**Table 2: Separation-Promoting Interventions**

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| Intervention | Description | Example |
| Witnessing | Serving as an observing presence. Being with the patient and allowing them to move in the space. Appeared in most of the diaries (n=7). This intervention can connect the patient to primal experiences. It promotes the development and growth of movement and initiative. | Aviv: “‘Don’t move,’ he says to the ball, goes inside the tunnel and pushes it with his head. As if he were reenacting the story of his birth.” (Diary 5, Session 3) |
| Mirroring to bear witness | Joining the patient, moving simultaneously with them, and then transitioning to being a witness. This is done to allow space for the patient’s independent movement to develop. As the treatment develops, the patient moves more freely on their own. This interventions appeared in most of the diaries (n=7) in various stages of treatment. | Na’ama: “We start moving together, and after a few movements I switch to being an observer. Na’ama crawls, rolls around, gets up, and occasionally asks me to join her.” (Diary 1, Session 2) |
| Interpretive movement mirroring | Movement mirroring that is not simultaneous; the patient moves and the therapist identifies certain elements, suggesting new possibilities based on what is present or absent. | A question and answer movement dialogue, emphasizing movements that express selfhood and independence: “We start moving together as she leads the movement… I emphasize a powerful movement and expand it to make more room for a sense of power and self-efficacy.” (Diary 3, Session 15)  Sivan: The therapist identifies Sivan’s difficulty with decision-making, endings, and goodbyes. The expansion offered the patient a chance to connect to her ability to choose and notice the transitions using verbal and movement strategies: “She starts walking with crossed legs, she seems embraced… I join her… I identify the difficulty and invite her to choose a place in the room… She chooses a different spot each time and I’m with her.” (Diary 8, Session 2) |
| Mirroring to encourage initiative | Encouraging the patient to take initiative, explore and act within the space, or try different ways of moving. This intervention appeared in most of the diaries (n=7). | The encouragement can be verbal, e.g., “You can do it,” “Whatever you want,” and “You can continue,” (Diary 4, Session 2) “It’s okay” (Diary 3, Session 1) or nonverbal: “She turns to the tunnel and looks inside, looks at me and silently asks for permission to enter. I give it to her with a look.” (Diary 1, Session 2) |
| Movement sequences between the poles of closeness and distance | Movement on the axis between closeness and distance followed by talking about the sensations that came up during the experience. This intervention appeared in most of the diaries (n=7). This intervention allows patients to experience how close they can get and when to move away, and to verbally process the movement of the psyche as it shifts between the desire to merge and the need to separate. | Na’ama: “… we both stand at opposite ends of the room and move closer to one another. She stops when it’s right for her, setting the pace as we get closer and move away.” (Diary 1, Session 4) |

**Table 2.1.: Additional Findings in Reference to the Timeline**

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| Intervention | In reference to the timeline |
| Witnessing | “She wraps herself up in a cocoon of fabric. I lie opposite her. There’s a sense of calm and intimacy… we lie like this for a while and then she comes out of the fabric and goes to the board and draws the space and her experience.” (Diary 2, Session 23) |
| Mirroring to bear witness | As the treatment progresses, the patient moves more freely on their own, as in the case of Aviv: “He walks in the room and starts walking around. (Diary 5, Session 28) |
| Interpretive movement mirroring | Suggesting an opposite mirroring movement allows that patient to experience likeness and variance in relation to another. E.g., in the case of Gali: “… I suggest moving the opposite way – when she spreads her arms, I close mine and vice versa. She finds it hard to move like this and quickly returns to the simultaneous movement.” (Diary 7, Session 32) |
| Movement sequences between the poles of closeness and distance | At advanced stages of therapy, new insights are born, as in the case of Aviv: “Aviv enters the room and starts moving. The question arises within me: Is he asking me to join him? It’s so subtle I prefer to let it go. I understand this sensation is related to content that arises in transference relationships and decide to verbally mirror the movement in the room. Alone, together, I direct his attention to the sensations he feels in regard to what’s happening in the body, and to the act of choosing. Following the movement, Aviv says of himself that he easily gives up and switches to waiting mode.” (Diary 5, Session 40) |
| Focusing to raise awareness through verbal mirroring | Na’ama erased her name and gave herself another name. “My name is Ayelet [giving herself a name that sounds close to the therapist’s name] and your name is Tsetcham. I say: ‘You gave us new names and you gave yourself a name that sounds similar to mine.’” (Diary 1, Session 34). Na’ama is expressing a hidden desire to become the therapist. The therapist makes room for this desire and mirrors the patient’s expression, creating a potential space for Na’ama to touch an aspect of self-seeking to be filled with the name of another, that of the therapist. |