

LOC: 125	now-for-next in psychotherapy
LOC: 126	a concept – typically phenomenological – that implies a constant attention and empathy,
LOC: 127	to the intentionality with which the patient is revealed
LOC: 127	in the here and now of the therapeutic session.
LOC: 138	some central concepts of Gestalt therapy anticipated recent developments of psychotherapy.
LOC: 139	concepts of emotional self-regulation, of motivation to the interpersonal relationship and to creative growth, of the need for intuitive understanding between child and mother
LOC: 207	1. The Reasons for the Book
LOC: 209	to penetrate into the mesh of contemporary Gestalt clinical work,
LOC: 209	determine how it has developed,
LOC: 209	find the necessary interweaving between clinical work and society which defines the epistemological roots of this approach.
LOC: 222	the therapist's response evokes with aesthetic power the figure/ground dynamic that moves the patient's contact.
LOC: 223	phenomenological perspective, centered on the experiential field
LOC: 224	therapist, is the post-modern declension of the Gestalt method
LOC: 224	responding
LOC: 224	to the new cultural trends and
LOC: 225	a development of the Gestalt approach that is consistent with its founding principles.
LOC: 243	2. Gestalt Creativity: a Resource and a Limit
LOC: 243	Laura Perls used to say, there are as many Gestalt therapies as there are Gestalt therapists.
LOC: 246	Creativity and the integration of differences have always been the most marked characteristics2

- ★ LOC: 259 when the whole psychotherapeutic world addressed the relationship (from the 1990s on), at the same time of the discovery of mirror neurons in 1992 (Gallese, Migone and Eagle, 2006), Gestalt therapy did not have to create anything new,
- LOC: 262 **3. Development of Social Feeling and Psychotherapy**
- LOC: 266 1950s-1970s
- LOC: 266 In this period, defined by sociologists as “narcissistic society” (Lasch, 1978), all the new psychotherapeutic approaches were aiming at the resolution of a relational and social problem: how to give more dignity to the capabilities of real life, which had been in the shade in Freud’s last formulations.
- LOC: 276 All the psychotherapeutic currents that arose in the twenty years from 1950 to 1970
- LOC: 277 had in common the desire to give greater dignity and trust to individual experience, considered of fundamental importance for society.
- LOC: 283 Gestalt therapy,
- LOC: 283 founding a theory of the self
- LOC: 283 grasping the experience during a process of contact of the organism with the environment
- LOC: 284 revealing the creativity of the ego in this process,
- LOC: 286 the description of the self,
- LOC: 286 which “is made” at the boundary between organism and environment,
- LOC: 287 an aesthetic process, awareness, presence to the senses, as an intrinsic quality of a good contact
- LOC: 288 original concept with which Gestalt therapy made
- LOC: 289 refers to the positive nature of conflict in human relationships:
- LOC: 289 suppressed conflict leads either to boredom or to war
- LOC: 289 (Perls, 1969a, p. 7).
- LOC: 290 Going through
- LOC: 290 conflict is a guarantee of vitality and of true growth.
- LOC: 290 typical language of patients in the 1950s?

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LOC: 291	“I want to be free”;
LOC: 291	“Bonds are suffocating: they stop me fullfilling myself with my potentialities”;
LOC: 292	“I’m asking for help to free myself from the bonds that oppress me.”
LOC: 293	1950s-1970s emerged around these experiences.
LOC: 294	There was a need to expand the ego, to give it greater dignity, a need for independence.
LOC: 299	intimate relationships were more lasting
LOC: 300	the primary family relationships were certainly more stable.
LOC: 300	therapist’s answers
LOC: 300	“You have the right to be free, to fullfill yourself, to develop your potentialities”;
LOC: 301	what was supported was self-regulation and separation from bonds,
LOC: 302	at the cost of caring for what happens at the contact boundary with the other.
LOC: 302	1970s-1990s
LOC: 302	characterized by
LOC: 303	the “technological society”,
LOC: 303	and
LOC: 303	put the illusion of controlling the human emotions,
LOC: 305	a hindrance to productivity,
LOC: 305	Love and pain,
LOC: 306	considered irreconcilable.
LOC: 306	society”, the “technological society” could be defined as “borderline”.
LOC: 307	on the one hand the strong pressure of successful parents,
LOC: 308	on the other the lack of support for
LOC: 308	for their attempts to be someone in the world.
LOC: 308	The child of God doesn’t make mistakes!

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LOC: 309 This generation,
LOC: 309 grew up with the illusion of being exceptional,
LOC: 309 on the other had to conceal the sense that they were bluffing,
LOC: 310 a borderline relational modality: ambivalent, dissatisfied, incapable of
separating
LOC: 310 to affirm their own values.
LOC: 311 flight
LOC: 311 into “artificial paradises”,
LOC: 311 facilitated the spread of drugs, but also of important group experiences.
LOC: 312 in psychotherapy these twenty years saw a special interest in groups:
LOC: 313 one (sometimes the only possible) source of healing.
LOC: 316 There was a search for the self outside the intimate bonds,
LOC: 317 to solve the
LOC: 317 difficulty of being-with
LOC: 318 In the '90s,
LOC: 318 the search for the self was
LOC: 318 to feel oneself in solitude:
LOC: 321 The therapist’s answers
LOC: 322 “Trust yourself – go back to the origins of your being (in
phenomenological terms)
LOC: 322 else: “Let’s see what’s happening between the two of us”.
LOC: 323 all the methods were addressed
LOC: 323 to
LOC: 324 “contact boundary”:
LOC: 324 a new way of looking at transference and counter-transference.
LOC: 326 From the 1990s to 2010.
LOC: 327 ambivalence towards one’s own value gave way to a sense of liquidity,

