

Scaling up EMDR? Simplified Group & Individual Applications of the EMDR Recent- Traumatic Episode Protocol (R-TEP)

**Making EMDR more widely available
for Early Intervention
in Emergency Situations**

**Elan Shapiro
EMDR Europe Association Conference
The Hague June 2016**

The EMDR R-TEP & G-TEP protocols were inspired by the seminal work of Dr. Francine Shapiro originator of EMDR Therapy.

PROGRAM OUTLINE

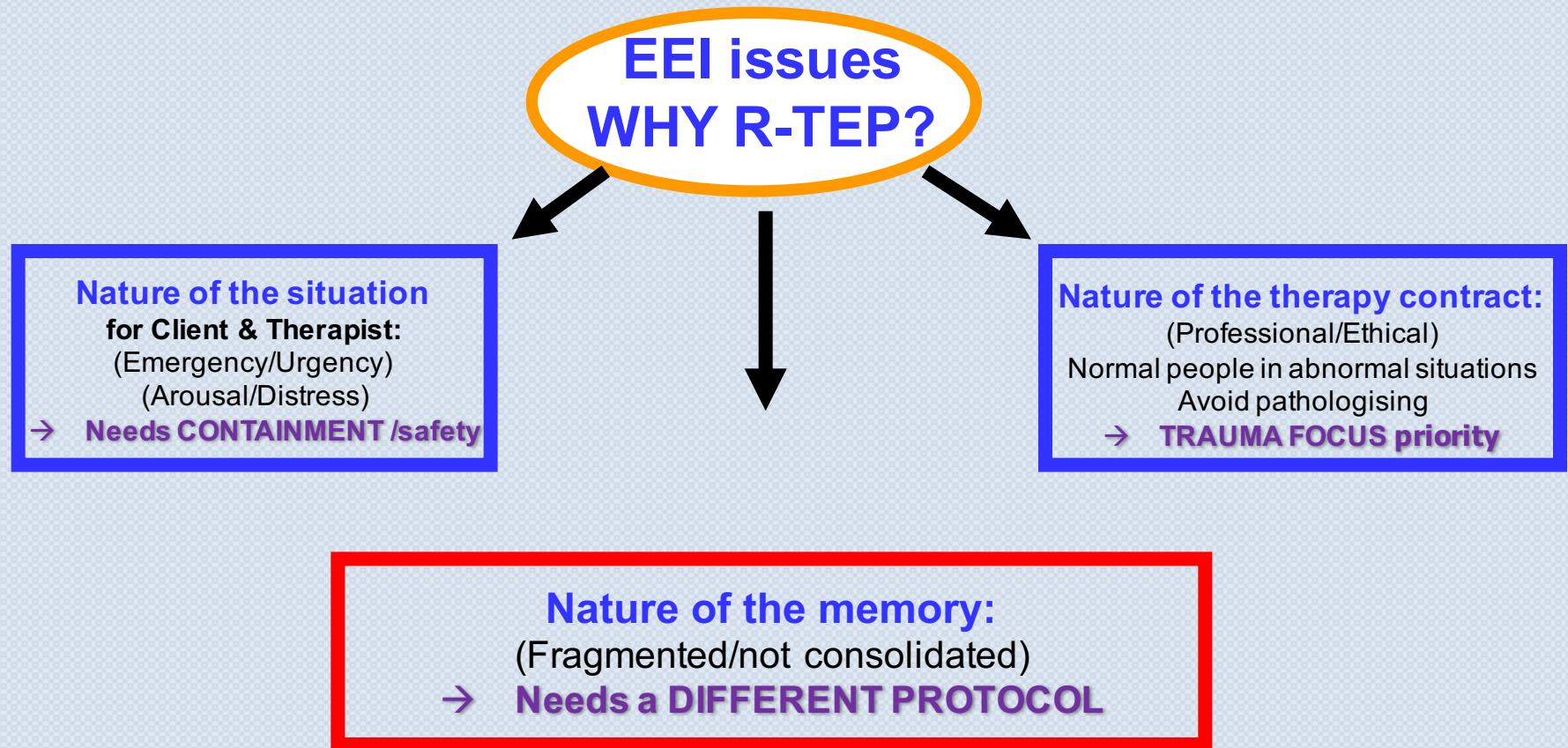
*Introduction to EMDR R-TEP
overview*

*Introduction to EMDR G-TEP
Overview & videos*

*Scaling up EMDR?
Discussion & Conclusions*

Issues in Early EMDR Intervention (EEI): I

Shapiro, E. (2012), EMDR and early psychological intervention following trauma, European Journal of Applied Psychology (ERAP), 62,241-251.



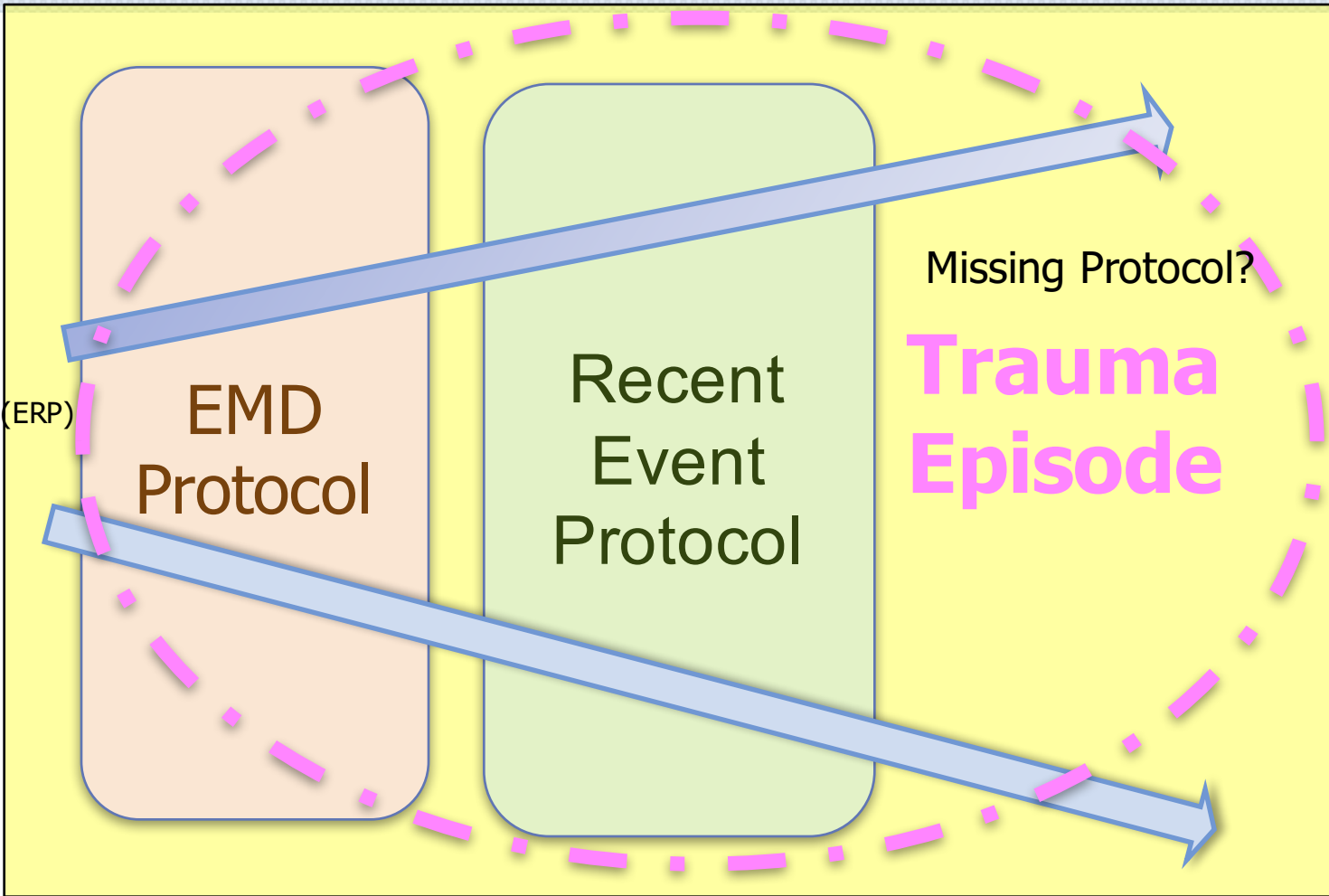
WHAT?

