

LOGOSYNTHESIS: A PREFERRED TREATMENT FOR ANXIETY*

* Based on November 2017 survey of psychologists, psychotherapists and coaches trained in the Logosynthesis® method.

Benefits cited as:

overall effectiveness, ease of use, speed of work, client comfort and targets presented issue.



THE ASSOCIATION:

Logosynthesis International
Association

To contact a licensed practitioner,
visit the LIA website:
www.logosynthesis.international

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BOOKS:

Logosynthesis: Healing with Words
(Lammers, 2015)

Self-Coaching with Logosynthesis
(Lammers, 2015)

*Letting It Go: Relieve Anxiety and
Toxic Stress in Just a Few Minutes
Using Only Words* (Weiss, 2016)

*Logosynthesis: Enjoying Life More
Fully* (Caswell, 2017)

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LOGOSYNTHESIS

A GUIDED CHANGE METHOD

* CHILDREN & YOUTH *

EXAMPLE OF RESOLVING ANXIETY.

Issue presented: A child feels anxiety. He sees moving blackboards, with images on each. It goes on in his head all day and night. He feels very sad and senses he and his family will be killed. He describes the images on the blackboards: weapons, thieves, attacks, prisons and handcuffs.

Applying sentences: At the end of the 2nd sentence, he says that the blackboard stopped, it disconnected. He now sees the blackboard and the schoolteacher. It doesn't move anymore. It is good. He continues talking about Ninjas and then says: 'I have another word which stays in my head and which I would like to remove.' It is 'The poisoned arrow'. Sentences again. He now states: 'It is good. It is out of my head, it moved to another world.'

Debrief: His mother confirms that he does not play video games. However, the TV is perpetually tuned to the news channel.
(Sylvie Weber, Luxembourg)



A GUIDED PROCESS.

The work is simple and elegant, which can be deceptive. The method works within the context of principles of guided change:

1. Building a working relationship.
2. Gathering information.
3. Clarifying relevant topics.
4. Providing necessary information.
5. Focusing and activating chosen issue.
6. Processing memories, fantasies and beliefs.
7. Closure and integration.

TRUST & SAFETY.

'I use it all the time with children. Like any client they need to trust but they have a complete acceptance of the process.'

(Mary O'Donoghue, Ireland)

This one technique can be taught for various applications, from self-coaching to therapy. It does not require an understanding of how it works but requires safety for the client to process.

EXAMPLE OF FEAR OF EXAMS.

An 11 year old boy presented with a fear of exams. The situation was described:

- He saw the sheet with the exam tasks.
- He immediately thought: 'Oh God, I can't do that!'
- He imagined a sheet with marks in red.
- He imagined a second sheet with high marks and compared the two.
 - He felt bad.
 - He went to work.
- At the end, he evaluated his work.

The second and the third step had SUDs (subjective measure of distress) of five and six. I explained to the boy that steps two and three were not necessary and that there was energy frozen in those steps. Frozen energy makes you feel bad. The sentences are a way to get energy in flow again. He perfectly understood my theory, and I gave him the first and the third sentences for the "Oh God" thought and the image with the red marks. The fear was gone.
(Willem Lammers, Switzerland)