LOC: 328	experiencing the absence of intimate,
LOC: 328	relationships: parents have been absent,
LOC: 329	worried about the imminent social crisis,
LOC: 331	grew up in a period of great migratory movements,
LOC: 331	unable to rely on the intergenerational tradition for support and a sense of rootedness
LOC: 332	Traditions are often lost
LOC: 332	village squares have been replaced by the virtual “squares” of
LOC: 333	The social experience of young people today is
LOC: 333	incapable of containing the excitement of the encounter with the other
LOC: 334	The child doing homework,
LOC: 335	at the moment when s/he has difficulty needs a containment and an encouragement,
LOC: 336	But there is no one home to tell, no containing wall
LOC: 336	what s/he feels and what s/he wants.
LOC: 337	on the Internet,
LOC: 337	her/his excitement is scattered and strewn round the world
LOC: 338	but does not find a relational container, a human body,
LOC: 338	unrestrained excitement becomes anxiety.
LOC: 339	to avoid feeling it the body must be desensitized.
LOC: 339	today we have many anxiety disorders
LOC: 340	difficulty in forming bonds,
LOC: 340	bodily desensitization.
LOC: 340	Our patients,
LOC: 341	say things to us like:
LOC: 342	“In a chat online I feel free, but with my girlfriend I don’t know what to talk about”, “Nobody really interests me”,

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LOC: 343	Forms of malaise emerge
LOC: 343	a body insensibility that appears in the relationship.
LOC: 344	difficult to perceive the other: the field is full of anxiety and worries.
LOC: 344	The therapist
LOC: 345	supporting the physiological process of the contact
LOC: 345	(the id of the situation,
LOC: 345	“Breathe and feel what happens at the boundary”.
LOC: 346	supports the ground
LOC: 346	identifies
LOC: 346	what modality of contact)
LOC: 346	patient maintains the figure (or the problem).
LOC: 349	being healthy
LOC: 349	today
LOC: 349	means experiencing the warmth in intimate relationships,
LOC: 351	twenty years ago
LOC: 352	difficult to remain in the relationship,
LOC: 352	today
LOC: 352	difficult to feel oneself in the relationship,
LOC: 354	mutual mirroring
LOC: 355	relational containment,
LOC: 355	sense of the presence of the other,
LOC: 355	are lacking.
LOC: 356	today psychotherapy
LOC: 356	twofold task:
LOC: 356	resensitize the
LOC: 357	body,

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LOC: 357	give tools of horizontal relational support,
LOC: 358	(see Chapter 5).
LOC: 358	In this new clinical and social need Gestalt therapy focuses on the concepts of intentionality of contact and contact-boundary, as a synthesis of the two phenomenological (Rosenfeld, 1978b8) and pragmatic (Bloom, 2009) roots.
LOC: 362	the study of phenomenology with regard to intentionality, the now-for-next
LOC: 363	for the Gestalt approach is always an intentionality of contact with the other.
LOC: 390	The phenomenological perspective,
LOC: 391	considers experience to be that which gives the knowledge, and which can in no way be replaced by conceptual analysis (Watson, 2007, p. 529).
LOC: 393	important to consider the intentionality of a behavior,
LOC: 393	the contact that animates and motivates it.
LOC: 395	phenomenological knowledge every time implies a “re-learning to look”: in the world of phenomenology knowledge does not exclude intuition, in that it emerges from perception (Merleau-Ponty, 1965)
LOC: 396	perception is based on the senses – it is strictly linked to aesthetic judgment.
LOC: 399	psychotherapy
LOC: 399	an aesthetic model, based on the current perception of the encounter between therapist and patient,
LOC: 400	on factors intrinsic to the relationship (see Chapter 4; also Francesetti and Gecele, 2011).
LOC: 400	Gestalt diagnosis focuses the modality of contact with which the person avoids the anxiety of the excitement of contact,
LOC: 401	to identify the type of contact on which the therapeutic relationship will be staked
LOC: 404	(Köhler, 1975), the European academic current of research which offered phenomenology as the epistemological view capable of overcoming the problem of objectifying human perception,

LOC: 407	The Gestalt therapist
LOC: 407	intend to
LOC: 408	to lead her/him to (re)appropriate spontaneity in making contact,
LOC: 408	to (re)acquire the fullness of her/his being-there in the contact.
LOC: 409	task consists in helping the person to recognize the creative experience of her/his adjustment, re-appropriating it in an embodied manner, without anxiety, in other words with spontaneity.
LOC: 490	Broadly speaking, psychotherapeutic approaches consider the therapeutic relationship a virtual tool to improve the real relationships of the patient's life ² . Gestalt therapy, in contrast, attributes to the therapeutic relationship the character of a real experience,
LOC: 507	it is the real encounter between two people that produces the treatment, an encounter in which there occurs a novelty capable of reconstructing the patient's ability of contact.
LOC: 511	3. The Role of Aggression ³ in the Social Context and the Concept of Psychopathology as Unsupported Ad-gredere ⁴
LOC: 512	Fritz Perls' intuition on childhood development,
LOC: 513	is based on a conception of human nature as capable of self-regulation, certainly positive as compared with the mechanist conception in force at the turn of the 19th-20th century
LOC: 515	The child's
LOC: 515	ability to deconstruct reality.
LOC: 515	This spontaneous, positive, aggressive strength has a function of survival, but also of social interconnection, and allows the individual to actively reach what in the environment can satisfy her/his needs, deconstructing it according to her/his curiosity.
LOC: 517	The physiological experience of ad-gredere,
LOC: 518	requires oxygen,
LOC: 523	in other words has to be balanced and supported by exhalation, a moment of trust towards the environment in which the organism relaxes its tension and control, to go on to take another breath (and oxygen) in a spontaneous, self-regulated manner.
LOC: 526	When this support of oxygen is lacking, excitement becomes anxiety.

