment theory in adult mental health: A guide to clinical practice* (pp. 113–128). Routledge/Taylor & Francis Group.
- Liotti, G. (2011). Attachment disorganization and the controlling strategies: an illustration of the contributions of attachment theory to developmental psychopathology and to psychotherapy integration. *Journal of Psychotherapy Integration, 21*(3): 232-252.
- Linehan, M. (2015). *SBT skills training manual*. New York: The Guilford Press.

- Lyssenko, L., Schmahl, C., Bockhacker, L., Vonderlin, R., Bohus, M. & Kleindienst, N. (2017). Dissociation in psychiatric disorders: A meta-analysis of studies using the Dissociative Experiences Scale. *Am J Psychiatry*. <https://doi.org/10.1176/appi.ajp.2017.17010025>
- MacIntosh, H. B., Godbout, N., & Dubosh, N. (2015). Borderline personality disorder: disorder of trauma or personality—a review of the empirical literature. *Canadian psychology*, 56(2): 227-241.
- Mair, H. (2020). Attachment safety in psychotherapy. *Counseling and Psychotherapy Research*, 21(1). <https://doi.org/10.1002/capr.12370>.
- Mark-Goldstein, B., & Ogden P. (2013). Sensorimotor psychotherapy as a foundation of group therapy with younger clients. In S. P. Gantt, & B. Badenoch (Eds.), *The interpersonal neurobiology of group psychotherapy and group process* (pp.123-145). London: Karnac Books Ltd.
- Mende M.A. & Schmidt H. (2021). Psychotherapy in the framework of embodied cognition: Does interpersonal synchrony influence therapy success? *Front Psychiatry*, 22(12): 562490. <https://doi.org/10.3389/fpsy.2021.562490>
- Mikulincer, M. & Shaver, P.R. (2019). Attachment orientations and emotion regulation, *Current Opinion in Psychology*, 25: 6-10. <https://doi.org/10.1016/j.copsyc.2018.02.006>
- Mills, J. (2021.) Excursions in countertransference: Treating complex trauma, structural fragmentation, and psychosis in a bipolar gay man, *The Scandinavian Psychoanalytic Review*, 44(1-2): 1-11. <https://doi.org/10.1080/01062301.2021.2002096>
- Miovic, M. (2004). An introduction to spiritual psychology: Overview of the literature, east and west. *Harvard Review of Psychiatry*, 12(2): 105-15.
- Moore, C. L., & Yamamoto, K. (2012). *Beyond words: Movement observation and analysis* (2nd ed.). New York, NY: Routledge.
- Morán, J., Martínez, C., Tomicic, A., Pérez, J. C., Krause, M., Guzmán, M., et al. (2016). Verbal and nonverbal expressions of mutual regulation in relevant episodes of psychotherapy [Manifestaciones verbales y no verbales de la regulación mutua en episodios relevantes de psicoterapia]. *Estudios Psicol.* 37: 548–579. <https://doi.org/10.1080/02109395.2016.1204784>
- Nardini-Bubols M., da Silva D.S., Dos Santos-Silva A., Stagnaro O.K., Irigaray T.Q. & Alminhana L.O. (2019). The altered states of consciousness in transpersonal approach psychotherapy: Systematic review and guidelines for research and clinical practice. *J Relig Health*, 58(6): 2175-2194. <https://doi.org/10.1007/s10943-019-00855-1>