WHAT is R-TEP?

- KEY PROCEDURES & CONCEPTS

R-TEP Key Procedural Concepts:

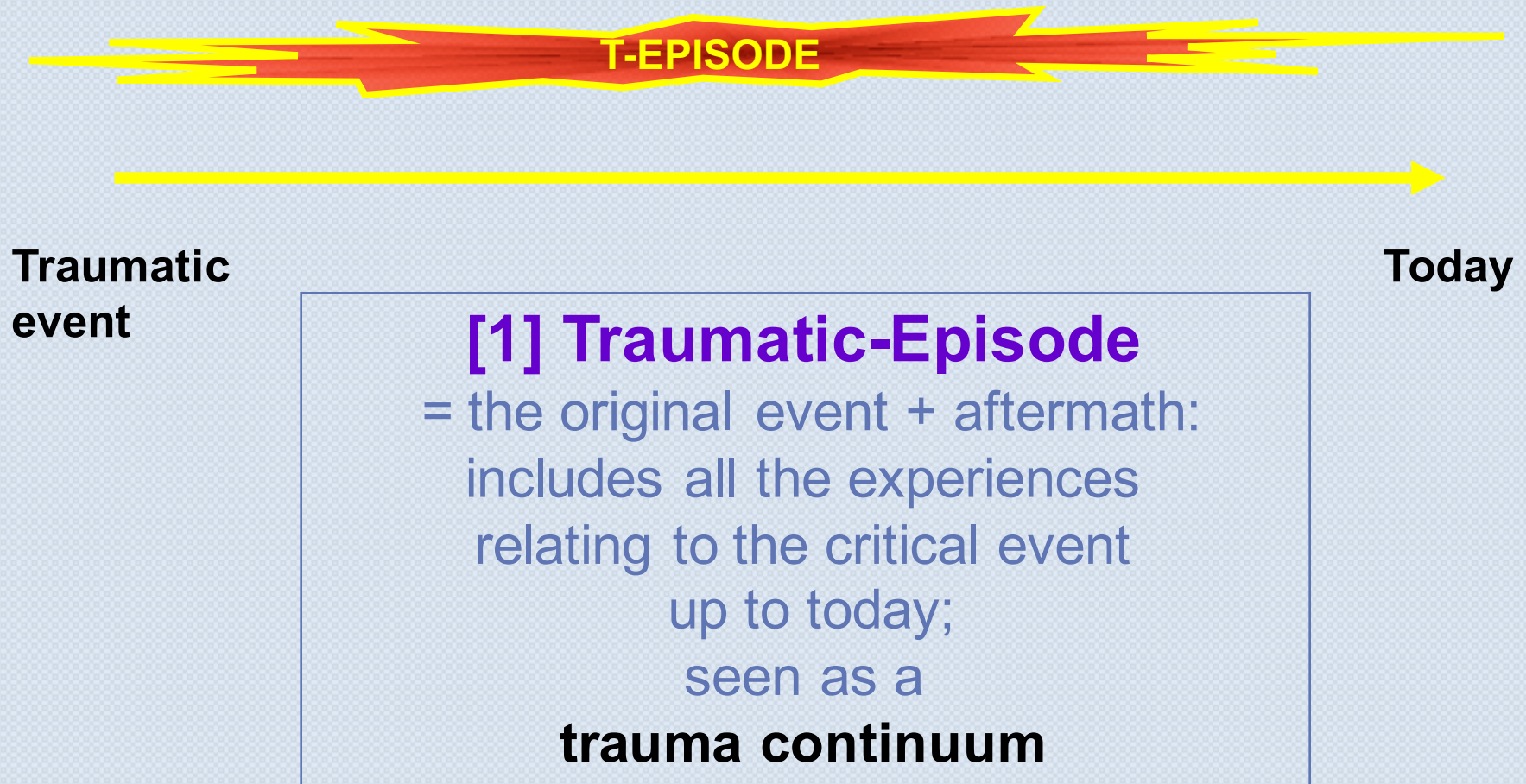
Overview FLOW CHART



Standard
EMDR
Protocol

WIDENING FOCUS: Image/sensation → Event → Episode → Theme

R-TEP Flow chart 1



R-TEP Flow chart 2



Trauma -EPISODE

Initial

Today

**Traumatic
event**

[2] Episode Narrative

**Telling the story
of the Traumatic Episode
out loud with BLS (Bi-Lateral Stimulation)**

**During the intake
the client is deliberately not asked
to recount the details of the trauma
to avoid triggering activation
prematurely**

R-TEP Flow chart 3



Points of Disturbance (PoDs)
are **Target fragments**

Within the **T-Episode**
(concerning the original incident until today)

Identified using **[3] "Google Search" /or "Scan"**

EMDR R-TEP Flow chart [4]