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- LOC: 527 “excitement without the support of oxygen”.
- LOC: 561 In Gestalt therapy we speak of “intentionality of contact”
- LOC: 562 we consider both the physiological “aggressive” strength
- LOC: 563 and the evidence of being-there-with,
- LOC: 569 It is precisely the excitement of the senses that allows differentiation
- LOC: 569 I realize that my movement is different from others’, so I identify myself,
- LOC: 570 The contact boundary is defined by meeting one another in diversity,
- LOC: 584 Only faith in the intrinsic ability of the human being to do the best thing possible at a given moment and in a given situation can direct the Gestalt therapist towards being in the therapeutic contact and relationship, not depending on diagnostic patterns outside it. It is this awareness that allows her/him to find a new therapeutic solution every time.
- LOC: 590 the therapist asks her/himself: “How do I contribute to the patient’s experience at this moment?”. The question is not posed in terms of action/reaction, nor in terms of taking on responsibility, but is rather: “From what ground of the experience of the therapeutic contact does the figure that the patient is creating emerge?”.
- LOC: 598 It is a matter of referring not to the transference logic of projection, but to the figure/ground dynamic.
- LOC: 638 the therapeutic action must support what the patient already is able to do, rather than modify what does not work.
- Note: this will link with Erskine/Ware Open Door to Therapy analysis; supporting the client through what they know how to do, nudging to the uncomfortable knowing, and in line with the paradoxical theory of change the client will deliver their self into the different
- LOC: 660 For Gestalt therapy, being in the present is rather a being in the reality of the situation (both the patient’s and the therapist’s), in the reality of their human finiteness, and it is by staying in this shared finiteness that they are both directed towards the therapeutic aim.
- LOC: 1,262 The basic understanding of resistances as creative adjustments leads us to think of psychopathology in a remarkable way.
- LOC: 1,263 any symptom or behavior that is usually defined as pathological is a creative adjustment of the person in a difficult situation.

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LOC: 1,270	Retroflection is the interruption most often seen by the therapist in the patient.
LOC: 1,437	Our goal is that of recollecting all experiences in their whole – whether they are physical, mental, sensitive, emotional or verbal – since it is from the unitary work of “body”, “mind” and “environment” (which are just abstractions in themselves) that emerges the lively process of figure/ground. (Perls, Hefferline and Goodman, 1951, p. 331)
LOC: 1,466	According to Gestalt therapy, the individual makes contact with the environment using the specific physiological supports s/he has at her/his disposal. They are part of her/his experience and are necessary for the spontaneous self-regulation of her/his being-with.
LOC: 1,486	seeing the body from a positive relational anthropological perspective, in which the creative adjustment to difficult situations is the lens through which to look at the patient’s symptoms, as well as her/his therapeutic resources.
LOC: 1,488	the attention to the bodily experience in Gestalt therapy cannot be separated from the attention to the development of the processes of contact in the arc of life.
LOC: 1,512	Until the 1980s,
LOC: 1,512	the international Gestalt community considered it pointless to make reference to a developmental theory, since the
LOC: 1,513	work is carried out in the here-and-now.
LOC: 1,516	it would have been a matter of going back to the need for interpretation,
LOC: 1,518	In the 1980s, however,
LOC: 1,518	the increase in serious disturbances necessitated not only a developmental perspective but also the use of diagnostic keys.
LOC: 1,519	it was realized that the freshness of the contact between the therapist and the patient can be improved, not impoverished, if it is looked at through the lens of a theoretical reference that is consistent with the method.
LOC: 1,521	The challenge
LOC: 1,521	remains,
LOC: 1,522	that of using theoretical references that start from the experience of the patient and of the therapist in the here-and-now of the therapeutic situation.

LOC: 1,524	there was a move in the 1980s to the concept of “psychology of the life cycle”,
LOC: 1,528	life, or any developmental path, is constructed by means of phases, characterized by needs, skills, specific existential themes and maturative tasks.
LOC: 1,529	leads to relational maturity,
LOC: 1,532	I call the Gestalt perspective the “polyphonic development of domains”,
LOC: 1,542	I believe that a relational, procedural and phenomenological approach such as that of Gestalt therapy must consider the “given” situation and hence the background of the patient’s developmental experience (diachronic level) and the figure of the present malaise and of the intentionality of contact which s/he seeks to bring to completion (synchronic level).
LOC: 1,553	Both the bodily evidence in contact and the developmental process respond to the Gestalt principle of creative adjustment. Hence, we need to describe how the patient’s creative adjustment has developed in time within significant relationships.
LOC: 1,554	helpful to us is
LOC: 1,555	how they have fulfilled the intentionality of contact adjusting creatively
LOC: 1,596	the Gestalt therapist needs is a somatic and developmental aesthetic mind,
LOC: 1,597	we need to retrace, in the patient’s body and words, the evolution of the processes of contact, in order to understand what freshness and vitality they still contain,
LOC: 1,599	Therapeutic language must start from the “reasons of the body” of the patient, to use Nietzsche’s words, as they reverberate in the body of the therapist.
LOC: 1,600	4. The Gestalt Therapy Map of Polyphonic Development of Domains
LOC: 1,601	that in the developmental perspective
LOC: 1,601	two acquisitions of the modern theories of development must be integrated:
LOC: 1,602	<u>“Representations of Interactions that have become Generalized”</u>
LOC: 1,605	(RIG) (Stern, 1998, “Interpersonal World of the Infant”, p. 97)

