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## **Impact Therapy**

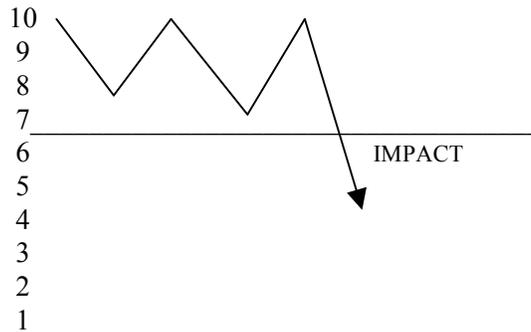
### How to Have More Impact in Your Counseling

Effective Counseling = *The Art of Engagement*  
Key concept: *The Brain likes novelty.*

#### **Four M's of Impact Therapy:**

Multi-sensory, Motivational, Marketing, Maps

#### **THE DEPTH CHART** (most sessions should go below 7)



#### **RCFFC** (for individual, couple, and family counseling)

##### **RAPPORT**

(connecting with the client and understanding his/her world)

##### **CONTRACT**

(often this is implied; absolutely necessary for productive counseling)

##### **FOCUS**

(often use creative techniques)

##### **FUNNEL**

(theory driven)

##### **CLOSE**

(zip person back up)

#### **EIGHT COMMON MISTAKES OF COUNSELORS**

1. Reflects much more than necessary
2. Listens to too many stories
3. Rarely interrupts the client
4. Does not focus the session
5. Waits too long to focus and funnel the session-- dawdles
6. Does not use theory--uses the "hope" method of counseling
7. Makes counseling boring--rarely uses creative techniques
8. Does not pay attention to client's and his/her voice and face.

**An effective impact therapist is *creative and courageous*.**

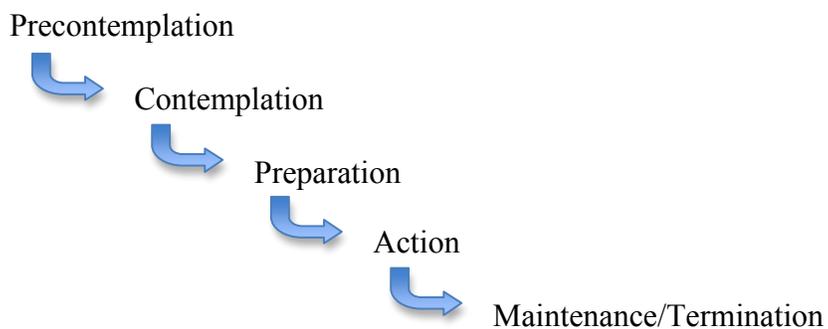
## THE FIVE "Ts" OF IMPACT THERAPY

Theory, Timing, Teaching, Training, Thinking

### IMPACT THERAPISTS BELIEVE:

- **PEOPLE DON'T CHANGE EASILY.** Counseling is an impact and change process.
- **PEOPLE DON'T MIND BEING LED WHEN THEY ARE LED WELL.**
- **THE THERAPIST IS PRIMARILY RESPONSIBLE FOR THE THERAPY,** but not ultimately responsible for the outcome.
- **COUNSELING SHOULD BE CLEAR AND CONCRETE.**
- **THERAPY SHOULD NEVER BE BORING.**
- **IT IS OKAY TO GIVE ADVICE** when you are understanding the client's frame of reference and your values are not involved.
- **COUNSELORS' AND CLIENTS' WORTH IS NEVER ON THE LINE.**
- **TO BE AN IMPACT THERAPIST, YOU MUST BE MENTALLY HEALTHY.**

### Stages of Change (Prochaska)



### Important Sentences in Counseling:

1. All behavior is purposeful. People use their own "private logic."
2. Thoughts cause feelings.
3. Get your expectations in line with reality.
4. You teach people how to treat you.
5. Life is a series of choices.
6. You can't move on and hold on.