- Nile, B.L., Wilson, K., & DeAnna L. M. (2020). Mindfulness approaches. In J. Ford & C. Courtois. (Eds). *Treating complex Tr* pp. 559-568.
- Nolan, P. (2014). The relational field of body psychotherapy. *Body, Movement and Dance in Psychotherapy*, 9(1): 29-40.
- Norcross, J.C. & Goldfried, M. (2019). *Handbook of psychotherapy integration*. England Oxford University Press.
- Nummenmaa, L., Glerean, E., Hari, R., & Hietanen, J. K. (2014). Bodily maps of emotions. *PNAS Proceedings of the National Academy of Sciences of the United States of America*, 111(2):646-651.
<https://doi.org/10.1073/pnas.1321664111>
- O'Shea Brown, G. (2021). Ego state work and connecting with the inner child. In G. O'Shea Brown, *Healing complex posttraumatic stress disorder* (pp. 123–135). Essential Clinical Social Work Series. Springer.
https://doi.org/10.1007/978-3-030-61416-4_9
- Ogden, P. (2021). *The pocket guide to sensorimotor psychotherapy in context*. New York: W. W. Norton.
- Ogden, P (2021a). The different impact of trauma and relational stress on physiology, posture, and movement: Implications for treatment. *European Journal of Trauma & Dissociation*, 5(4): 100-172.
- Ogden, P. (2021b). A healing context: Philosophical-spiritual principles of sensorimotor psychotherapy. In Siegel, D., Schore, A.N. & Cozolino, L. (Eds.), *Interpersonal neurobiology and clinical practice*. New York, NY: W. W. Norton & Company.
- Ogden, P. (2020) Sensorimotor psychotherapy. In Ford, J.D, & C. A Courtois (Eds.) *Treating complex traumatic stress disorders in adults. Scientific foundations and therapeutic models*. New York: The Guildford Press.
- Ogden, P. (2018a) The polyvagal theory and sensorimotor psychotherapy. In Porges, S.W. & Dana, D. (Eds) *Clinical applications of the polyvagal theory: The emergence of polyvagal-informed therapies*. New York, NY: W. W. Norton.
- Ogden, P. (2018b). Play, creativity and movement vocabulary. In Tarlow, T.M., Solomon, M. & Siegel, D.J. (Eds.), *Play and creativity in psychotherapy*. New York, NY: W. W. Norton & Company.
- Ogden, P. (2017). Beyond words: A sensorimotor psychotherapy perspective. In Porges, S.W. & Dana, D. (Eds.), *Clinical applications of the polyvagal theory*. New York, NY: W. W. Norton & Company.
- Ogden, P. & Goldstein, B. (2016). Sensorimotor psychotherapy. In C. Haen & S. Aronson(Eds.), *The*

handbook of child and adolescent group therapy. New York, NY: Routledge.

Ogden, P. (2015a). Proximity, defense and boundaries with children and care-givers: A sensorimotor psychotherapy perspective. *Children Australia*, 1. 1-8. 10.1017/cha.2015.10.

Ogden, P. (2015b). 'I can see clearly now the rain has gone': The role of the body in forecasting the future. In Pertrucelli, J. (Ed.), *Body-states: Interpersonal and relational perspectives on the treatment of eating disorders*. New York, NY: Routledge.

Ogden, P. & Goldstein, B. (2020a). Being present: Philosophical and spiritual principles to guide practice. In Solomon, M. & Siegel, D.J. (Eds.), *Mind, consciousness and well-being*. New York, NY: W. W. Norton & Company.

Ogden, P. & Goldstein, B. (2020b). Sensorimotor psychotherapy from a distance: engaging the body, creating presence, and building relationship in videoconferencing. In Weinberg, H. & Rolnick, A. (Eds.) *Theory and Practice of Online Therapy: Internet-delivered: Interventions for Individuals, Families, Groups, and Organizations*. New York: Routledge.

Ogden, P. (2018). Play, creativity and movement vocabulary. In T.M. Tarlow, M. Solomon & D. J Siegel (Eds.), *Play and creativity in psychotherapy* (pp. 92-109). New York, NY: W. W. Norton & Company.

Ogden, P. & Goldstein, B. (2017). Embedded relational mindfulness (ERM) in child and adolescent treatment: A sensorimotor psychotherapy perspective. *European Journal of Trauma & Dissociation*. 1(3), pp. 171-176.

Ogden, P. & Fisher, J. (2015a). *Sensorimotor Psychotherapy: interventions for trauma and attachment*. New York, NY: W. W. Norton.

Ogden, P. & Fisher, J. (2015b). Neuroception and the window of tolerance. *Neuropsychotherapist*, 11, 6-21.

Ogden, P. (2013). Technique and beyond: Therapeutic enactments, mindfulness, and the role of the body. In D. J. Siegel & M. Solomon (Eds.), *Healing moments in Psychotherapy* (pp. 35-47). New York, NY: W. W. Norton & Company

Ogden, P. (2009). Emotion, mindfulness and movement: Expanding the regulatory boundaries of the window of tolerance. In D. Fosha, D. Siegal, & M. Solomon (Eds.), *The healing power of emotion: Perspectives from affective neuroscience and clinical practice*. New York, NY: W.W. Norton and Company.