LOC: 1,606	the idea of polyphonic development.
LOC: 1,606	RIGs
LOC: 1,607	consider how the child learns “ways of being-with”
LOC: 1,609	The Gestalt modalities of contact
LOC: 1,610	constitute our hermeneutic category of being-with,
LOC: 1,610	the competences of the self-in-contact with the environment.
LOC: 1,611	In Gestalt epistemology it would not make sense to talk about
LOC: 1,611	domain of explicit or implicit
LOC: 1,611	relational knowledge, in that the self is a unitary process of contact (cf. Chapter 2),
LOC: 1,612	the id, personality and ego functions,
LOC: 1,612	acquired a holistic modality of contacting the environment, not a knowledge.
LOC: 1,613	The concept of polyphonic development of domains,
LOC: 1,614	the development of domains rather than phases (Stern, 1985; 1990):
LOC: 1,615	but comes about like the composition of a melody
LOC: 1,616	acquiring new themes
LOC: 1,616	and instruments
LOC: 1,618	is transformed into a new, ever more articulated and complex harmony
LOC: 1,619	development
LOC: 1,621	is seen as a melody to be appreciated and supported.
LOC: 1,621	A Gestalt developmental theory that hypothesizes a development of the modalities of contact in terms of maturation
LOC: 1,623	superimposes the synchronic level of the description of the experience of contact
LOC: 1,624	on the diachronic developmental level.
LOC: 1,624	The description in sequence of the modalities of contact

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LOC: 1,625	belongs to the epistemological context of the experience of contact between organism and environment in the here-and-now.
LOC: 1,625	context cannot be transferred to the child's developmental phases,
LOC: 1,626	may be recalled in the patient's competences of contact, in terms of domains.
LOC: 1,626	The domain becomes, for us, the experiential realm relative to a certain capability of contact.
LOC: 1,627	the being confluent, introjecting, projecting, etc. cannot be phases of development,
LOC: 1,628	but are modalities of contact of which the child is capable
LOC: 1,628	and which continue to be developed throughout life.
LOC: 1,629	therapist asks,
LOC: 1,629	how the patient's present capabilities of projecting, retroreflecting etc. (developed through time) are combined in a Gestalt represented now by the patient's being-in-therapy.
LOC: 1,630	The domains are competences of an intersubjective experience,
LOC: 1,631	modalities of contact that become more evident at a certain point of the child's development
LOC: 1,632	which are developed throughout the course of life, as autonomous-in-mutual-interaction capabilities.
LOC: 1,632	development may be understood as a journey towards the complexity of contacts, rather than as a progression from less mature to more mature stages.
LOC: 1,633	Development is like a melody that is at first played by one or two instruments, to which other instruments are gradually added,
LOC: 1,635	The clinical task is to judge, not the maturity of development of a person, but how that person deals with the complexity of her/his perceptions.
LOC: 1,636	Every domain can range from spontaneity to blocked/fixed excitement.
LOC: 1,636	"risk"
LOC: 1,636	is implied in every domain when the contact-boundary is desensitized.

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LOC: 1,637	us the possibility of focusing on the spontaneity that is always present in contact making
LOC: 1,638	in the polyphonic presence of domains
LOC: 1,639	The aim of the description that follows is
LOC: 1,639	of observing the child's behavior without confining it within developmental phases,
LOC: 1,640	considering it as the momentary Gestalt of a tangle of relational competences
LOC: 1,640	The advantage of the developmental perspective on the domains
LOC: 1,641	is that it reads the complexity of situations considering the momentary tangle of factors which,
LOC: 1,642	each have an independent development, rather than reducing this complexity to the pattern of a phase.
LOC: 1,643	we consider the present moment as a transversal plane of the development of the various domains
LOC: 1,644	(see Fig. 1),
LOC: 1,644	giving rise
LOC: 1,644	to the Gestalt of the contact in the here-and-now.
LOC: 1,659	the child's ability to be a "little therapist" is a spontaneous, natural quality which occurs among human beings every time they find a creative solution in being-with when there are differences.
LOC: 1,660	The domain of being confluent. The ability of being-with with no perception of boundaries.
LOC: 1,668	The ability to be confluent derives from our being radically part of the environment (Philippon, 2001).
LOC: 1,669	the child's competence of intuiting the adult's intentions and bringing them to a completion;
LOC: 1,670	demonstrate the child's ability (the opposite of autism indeed) to intuit intersubjectively the significant other.
LOC: 1,677	The domain of introjecting . The ability of being-with taking the environment inside.

- LOC: 1,680 characterized by the assimilation of environmental stimuli, first and foremost language and the whole cultural apparatus within which s/he is inserted (the customs and rules of a given society), the family's relational patterns (what makes mommy smile when she is tired; what makes daddy decide to give the child permission to go and play and what, in contrast, makes him angry, etc.).
- LOC: 1,683 This causes her/him to acquire a sense of power:
- LOC: 1,685 His whole self is devoted to learning from the world by taking it in.
- LOC: 1,688 risk falling within this domain generally derives from the desensitization that anesthetizes the contact-boundary, so that the world enters the organism without receiving energy in exchange, and the organism is depressed, as it is unable to give a name to what it does not feel is its own.
- LOC: 1,690 The domain of projecting . The ability of being-with by casting oneself into the world.
- LOC: 1,701 The domain of retroreflecting . The ability of being-with containing one's own energy.
- LOC: 1,711 The domain of egotism . The ability of being-with the other in deliberate control.
- LOC: 1,735 **5. Gestalt Therapy's Developmental Perspective as Clinical Evidence**
- LOC: 1,738 Our clinical frame of reference is
- LOC: 1,739 development of the processes of contact that the child learns with the caregivers
- LOC: 1,739 later constitutes her/his habitual patterns of contact as an adult, observable in therapy.
- LOC: 1,740 Beebe and Lachmann (2002, p. 20)
- LOC: 1,740 «the fundamental processes which regulate interactions, which are originally at a non verbal level, remain the same for the entire lifetime».
- LOC: 1,749 the developmental perspective finds its clinical evidence in the patient's words, and above all in her/his bodily experience and in the implicit mutual attunement of the therapist/patient contact.
- LOC: 1,751 an example the phenomenological description that Daniel Stern (2004, p. XII)

