

Pain and Peace Cycle

Care Training, Session 2, June 16
Jane Tsang

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5 Days to a New Self

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Restoration Therapy

- Attachment theory (Bowlby and Ainsworth) and contextual family therapy (Boszormenyi-Nagy & Krasner)
- Attachment with caregivers is thought to be critical for the child to develop a sense of self and desire for eventual socialization
- More recent studies have also suggested that this attachment can be shaped and modified through not only caregiver relationships but also significant chosen relationships, such as with marital partners
- contacts through stable attachments are held by this theory to be essential for formation of healthy individuality. In contrast, the person who is unattached or insecurely attached may display rejecting behavior of human attention or be emotionally insecure when left by him- or herself, ex: C & S

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Love

- There is little doubt, therefore, that the attentiveness, nurturing, and emotional stability of the caregiver are important in forming essential meaning, security, and an identity element for a young child. But more specifically, it is important to point out how the caregiver is to go about loving the child that is essential for identity formation.
- love moves past just simple emotion or sentiment to have action orientations that are indeed measurable. Hargrave (2000) suggests that a definition of love would include the ideas of giving adoration and acknowledgment, engaging in active companionship and intimacy, and sacrificing for the good of the beloved.

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Love (1 Corinthians 13:4-8a)

- Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things. Love never ends.

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Companionate Love (Philia)

- “commitment and friendship”
- As the accidents, threats, bad health, financial ruin, or disasters of life occur, we know that our companions will be there for us at least in thought and emotion if not physically.
- This type of love is important to the child who is developing as it communicates that he or she is a desirable object of intimacy, an essential part who belongs to the family group; no matter what happens in life, he or she will not be alone

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Romantic or Passionate Love (Eros/Storge)

- This type of love often carries with it the elements of excitement, fascination, passion, and even obsession.
- When we are the object of this type of love, we will likely feel like we are one of a kind, precious and unique

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Altruistic Love (reflective of Agape)

- True sacrificial love means that the one who loves puts his or her needs aside to meet the needs and wants of the beloved. For instance, if two people are starving to death and they gain some meager amount of food, if one eats all the food, that person will survive; if the other eats all the food, the other will survive. If the two people split the food, they both will die of starvation. Altruistic love would compel one person to give the food to the other person, knowing that the sacrifice would mean personal demise

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Love in Summary

- Through companionship and intimacy, we are loved in such a way that assures us that we are not alone. Romantic and passionate love teaches us that our personhoods are indeed precious and unique. Finally, altruistic and sacrificial love gives our identity the boost of worthiness.

Exercise 1: Identifying Your Primary Emotions about Your Identity (p.19)

DAY ONE | Reflection 4 (p.19)

EXERCISE 1
Identifying your primary emotions about your identity

1. When you are emotionally upset or worried, how do you usually feel about yourself? (Do these emotions refer to "Who" or "the message" you received from your parents back in the day? Did you ever remember the first teacher you had?)

Isolated	Rejection	Ignored	Rejected
Lonely	Isolated	Overlooked	Ignored
Forgotten	Excluded	Overlooked	Ignored
Alien	Excluded	Overlooked	Ignored

2. In thinking about how you feel about your identity when emotionally upset (or when you were taught about your identity back in the day), is there a color or emotion word that describes the feeling that you feel about it?

3. Think about either the first time you remember being from being about you being in the classroom or the first time being about it. What color or emotion word describes the feeling you feel about your identity as a result of that?

The Other Side of the Coin
The Bible has a saying "If you want to live, you have to die." It's not that we have to die, but we have to die to ourselves to be able to live. Our identity is not about us, it's about God. Our identity is not about us, it's about God. Our identity is not about us, it's about God. Our identity is not about us, it's about God.

Trustworthiness (Contextual Family therapy)

- First, we believe there must be a sense of predictability through responsible and reliable giving for the individual to gain this sense of safety in a relationship. Through this sense of predictability when a caregiver not only supplies what the individual needs but also supplies it in a consistent fashion, the individual develops a sense that the relationship is stable
- Second, like many contextual family therapists, we believe that there must be a sense of justice or balance in the relational give-and-take. As pointed out, when there is this balance or justice between give and take, the individual is able not only to be fulfilled in this drive for safety but also to find that he or she can engage in the relationship and give to others. This balance or justice gives the individual a deep sense of security or hopefulness.

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Trustworthiness

- Finally, we believe that there must be a sense of openness in the relationship for trustworthiness and safety to be achieved.
- The individual who experiences this type of openness develops a sense of sincerity or truthfulness in the working of relationships.

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Predictability

- Two important aspects of predictability are responsibility and reliability (Hargrave, 2000). The primary idea of responsibility is that the individual knows or acknowledges the actions and behaviors associated with giving that belong to the individual. People most naturally tend to identify with what they need and want from relationships without gravitating to the idea of what they are responsible to give to those relationships. Ex: Baby's expectation of mama and papa to pick up baby from daycare, mama and papa's knowledge of action associated with giving to baby.
- How much unreliability can partners tolerate before predictability and trustworthiness are affected? This is a hard percentage to ascertain, but clinically we see relational partners need a consistency rate of around 85% to 90%.