Ogden, P., Minton, K. & Pain, C. (2006). *Trauma and the body: a sensorimotor approach to psychotherapy*. New York: W.W. Norton.

- Ogden, P, Taylor, S, Jorba, L, Rodriguez, R, & Choi, M. (2021). Sensorimotor psychotherapy in context: Sociocultural perspectives (pp. 1-73). In P. Ogden *A pocket guide to sensorimotor psychotherapy in context*. New York, NY: W.W. Norton and Company.
- Parnas S. & Isobel S. (2019). Using relational mindfulness to facilitate safety in the clinical encounter. *Australian Psychiatry*, 27(6): 596-599. <https://dx.doi.org/10.1177/1039856219866318>
- Perrotta, G. (2021) The state of consciousness: From perceptual alterations to dissociative forms. Analysis of neurobiological and clinical profiles. *J Neurol Sci Disord*, 7(1): 006-018. <https://dx.doi.org/10.17352/jnnsd.000042>
- Porges, S.W. (2011). *The Polyvagal theory: neurophysiological foundations of emotions, attachment, communication, and self-regulation*. New York: Norton.
- Prasko J., Diveky T., Grambal A., Kamaradova D., Mozny P., Sigmundova Z., Slepecky M. & Vyskocilova J. (2010). Transference and countertransference in cognitive behavioral therapy. *Biomed Pap Med Fac Univ Palacky Olomouc Czech Repub*, 154(3):189-97. <https://dx.doi.org/10.5507/bp.2010.029>
- Price, C. & Hooven, C. (2018). Interoceptive awareness skills for emotion regulation: theory and approach of mindful awareness in body-oriented therapy (MABT). *Frontiers in psychology*, 9(798): 1-12.
- Pugh, Z, Choo, S, Leshih, J. C., Lindquist, K. A. & Nam, C. S. (2022). Emotion depends on context, culture and their interaction: evidence from effective connectivity, *Social Cognitive and Affective Neuroscience*, 17: 2, pp. 206-217, <https://doi.org/10.1093/scan/nsab092>
- Riley, S. (2015). *The effectiveness of Sensorimotor Psychotherapy on post-traumatic stress disorder*. Unpublished doctoral dissertation. The Chicago School of Professional Psychology.
- Rivers, A.M, Rees, H., Calanchini, J, & Sherman, J. (2017) Implicit bias reflects the personal and the social. *Psychological Inquiry*. 28(4): 301-305.
- Rodriguez, R. T., Leyens, J. Ph., Rodriguez, A. P., Betancor, V. R., Quiles del Castillo, M. N., Demoulin, S., & Cortes, B. P. (2005). The lay distinction between primary and secondary emotions: A spontaneous categorization. *International Journal of Psychology*, 40: 100-107.
- Röhrich, F. (2021). Psychoanalysis and body psychotherapy: An exploration of their relational and embodied common ground. *International Forum of Psychoanalysis*, 30(3): 178-190, <https://dx.doi.org/10.1080/0803706X.2021.1959638>
- Rolef Ben-Shahar, A. (2014). The self-healing forest: Between self-regulation and dyadic regulation. *Body, Movement and Dance in Psychotherapy*, 9(1), 16-28.

- Rosendahl S., Sattel H. & Lahmann C. (2012). Effectiveness of body psychotherapy: A systematic review and meta-analysis. *Front Psychiatry*, 12(7): 97-98. <https://dx.doi.org/10.3389/fpsy.2021.709798>
- Rosenthal, D. M. (2009). Concepts and definitions of consciousness. In W. P. Banks, ED. *Encyclopedia of Consciousness*. Academic Press. <https://doi.org/10.1016/B978-012373873-8.00018-9>.
- Rucinska Z. & Reijmers E. (2015). Enactive account of pretend play and its application to therapy. *Front Psychol*, 6: 175. <https://doi.org/10.3389/fpsyg.2015.00175>
- Satpathy, B. (2022). Maslow's theory of hierarchy of needs and the concept of "sake of need" from Krishna Yajurveda. *International journal of research publication and reviews*, 3(10): 959-963.
- Sartre, A., Marlock, G, & Weiss, H. (2015) The main variants of character theory in the field of body psychotherapy. in G. Marlock & H. Weiss, (EDS). *Handbook of body psychotherapy and somatic psychology*. Berkeley CA: North Atlantic Books.
- Sharpe Lohrasbe, R. & Ogden, P. (2017). Somatic resources: Sensorimotor psychotherapy approach to establishing arousal in child and family treatment. *Australian and New Zealand Journal of Family Therapy*, 3(8): 573-581.
- Schmitz, M., Bertsch, K., Löffler, A., Steinmann, S., Herpertz, S., & Bekrater-Bodmann, R. (2021). Body connection mediates the relationship between traumatic childhood experiences and impaired emotion regulation in borderline personality disorder. *Borderline Personality Disorder and Emotion Dysregulation*, 8(17). <https://doi.org/10.1186/s40479-021-00157-7>
- Schore, A. (2022). Right brain-to-right brain psychotherapy: Recent scientific and clinical advances. *Ann Gen Psychiatry*, 21(46). <https://doi.org/10.1186/s12991-022-00420-3>
- Siegel, D. J. (2006). An interpersonal neurobiology approach to psychotherapy. *Psychiatric Annals*, 36(4): 248-256.
- Siegel, D.J. (2010). *Mindsight: the new science of personal transformation*. New York: Random House.
- Sjöblom, M., Ohrling, K., Prellwitz, M., & Kostenius, C. (2016). Health throughout the lifespan: The phenomenon of the inner child reflected in events during childhood experienced by older persons. *International Journal of Qualitative Studies in Health and Well-being*, 11(1). <https://doi.org/10.3402/qhw.v11.31486>
- Sjöblom, M., Öhrling, K., & Kostenius, C. (2018). Useful life lessons for health and well-being: adults 'reflections of childhood experiences illuminate the phenomenon of the inner child. *International Journal of*

Qualitative Studies in Health and Well-being, 13(1), 1441592.

<https://doi.org/10.1080/17482631.2018.1441592>

Slochower, J. (2014). *Holding and psychoanalysis: A relational perspective*. New York: Routledge.

Shahri, H. (2014). Toward an integrative model for development trauma. *International Body Psychotherapy Journal*, 13(1): 52-66.

Smarius, L.J., Strieder, T.G., Loomans, E.M., Doreleijers, T.A., Vrijkkotte, T.G., Gemke, R.J., van Eijdsden, M. (2017). Excessive infant crying doubles the risk of mood and behavioral problems at age 5: evidence for mediation by maternal characteristics. *Eur Child Adolesc Psychiatry*, 26(3): 293-302.

<https://doi.org/10.1007/s00787-016-0888-4>

Smith, J. (2017). Working with the Inner Child. (pp. 141-151). Springer. https://doi.org/10.1007/978-3-319-49460-9_12

Solberg Kleiven G., Hjeltne A., Natvik E., & Moltu C. (2022). Engaging with difficult topics and emotional experiences in psychotherapy: A study of helpful therapist acts. *Psychother Res*. 7: 1-14.

<https://doi.org/10.1080/10503307.2022.2132889>.

Stanton, M., & Welsh, R. (2012). Systemic thinking in couple and family psychology research and practice. *Couple and Family Psychology: Research and Practice*, 1(1): 14–30. <https://doi.org/10.1037/a0027461>

Stern S. (2016). Enactments in psychoanalysis: Therapeutic benefits. *Psychodyn Psychiatry*. 2016, 44(2):281-303. <https://doi.org/10.1521/pdps.2016.44.2.281>

Strohminger, N. & Nichols, S. (2014). The essential moral self. *Cognition*, 131(1): 159-171.

Tang, Y.Y., Hölzel, B. K. & Posner, M.I. (2015). The neuroscience of mindfulness meditation. *Nat Rev Neurosci*, 16:1–13.

Tassi, P. & Mutet, A. (2001). Defining the states of consciousness. *Neuroscience and Biobehavioral Reviews*, 25: 175-191.

Teicher, M.H., Gordon, J.B. & Nemeroff, C.B. (2021). Recognizing the importance of childhood maltreatment as a critical factor in psychiatric diagnoses, treatment, research, prevention, and education. *Molecular psychiatry*. <https://doi.org/10.1038/s41380-021-01367-9>

- Trasmundi, Sarah Bro and Philipsen, Johanne S. (2020). "Embodiments and co-actions: The function of trust and re-enactment in the practice of psychotherapy" *Cognitive Semiotics*, 13(2): 2020-2032. <https://doi.org/10.1515/cogsem-2020-2032>
- Thompson-Brenner et al. (2021). *The Renfrew unified treatment for eating disorders and comorbidity: An adaptation of the Unified Protocol*. England: Oxford University Press.
- Tierney, A.L. & Nelson, C.A. (2009). Brain development and the role of experience in the early years. *Zero Three*, 1;30(2):9-13. PMID: 23894221; PMCID: PMC3722610.
- Tipper, C. M., Signorini, G., & Grafton, S. T. (2015). Body language in the brain: constructing meaning from expressive movement. *Frontiers in Human Neuroscience*, 9, 450. <https://doi.org/10.3389/fnhum.2015.00450>
- Van der Hart, O. (2021), Trauma-related dissociation: An analysis of two conflicting models. *European Journal of Trauma & Dissociation*, 5(4). <https://www.sciencedirect.com/science/article/pii/S2468749921000120>
- Van der Hart, O., Nijenhuis, E.R.S. & Steele, K. (2006). *The haunted self: structural dissociation and the treatment of chronic traumatization*. New York: W. W. Norton.
- Van der Hart, O. & Rydberg, J.A. (2019). Vehement emotions and trauma-generated dissociation: A Janetian perspective on integrative failure. *European Journal of Trauma & Dissociation* (3)3 pp 191-201.
- Van der Kolk, B.A. (2014). *The body keeps the score: brain, mind and body in the treatment of trauma*. New York: Viking Press.
- Van Door, K. A., Porcerelli, H. H. & Müller-Frommeyer, L. C. (2020). Language style matching in psychotherapy: An implicit aspect of alliance. *Journal of Counseling Psychology*, 67(4): 509-522.
- Van Nieuwenhove K. & Meganck R. (2020). Core interpersonal patterns in complex trauma and the process of change in psychodynamic therapy: A case comparison study. *Front Psychol*. 11: 122. <https://doi.org/10.3389/fpsyg.2020.00122>
- Vansteenkiste, M., Ryan, R.M. & Soenens, B. (2020). Basic psychological need theory: Advancements, critical themes, and future directions. *Motiv Emot* 44: 1–31. <https://doi.org/10.1007/s11031-019-09818-1>
- Veglia, F. & Di Fini, G. (2017). Life themes and interpersonal motivational systems in the narrative self-constructions. *In Front. Psychol.*, 8. <https://doi.org/10.3389/fpsyg.2017.01897>

- Veenstra, L., Schneider, I.K., Sander L., & Koole S.L. (2017). Embodied mood regulation: The impact of body posture on mood recovery, negative thoughts, and mood congruent recall. *Cognition and emotion*, 31(7): 1361-1376.
- Wagemans, J. Elder, J. H., Kubofy, M, Palmer, S. E., Peterson, M. A. Singh, M, & von der Heydt, R. (2012). A century of gestalt psychology in visual perception: Perceptual grouping and figure-ground organization. *Psychol bull*, 138(6): 1172-1217. <https://doi.org/10.1037/a0029333>
- Wagner-Moore, L. E. (2004). Gestalt therapy: Past, present, theory, and research. *Psychotherapy: Theory, Research, Practice, Training*, 41(2): 180–189. <https://doi.org/10.1037/0033-3204.41.2.180>
- West, M. (2013). Trauma and the transference-countertransference: Working with the bad object and the wounded self. *J Anal Psychol*, 58(1): 73-98. <https://doi.org/10.1111/j.1468-5922.2013.02018.x>
- Wilkes, C., Kydd, R., Sagar, M., & Broadbent, E. (2017). Upright posture improves affect and fatigue in people with depressive symptoms. *Journal of behavior therapy and experimental psychiatry*, 54: 143–149. <https://doi.org/10.1016/j.jbtep.2016.07.01>
- Zerubavel, N. & Messman-Moore, T.L. (2015) Staying present: incorporating mindfulness into therapy for dissociation. *Mindfulness*, 6:303–14.
- Zhang, D., Lee E.K.P., Mak E.C.W., Ho C.Y., Wong S.Y.S. (2021). Mindfulness-based interventions: an overall review. *Br Med Bull*, 138(1): 41-57. <https://doi.org/10.1093/bmb/ldab005>