

## Resource Development and Installation

Select from the **bold phrases** listed in each step those appropriate for each client.

Target situation	
1A) <b>"Tell me about the recent, challenging situation (1) where you would like to have been able think, feel, or behave differently than you did (or 2) where you experienced compulsive urges or intrusive thoughts, feelings or memories."</b> Target situation:	
Worst part	
1B) <b>"As you to think about _____ (the target situation), what is the worst part of it now?"</b> Worst part:	
Initial SUD	
1C) <b>"As you hold that situation in mind, how disturbing does it feel to you now on a scale from zero to ten, where zero represents neutral or no disturbance and ten represents the most disturbing you can imagine."</b>	
SUD level:	0    1    2    3    4    5    6    7    8    9    10
To identify a resource, select 2A, B and C, <u>or</u> 2D.	
<div style="text-align: center; padding: 2px;">Identifying a Resource (concrete)</div> 2A) <b>"What would you like to be able to do in this situation?"</b> Desired behavior:	<div style="text-align: center; padding: 2px;">Identifying a Resource (abstract)</div> 2D) <b>"When you think about this situation what qualities, or strengths do you need?"</b>  Desired qualities or strengths:
2B) <b>"What would you like to believe about yourself in this situation?"</b> Desired belief:	Desired qualities or strengths:
2C) <b>"What would you like to feel in this situation?"</b> Desired emotion:	
Select one resource from 3A, B, C <u>or</u> D at a time. Then return to step 3 for another resource.	
Exploring Memories and Images of Resource Experiences	
Mastery Experiences	
3A) <b>"Think of a time when you were able to ____."</b> (Say client's desired behavior or quality). <b>"Think of a time when you were able to believe ____."</b> (Say client's desired belief). <b>"Think of a time when you felt ____."</b> (Say client's desired emotion).	
Relational Resources - Models	
3B) <b>"Think of people in your life who possess or embody this quality?"</b> <b>Think of people in the world, who can serve as a role model for you."</b> <b>Think of people who made a difference in your life by showing you other choices."</b>	
Relational Resources – Supportive Figures	
3C) <b>"Think of who you would want in your corner, coaching you to do what is best for you, to think what is best for you, and helping you to feel ____."</b> (Say client's desired emotion). <b>"Think of any friends, relatives, teachers, or caregivers, animals or pets who encouraged or sustained you?"</b> <b>Think of a spiritual guide, someone who gives you hope or strength."</b>	
Metaphors and Symbolic Resources	
3D) <b>"Close your eyes if you'd like (or leave them open if you'd prefer) and allow an image (or symbol) to come to you that would help you to be able to ____"</b> (Say client's desired behavior or quality) <b>or help your to believe ____</b> (Say client's desired belief) <b>or help you to feel ____</b> (Say client's desired emotion)."	

Resource Development – Accessing More Sensory and Affective Information  
(Working with one resource memory or image at a time.)

4) **“As you focus on \_\_\_\_\_ (i.e. that experience, person, symbol, etc.), what do you see? What do you hear? What do you smell? What sensations do you notice in your body? What emotions do you feel as you focus on this image or memory? Where do you notice these feelings in your body?”**

(Write verbatim client’s words and phrases.)

Images:

Sounds:

Emotions & Sensations:

Location of Sensations:

Checking the Ecology and Validity of the Resource (VoR)

5A) **“As you focus on \_\_\_\_\_ (repeat words for resource image) and notice the \_\_\_\_\_ (repeat words for resource sounds, smells, sensations, feelings), how do you feel now?”**

Assess the Validity of the Resource (VoR)

5B) **“As you focus on the picture that represents the worst part of \_\_\_\_\_ [the target situation,] how true or helpful do \_\_\_\_\_ (repeat descriptions of the resource image and feelings) feel to you now from one, completely false or not helpful to seven, completely true or helpful?”** (Initial VoR of “1” is a caution.)

VoR:    1        2        3        4        5        6        7

Reflecting the Resource

6A) **“Close your eyes if you’d like (or leave them open if you’d prefer) and let yourself be aware of \_\_\_\_\_ (repeat words for resource image) and notice the \_\_\_\_\_ (repeat description of resource feelings, sensations, smells, sounds).”**

(Repeat and vary the order of client’s words for the image, sounds, emotions, and sensations.)

Verify the resource has positive associations or affects

6B) **“What do you notice or feel now?”**

When client reports positive feelings and associations, continue to step 7, Installation.  
If the client reports negative associations or affect, do not continue with this resource.  
Instead, start over with another resource.

Resource Installation

7A) **“Now, as you continue to focus on \_\_\_\_\_ (say client’s words for the resource image, emotions and sensations), follow my fingers (or tones, lights, taps)”.**

Do the first set of 6-12 movements. Then: **“What are you feeling or noticing now?”**

Stop bilateral stimulation if client reports negative associations or affect. Neutralize and set these aside and start over with an alternate resource. With positive responses continue.

Do a second set of 6-12 movements. Then: **“What are you feeling or noticing now?”**

Do a third set of 6-12 movements. Then: **“What are you feeling or noticing now?”**

Linking verbal or sensory cues (occurs spontaneously sometimes).

Select one or more phrases from 8 A, B, C or D, then add two more sets of stimulation

(For mastery experiences)

8A) **“As you focus on that experience (if needed repeat client’s words of the image, emotions and sensations), think of the most positive words you can say about yourself now.”**

(For models)

8B) **“Imagine seeing and hearing \_\_\_\_\_ (name model person) being as you would most like to be. If you would like to, imagine stepping right into \_\_\_\_\_’s (name model person) body, so you can see through their eyes and feel how it is to be able to act, feel and think like that.”**

(For supportive figures)

8C) **“Imagine \_\_\_\_\_ (supportive figure) standing near you and offering you what you need. Imagine that he or she knows exactly what to say to you, exactly what you need to hear. Image a reassuring touch in just the way you need it.”**

(For metaphoric or symbolic resources)

8D) **“Imagine seeing \_\_\_\_\_ (name the symbol). Imagine holding \_\_\_\_\_ (name the symbol) in your hands. Imagine being surrounded by \_\_\_\_\_ (name the image or feeling). Breathe in \_\_\_\_\_ (name the feeling). Notice where you feel the positive feelings in your body.”**

Continue with two more sets of stimulation as long as processing appears helpful.

Do a fourth set of 6-12 movements. Then: **“What are you feeling or noticing now?”**

Do a fifth set of 6-12 movements. Then: **“What are you feeling or noticing now?”**