## *Creative Techniques and Impact Therapy*

Shield	\$1 bill
Filter	Exploding Coke Bottle
Cups	Post it pads
Fuse	Cards
Beer Bottle	Tape measure
Blocks	Rubber bands
Plate	Stacked dolls
Hammer	In Face/Behind You
Tigger/Eeyore	Rearview mirror
Sponges	Blank Key

### ***Chairs***

#### *Small child's chair*

Trying to decide between two things  
Representing others  
Holding on to chair

#### *Goals*

Distance  
Ego states

### ***Movement***

Standing on the chair  
Fear of changing  
Standing in the corner  
Out the door

Feeling pulled  
Evaluation of progress  
Movement between chairs  
Going in circles

## *Writing and Drawing*

TA drawings

REBT disputing

Egograms

Board of directors

Stroke economy

Enmeshment

Lists

1-10 ratings

*Safety* ←————→ *Growth*      *small box—bigger box*

WDEP (WANT, DOING, EVALUATE, PLAN)

HALT (Don't get: Hungry, Angry, Lonely, or Tired)

## *Analogies and Fantasies*

**Pot bound** (plants need bigger pot)

**Gardening** (weed regularly)

**Pilot light** (on a gas stove)

**Skiing** (start on easy slope)

**Learning a new language** (daily practice)

**Dieting** (takes time and focus)

**Animal you would like to be**

**Pick an object in the room**

**Hot air balloon**

**Movie**

## *Progression of Mental Health*

Unconsciously Incompetent→Consciously Incompetent→

Consciously Competent→Unconsciously Competent

## *Cheerleader vs. Fan Model for Effective Living*

Cheerleaders never boo the players!

**Five Needs of Reality Therapy: Belonging, Power or Achievement,  
Fun or Enjoyment, Freedom or Independence, Survival or Self-Preservation**

# RATIONAL-EMOTIVE BEHAVIOR THERAPY

1. **THOUGHTS CAUSE FEELINGS.** Sustained negative feelings are caused by what we tell ourselves.

2. What we tell ourselves about situations is what upsets us—not the situation!

3. REBT counselors use an ABC approach to helping.

A = the situation or person or event

B = the beliefs or self-talk about A

C = feelings and behavior – the consequence of the self-talk

**B causes C but most people believe that A causes C.**

4. REBT counselors often use a Not True/True grid when disputing.

*Not True*

*True*

*It's awful that  
he acts this way.  
I can't stand it!*

*I don't like  
it but I can  
stand it.*

5. REBT counselors will teach and confront their clients about their self-talk.

6. REBT counselors live healthy lives and think in rational ways.

7. REBT counselors use phrases like “It would be desirable” or “It’s unfortunate.” Clients use words like “awful,” “terrible,” or “horrible.”

8. REBT counselors look for shoulds, musts, demands, commands.

9. Blame is the essence of most disturbances. People are the way they are.

10. People are . . . People exist

11. People’s problems center around three musts:

I must

You must

The world must

## ***ELLIS'S 15 IRRATIONAL IDEAS***

1. It is a dire necessity for an adult human being to be loved or approved by virtually every other person in one's life.
2. One should be thoroughly competent, adequate, and achieving in all possible respects if one is to consider oneself worthwhile.
3. Certain people are bad, wicked and villainous and they should be severely blamed or punished for their villainy.
4. It is awful and catastrophic when things are not the way one would very much like them to be.
5. Human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances.
6. If something is or may be dangerous or fearsome one should be terribly concerned about it and should keep dwelling on the possibility of its occurring.
7. It is easier to avoid than face certain life difficulties and self-responsibilities.
8. One should be dependent on others and needs someone stronger than oneself on whom to rely.
9. One's past history is an all-important determiner of one's present behavior and because something once strongly affected one's life, it should indefinitely have an effect.
10. There is invariably a right, precise and perfect solution to human problems and that it is catastrophic if this perfect solution is not found.
11. One should become quite upset over other people's problems and disturbances.
12. The world should be fair and just and if it is not, it is awful and I can't stand it.
13. One should be comfortable and without pain at all times.
14. One may be going crazy because one is experiencing some anxious feelings.
15. One can achieve maximum human happiness by inertia and inaction or by passively and uncommittedly enjoying oneself.

