

## ABSTRACT

### **EMDR and the application with 3D Therapy in children**

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Submission Statement indicating what is new, unique, and/or innovative about the material you wish to present with regard to EMDR

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#### **Curriculum Vitae**

*M. Amato was born in Lamezia Terme 8/2/1963 she graduated in psychology and specialized in psychotherapy. She is an EMDR-Italia Practioner member. She currently works in the Child Neuropsychiatry of the ASP-CZ*

### **EMDR and the application with 3D Therapy in children**

**Dr. Mariannina Amato-**

EMDR and 3D Therapy were applied to 5 children with different problems: somatization, phobias of insects and places, attachment dysfunctions and loss. EMDR promotes in the immediate the process of neuronal connection in the brain according to the AIP model. 3D Therapy materializes in the form of a 3D object the negative emotions or memories that the child expresses as a graph and through a playful and operational mode, the child starts from insight to reach the material solution of his discomfort.

#### **Methodology**

**In the first meeting** it is useful to give emotional stability to the child and the family.

Successively the family assessments take place with the conceptualization of the case, the treatment targets are defined, the defense strategies shown by the child are identified, the modalities of change can be seen and family psychoeducation is undertaken to make it understandable for the family the modes of behavioral interactions and defense of the child.

**At the second meeting** the safe place is activated, in some cases the installation of resources is also carried out.

In this phase, in the playful interaction between the child and the therapist, the memory or the

dysfunctional emotion in the child spontaneously emerges, actualizing the past in the present experience. The current situation is painted with unprocessed memories, continuing the exploration verbally and selecting the theme or the negative image that will be transposed as a drawing (using the color board and the biofeedback) BLS (photo a).

The assessment is carried out (phase 3 of the protocol) linked to the design and it is investigated on;

-CN = the negative part of the graph

-CP = the positive part of the graph and Voc

SUD = quantize the disturbance proceed to desensitization (fourth phase of the protocol) with BLS using the blackboard with alternating bright stimulation.

**At the third meeting** the graph is presented to the child first, to see his work and the location of the CN, CP, VOC, SUD defined in the previous meeting, then, it is proposed the 3D object (photo b) realized by the transposition of the negative emotion or of the dysfunctional memory in the drawing. This is a delicate passage that leads to objective confrontation. It redefines the SUD, CP, VOC and proceeds to (phase five) CP installation with BLS or blackboard with alternating stimulation and biofeedback (photo c, d).

Lastly, **Fourth meeting** with the family to confirm the stabilization.

## **Results**

The 5 children undergoing this procedure showed a lively emotional, affective and cognitive processing. During the observation phase of the object the child reactivates the empathic reflection on his emotions and on the executive functions related to the purpose of execution and of planning of 3D object currently visible to the child and which potentially offers and emotional, manual and cognitive contact (see photo).

With the attainment of insight, children develop an emotional understanding that leads them to a rapid awareness with a somatic and behavioral modification. The empathic resonance of the setting and the emotion perceived in the 3D object, realized by the double transposition of negative emotions, first in the form of a graph and these in 3D object, starts the process of mentalizing one's thought and that of others, metacognitive skills that allow a self-observation of behavior, a self-modulation of thought until reaching an adequate self-awareness that is reflected in the coherence and cohesion of the narrative of the Self, and in the flexibility of the representative structures

## **Conclusion**

It is considered that the use of EMDR applied to 3D Therapy is effective in materializing the discomfort expressed by children and offers the possibility to objectify their emotions by mirroring them in the mind and integrating them into the process of awareness of one's own Self.



(Photo a)



(photo b)



(Photo c)



(Photo d)