STOP when a PoD (Point of Disturbance) is identified:
Phase III ASSESSMENT

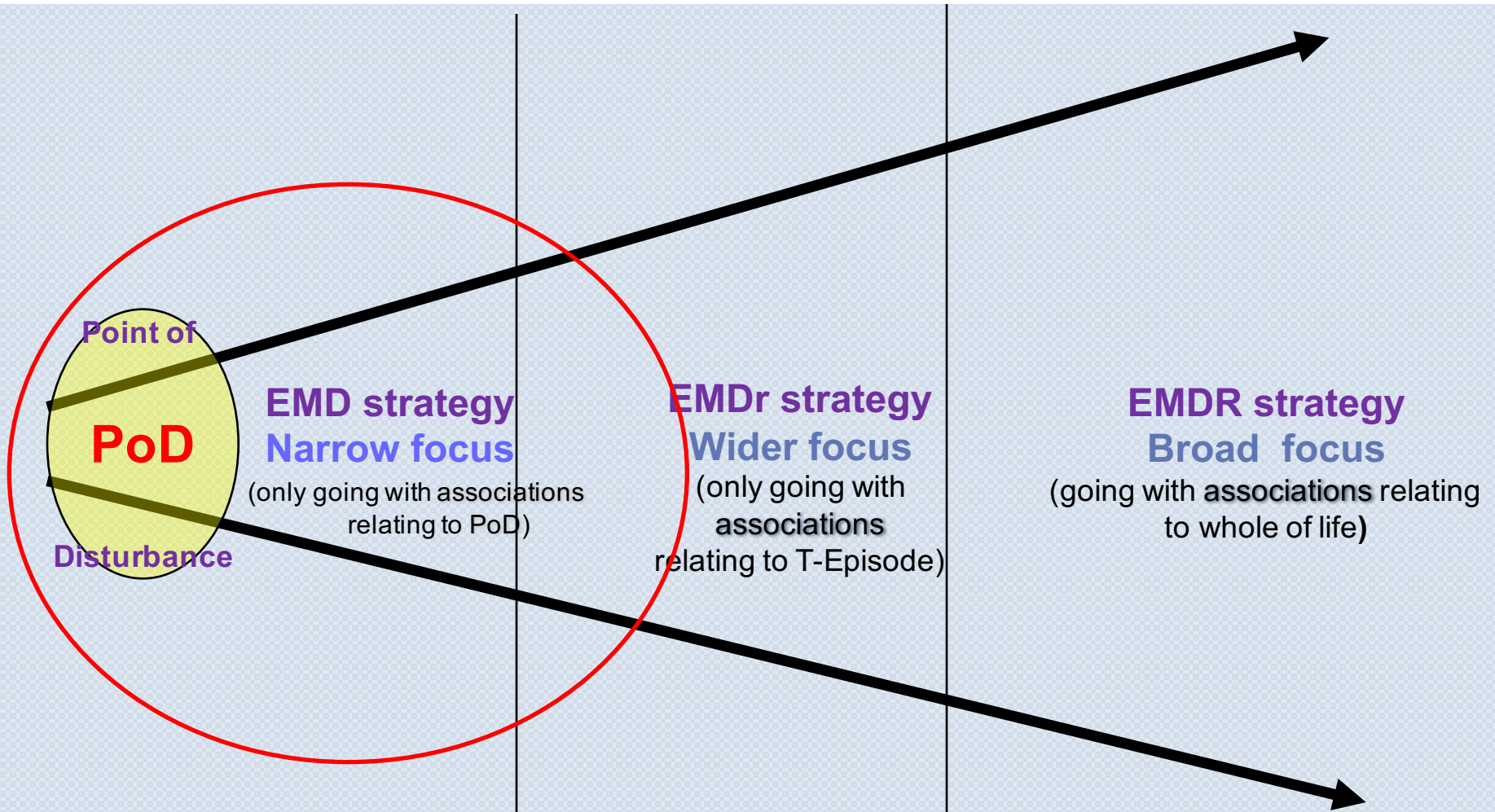
Phase IV DESENSITIZATION

[4] Focused Processing

EMDr strategy (Episode Focused)
EMD strategy (PoD Focused)

(Phase V INSTALLATION)

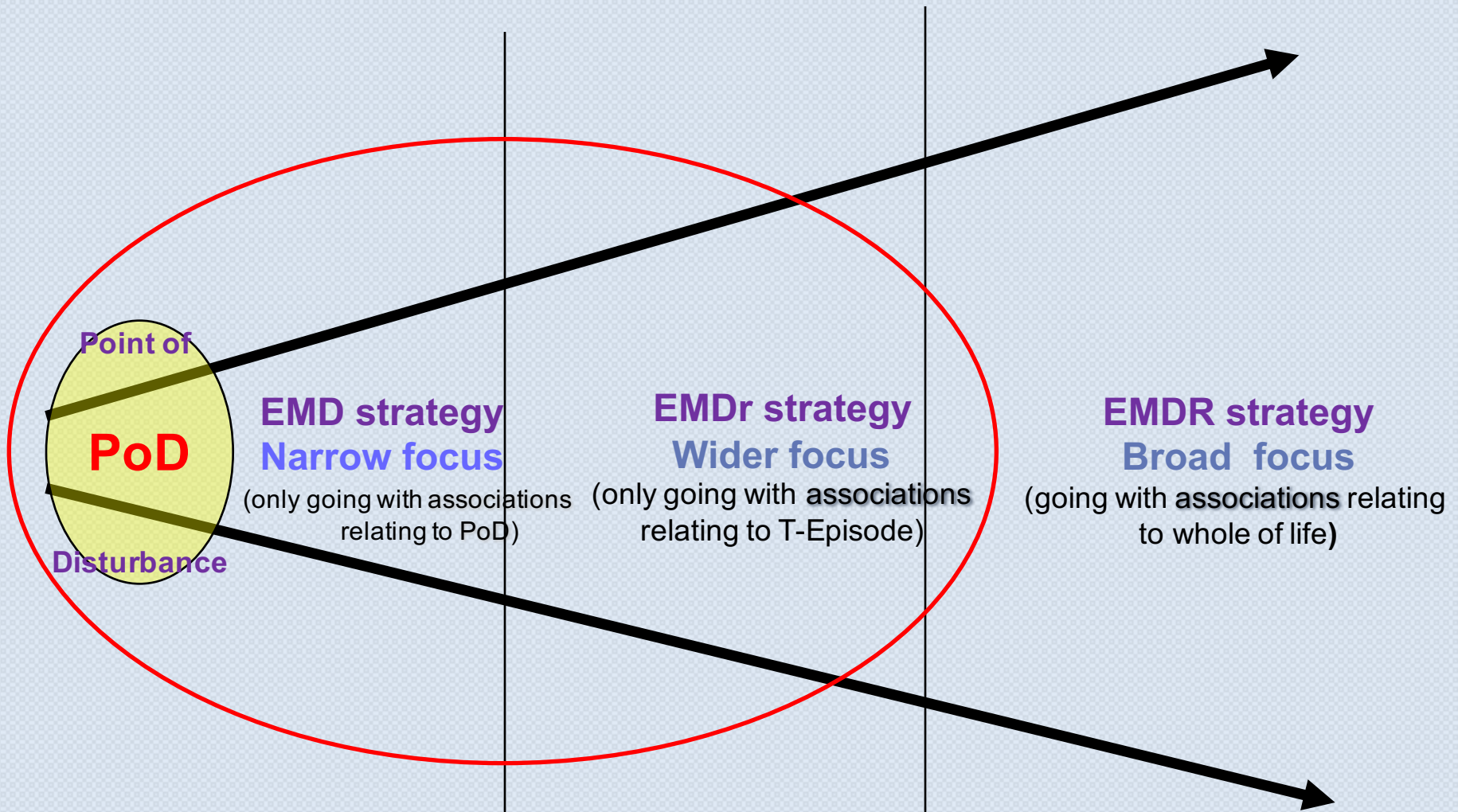
Focused Processing EMD



Early EMDR Intervention (EEI) protocols

- The **EMD protocol** (*HAP Military and Post-Disaster Field Manual* -Francine Shapiro, 2004-re-introduced for use in emergency situations)
- **EMD** Differs from the Standard **EMDR** protocol in that it **focuses on the image, returning to it and checking SUD (Subjective Unit of Disturbance) level frequently**
- **limiting associative chains**

