

# REWEAVING A COMPANIONABLE PAST



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| <b>Antibody Metaphors And Fragment / Dissociative Metaphors:<br/>A Table Of Comparison</b> |
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**Antibody metaphors**

1. Antibody metaphors are defense mechanisms.
2. Antibody metaphors are created equal and opposite to a particular object in the environment, X.
3. Since antibody metaphors are foreign objects found inside the child's body, a whole childwithin body has to be present.
4. The major role for antibody metaphors is to go out and attack specific elements in the environment and neutralize their toxicity.
5. When #4 is accomplished the metaphors transform, retaining some of the beneficial properties they originally had.
6. In T+1 antibody metaphors can be transformed and:
  - a. become part of the new environment.
  - b. a point of contact with the body transfers any fragment essence which may be contained in the antibody metaphor back into the body of the child.

**Dissociative and Fragment metaphors**

1. Dissociative and fragment metaphors are transportation mechanisms.
2. Transportation metaphors result when there are no experiences that are equal and opposite to X.
3. There is no child's body present. The body absents itself by imploding into a metaphor or exploding into the environment (fragmentation), or the essence of the childwithin floats out of the body (dissociation).
4. The major role of transportation metaphors is to carry the child's body parts or essence from T-1 across into T+1 without engaging with the toxic event.
5. Fragments recombine in T+1 to reconstitute an older whole body. A dissociative metaphor lands in T+1 to recombine with any other fragments in T+1.
6. In T+1 transportation metaphors:
  - a. give up their need to travel.
  - b. make a point of contact with any other elements that contain fragments.
  - c. integrate back into the child's body, not the ground.

## Antibody Metaphors And Fragment / Dissociative Metaphors: A Table Of Comparison

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### Dissociative and Fragment metaphors

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**Dissociation And Fragmentation:  
A Table Of Recognition**

**Dissociation**

**Definition**

**Fragmentation**

The client leaves their body and the spirit or essence of the child floats upward.



**Two Types of Fragmentation:**

**Explosion:** The child leaves their body and enters a familiar object close by.

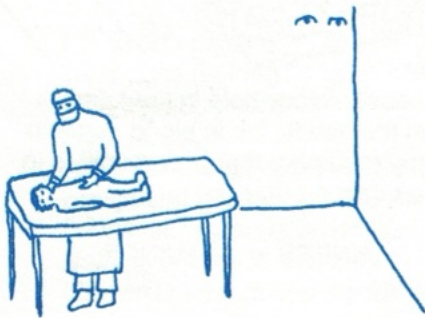


**Impllosion:** The child implodes into their own body and resides in a specific location such as their heart. The client's symptoms are found at this location.

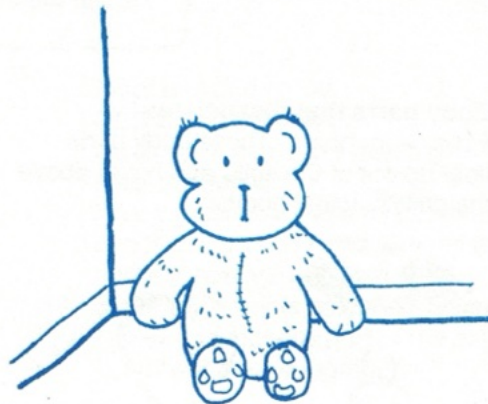


**Action**

The client usually leaves the direct vicinity of where the abuse occurred. The exception to this is in a hospital trauma where the dissociated part of the child remains as a body part but floats up above their body in the corner of the room.



The client remains in the arena of the abuse. For example, the child will fragment into some object in the room where the abuse took place.



**Dissociation**

The traumatic event evolves slowly allowing the child time to dissociate out of their body and their direct environment. A child who has dissociated during a traumatic event will be found further back in T-1 away from T.

**Time**

**Fragmentation**

The traumatic event occurs suddenly and without warning. The child who fragments into objects is usually found closer to T. In instances of repetitive abuse or a prolonged event many different fragments will be found in different objects.



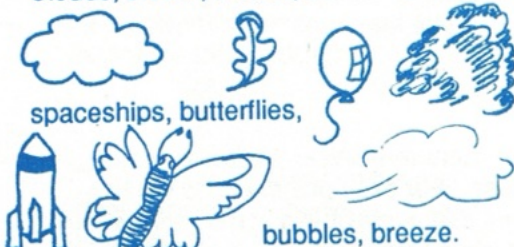
Dissociation occurs when there are no resources that are equal and opposite to the abuse in the environment.

Fragmentation occurs when the trauma occurs too quickly for the child to regress back into T-1.

**Representations**

**Metaphors of dissociation:**

Clouds, steam, leaves, balloons, smoke,



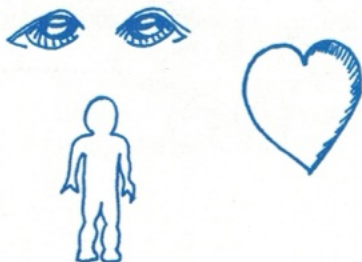
spaceships, butterflies,

bubbles, breeze.

Any mechanism with an up-word mobility.

**Body parts that dissociate:**

Eyes, skin, heart. These body parts float up out of the child and hover above the child's actual body.



**Explosion:**

Toys, furniture, patterns (i.e. carpets, curtains, wallpaper) structures (i.e. windows, glass, walls) paint, darkness. Fragments are often found near windows and doors trying to get out of the room.