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Symmetrical/Asymmetrical relationships

- Ex: Balanced ledger of Give and Take
- Parents and Children
- Friends, siblings, spouses
- This is how trustworthiness is perpetuated between generations—through the justice and balance of giving to the next generation.
- Justice or balance in relationships begets security and hopefulness.

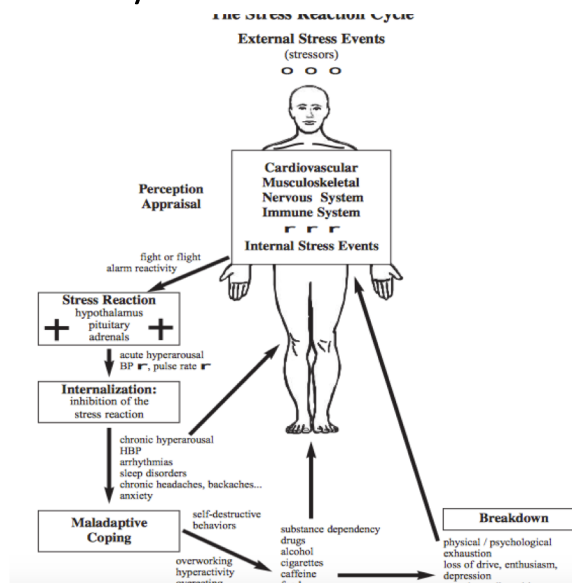
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Visiting the past and the significance of pain cycle

- Fighting the same fight with different content. Ex: Chores, bills, date nights>>feeling disrespected, unheard, one giving more, etc...
- Autonomic response and the Stress Reaction Cycle—you don't always feel like you're in control

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Stress Reaction Cycle



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Exercise 2 (p. 25) Identifying your primary emotions about your safety

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Violation of Love and Safety (p.32)

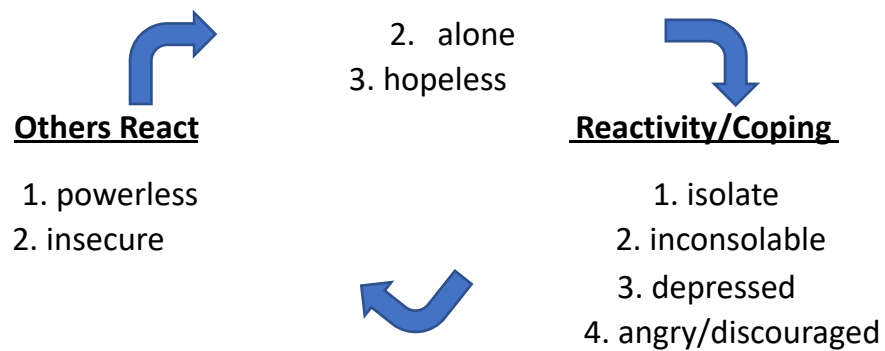
- Diagram

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Exercise 4: Identifying your normal reactions (p. 39)

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• PAIN CYCLE



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Exercise 5: Identifying Your Pain Cycle (p.43)

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Exercise 8: Identifying Your Emotionally
Regulating Truths (p.59)

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Experience of Love and Trust (p.78)

- Diagram

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Peace Cycle: New creation verses

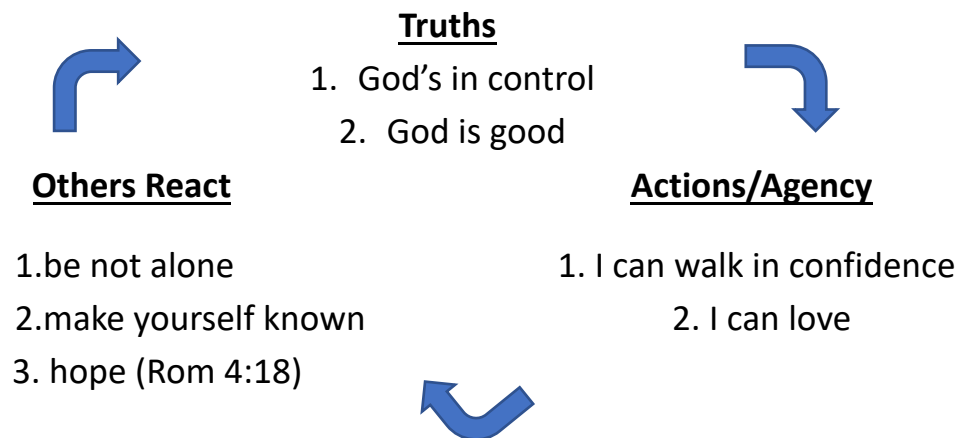
- 2 Cor. 3:18
- Eph 4:22-24
- Col 3:7-10
- Renewing of your mind (Rom 12:2)

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Exercise 10: Choosing What You Will Do (p.92)

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• PEACE CYCLE



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Exercise 11: Creating Your Peace Cycle (p.96)

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The Four Steps

- 1. Say what you feel.
- 2. Say what you normally do.
- 3. Say the truth.
- 4. Say what you will do differently.

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