## ***Common Irrational Beliefs of Kids***

1. I must be liked by everyone and if I am not it is awful and I can't stand it.
2. If someone calls me names, it must be true and I can't stand it.
3. I should be the best at everything I do and if I am not, I am worthless.
4. Some people are bad and I have to dwell on how to get back at them.
5. It is awful when things are not the way I would very much like them to be.
6. My unhappiness is caused by others and I have no ability to control my unhappiness and have no ability to make myself happy.
7. It is easier for me to avoid certain troubling situations than to face them.
8. I cannot depend on myself—I have to depend on others for my strength.
9. My past causes me to be the way I am and there is nothing I can do about it.
10. There is a perfect solution to every problem and it is terrible if I cannot figure out the perfect solution.
11. I must become upset and stay upset over other people's problems.
12. Things should be fair and if they are not, it is awful and I can't stand it.
13. I should never be uncomfortable or inconvenienced and when I am it is awful and I can't stand it.
14. I can achieve and be successful even if I do nothing and have no plan of action.
15. It is my fault if my parents fight (drink, are getting divorced).
16. Because I am adopted (in foster care, have less money), I am less than other kids are.
17. Because he/she did that to me (physical, sexual, emotional abuse), there is something wrong with me and I don't deserve to be happy.
18. If I love my stepdad (stepmom), it means I don't love my dad (mom).

## REBT and Creative Techniques

- CD's:** Need to make new tapes with true thoughts on the new tape  
Need to throw away the old tape that is filled with negative thoughts  
(**Irrational sentences:** *I'm no good. I am worthless. I am bad.*)
- Cards:** Don't have to play the hand you are dealt. Can get a better hand with the help of the counselor. (**Irrational sentences:** *I can't change—this is the way I am. My parents made me this way—I can't change.*)
- \$1 bill:** Nothing can take your worth a way. (**Irrational sentence:** *Because he/she did this to me, I am worthless.*)
- LFT:** **Irrational sentence:** *I can't stand it.* (**Low Frustration Tolerance**)
- Blocks:** **Irrational sentence:** *This must fit!! I have to make this fit.*
- Coin flip:** **Irrational sentence:** *I can't decide.*
- Chairs:** Thinking and non-thinking chair; sit in both chairs at the same time  
fear of moving to other seat
- Shield:** Deflect the negative comments directed at you.
- Cups:** Allowing someone to smash your worth; holes in self-esteem
- Fuse:** Need to lengthen a short fuse. (good for dealing with anger)
- Hammer:** Need to quit beating yourself with negative self-talk
- Behind You:** What do you need to tell yourself to get it behind you.

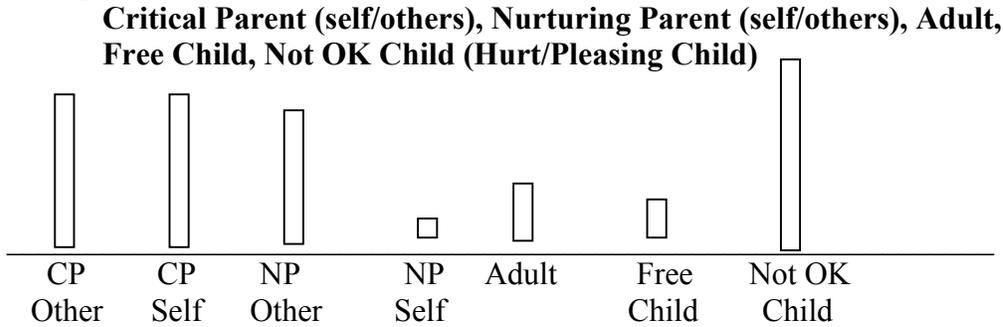
### *THREE R'S*

Poor Way to Handle Situations	Better way to handle situation
React	Retreat
Retreat	Rethink
Rethink	Respond

**Assign Homework**—write down negative self-talk; do something different and observe your self-talk; analyze a situation using the ABC model or true/not true grid