LOC: 1,753	This is what Stern says:
LOC: 1,753	She enters my office and sits down in the chair. She drops into it from high up. The chair cushion deflates
LOC: 1,763	we have already played out the main themes of the session, and an important theme in her life».
LOC: 1,899	if we consider awareness as creative, then resistances and defences are seen as active expressions of vitality (Perls, Hefferline and Goodman, 1951, p. 248).
LOC: 1,934	for Perls and Goodman the miracle of poetry consists of the revitalization of everyday language
LOC: 1,936	to recount, one must come out of the confluence with the felt sensation
LOC: 1,938	identify where we will be carried by the energy by which we are animated
LOC: 1,938	choose which words to use, how to represent what we feel to the person to whom we are recounting it,
LOC: 1,940	Recounting is (to paraphrase Gadamer) at one and the same time “acting” the story and “making oneself be acted” by it, it is sinking into a total experience,
LOC: 1,942	it is making a new experience (Sampognaro, 2008; Spagnuolo Lobb, 2008e).
LOC: 2,014	2.1. A Therapeutic Narration with Introjective Style of Contact
LOC: 2,037	2.2. A Therapeutic Narration with Projective Style of Contact
LOC: 2,059	2.3. A Therapeutic Narration with Retroflective Style of Contact
LOC: 2,082	2.4. A Therapeutic Narration with Confluent Style of Contact
LOC: 2,117	Aggression and Conflict in Post-Modern Society and in Psychotherapy
LOC: 2,117	The relations that exist between individual and society, and between social groups, cannot be understood without considering the problem of aggression. (..) the remedies prescribed for the cure of aggression are always the same old ineffective repressive agents: idealism and religion. We have not learnt anything about the dynamic of aggression in spite of Freud’s warning that repressed energies not only do not disappear but may even become more dangerous and more effective if driven underground (Perls, 1969b, p. 7).
LOC: 2,121	Aggression and Conflict:

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LOC: 2,123	What is the role of conflict in human relationships? Is it always a sign of dysfunction? Is aggressiveness always a destructive, negative feeling? The answers have to do with the idea that each approach has of human nature and of the relationship between individual and society.
LOC: 2,125	Aggressiveness is seen in Gestalt therapy as a primary positive strength,
LOC: 2,125	it is linked to
LOC: 2,125	the ability to deconstruct realities in order to create (or co-create) a new reality.
LOC: 2,128	aggressiveness is part of human nature is obvious,
LOC: 2,129	Psychological theories, in fact, generally consider it a destructive force, because it conflicts with the demands of social living.
LOC: 2,130	this perspective has at its base a certain kind of anthropology: fundamentally pessimistic (in that it does not consider the possibility of self-regulation) and dichotomizing
LOC: 2,131	it polarizes realities and experiences between good and bad, individual and social, mental and bodily, political and private etc.
LOC: 2,134	The reason why Frederick Perls detached himself from psychoanalysis (cf. Perls, 1942) was precisely a conception of aggressiveness different from that implicit in Freudian theory.
LOC: 2,136	understood aggressiveness as a biological strength fundamental for survival, not only physical/ animal survival, but social too.
LOC: 2,141	practice, Perls linked what were traditionally defined as “individual experience of aggression” and “social experience of conflict” in a conceptual continuum.
LOC: 2,147	From introjection as a fundamental method of learning (and of change) proposed by the post-Romantic culture of the early 20th century (cradle of dictatorships, of the patriarchal family, of the sense of belonging as obedience) in which psychoanalysis was born, the focus was moved on to “dental aggression”, to rebellion and to the differentiation of the self as a model of normal growth.
LOC: 2,150	physiological ability to bite was considered to correspond to the psychological ability to deconstruct reality, so the patient, in order to grow, must be able to say no, must be able to rebel,
LOC: 2,152	was precisely the opposite formulation to the psychoanalytic, which instead considered it necessary for the patient to accept the analyst’s

- interpretation, with a view to ensuring the positive transference and therefore the cure.
- LOC: 2,159 The conflict between persons, the social result of aggressiveness, is seen in Gestalt therapy as part of a normal developing of relationships.
- LOC: 2,160 offers the possibility of working through the differences without any one emerging at the cost of others, reaching a new, unimaginable co-created reality,
- LOC: 2,162 In every aggressiveness, then, it is possible to trace an intentionality of contact, and in every conflict that results from it there is a potential for improving the contact1.
- LOC: 2,170 Aggression3, Conflict and Intentionality of Contact in PostModern Society
- LOC: 2,171 the revolutionary perspective of Gestalt therapy on aggressiveness and conflict. The crucial part of this is the faith in the individuals' intentionality of contact,
- LOC: 2,178 Today, this perspective on aggressiveness and conflict continues to challenge society,
- LOC: 2,179 hand, post-modern society
- LOC: 2,184 is readier to accept the idea of self-regulation:
- LOC: 2,185 there is no longer certainty about anything, in which even the respectable next door neighbor may turn out to be a terrorist, or the air we breathe may be poisoned, self-regulation is the form that may be taken by the need to believe in something positive.
- LOC: 2,186 On the other hand, the feeling of aggressiveness no longer has the emotional structure that it had 60 years ago: in social feeling it actually seems to be detached from conflict, which is its relational context. People are aggressive for no reason. Aggressiveness is felt without the perception of an experiential background that might contain it
- LOC: 2,189 Aggressiveness has become dangerous precisely because it is not supported by the sense of the relationship to which it belongs: one may kill at any age and for any futile reason (or without reason).
- LOC: 2,191 young people today, when they are aggressive, seem angry with the world
- LOC: 2,191 they have a psycho-physical disturbance typical of those who are not nurtured, contained, calmed by the arms of someone who loves them.