Focused Processing Approach EMDr



R-TEP Flow chart



- Not necessarily chronological,
(After we “lower the mountains then we can see the hills”)
- Usually about 3-5 PoDs identified
- Processed over 2 to 4 sessions
- **Can be on consecutive days**

EMDR R-TEP

Main Procedures

[1]. Traumatic Episode (T -Episode)

[2]. Episode Narrative

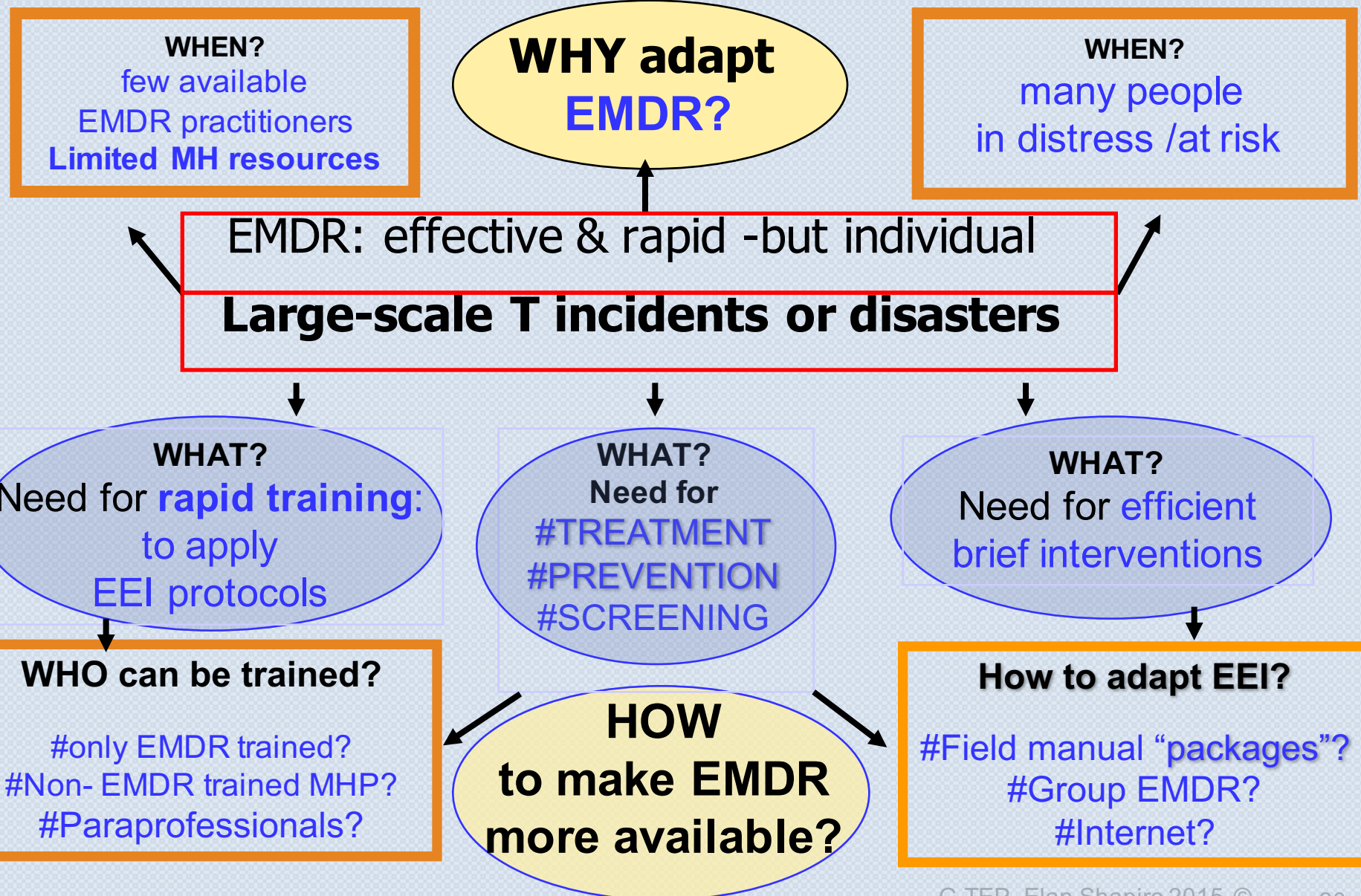
[3]. 'Google Search' (G -Search)

[4]. Focused Processing at PoD level
2 main strategies: EMD <-> EMDr

Main Features of the EMDR R-TEP

- ❖ **1. An integrative approach:**
Incorporates & extends EMD, Recent Event, protocols
- ❖ **2. A comprehensive approach:**
The 8 Phases adapted for EEI
- ❖ **3. Attention to containment and safety**
- ❖ **4. Attention to standards of good practice**

More Issues in Early EMDR Intervention: II



Group EMDR?

BACKGROUND **The CHALLENGE**

- ❖ Group EMDR
- ❖ G-TEP a proposed new group EMDR protocol

Group EMDR

- ❖ Poses **challenges for EMDR therapy** which is essentially an individual process.
- ❖ The **standard EMDR protocol is interactive** as the practitioner monitors and guides the client.
- ❖ Applying EMDR in a group setting with limited interactive possibilities **requires compromise and flexibility** and a trade-off between close monitoring and self-monitoring *reducing procedures to minimum essentials*

Advantages of EMDR

- ❖ **Proven effectiveness of EMDR therapy** for treating trauma invites creative solutions to this challenge
- ❖ **Adaptive Information Processing (AIP)** approach with emphasis on the **process** rather than the content and the spontaneous healing flow of the AIP that enables less monitoring
- ❖ **Structured, manualised form** of the EMDR and R-TEP protocols provide a good basis for rapid learning

EMDR G-TEP

- ❖ Developed as a **simplified adaptation of the EMDR R-TEP** for use with groups of adults, adolescents & older children who have undergone recent traumatic experiences or life-changing events with on-going consequences
- ❖ Goal to process a Trauma Episode within a **group framework**
- ❖ Suggests a group protocol that **retains the depth and power of an individual EMDR protocol for recent events**
- ❖ The **Trauma Episode conceptualization** of the G-TEP is the first group protocol to address the **fragmented multi-target nature** of non-consolidated recent trauma memories

EMDR Group- Traumatic Episode Protocol (G-TEP)