<p style="text-align: center;">Future Template</p> <p style="text-align: center;">Select one or more phrases from 9 A, B, C or D, then add two more sets of stimulation</p>										
<p>9) <b>“Think about _____ (being able to act, think or feel as in the resource experience or possessing this quality) in the future as you next face _____ (the target situation).”</b></p>										
<p style="text-align: center;">(For mastery experiences)</p> <p>9A) <b>“Imagine being able to act with _____ (name their mastery action) as you remember doing in _____ (say client’s mastery memory). Imagine thinking _____. (Say client’s mastery belief). Imagine feeling _____ (say client’s master emotion).”</b></p>										
<p style="text-align: center;">(For models)</p> <p>9B) <b>“Imagine seeing and hearing _____ (say client’s model) being as you would most like to be. Or, if you would like to, imagine stepping right into _____’s body, so you can see through their eyes and feel how it is to be able to act, feel and think like that.”</b></p>										
<p style="text-align: center;">(For supportive figures)</p> <p>9C) <b>“Imagine feeling connected with _____ (say client’s supportive figure) as you face this situation. Notice what that would be like for you. Hear _____ (name supportive person) saying exactly what you need to hear.”</b></p>										
<p style="text-align: center;">(For symbolic resources)</p> <p>9D) <b>“See and feel your symbol in just the way you need to. Be aware of this symbol in just the way you need to experience it.”</b></p>										
<p>Continue with two more sets of stimulation as long as processing appears helpful.</p> <p>Do a sixth set of 6-12 movements. Then: <b>“What are you feeling or noticing now?”</b></p> <p>Do a seventh set of 6-12 movements. Then: <b>“What are you feeling or noticing now?”</b></p>										
<p style="text-align: center;">Checking the Validity of the Resource (VoR):</p> <p>10) <b>“And now as you imagine being in _____ [the target situation,] in the future, how true or helpful does _____ (name the resource and self-statement or say client’s words for the image, sensation, feelings) feel to you now from one, completely false or not helpful to seven, completely true or helpful?”</b></p> <p style="text-align: center;">VoR:    1        2        3        4        5        6        7</p>										
<p style="text-align: center;">Repeat for each quality or resource</p> <p>11) Repeat this process with additional resources until the VoR rises to a 6 and the SUD on the presenting target situation falls to a five or lower.</p>										
<p style="text-align: center;">Reassess the target issue</p> <p>12) <b>“And now as you think of _____ (name each of the installed resources) and imagine being in _____ [the target situation] in the future, how disturbing does it feel to you now on a scale from zero to ten, where zero represents neutral or no disturbance and ten represents the most disturbing you can imagine.”</b></p> <p>Assess the SUD level:            0        1        2        3        4        5        6        7        8        9        10</p>										

## **Notes on the clinical use of Resource Development and Installation**

This template is offered as a quick reference and clinical aid for qualified mental health professionals who are taking or who have completed an EMDRIA™ approved basic training in EMDR. More complete descriptions of this procedure are available in print and on audiotape. For a reference list and reprint availability please see <http://www.andrewleeds.net/>.

## **Precautions when considering Resource Development and Installation**

RDI procedures should only be used by trained EMDR clinicians and only after both screening for a dissociative disorder and a careful assessment of the patient's adult attachment status, affect and state change tolerance.

As in the use of standard EMDR procedural steps, it is essential to screen patients for a dissociative disorder before offering RDI. Use of RDI may put unprepared patients with dissociative disorders at risk of in-session or post-session disturbances. It is possible to use RDI with patients who meet criteria for a Dissociative Disorder, but this should only be considered in accordance with criteria described in Shapiro, 2001, Chapter 4 and Appendix B and the Guidelines of the International Society for the Study of Dissociation (<http://www.issd.org/indexpage/isdguide.htm>).

Also, some patients with histories of early neglect, who may present with a Dismissing or Unresolved-disorganized insecure attachment style (Main, 1996; Stein et al., 1998), have been reported as demonstrating inadequately developed capacities to tolerate and modulate positive affects. During RDI procedures, these patients may show no change or negative responses such as confusion or increasing anxiety due to rapid state changes. These patients also may show delayed negative after-effects from RDI procedures. Alternate strategies should be carefully considered in these cases.

## **References**

- Korn, D. L., & Leeds, A. M. (2002). Preliminary evidence of efficacy for EMDR resource development and installation in the stabilization phase of treatment of complex posttraumatic stress disorder. *Journal of Clinical Psychology*, 58(12), 1465-1487.
- Main, M. (1996). Introduction to the special section on attachment and psychopathology: 2. Overview of the field of attachment. *Journal of Consulting and Clinical Psychology*, 64(2), 237-243.
- Shapiro, F. (2001). *Eye Movement Desensitization and Reprocessing, Basic Principles, Protocols and Procedures*. (2nd ed.). New York: The Guilford Press.
- Stein, H., Jacobs, N. J., Ferguson, K. S., Allen, J. G., & Fonagy, P. (1998). What do adult attachment scales measure? *Bulletin of the Menninger Clinic*, 62(1 (Winter 1998)), 33-82.