

## Process of Therapeutic Session Using Muscle Testing

by Sara Aeikens, MS.

Client has set up long range goals, and is at the point of being willing and able to focus on own issues.

1. Ask client how they are ...  
*Highlights of the week.*

- a. What's been going well?
- b. What they'd like to have done differently.
- c. Clear all problems off of shelf - one issue keeps popping up that's a pattern that would affect life in lots of ways, if resolved. Usually reflects crisis of day.

3. Identify problem in negative terms, "Game" and the roles each person plays.

4. Help client see her role in game by her identifying something she does that she could change as a pattern. "*I should or shouldn't*".

5. Help client reword problem into:

- a. Positive statement, as though the client had already accomplished it.
- b. Make a positive belief or feeling short and clear.

"I, Barb, am feeling loved, understood, and listened to."

(Use personal pronoun and name, getting as specific as possible - the client will sense if the words fit and may want to rewrite several times.)

6. Ask client if it's OK to check her "inner self" through muscle testing for how she feels about the goal. Describe how opposite arm and brain hemisphere are connected. Right arm to left hemisphere (logical, details), and left arm to right hemisphere. (Non verbal, big picture.)

7. Briefly show how muscle testing works.

Through Muscle Testing:

- a. Ask body, "Is this a good goal for this person to have?"
- b. Ask body, "Is goal completely stated?"
- c. Ask body, "Is it OK to work just at the emotional level?"

(Third finger and thumb together on left hand.)

Muscle test each arm separately while client says goal as though she has already accomplished it. Note differences in lock of muscle in each arm.

8. Option: If in doubt of results of muscle testing;

- a. Go ahead, and then after therapy do comparison muscle testing.
- b. Have client think water or drink water, then retest. (Option: Wonder Balance)
- c. Muscle test negative belief - if strong, brain is accepting myth.
- d. Dennison laterality repatterning (Edu-K for Kids).

9. Gestalt Session

- a. For relaxation - invite client to do COOK'S HOOK-UPS and visualize white light between brows, with a safe invisible person holding Positive Points on forehead, while breathing from belly. Can do a silent Gestalt here.
- b. Ask them how old they feel.

"Go back to the time you first remember someone not understanding you, or when you first had that feeling." (Guess if not in memory) or muscle test "Is this issue an age 5 year old to 10 year old issue?" (etc.)

- c. If triggers emotional release remind them of protection, give permission to feel feelings, and help them discover what they needed that they didn't get and give permission to express self, to get help. Knowing that parents did the best they could, or whomever, but they may not have had enough information and the client's needs were still not met. Ask the client if they are willing to rerun the experience if it's painful, so the brain and body can experience that it is possible to get needs met, even though that situation won't change but can create new pathway in brain and replace negative myth with positive options, which can give hope.
  - d. If appropriate, give client choice of role play in chair, inside head or out loud, or actually switching chairs to feel switch in ego stages, explaining advantages of movement and allowing, thus, discharging of feelings and with permission, do role play, re-running exact details thru all senses as the experience was, and as it needed to be.
  - e. When client's ready, use line of questioning other person who did not meet their needs to help client see why they didn't, and be able to be in other person's shoes.
  - f. Create with client new picture, with needs being met using all senses. Use client's beginning negative and positive statements (goal) and phrases, and reflect how old messages served them well at one time, but no longer work for them now.
  - g. When it fits, ask client what they heard the other person say, or what they know now that they heard the other person say, or what they know now that they didn't know before, and how that will make a difference in their present life.
  - h. Invite them to make a specific commitment or statement to old image or person from the past and then to present person with whom she hooks into old issue. Can have those two dialogue.
  - i. Encourage movement and feeling - "stand up," "can't hear you," "I am not sure I believe you". "Now, I believe you!" Re-emphasize each word. Use date, day and person's name as anchor.
  - j. Do closure with old image and give permission to return to scene or situation or person, if needed.
10. Ask client to muscle test again
- a. Each side as she now believes, as previously believed, and now again.
  - b. Blend images with Brain Integration, have their two hands widespread and count slowly together to interlock and re-test.
11. Option: Muscle test appropriate BRAIN GYM EXERCISES(S) for the goal. Teach exercises(s) and can muscle test, as to how many, how often, and which ones.
12. Ask for verbal commitment to do exercises as specifically stated, and if client is tentative have them cut homework down. Have client write down commitment with goal to practice. Let client know she may experience changes, positive and negative, and that is normal.
13. Closure of session - Ask client what one thing sticks with them the most, or will, after they have left or forgotten most of the session.
- Ask client how she's feeling, does she need anything else, and if appropriate, how she might sabotage that piece of work.
- Affirm her for Being as well as for Doing.