

Chapter 10

Basic Elements of Working with Modes

1 Identifying the modes

- Capturing and naming important modes (e.g. by assigning to a finger puppet)
Indispensable: vulnerable, happy, competent / clever child, etc.
- Activation of typical experiencing and behavior (the finger puppet talks and plays and thus gives the mode a living form)
- working out the emotions, body sensations, behavioral tendencies and cognitions

2 Access to the vulnerable child

- therapist-mode dialog (with the child's permission)
- Exploration of needs ("What does little Felix need?")
- consolation, validation, offer of protection, also towards internal demanders, critics, or punishers

3 Determine the mode's functionality (in dialogue)

- Explore the mode's origin and intention (eg duration). What are the needs behind the modes?
- Establish connection between the modes and the current problems: How do the modes influence my life? In what way are they connected with my problems?
- Identify the mode's trigger
- How are the modes related to each other? What effects do the other modes have on the vulnerable child?
- Working out advantages (strengths) and disadvantages (difficulties) of the modes
- Evaluation of functional and dysfunctional mode constellations with assessment of the resulting behavior's consequences

4 Reorientation by strengthening positive, functional modes, relativization, weakening or disempowerment of problematic dysfunctional components and integrating separated modes

- Address, allude, play alternative mode constellations.
- Is a different emphasis and reconciliation between the modes possible?
- Dialogue between blocking and change-willing modes.
- Appreciation of dysfunctional modes as a temporary workaround/stopgap. Working out techniques for distancing and emotional/behavioral control. Integration of positive facets of all modes.
- Encouraging the competent child to age-appropriate and reasonable self-assertion. The Clever Mode takes over the control of all modes and assists in an appropriate self-regulation.
- The internalized Caring Parent Mode is supported or an internal Mode of Joined Protectors activated. The helping modes are introduced as lovingly caring and protective supports at the injured child's side ("redemption of the injured child").

- Help for the angry child to an appropriate and constructive expression of feelings and needs instead of destructive impulses.
- Disempowerment of the inner critic and punisher (analogous to punitive/demanding parent). The therapist confronts the mode.
- Change of perspective by creating the external perspective: “If something like this was done to your friend, what would you think?”
- Guidance for the undisciplined child for better self-control

5 Transfer /bridge to everyday life

- Planning and implementation of concrete steps for everyday life (extraction of rules):
Find examples of everyday life: How can we go on from now?
- Which modes should be used in which situations?
- Preparation for everyday life communication (dialogue of modes with real people in imagery or in the structured role-play)
- Involvement of the system or family members: How could they be affected? How can they adapt to a different kind of “interaction”?
- Install reminders for everyday life: flash cards or figures (e.g. for the pocket) to support the activation of certain modes.
- homework, for example, to practice conscious mode changes
- Mode monitoring: Practice monitoring of the modes (without identification, no mode change); in the therapy situation conducting experiments and structured role-plays with video feedback, possibly also with exaggerated application of certain body postures). In everyday life use of worksheets that help detecting typical signs and cues for functional and dysfunctional modes.