## *TA (PARENT, ADULT, CHILD) ASSESSMENTS*

### 1. Egograms

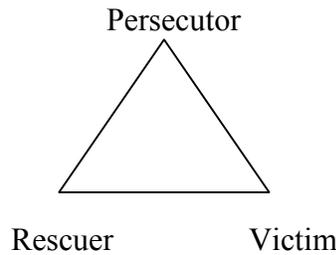


### 2. Chairs—sit (stand) in the different egostates (chairs—small chair)

### 3. Scripts you are living—

Everyone is living out a script  
Tearing up the current script

### 4. Drama Triangle



### 5. Four (4)-Life Positions:

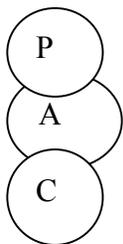
I'm not OK—You're OK  
I'm not OK-You're not OK

I'm OK—You're not OK  
**I'm OK—You're OK**

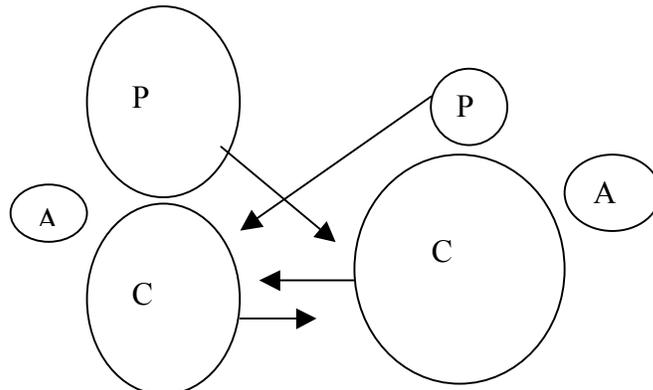
### 6. Early Decisions You Made

At what age did you make your early decisions about yourself and life?  
Why did you make them?  
What data did you use?  
What new data do you now have to make better decisions?

Contamination



Cross Transactions/Child to Child Transaction=No Adult



# *EGOSTATE DESCRIPTIONS*

## *CRITICAL PARENT*

### *SAMPLE WORDS AND PHRASES*

Should, must, ought, don't, always, never, now what, because I said so, don't ask questions, be good, what will the neighbors think it doesn't hurt, don't cry

### *GESTURES AND POSTURES*

Finger pointing, rolling eyes, tapping feet or wringing hands in impatience; shaking head to imply no; arms folded across chest with chin set, face tilting up looking down nose

### *FACIAL EXPRESSIONS*

Scowl, furrowed brow, set jaw, frown

### *tone of voice*

Sneering, punitive, condescending, harsh, biting, grating

## *NURTURING PARENT*

### *SAMPLE WORDS AND PHRASES*

You can do it; you did your best; I'll help you; I'll take care of you, here's something that will make you feel better; honey; dear; I know that hurts; I'll get through this; I made a mistake and I can learn from it;

### *GESTURES AND POSTURES*

Pat on the back, consoling touch, holding or rocking someone

### *FACIAL EXPRESSIONS*

Sympathetic, loving, proud look; smile

### *tone of voice*

Encouraging, supportive, sympathetic, caring, warm, kind

## **NOT O.K. CHILD (ADAPTED CHILD; ANGRY CHILD)**

### ***SAMPLE WORDS AND PHRASES***

I'm worthless; nobody loves me; I can't do anything right; I can't stand it; I'm bad; I must be perfect; I'm no good; Look at me! Mine is better than yours; I have to please everyone; I hate you! You're no good!

### ***GESTURES AND POSTURES***

Slumped, dejected, temper tantrums, batting eyelashes, curling up, nail biting, squirming, fist pounding,

### ***FACIAL EXPRESSIONS***

Teary eyed, pouting, eyes looking away, eyes looking down, tight jaw

### ***TONE OF VOICE***

Whining, sweet talk, sullen silence, talking fast and loud, swearing

## **O.K. CHILD (NATURAL CHILD)**

### ***SAMPLE WORDS AND PHRASES***

Gosh, wow, gee whiz, let's play, can I try it, I wonder how that works, this is fun

### ***GESTURES AND POSTURES***

Joyful or exhilarated postures

### ***FACIAL EXPRESSIONS***

Smiling, wide-eyed, excited

### ***TONE OF VOICE***

Excited, joyful, laughing

## ***ADULT***

### ***SAMPLE WORDS AND PHRASES***

Let's talk, My observation is, Let me share my thoughts, Here's how I see it, how do you see it? No, and here's why

### ***GESTURES AND POSTURES***

Relaxed, upright, unhurried

### ***FACIAL EXPRESSIONS***

Relaxed, serious, deep in thought, good eye contact

### ***TONE OF VOICE***

Calm, direct, self-assured

## **LIFE STYLE**

The Birth Order Factor

How did you find your place in the family?