**Implosion:**

Jello in knees, a black hole in the heart, a hot coal in the hands, ice in blood, tears in eyes or any metaphor that is personified in the child's body.

|       |       |       |
|-------|-------|-------|
| HEART | KNEES | HANDS |
|-------|-------|-------|

|            |       |          |
|------------|-------|----------|
| Black hole | Jello | Hot coal |
|------------|-------|----------|

## Language Clues

### Dissociation

As the information about the child is matured and nears T the child will suddenly say something like:

*I leave.  
I go up.  
I'm floating.  
I'm gone.  
I'm not there anymore.*

The therapist should also be listening for pronoun clues such as a sudden switch from *I* to *she*, which also indicates a dissociation. Sometimes this latter example is not accompanied by a dissociative metaphor, and the information is just matured through T. An observing ego, rather than a metaphor, may give the information about *her*. The therapist is usually not able to determine if the observing ego is the adult client or an older child, until the client's feedback after the intervention is completed.

### Fragmentation

#### Explosion:

When a child fragments by explosion, great detail is given to the specific object. For example, a child will make the following comment.

*And the wall paper has patterns, stripes, and one blue stripe is thicker and darker.*

#### Implosion:

The metaphors are developed in the child's body from a feeling word. When the metaphor is fully developed it becomes personified, for example:

*He grabs me.  
And when he grabs you what happens next?  
My hands shake and they're hot.  
And when your hands shake and they're hot, they're hot like what?  
Like a little hot coal.  
And is there anything else about a little hot coal?  
It's scared.*

### Adult Language Clues

The adult gives clues in their every day language. The therapist can assume the client has some tendency toward either dissociating or fragmenting when certain phrases are used. For example:

*I'm beside myself.  
I just don't feel anything.  
I have no emotions.  
I feel numb.  
I just feel like an observer on my life.  
Everything goes on around me,  
I don't feel a part of anything.  
Nothing seems to effect me.  
I haven't been able to cry for years.*

*I feel so fragmented.  
I just don't feel whole.  
It's like bits of me are missing.  
I feel scattered.  
I keep getting flashbacks of certain things in my child hood, like my bedroom and especially the curtains.  
Since my parents sold their house where I grew up I feel like part of me is lost.  
I can't get my life together.*

**Rules**

The therapist must:

**Dissociation**

**Fragmentation**



Not use personal pronouns once the child has dissociated.



Follow the direction the metaphor of dissociation dictates.



Not reference the child's body while a metaphor of dissociation exists



Not invite the fragment out to the perpetrator. A metaphor containing a fragment is not like other metaphors that can be invited to the perpetrator without harming the child.



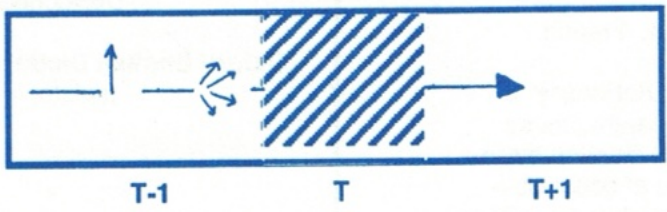
Not try to reunite the fragments until the perpetrator has been taken care of.



Keep a metaphor map to check that all the fragments are collected.



Mature the information until it reaches T+1



## Dissociation

The therapist must:

## Fragmentation

Ensure the child can perform child like activities in T+1.



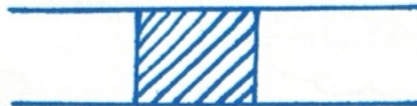
Recognize that dissociation occurs on the border of T-1 and T when there are no metaphor antibodies available that are equal and opposite to the abuse.

Take time for the re-introduction of the fragments. Ask questions to make words physical to check that the fragments can actually come together.



Recognize that fragmentation represents the child's inability to leave the room. The perpetrator (cause) must be removed before the fragments come together.

Remember it is safer for the child to dissociate or fragment than to be a full-bodied child experiencing what occurred at T.



### Definition Variations

**Dis** = Apart. Greek.  
Different directions.  
Absence.

**Sociare** = To join. French.

**Oxford English Dictionary** =  
Disconnect, separate, cause  
persons mind to develop more  
than one centre of conscious-  
ness. Two distinct personalities.

**Fragere** = To break. French.

**Fragmentum** = To break.  
Dissocnected parts.

**Oxford English Dictionary** =  
Isolate, incomplete part.

## A Final Summary

### Dissociation

**If the client dissociates, the child leaves the direct vicinity of the abuse.**

Develop a dissociative metaphor from the upward word, for example, "And as you go up you go up **like what?**"

Mature the information about the dissociative metaphor until it reaches T+1.

Some dissociative metaphors will change during the maturing process, for example, a white fluffy cloud will become black and thunder and lightening will stop the perpetrator from further abusing the body of the child.

When the dissociative metaphor is in T+1, the therapist must check that the metaphor reassociates back into the body. This usually occurs naturally by the child suddenly giving a feeling word or thought as the dissociative metaphor lands in T+1.

The child is reassociated when the dissociative metaphor has landed and the child can do childlike things.

### Fragmentation

**If the client fragments, the child remains in the arena of the abuse but enters an object or a part of their own body.**

#### **Explosion:**

If a child within gives a lot of detail about a feature in the environment the child has probably fragmented into the object. The therapist asks as much information about the object to help the child remain out of touch with their body during the abuse.,

"And is there **anything else** about ....?"

List the fragments to prevent leaving any behind in T-1.

Only bring the fragments together after the abuser has left. As this is sometimes not apparent, the fragments must be matured until the next piece of information offers itself.

#### **Implosion:**

If the child within implodes, they will do so by focusing on a body part. When questions are addressed to this part a feeling word is given that can be developed into a metaphor, this includes an animal within.

The therapist must be aware of any fragments that may have entered the perpetrator.