LOC: 2,193	Since the lack of relational containment has not permitted the differentiation of the self in the growth of the young, now, in consequence, they behave in a confluent manner: shooting or killing is unsubtle, makes no distinctions: it strikes in the mass, in the fog of a confluent perception.
LOC: 2,195	These young people must be provided with strong arms that can contain and relax the terrible stress they feel at having to live without the nurturing other, in an agonizing solitude in which everything is a demand for performance,
LOC: 2,217	4. From the Need for Aggression to the Need for Rootedness:
LOC: 2,217	<u>New Clinical and Social Perspective on Conflict</u>
LOC: 2,218	psychosocial analyses today reveal a change in relational capabilities.
LOC: 2,219	the “narcissistic society” (1970s-1980s) (Lasch, 1978),
LOC: 2,219	later developed into
LOC: 2,220	“borderline society”
LOC: 2,220	today
LOC: 2,220	is “liquid society” (Bauman, 2000),
LOC: 2,221	the lack of relational support and consequent lack of autosupport.
LOC: 2,221	influences both the perception of people in general and the individual experience of conflict.
LOC: 2,222	Some decades ago,
LOC: 2,223	the feeling of aggressiveness was linked to
LOC: 2,223	fulfilment of the self
LOC: 2,223	associated to the capability of independence
LOC: 2,224	Today
LOC: 2,224	aggressiveness is perceived by individuals with a certain “liquidity”,
LOC: 2,224	without the support necessary to make its expression functional in contact:
LOC: 2,225	missing is the ground of taken-for-granted certainties

LOC: 2,225	from earlier assimilated contacts.
LOC: 2,225	the act of deliberating (identifying oneself with or alienating oneself from parts of the environment, ego-function of the self) cannot be clearly defined against the experiential background (id-function and personality-function of the self)
LOC: 2,228	Children at school, for instance, cannot stay still, they have to keep moving continually, they are not accustomed/brought up to concentrate and breathe: their breathing has no container, the experience of a whole body that contains the emotions is lacking.
LOC: 2,231	It is difficult to speak today of positive aggressiveness.
LOC: 2,232	The 21st century is strewn with acts of violence by young adolescents, often from families that seem beyond suspicion.
LOC: 2,236	faced with the question “Why did you do it?”, the youngsters often answer “I don’t know”.
LOC: 2,237	It appears,
LOC: 2,237	aggressiveness is experienced without conflict, an unreined aggressiveness, without relational intentionality.
LOC: 2,238	4.1. The Social Denial of the Need for Rootedness
LOC: 2,238	Western society has moved from
LOC: 2,239	denial of aggressiveness to
LOC: 2,239	denial of the need for rootedness.
LOC: 2,243	am referring to the move away from mass communications and legislative commitment in young people’s need for work:
LOC: 2,244	most
LOC: 2,244	only temporarily employed or are without work;
LOC: 2,246	I do not think we are sufficiently aware (nor have we been helped to realize this) of the degree to which children, from birth, live in a condition of affective abandonment,
LOC: 2,248	how rare it is for parents and children to have a close physical relationship 24 hours a day, which should be normal at least in the first year of life.
LOC: 2,249	Children today grow up adjusting to the absence of caregivers, developing anxiety towards the containment of their emotions

LOC: 2,249	and accustomed to not sharing them
LOC: 2,251	society shows itself to be increasingly demanding and falsely nurturing.
LOC: 2,254	The experiential condition of young people today is that of having to find one's direction very quickly in a complex world, in which the educators – parents and teachers – know less than those they are educating
LOC: 2,256	Young people have to find their way without a clear perception of where they are going, of the balance between themselves and the environment, and they have to do this quickly: the videogame goes ahead without pause and waits for no one.
LOC: 2,260	They cannot relax, there is no orientation phase in their lives: too many emergencies, too little time and no adult who knows more than they do.
LOC: 2,263	In short, if 50 years ago society showed insensitivity to individuals' need for differentiation and rebellion against pre-established authority, today it shows insensitivity towards individuals' need for rootedness.
LOC: 2,264	4.2. The Co-Creation of the Ground as Rootedness
LOC: 2,265	What is missing in our society is the ability to be in a relationship starting from the containment of the initial chaos, which would allow individuals to experience that sense of taken-for-granted security that comes from the "obvious" presence of the significant other
LOC: 2,267	from which the differentiation of the self may emerge.
LOC: 2,267	The relational ground on which the experience of novelty can rest is missing.
LOC: 2,268	The experience of the aggressive emotion needs to be supported with a relational ground, in such a way that it can lead to contacting the other rather than to its indiscriminate destruction.
LOC: 2,270	the experience of a healthy conflict, young people must be made able to experience their ad-gressing with the strength that comes from (physiologically and psychologically) feeling that one is rooted in the earth, and from a harmonious, spontaneous sense of self.
LOC: 2,272	school start the day with a bodily relaxation exercise,
LOC: 2,273	This basic experience would allow
LOC: 2,273	a more boundaried sense of self.
LOC: 2,276	5. Conflict in the Therapeutic Relationship Today:

LOC: 2,276	from the Support of the Figure to the Support of the Background
LOC: 2,285	The clinical problem is no longer that of supporting aggressiveness in the contact, but of supporting the relationship so that the feeling of aggressiveness can find a solid relational containment in order to orient itself in the contact.
LOC: 2,292	6. Clinical Examples on Supporting the Ground in the Case of Experience of Aggression
LOC: 2,318	6.1. Example of Aggression Experienced Within an Introjective Pattern of Contact
LOC: 2,329	6.2. Example of Aggression Experienced Within a Projective Pattern of Contact
LOC: 2,337	6.3. Example of Aggression Experienced Within a Retroflective Pattern of Contact
LOC: 2,346	6.4. Example of Aggression Experienced Within a Confluent Pattern of Contact
LOC: 2,376	Chapter 6 Love in Psychotherapy.
LOC: 2,376	From the Death of Oedipus to the Emergence of the Situational Field1
LOC: 2,378	love is a concept which (though taken for granted) proves difficult to define, for both the therapist and the patient.
LOC: 2,382	2. The Therapist's Love
LOC: 2,390	We can distinguish between two kinds of love the therapist may have for the patient: one linked to the role and one that springs spontaneously from the situation.
LOC: 2,393	As Gestalt therapists, we answer without a shadow of a doubt that our profession is an art, and that therefore emotional involvement is an intrinsic part of the method of treatment.
LOC: 2,394	involvement is real, her/his feelings toward the patient are genuine,
LOC: 2,395	But can this involvement of the therapist be called love?
LOC: 2,396	Erving Polster (1987) in his book Every Person's Life is Worth a Novel, when he defined the treatment attitude of the therapist as a search for the hidden fascination of the patient;
LOC: 2,398	revitalizes the patient's ability to be interested/interesting.
LOC: 2,399	Polster

- LOC: 2,400 translates in terms of fascination/interest/aesthetic attraction the concept of the vitality and spontaneity of contact between organism and environment, maintaining the hermeneutic reference to the concept of novelty, excitement, and growth in the human personality from the founding text
- LOC: 2,402 This, for us Gestalt therapists, is a good way of defining the therapist's love: the task of the therapeutic intuition and "love" is to rediscover the fascination the patient has concealed.
- LOC: 2,404 The healing love is a sort of spotlight illuminating the other's beauty, a light that makes visible, in the relationship, the harmonic vitality inherent in the integrity with which the other is in the relationship,
- LOC: 2,407 When the therapist wonders: "What really attracts me in this patient?" s/he is directing the spotlight of her/his therapeutic love in such a way that the patient can reawaken, as s/he looks at her/himself in this light, the sense of her/his own beauty, which implies the spontaneity of his/her being-there (Spagnuolo Lobb, 2003b).
- LOC: 2,409 2.1. Ethics of Therapeutic Love
- LOC: 2,423 The professionalization of psychotherapy in Europe in the 1980s and 1990s – with the general acceptance of an ethical code – drew attention to the ethical respect for the patient's request, and the possible use of sexuality in psychotherapy was clearly and definitely banned in the psychotherapeutic relationship.
- LOC: 2,426 this question must be answered: "What is the specific way in which Gestalt therapy regards sexual feelings and feelings of love?"
- LOC: 2,427 set these feelings at the contact boundary, hence seeing them as functional to
- LOC: 2,428 the relationship, and to the situational field which patient and therapist create.
- LOC: 2,429 3. The Patient's Love
- LOC: 2,430 The patient's love obviously cannot be disputed: it is the form taken by commitment in the various therapeutic situations. The patient offers the therapist the access code to an intimate history,
- LOC: 2,432 the "institutional aspect" of the patient's love: it is the fact of being a patient,
- LOC: 2,435 as a diagnostic tool: excessive trust or reluctance to trust certainly gives the therapist a key to read the patient's habitual relational patterns.

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- LOC: 2,439 every emotion the patient feels for the therapist is
- LOC: 2,440 a specific response, appropriately modulated for that therapist, within the frame of reference of the relational patterns that the patient intends to modify.
- LOC: 2,449 Love in Therapy as an Emergent Event at the Contact Boundary
- LOC: 2,451 love that springs up in certain situations and not in others, and which may imply physical attraction, hence sexual feelings.
- LOC: 2,451 special nature of the therapeutic encounter may involve the profound desire for total intimacy,
- LOC: 2,454 For Gestalt therapists, the perception (and hence also the emotion) of the patient or the therapist is a process that occurs not “inside” the individual, but as co-creation in the space “between” in which their experiences are realized.
- LOC: 2,455 attraction that may be felt
- LOC: 2,456 has meaning in the relational pattern the patient her/himself triggers.
- LOC: 2,456 the therapist who is attracted to a particular patient might discover that this patient is, so to speak, “used to” parental love.
- LOC: 2,465 old love that can be experienced by the patient in a new situation.
- LOC: 2,466 challenge for the therapist is to provide a clearer, more courageous love, so as to relocate the positive aspect of this love in a non-manipulative context, and cause the patient to experience her spontaneity on the ground of a clear relationship.
- LOC: 2,475 The patient’s attraction toward the therapist can be understood
- LOC: 2,476 the healing factor will not be the positive response of the therapist to this attraction (which instead would disorient her), but rather the fact that the patient feels seen and appreciated by him in her intentionality of contact
- LOC: 2,477 this can restore the spontaneity of the patient’s love.
- LOC: 2,478 the patient tells the therapist that she has had a dream about making love with him. The therapist listens to what she is telling him and how, and then he says: “I’m struck by the effort you’ve made to overcome your shyness and embarrassment. I appreciate the trust you have in me, and the courage with which you face your relationship with me”.