Who was mom and dad's favorite?

How did you view the world?

Early Recollections

Private Logic

Mistaken Goals

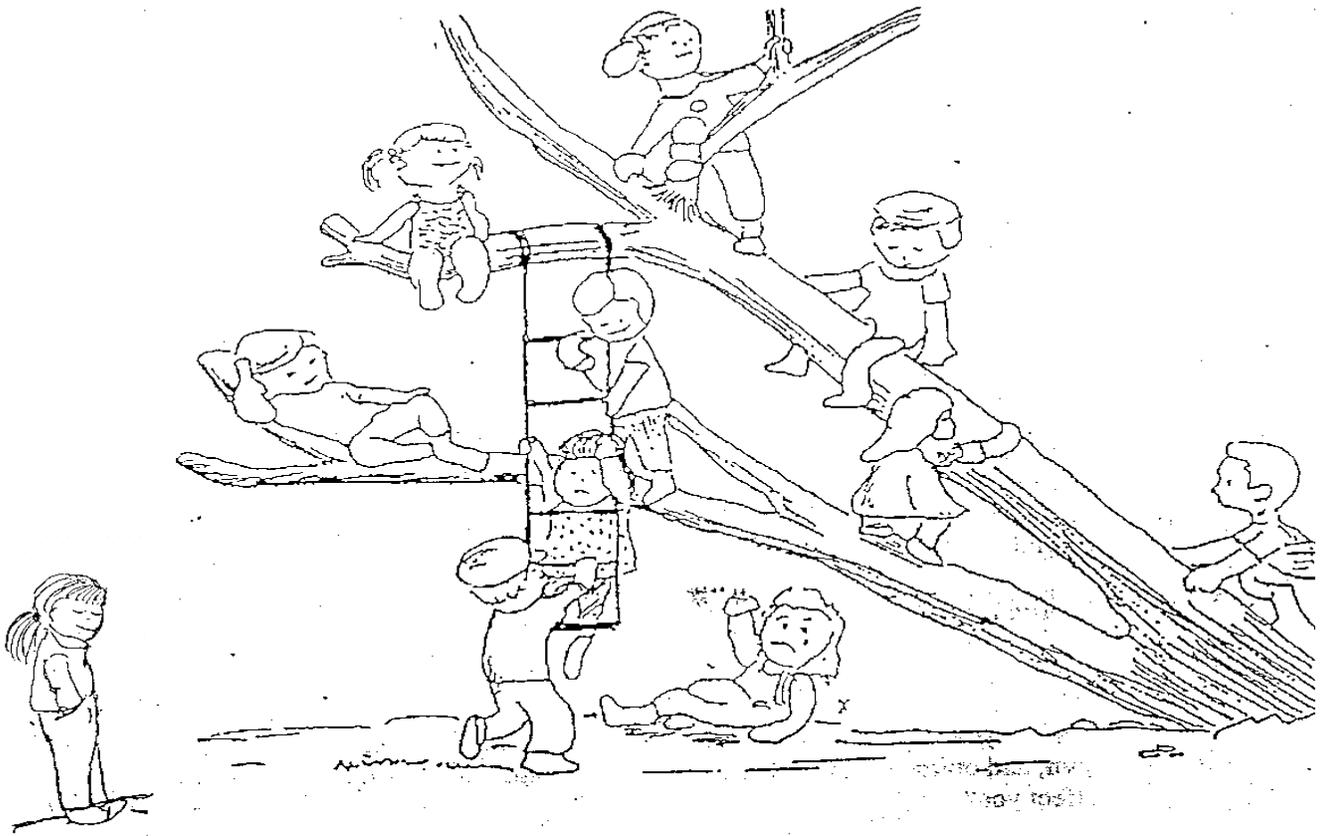
Guiding Fictions

Social Interest

Motivation Modification

### **Finding Your Guiding Fictions, Mistaken Goals and Private Logic**

1. What is your family constellation? (Siblings and their ages relative to your own, and others living with you between the ages of 0 – 10) and how did it effect you?
2. What was your mother like? Your father? Other adults in the home?
3. Describe your three earliest recollections using the present tense.
4. What did you learn about men and women?
5. What did you learn about work?
6. What did you learn about money?
7. What did you learn about food?
8. What did you learn about school?
9. What did you learn about authority figures?
10. Describe how you and your siblings (or parents if no siblings) interacted: (Who took care of whom? Who was most different and most similar? Who was Mother's Favorite, Father's favorite?)



## ***Further information, resources and workshops***

For further information and workshops both in German and English, visit [www.impacttherapy.com](http://www.impacttherapy.com) or [www.impact-therapy.de](http://www.impact-therapy.de), or contact Ed Jacobs, Ph.D., or Eva Barnewitz, M.Sc.

**Ed Jacobs, Ph.D.** is professor in the Counseling, Counseling Psychology, and Rehabilitation Department at West Virginia University, where he has taught for more than 30 years. He currently is serving as the coordinator of the masters program in counseling at West Virginia University. He also is the founder and director of Impact Therapy Associates which offers private counseling and 25-30 presentations a year. Presentations are often 1-2 day workshops, 1-3 hour programs at national or state conferences, or keynote addresses to state conferences or large organizations. Dr. Jacobs was a national presenter for the American Counseling Association. Dr. Jacobs was selected as a Fellow in the Association for Specialists in Group Work and also received in 2003, the Professional Development award from that association.

**Eva Barnewitz, M.Sc.,** is a Systemic Family Therapist (certified by DGSF), and Impact Therapy Associate. Being the only German speaking Impact Therapy Associate, she has conducted workshops in Impact Therapy and Creative Techniques in Counseling and Therapy since 2012 in Germany (DGVT, DGSF, . She has also worked as a trauma therapist for refugees for the UNVFVT (United Nations Voluntary Fund for Victims of Torture) and as a trainer for trauma therapy in regions of crisis such as Syria, Iraq, and the DR Congo (International Medical Corps, vivo international e.V.). In Germany, she is active as a supervisor, as a therapist, and as a trainer for Impact Therapy, Systemic Family Therapy, Applied Improvisation in Therapy, and Trauma Therapy.

*Reading List*  
*REBT*

*Albert Ellis Institute 1-800-323-4738*

*A practitioner's guide to rational-emotive therapy (2<sup>nd</sup> ed). Walen, S., DiGiuseppe, R., & Wessler, R.L.*

*A Guide To Rational Living. Ellis and Harper*

*Rational Counseling with School Aged Populations: A Practical Guide, J. Wilde*

*Mind Over Mood—Greensberger and Padesky*

**OTHER**

*Tough Kids, Cool Counseling: User Friendly Approaches with Challenging Youth. John Sommers-Flanagan*

*Tactics in Counseling and Psychotherapy. Mosak, H. & Maniaci, M. P. (1998).*

*Addictive Thinking (2<sup>nd</sup> ed). Twerski, A.J. (1997)*

*Stage II Relationships: Love Beyond Addiction. Larsen, E.*

*Choices and Consequences. Schaefer, D. (1987).*

*The Five Love Languages—Chapman*

*The Parents' Handbook. Dinkmeyer*

*Grief Counseling and Grief Therapy. J. William Worden*

*Brain Lock—Jeff Schwartz*

*Healing From Trauma, by Cori*

*The Body Keeps the Score, van der Kolk*

*Understanding Your Child's Sensory Signals, by Angie Voss*

*This is Gabriel, Making Sense of School by H. Steiner*

*Your Erroneous Zones, by Wayne Dyer*