Elan Shapiro
2015

Manual edited by Judy Moench

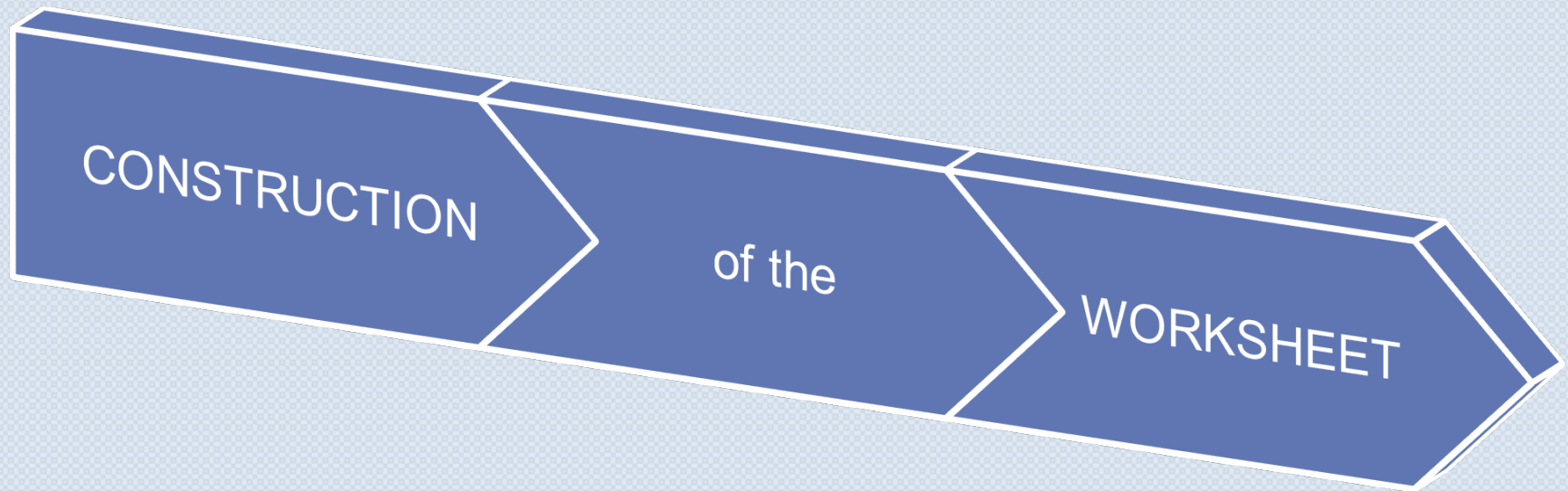
EMDR G-TEP

2- INTRODUCTION OVERVIEW of PROCEDURES, VIDEO, RESEARCH

EMDR G-TEP notes

- ❖ The **setup** is designed for use with a **single worksheet to guide the process step by step....**
- ❖ The slides & worksheet of the EMDR G-TEP are **colour-coded** so that **each of the 8 steps** has its own colour to make it easier to follow

6 STEPS on the WORKSHEET STRUCTURE



Step 3 PAST RESOURCE

Name.....

.

Step 2 PAST ONSET EVENT

Heading.....[0....10]

DATE THEN.....

Step 5 PoD level

PoD 3[0.....10]

Set 3 [0.....10] Set 6 [0.....10] Set 9.[0.....10]

PoD 2[0.....10]

Set 3 [0.....10] Set 6 [0.....10] Set 9.[0.....10]

PoD 1[0.....10]

Set 3 [0.....10] Set 6 [0.....10] Set 9.[0.....10]

Step 4 DESIRED FUTURE

*It happened & it's over. * I survived.....
*I'm safe (enough) now, here
*I can cope *I have strengths
*I can (learn to) choose how to respond.
I did what I could..... I have hope.....
*Other.....

Step 6 EPISODE level

EPISODE SUD.....[0.....10]

EPISODE PCSet 1-2-3

Step 1 PRESENT SAFETY

before [0.....10] after [0.....10]

SAFE PLACE: Name.....

DATE TODAY.....

Step 3 PAST RESOURCE

Name.....

a) Step 3 RESOURCE CONNECTION:

Draw or write about a memory where you felt good with yourself, felt whole.

b) Note the experience
(images, feelings, sensations)

c) Install with BHs

d) Give it a name

& strengthen connection with more BHs

b) Invite GROUP SHARING of good memories

Step 2 PAST ONSET EVENT

Heading.....[0.....10]

a) Representation of onset event: Heading/ word or words, symbol or sketch

b) write SUD [0.....10]

c) Write DATE THEN.....

(NB. no sharing)

DATE THEN.....

Step 5 PoD level

PoD 3.....[0.....10]

(C)

❖ REPEAT same procedure
(as BELOW) for PoD1 ,PoD2. Pod3

Set 3 [0.....10] Set 6 [0.....10] Set 9.[0.....10]

PoD 2.....[0.....10]

(B)

FOCUSED PROCESSING

a) Focus on PoD & TAP together as leader shows & counts 10/ 20

b) AFTER EACH SET of BLS ...breathe... attention to images, thoughts, feelings, body sensations(deep breathe until all ready)

c) REPEAT for 6/ 9 sets (for each PoD)

d) AFTER every 3rd set (3rd & 6th / 9th SETS) re-focus on that PoD WRITE SUD [0-10] down

Set 3 [0.....10] Set 6 [0.....10] Set 9.[0.....10]

PoD 1.....[0.....10]

(A)

a) PoDs identified using "GOOGLE SEARCH" / SCAN

b) BLS... tap the (PRESENT) "DATE NOW" & then the (PAST) "DATE THEN" box box -

- looking at your hand as you do this

c) until a PoD is identified then stop and draw/write it.

Set 3 [0.....10] Set 6 [0.....10] Set 9.[0.....10]

Step 4 DESIRED FUTURE

*It happened & it's over. * I survived.....

*I'm safe (enough) now, here

*I can cope *I have strengths

*I can (learn to) choose how to respond.

I did what I could..... I have hope.....

*Other.....

a) "In the Step 4 box [SHOW.....] there is a list How would you like to think about yourself and what happened? Mark which of these ways make some sense to you".....

b) "DRAW or WRITE any other thoughts or pictures of how you would like to see yourself in the future"

C) Invite GROUP SHARING of desired futures.....

Step 6 EPISODE level

EPISODE SUD.....[0.....10]

EPISODE PC.....Set 1-2-3

Step 1 PRESENT SAFETY

before [0.....10]

after [0.....10]

SAFE PLACE: Name.....

a) Write general stress SUD (before 0-10)

c) Do 4 ELEMENTS / Safe /Calm Place drawing

d) Write SUD (after 0-10)

e) Write - DATE TODAY

f) INVITE group SHARING of Safe/ Calm Places

g) Screen

c) 4 ELEMENTS

EARTH = grounding, safety in the present

AIR =breathing , balance

WATER =calm & controlled

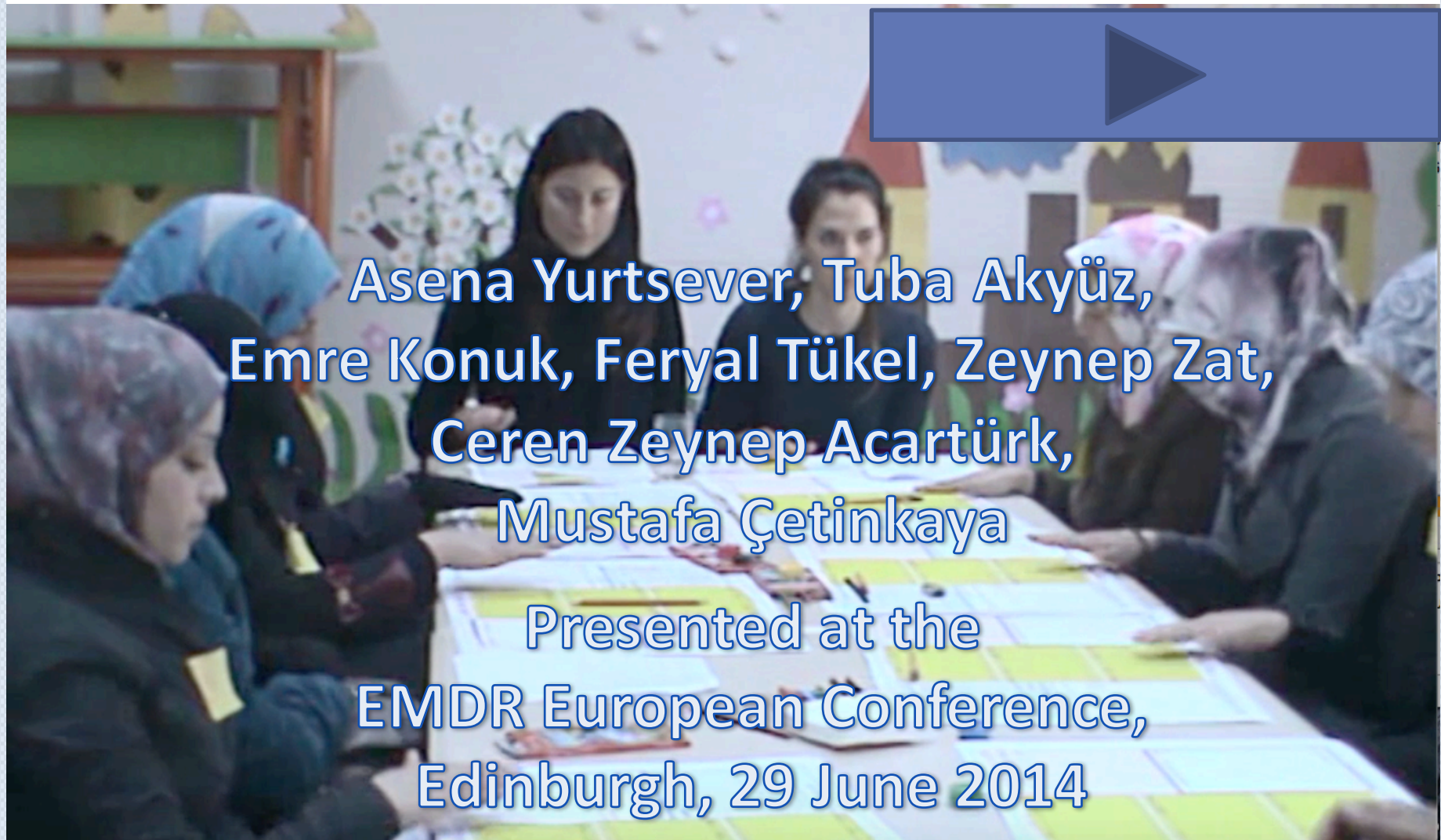
FIRE /LIGHT= light the path to your imagination =Safe Place &/or RC exercise

DATE TODAY.....

EMDR G-TEP notes

- ❖ **The Worksheet is a meta-communication:** in which the trauma event is enveloped with present/ past /& future resources arranged spatially to physically convey that **the event is in the past..... that they are safe now in the present..... & that there is hope for the future.....**

EMDR G-TAP with Syrian Refugees in Turkey



Asena Yurtsever, Tuba Akyüz,
Emre Konuk, Feryal Tükel, Zeynep Zat,
Ceren Zeynep Acartürk,
Mustafa Çetinkaya

Presented at the
EMDR European Conference,
Edinburgh, 29 June 2014

An Eye Movement Desensitization and Reprocessing (EMDR) Group Intervention for Syrian Refugees with Post Traumatic Stress Symptoms: Results of a Controlled Trial

Yurtsever, Akyüz, Konuk, Tükel, Zat, Acartürk & Çetinkaya
(submitted for publication 2016)

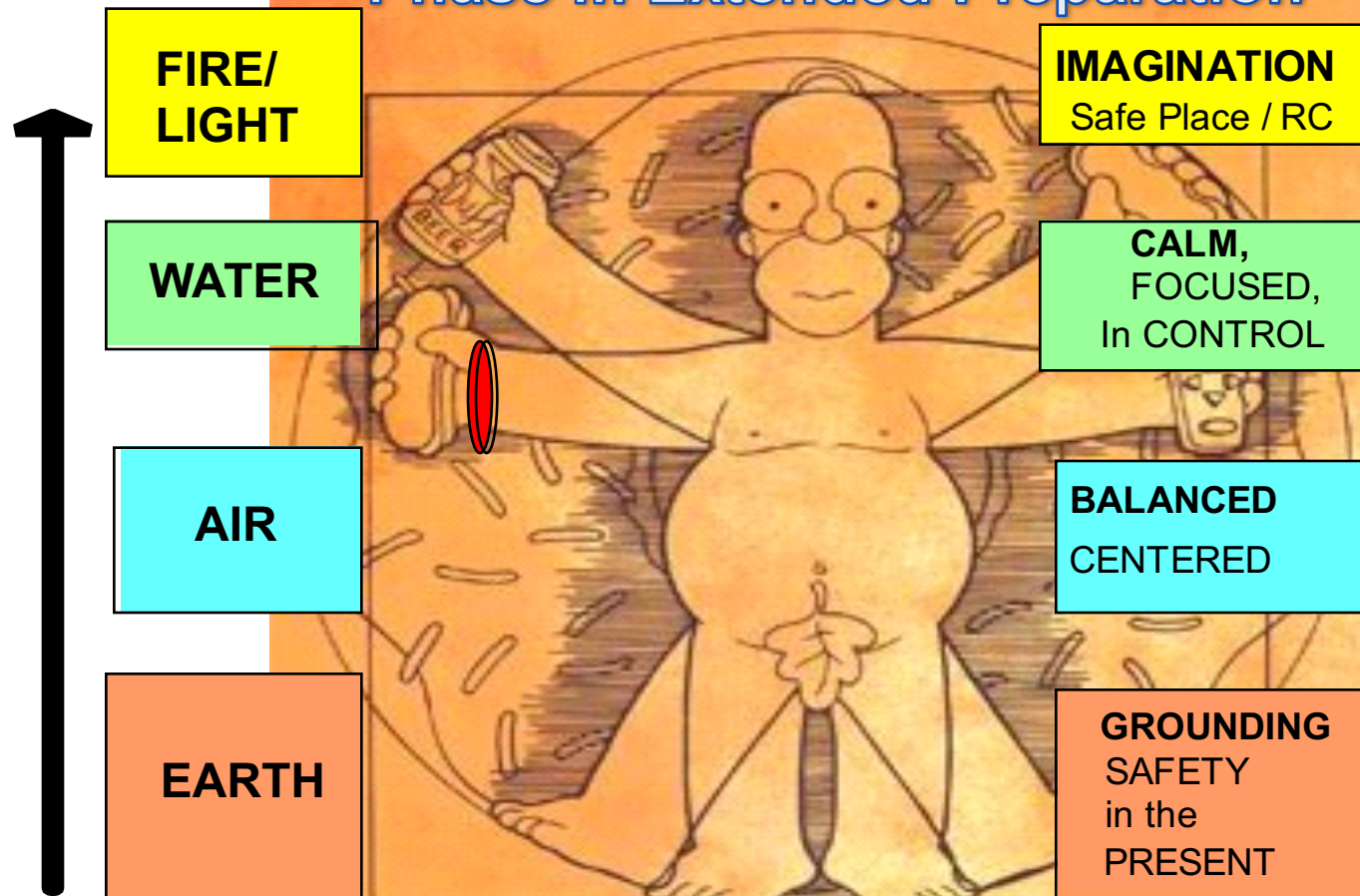
- ❖ 6 groups X2 G-TEP sessions Exp. n=31 Control n=32
- ❖ The results show that EMDR G-TEP is effective on depression (BDI) and PTSD symptoms (MINI & IES)
- ❖ Adaptive Information Processing continues after EMDR sessions
- ❖ Follow up studies show decreasing continuum of trauma related symptoms. Thus, Early Intervention with G-TEP prevents and reduces the symptoms of PTSD and other comorbid disorders

STEP 1 G-TEP NOTES for Group Leader

GOAL: Preparation & Screening Sequence

- ❖ **Ask to write down SUD before (0....10)**
- ❖ **Do 4 Elements exercises**
- ❖ **Includes Safe/calm place drawing or words**
- ❖ **Ask to write SUD after (0....10)**

Phase II: Extended Preparation



4 Elements for Stress Reduction:

FIRE/ LIGHT your IMAGINATION
(SAFE PLACE drawing or words)

WATER = CALMING & CONTROLLED

AIR = BREATHING, CENTERING, BALANCE (coherence)

EARTH = GROUNDING , SAFETY in the PRESENT

Starting with your feet & following your body up

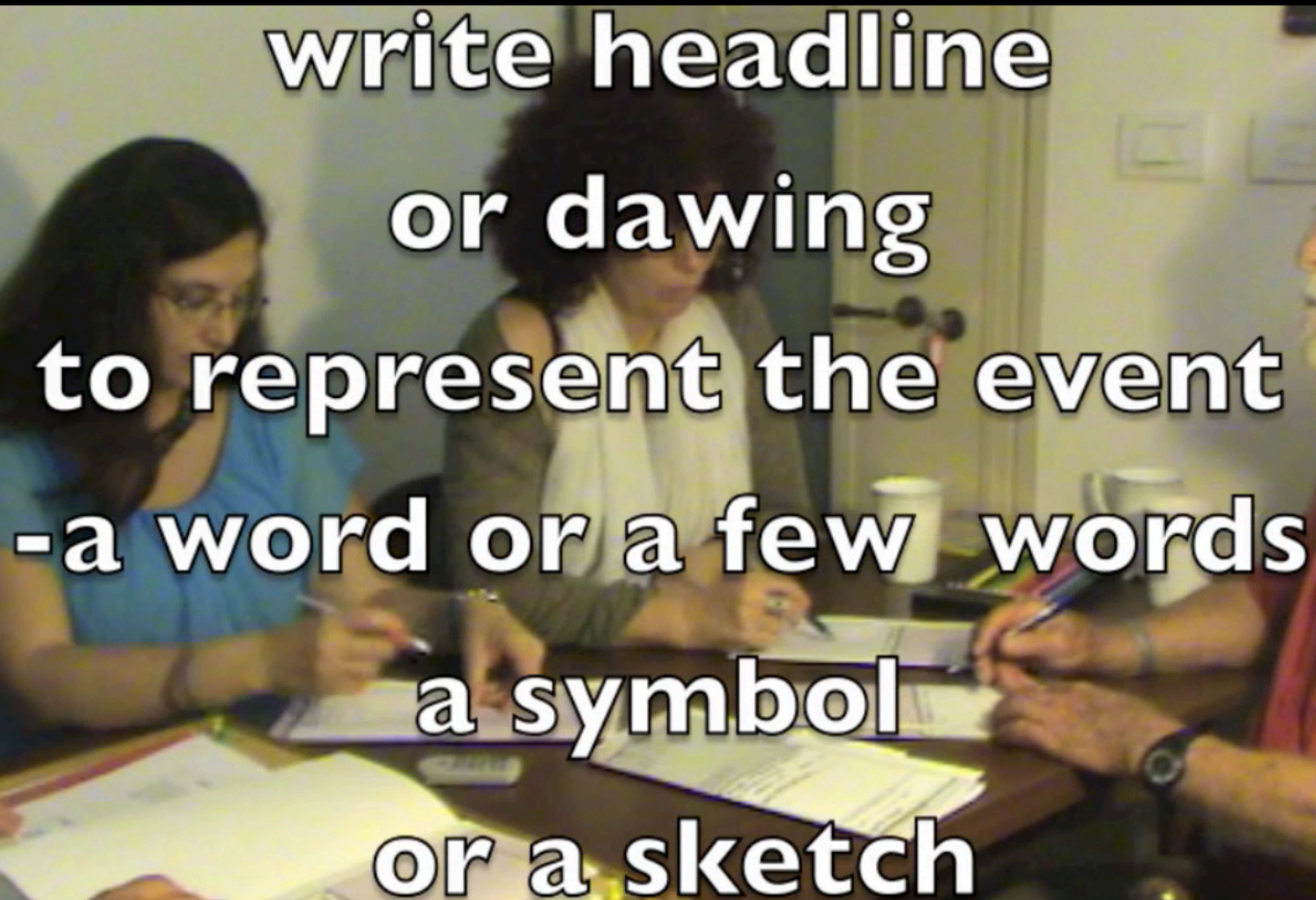
STEP 1 G-TEP NOTES for Group Leader

Discrete screening

- ❖ Later on the same day or the next day
- ❖ Continue working on STEPS 2-7 with those who who responded positively to STEP 1 (general stress / SUD levels < 6)
- ❖ Those whose SUD levels are still high/ unable to reduce stress are screened for further preparation/ individual attention before trauma processing

G-TEP STEP 2: Onset of Trauma

**write headline
or drawing
to represent the event
-a word or a few words
a symbol
or a sketch**

A photograph of three people sitting at a table, engaged in a writing activity. On the left, a woman with long dark hair and glasses, wearing a blue shirt, is writing on a piece of paper. In the center, another woman with dark curly hair, wearing a white top and a grey cardigan, is also writing. On the right, an older man with glasses and a red shirt is looking towards the other two people. They are all sitting at a dark wooden table with several papers and pens. The background is a plain wall with some electrical outlets.

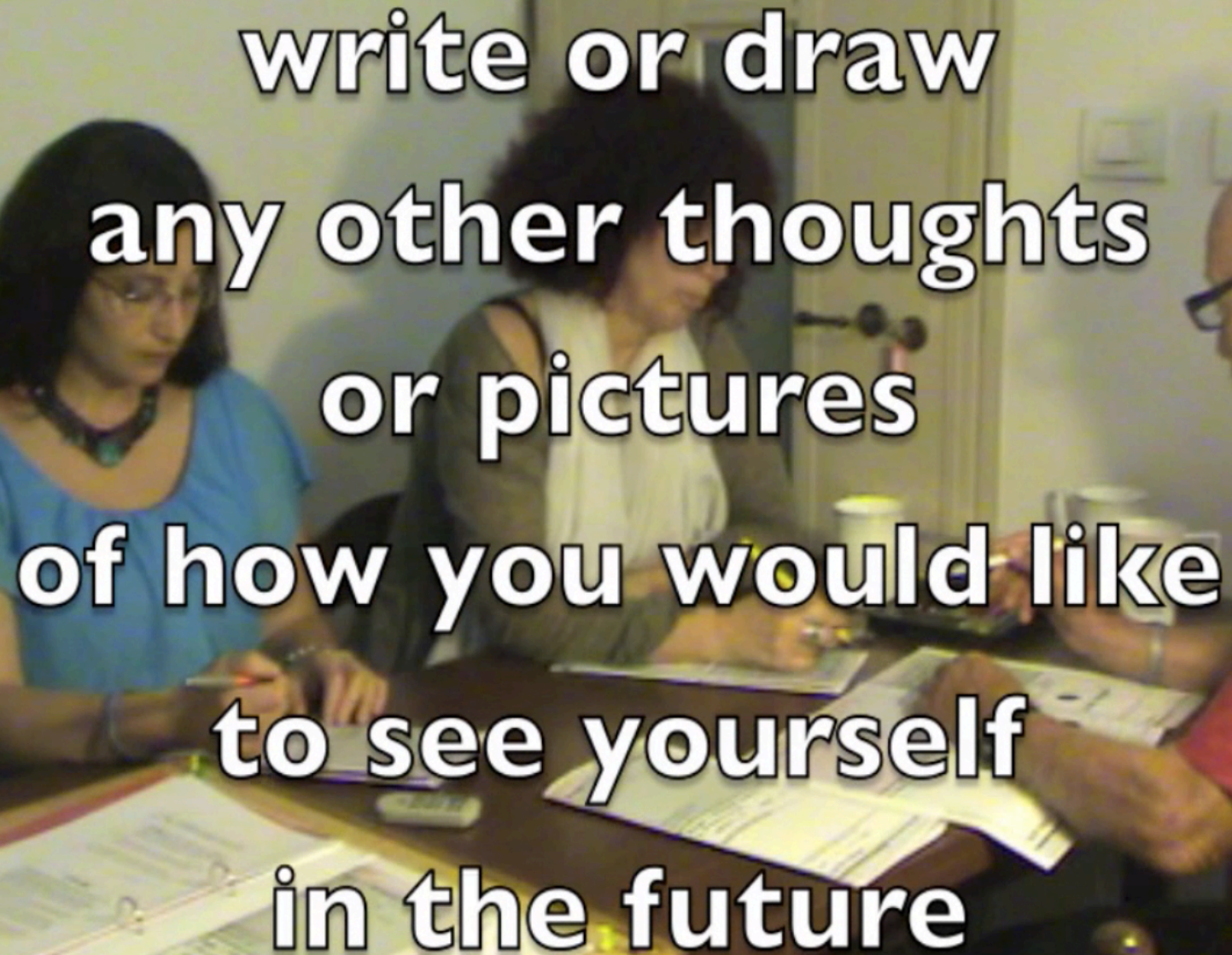
G-TEP STEP 3: Past Resource

A photograph of three people sitting around a dark wooden table in a room with white walls. On the left, a woman with long dark hair and glasses wears a blue top. In the center, a woman with curly dark hair and glasses wears a white top. On the right, a man with glasses and a red shirt is seen in profile. They are all looking at papers on the table. There are white mugs and a colorful folder on the table. Overlaid on the image is the text:

*“Recall a memory,
or a moment,
when you felt good
about yourself”*

,”

G-TEP STEP 4: DESIRED FUTURE

A photograph of three people sitting around a table, engaged in a collaborative activity. On the left, a woman with long dark hair and glasses, wearing a blue shirt, is writing in a notebook. In the center, a woman with dark curly hair, wearing a grey top, is also writing. On the right, an older man with glasses and a red shirt is looking at a notebook. The table is covered with several open notebooks and papers. The background is a plain wall with some electrical outlets.

**write or draw
any other thoughts
or pictures
of how you would like
to see yourself
in the future**

STEP 5 G-TEP NOTES for Group Leader

- ❖ **6 or 9 sets** are suggested to reduce SUD (0-10) as far as it will go for each PoD
- ❖ **After each set of BLS**pay attention to any images, thoughts, feelings, body sensations, to whatever they noticed
- ❖ **After the 3rd & 6th (& 9th) sets** re-focus on that PoD and rate SUD now from 0-10.....

STEP 6 EPISODE LEVEL INTEGRATION

Check Episode SUD (0-10) & Install Episode PC

- ❖ Participants whose Episode SUD levels are still high (>6?) can be offered additional G-TEP sessions

G-TEP STEP 6: EPISODE LEVEL

EPISODE SUD RATING

[0....10]

**When you think about
the whole Episode now**

STEP 6: EPISODE PC



Installation of
Positive Cognition

STEP 7 NOTES for Group Leader

CLOSURE & SCREENING

- ❖ Strong Closure: Rehearse 4 Elements
- ❖ Additional measures if needed
- ❖ Screening for those who may need referral for individual attention or additional G-TEP sessions

STEP 8 G-TEP NOTES for Group Leader

FOLLOW-UP

- ❖ Follow-up is important
- ❖ Check Episode SUD 0-10 & PC
- ❖ Consider additional G-TEP session /or Referral for individual treatment?

G-TEP compared with R-TEP

Main Procedures

- [1]. **Traumatic Episode** concretely communicated in visual setup
- [2]. Episode Narrative omitted
- [3]. **'Google Search'** limited to 3 PoD's per session. Simplified Assessment: SUD (0-10) + attention to sensorimotor, cognitive & emotional modalities, PC checklist.
- [4]. **Focused Processing at PoD level**
Utilizes EMD type strategy for contained focus & a suggested 6 or 9 sets of BLS per PoD