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- LOC: 2,489 Gestalt epistemology allows the inclusion of the spontaneity of the therapist and of the patient in the therapeutic process, even in borderline cases such as the feeling of love and sexual attraction.
- LOC: 2,492 the Gestalt view the therapeutic relationship is real, in it the habitual relational patterns are brought into focus, in search of a new solution, and in order to find it the therapist and the patient gamble with their true feelings, maintaining the context of the therapeutic situation, in which on one side treatment is sought and on the other it is provided.
- LOC: 2,495 5. The Oedipus Complex and the Relational Knowledge Implicit in the Psychotherapeutic Setting:
- LOC: 2,495 an Overcoming of the Id/Ego Polarity
- LOC: 2,501 the idea of making conscious what is not conscious has generally remained the central core of all psychotherapies.
- LOC: 2,506 in the final analysis the aim of psychotherapy remains for them that of making “sayable” what is “unsayable”.
- LOC: 2,507 Some new techniques used in psychotherapy, for instance, can be said, on the one hand, to have challenged the concept that the client needs to say and understand the experience
- LOC: 2,509 Daniel Stern (Stern et al., 1998b) states that the implicit relational knowledge is what is truly responsible for much therapeutic change, and many psychotherapists have been debating this topic (Spagnuolo Lobb, 2006a).
- LOC: 2,511 the patient does not need an understanding of symptoms to get better.
- LOC: 2,514 implicit relational knowledge is defined as non-verbal, not conscious but not repressed (Stern et al., 1998b);
- LOC: 2,515 Gestalt therapy has been based on procedural knowledge since its birth: it mainly observes the relational patterns the patient comes into contact with together with the therapist, from breathing and bodily relational processes to the relational meaning of dreams told to the therapist (see Isadore From’s theory in Müller, 1993).
- LOC: 2,524 the paradigm of truth that is never external to a happening but arises from the relationship itself and belongs indissolubly to its texture.
- LOC: 2,525 allows us to move away from the intrapsychic viewpoint,
- LOC: 2,526 toward the postmodern viewpoint, where the “power of truth” has been replaced by the “truth of the relationship”.
- LOC: 2,527 6. Intentionality for Contact: the Now-for-Next in Psychotherapy

- LOC: 2,528 Erving and Miriam Polster,
- LOC: 2,528 used to teach that Gestalt therapy has to do with now-for-next rather than with here-and-now (Polster and Polster, 1973).
- LOC: 2,530 the person's proactive tension towards the fulfillment of an intentionality of contact, not the sublimation of the impulses.
- LOC: 2,534 It is the intentionality of contact implicit in the field that determines the meaning of the experiences, not the inner needs of the single individuals.
- LOC: 2,537 "Treatment" consists of helping the patient not to understand and control, but to live fully, respecting her/his natural ability to regulate her/himself in the situation.
- LOC: 2,538 7. Sexuality and Love in a Situational Field
- LOC: 2,539 Our culture, which has developed the worship of individualism, does not make us accustomed to seeing the plurality of relationships. The word "relationship" generally summons up an individual who encounters another individual. We think of the mother-child relationship, for instance, rather than a field of relationships.
- LOC: 2,546 The intersubjective viewpoint (see, among others, Mitchell, 2000; Stern et al., 2000; Beebe and Lachmann, 2002) may be a valid tool to describe the perception at the contact boundary. If the mother feels neglected by the father, the child (even though this feeling has not been communicated explicitly to her/him) notices the mother's forced breathing, her sad face, her lowered eyes; s/he looks at the father and sees that the father is pensive and peeking at the mother. So the child knows that the father knows what is wrong with the mother.
- LOC: 2,552 the child's perception is oriented toward the contact boundary between mother and father, as well as, respectively, toward the contact boundary between her/himself and the mother, and between her/himself and the father.
- LOC: 2,568 In the therapeutic setting, the patient never sees the therapist in isolation but always as part of a relational field.
- LOC: 2,569 interesting to ask the patient: "If you think of someone alongside your therapist, whom do you imagine?", "What does this person know about your therapist?", "What do you imagine that your therapist knows about this person?", "In your opinion, what do they both think of you?".
- LOC: 2,573 this work brings to light a key aspect of "implicit relational knowledge" and gives the therapist a better-defined understanding of contact-making with the patient.

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LOC: 2,645	The love of both therapist and patient is the context of the therapeutic situation. Feelings, including sexual feelings, are the figures emerging from a ground of complex perceptions in a triadic field.
LOC: 2,647	the perspective offered by a triadic field can better direct the therapist toward supporting the patient's intentionality of contact.
LOC: 2,648	human perception is always in the direction of a contact boundary,
LOC: 2,649	Integrating experiences of love and sexuality in psychotherapy cannot be reduced to a technical fact;
LOC: 2,650	requires the co-creation of a contact boundary
LOC: 2,650	values, personalities, and ways of dealing with life of both patient and therapist play a fundamental part.
LOC: 2,651	two people who together find possibilities of fulfilling interrupted intentionalities (Spagnuolo Lobb, 2003b).
LOC: 2,652	the therapist, with all of her/his scientific knowledge and humanity,
LOC: 2,652	the patient, with all her/his pain and longing to be healed,
LOC: 2,653	(re-)build the ground on which daily life rests,
LOC: 2,653	sense of security in the ground and in the other,
LOC: 2,653	and thus the surrender to intimacy.
LOC: 2,654	Chapter 7
LOC: 2,654	The Now-for-Next in Couple Psychotherapy
LOC: 2,661	The Gestalt intervention aims
LOC: 2,663	at supporting the intentionality of contact,
LOC: 2,666	Through the manner in which they establish or block the contact between them, we make our diagnosis and plan the specific therapeutic support.
LOC: 2,832	At times the quarrel is the best-known way of overcoming the anxiety of the relational void:
