

Thematic Map & Release (CR – RE – R)

Developed by Dr. Anna Baranowsky for the Traumatology Institute

<p>Time required: One session. Materials required: None.</p> <p>Indications for use: Use when the primary need is to enhance cognitive and emotional coping skills in the Working through Trauma stage of trauma recovery.</p> <p>Counter indications: Inability to actively self-soothe.</p>	<p>We gain access to trauma stories that our clients share by asking the right questions and establishing a sense of therapeutic alliance or trust so that the individual feels able to share in session. However, at times we cannot seem to get access to the root of the distress, even when we have worked on the trauma memories or multiple memories. If we pull back the layers we often find that, as a result of life experiences, we develop belief systems or themes that we carry along with us and that are very hard to shake. The DSM-V diagnostic criterion for PTSD – negative alterations of cognition and mood – capture this very well and reinforce our idea that we must reflect on how our beliefs are shaped after trauma. The Thematic Map & Release exercise was developed to better access how trauma has informed and formed us over time.</p> <p>If we are unable to learn to become a compassionate observer of this content we may forever remain disturbed by beliefs that no longer serve us in life.</p> <p>In this section, you will find a scripted approach to access the theme as well as to guide the client through a step-by-step approach for learning to sit with and work through belief systems borne out of a trauma history. Rather than addressing any single trauma, the focus here is to identify the beliefs or themes that we carry with us and to use this as the focus of the work. A theme may be many things (i.e., Nobody loves me; I am a bad person; I am always in danger, etc.)</p>
---	--

Delivery of Approach

When working with a client you will need to use the Thematic Map & Release Template

Long Session Demo Video: youtu.be/A9Lwly0hS2A

Short Session Demo Video: youtu.be/GOafcmHQIZI



Research based assumptions about eye movements

- *The ability to search for information stored in long-term memory may have developed from already-existing neural systems that enable the search for information in the visual environment* (Ehrlichman, Micic, 2012)
- Your eyes move when you try to gather all the words, equations and pictures that make up a coherent picture of an idea/thought
- Psychologists have found that gaze shifts occur to free up cognitive resources – particularly when deeper thinking is required
- Bergstrom and Hiscock (1988) found that your eyes more move for things in [long-term memory](#) rather than working memory
- Eye movements facilitate thinking, memory and other cognitive functions
Ehrlichman, H., & Micic, D. (2012). Why Do People Move Their Eyes When They Think? *Current Directions in Psychological Science*, 21(2), 96-100.[doi:10.1177/0963721412436810](https://doi.org/10.1177/0963721412436810)
Bergstrom, K. J., & Hiscock, M. (1988). Factors influencing ocular motility during the performance of cognitive tasks. *Canadian Journal of Psychology*, 42, 1–23.

In TM&R – we become very deliberate about initiating eye movements to go on a hunt for:

- Thoughts
- Emotions
- Body Sensations

We want access to the content that goes along with the themes we are struggling with

Emotion/Relation – Thematic Map & Release (CR-RE-R)


1. Identify the Theme or Negative Core belief – something that has been a negative driving force in life (i.e., I am unlovable)
2. Rate the Theme or Belief
3. Explain TM&R and get permission to use
4. Watch the full/short Thematic Map & Release video

Thematic Map & Release TEMPLATE

Theme _____ SUDS (begin) = ____

Focus Point 4

E:



T:

BS:

GS:

H:


B:

Focus Point 1

E:

T:

BS:




GS:

H:

B:

Focus Point 6



E:

T:


BS:

GS:

H:

B:

Focus Point 7




Focus Point 5

E:

T:

BS:



GS:

H:


B:

SUDS (end) = ____

1. What did you learn?
2. What will you take away today?

Focus Point 3

E:



T:

BS:

GS:

H:


B:

Focus Point 2

E:

T:

BS:



GS:

H:

B:

PREPARE SCRIPT – THEMATIC MAP & RELEASE

- ❖ IN THIS EXERCISE WE WILL FOCUS ON Emotional driven THEMATIC RESULT OF TRAUMATIC OR DIFFICULT LIFE EVENTS RATHER THAN A SPECIFIC TRAUMA
- ❖ THE BEST WAY TO IDENTIFY WHAT TO FOCUS ON IS TO REFLECT ON EITHER THE THEMATIC RESULTS OF A TRIGGER LIST THAT WE HAVE WORKED ON OR A CORE BELIEF OR LIFE STRUGGLE (I.E., I AM NEVER SAFE. ETC.)
- ❖ WE WILL WALK YOU THROUGH EACH STEP OF THIS EXERCISE AND YOU WILL NOT NEED TO REMEMBER THE SEQUENCE – I WILL GUIDE YOU IN THIS.
- ❖ YOU MIGHT HAVE NOTICED THAT WHEN YOU THINK ABOUT SOMETHING YOU MIGHT LOOK UP OR DOWN TO RIGHT OR LEFT. YOU MIGHT NOTICE OTHER PEOPLE DOING THIS AS WELL. FOR THE PURPOSES OF THIS EXERCISE WE WILL ASSUME THAT IN DOING SO WE ARE ACCESSING OR GATHERING SOME TYPE OF INFORMATION (I.E., PAST MEMORY, ANTICIPATED FEAR, ANXIOUS FEELINGS, HOPES, THOUGHTS). WE WILL CALL THOSE ATTEMPTS TO ACCESS INFORMATION BY LOOKING IN VARIOUS DIRECTIONS AS “FOCUS POINTS”.
- ❖ IN THIS APPROACH WE WILL DELIBERATELY TRY TO ACCESS DIFFERENT TYPES OF INFORMATION BY ENGAGING OUR FOCUS ON VARIOUS POINTS – ALLOWING WHATEVER IT IS THAT SURFACES TO SURFACE WITHOUT JUDGMENT OR SUPPRESSION WHEN POINTING OUR GAZE ON THAT FOCUS POINT.
- ❖ YOU WILL BE INSTRUCTED TO GAZE AT A NUMBER OF DIFFERENT FOCUS POINTS IN A PRE- ESTABLISHED PATTERN.
- ❖ DURING THE GAZING STRATEGY YOUR JOB IS TO JUST LET ANYTHING ASSOCIATED WITH THE THEME WE IDENTIFY AS YOUR STARTING POINT ... THEN LET YOU MIND BECOME AWARE OF ASSOCIATED EMOTIONS, THOUGHTS AND BODY SENSATIONS ASSOCIATED WITH THAT FOCUS POINT. YOU WILL HOLD THE FOCUS POINT FOR 30-60 SECONDS AND THEN CLOSE YOUR EYES.
- ❖ THE NEXT STEP IS TO LET THOSE EMOTIONS, THOUGHTS AND BODY SENSATIONS TO SURFACE WITH YOUR EYES CLOSED AND TO HELP ME TO UNDERSTAND WHAT YOU ARE AWARE OF WHEN HOLDING THAT FOCUS POINT.
- ❖ FINALLY, WE WILL WORK ON THE RELEASE PORTION OF THE EXERCISE ... BEFORE MOVING ONTO THE NEXT FOCUS POINT IN THE SEQUENCE
- ❖ THE RELEASE PORTION OF THIS EXERCISE WILL REQUIRE YOU TO USE YOUR MIND TO OPEN UP YOUR IMAGINATION

- ❖ WE WILL START WITH A PRACTICE USE OF YOUR IMAGINATION – IS THAT OK? (IF YES, THEN BEGIN)
- ❖ YOU MAY HAVE BEEN TO A PLACE WHERE THERE IS A SANDY BEACH OR CAN IMAGINE THE FEELING OF WARM SAND IN YOUR HANDS EVEN IF YOU HAVE NOT BEEN TO A BEACH ON A WARM DAY ... CAN YOU TRY THAT NOW? IT IS EASIER TO PICTURE THIS IF YOU HAVE YOUR EYES CLOSED ... IS THAT OK? (IF YES, BEGIN)
- ❖ WITH YOUR EYES CLOSED OR YOUR EYES SOFTLY LOOKING DOWN (IF YOU PREFER) USE YOUR MIND TO OPEN UP YOUR IMAGINATION ... START BY HOLDING YOUR HANDS OPEN ... PICTURE THAT YOU HAVE A HAND FULL OF WARM SAND. THE SAND IS WARMING THE CENTER OF THE PALMS OF YOUR HANDS. THE SENSATION IS SOOTHING DEEPLY INTO THE HANDS ... THROUGH TO YOUR FINGER TIPS AND UPWARD TOWARD YOUR ARMS AND SHOULDERS. SOOTHING AND WARMING. PICTURE THAT THE SAND IS SLOWLY SPILLING BETWEEN YOUR FINGERS DOWN AND AWAY FROM YOU.
- ❖ NOW IMAGINE THAT YOU ARE AN EMPTY VESSEL ... AGAIN, LET YOUR IMAGINATION HELP YOU WITH THIS. PICTURE THAT WARM SOOTHING SAND IS FILLING UP SLOWLY FROM THE TOP OF YOUR HEAD, FRONT OF YOUR FACE, BACK OF HEAD, DOWN YOUR NECK, INTO YOUR SHOULDERS, THE BACK, CHEST, ARMS HANDS AND THROUGH TO YOUR FINGER TIPS ... WHERE THE SAND SPILLS OUT DOWN AND AWAY FROM YOU ... THE WARM SAND CONTINUES TO FILL INTO THE CORE OF YOUR BODY, DOWN TO YOUR LOWER BACK, STOMACH, LEGS, THIGHS, KNEES, SHINS, CALVES, FEET, THROUGH TO THE TIPS OF YOUR TOES WHERE THE SAND SPILLS OUT DOWN AND AWAY FROM YOU
- ❖ THAT’S THE STARTING POINT FOR THE RELEASE EXERCISE. I JUST WANT YOU TO BE ABLE TO WORK WITH THIS IMAGERY AS BEST AS YOU CAN. YOU GET BETTER WITH IT AS WE GO ALONG.
- ❖ I WILL ALSO BE ASKING YOU TO USE THE SAND RELEASING AS IMAGERY TO HELP YOU RELEASE EMOTIONS, THOUGHTS AND BODY SENSATIONS ASSOCIATED WITH EACH FOCUS POINT DURING THIS EXERCISE AS WELL.
- ❖ REMEMBER, YOU WILL NOT NEED TO RECALL ANY OF THE STEPS. I WILL GUIDE YOU THROUGH THE EXERCISE EACH STEP OF THE WAY. DO YOU HAVE ANY QUESTIONS BEFORE WE BEGIN? ARE YOU OK TO BEGIN THIS EXERCISE? YOU CAN STOP AT ANY TIME IF YOU NEED A BREAK, HAVE ANY QUESTIONS OR JUST NEED TO STOP FOR ANY REASON. JUST LET ME KNOW.
- ❖ WE WILL SIT IN A SHIPS PASSING IN THE NIGHT ARRANGEMENT – SAME AS EMDR (2 CHAIRS SIDE BY SIDE – WITH FORWARD CHAIR LEGS AT SAME PARALLEL).
- ❖ CLINICIAN WILL USE A PEN OR POINTER TO POINT OUT THE FOCUS POINT AND HOLD IT FOR THE CLIENT.

EXERCISE SCRIPT - THEMATIC MAP & RELEASE

- REMEMBER, YOU WILL NOT NEED TO RECALL ANY OF THE STEPS. I WILL GUIDE YOU THROUGH THE EXERCISE EACH STEP OF THE WAY. DO YOU HAVE ANY QUESTIONS BEFORE WE BEGIN? ARE YOU OK TO BEGIN THIS EXERCISE? YOU CAN STOP AT ANY TIME IF YOU NEED A BREAK, HAVE ANY QUESTIONS OR JUST NEED TO STOP FOR ANY REASON. JUST LET ME KNOW.

- IF YOU RECEIVE APPROVAL BEGIN ...
- START WITH IDENTIFYING THE STARTING POINT ...

- THIS IS GENERALLY A THEMATIC ISSUE ... ALTHOUGH IT MIGHT START WITH A SERIES OR EVEN ONE TRAUMATIC OR DIFFICULT EVENT WE ARE REALLY FOCUSED ON THE THEME RATHER THAN ANY SPECIFIC EVENT (I.E., LIFE NEVER WORKS OUT FOR ME, NO ONE LIKES ME, I WILL ALWAYS BE ALONE, ETC.)

- FOCUSING ON THEME VS AN EVENT ALLOWS THE INDIVIDUAL TO PROCESS THROUGH NUMEROUS EVENTS THAT MIGHT BE RELATED TO THE THEMATIC BELIEF SYSTEM.

- RATE THE THEME ... SUDS (1 NEUTRAL FEELING – FEELS FINE ... 5 SAD/BAD BUT CAN HANDLE IT ... 10 WORST FEELINGS OF DISTRESS/UPSET).

- NOW THAT YOU HAVE IDENTIFIED THE THEME AND RATED IT, LET'S BEGIN WITH THAT AND START WITH THE FOCUS POINT TOP AND LEFT ... HOLD THAT FOCUS POINT, HOLD THAT FOCUS POINT AND AS YOU DO ALLOW WHATEVER EMOTIONS, THOUGHTS AND BODY SENSATIONS ASSOCIATED WITH THAT FOCUS POINT TO SURFACE ...

- NO JUDGEMENT ... JUST BEARING WITNESS ... BEING AN OBSERVER OF WHATEVER SURFACES AND NOTICING WITHOUT SUPRESSING.

- LET EMOTIONS, THOUGHTS AND BODY SENSATIONS TO SURFACE – JUST NOTICING

- NOW CLOSE YOUR EYES ... AND HELP ME TO UNDERSTAND WHAT EMOTIONS, THOUGHTS AND BODY SENSATIONS ARE ASSOCIATED WITH THAT FOCUS POINT ... WHATEVER YOU NOTICE IS FINE ... IS HELPFUL INFORMATION FOR THIS EXERCISE

- WHAT EMOTIONS WERE YOU AWARE OF ... [CLINICIAN WRITE OUT ON TEMPLATE]

- WHAT THOUGHTS WERE YOU AWARE OF ... [CLINICIAN WRITE OUT ON TEMPLATE]

- WHAT BODY SENSATIONS WERE YOU AWARE OF ... [CLINICIAN WRITE OUT ON TEMPLATE]

- KEEPING YOUR EYES CLOSED. NOW BRING YOUR ATTENTION TO YOUR HANDS ... REST YOUR HANDS OPEN ON YOUR LAP AND USE YOUR MIND TO HARNESS YOUR IMAGINATION ... HELPING IT TO OPEN UP.
- PICTURE THAT YOU HAVE A HAND FULL OF WARM SAND. THE SAND IS WARMING THE CENTER OF THE PALMS OF YOUR HANDS. THE SENSATION IS SOOTHING DEEPLY INTO THE HANDS ... THROUGH TO YOUR FINGER TIPS AND UPWARD TOWARD YOUR ARMS AND SHOULDERS. SOOTHING AND WARMING. PICTURE THAT THE SAND IS SLOWLY SPILLING BETWEEN YOUR FINGERS DOWN AND AWAY FROM YOU.
- NOW USE THAT IMAGERY TO HELP YOU WITH THE NEXT PART OF THIS EXERCISE IN ASSISTING YOU TO RELEASE ...
- NOW IMAGINE THAT YOU ARE AN EMPTY VESSEL, LIKE AN HOUR GLASS ... AGAIN, LET YOUR IMAGINATION HELP YOU WITH THIS. PICTURE THAT WARM SOOTHING SAND IS FILLING UP SLOWLY FROM THE TOP OF YOUR HEAD ... FRONT OF YOUR FACE, BACK OF HEAD, DOWN YOUR NECK, INTO YOUR SHOULDERS, THE BACK, CHEST, ARMS HANDS AND THROUGH TO YOUR FINGER TIPS ... WHERE THE SAND SPILLS OUT DOWN AND AWAY FROM YOU ... THE WARM SAND CONTINUES TO FILL INTO THE CORE OF YOUR BODY, DOWN TO YOUR LOWER BACK, STOMACH, LEGS, THIGHS, KNEES, SHINS, CALVES, FEET, THROUGH TO THE TIPS OF YOUR TOES WHERE THE SAND SPILLS OUT DOWN AND AWAY FROM YOU ...
- BEGIN TO PICTURE THAT THE EMOTIONS, THOUGHTS AND BODY SENSATIONS ASSOCIATED WITH THAT FOCUS POINT BEGIN TO ATTACH TO THE GRAINS OF SAND ... THE GRAINS OF SAND CONTINUE TO FILL IN SLOWLY FROM THE TOP OF YOUR HEAD AND AS THEY DO THEY MOVE THROUGH THE BODY [FOLLOW SCRIPT] AND THE GRAINS OF SAND CONTINUE TO ATTACH TO THE EMOTIONS, THOUGHTS AND BODY SENSATIONS AND FLOW DOWN THROUGH TO YOUR FINGER TIPS AND TOES AND DOWN AND AWAY FROM YOU. JUST RELEASING ... YOU DO NOT NEED THESE EMOTIONS, THOUGHTS AND BODY SENSATIONS
 - JUST RELEASE AS BEST AS YOU CAN IN THIS MOMENT.
- FINALLY, BRING YOUR AWARENESS BACK INTO THE ROOM AND JUST NOTICE HOW YOU FEEL RIGHT NOW [CLINICIAN WRITE OUT ON TEMPLATE]
- CONTINUE THROUGH EACH OF THE FOCUS POINTS ... STARTING AT FOCUS POINT 1 TO 7 (USING THE SAME SCRIPT ABOVE)
- END WITH FOCUS POINT 7 (USING THE FINAL SCRIPT BELOW)
- LOOK STRAIGHT AHEAD WITH A SOFT GAZE AND JUST ASK YOURSELF WHAT YOU LEARNED FROM THIS EXERCISE?

- STILL WITH A SOFT GAZE, ASK YOURSELF WHAT CAN YOU TAKE HOME WITH YOU FROM THIS EXERCISE – WHAT WOULD YOU LIKE TO CAPTURE AND USE GOING FORWARD?
- FINALLY, JUST NOTICE HOW YOU FEEL RIGHT NOW AND COMPARE IT TO HOW YOU FELT WHEN YOU STARTED THIS EXERCISE [CLINICIAN WRITE OUT ON TEMPLATE]
- CAPTURE THE SUDS RATING FOR THE THEME ONE FINAL TIME.

THIS EXERCISE IS COMPLETE NOW

MANY INDIVIDUALS FEEL A SENSE OF RELIEF

IF THAT IS NOT THE CASE USE A STABILIZATION EXERCISE TO REINFORCE SAFETY AND RELAXATION BEFORE THE CLIENT LEAVES THE SESSION

THIS EXERCISE OFTEN TAKES A FULL 50 MINUTES AND SHOULD BE STARTED AT THE BEGINNING OF THE SESSION

IT IS OFTEN USEFUL TO SET THIS UP BY CAPTURING THE THEME IN THE PREVIOUS MEETING

IN SOME CASES YOU MIGHT HAVE TIME OR BE ABLE TO EXPLAIN THE EXERCISE TO CLIENTS IN THE PREVIOUS MEETING AS WELL

PERMISSION MUST ALWAYS BE REQUESTED PRIOR TO BEGINNING

A FULL EXPLANATION MUST BE PROVIDED BEFORE BEGINNING THE EXERCISE – SO CLIENTS ARE FULLY INFORMED

Research links to support use of thematic map for processing through distorted cognitions using visual focus points.

Direct recordings in human cortex reveal the dynamics of gamma-band [50–150 Hz] activity during pursuit eye movement control.

Julien Bastina, b, c, Corresponding author contact information, E-mail the corresponding author, Pierre Lebranchua, Karim Jerbid, Philippe Kahaneb, Guy Orbanf, Jean-Philippe Lachauxd, Alain Berthoza
<http://www.sciencedirect.com/science/article/pii/S1053811912007215>

Acquisition of Neural Learning in Cerebellum and Cerebral Cortex for Smooth Pursuit Eye Movements. Jennifer X. Li, Javier F. Medina, Loren M. Frank, and Stephen G. Lisberger
<http://www.jneurosci.org/content/31/36/12716.short>

Experimental Brain Research. October 2011, Volume 214, Issue 2, pp 293-301,
Neuronal activity in medial superior temporal area (MST) during memory-based smooth pursuit eye movements in monkeys. Sergei Kurkin, Teppei Akao, Natsuko Shichinohe, Junko Fukushima, Kikuro Fukushima
<http://link.springer.com/article/10.1007/s00221-011-2825-6>

Front Syst Neurosci. 2013; 7: 4. Published online 2013 March 19. Prepublished online 2013 February 21. Cognitive processes involved in smooth pursuit eye movements: behavioral evidence, neural substrate and clinical correlation. Kikuro Fukushima, Junko Fukushima, Tateo Warabi, and Graham R. Barnes
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3601599/>

November 2011, Vol. 23, No. 11, Pages 3294-3303. 2011 Massachusetts Institute of Technology
The Neural Correlates of Inhibiting Pursuit to Smoothly Moving Targets. Melanie Rose Burke and Graham R. Barnes
<http://www.mitpressjournals.org/doi/abs/10.1162/jocn.a.00025?journalCode=jocn>

Coupling between spontaneous (resting state) fMRI fluctuations and human oculo-motor activity. Michal Ramota, Meytal Wilfb, Hagar Goldberg, Tali Weissb, Leon Y. Deouella, Rafael Malach,
<http://www.sciencedirect.com/science/article/pii/S1053811911006239>

Memory and Decision Making in the Frontal Cortex during Visual Motion Processing for Smooth Pursuit Eye Movements. Natsuko Shichinohe, Teppei Akao, Sergei Kurkin, Junko Fukushima, Chris R.S. Kaneko, Kikuro Fukushima,
<http://www.sciencedirect.com/science/article/pii/S0896627309003614>

Frontal eye field. Ryan Fox Squire et al. (2012), Scholarpedia, 7(10):5341. doi:10.4249/scholarpedia.5341 revision #129338 [link to/cite this article]. Ryan Fox Squire, Department of Neurobiology Stanford University, Stanford, CA, USA
Nicholas A Steinmetz, Stanford University, Stanford, CA, USA
Tirin Moore, Neurobiology, Stanford University, Stanford, CA, stanford, CA, United States
http://www.scholarpedia.org/article/Frontal_eye_field

High-Field fMRI Reveals Brain Activation Patterns Underlying Saccade Execution in the Human Superior Colliculus. Ruth M. Krebs mail, Marty G. Woldorff, Claus Tempelmann, Nils Bodammer, Toemme Noesselt, Carsten N. Boehler, Henning Scheich, Jens-Max Hopf, Emrah Duzel, Hans-Jochen Heinze, Mircea A. Schoenfeld_
<http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0008691>

A central role for the lateral prefrontal cortex in goal-directed and stimulus-driven attention
Christopher L Asplund, J Jay Todd, Andy P Snyder & René Marois. Nature Neuroscience 13, 507–512 (2010).
<http://www.nature.com/neuro/journal/v13/n4/abs/nn.2509.html>

Why Do the Eyes Move during Cognitive Activity? (2010). Hoshi, Yoko Chen, Shing-Jen
<http://eprints.lib.hokudai.ac.jp/dspace/handle/2115/42964>

Shifting gaze during difficult cognitive activities is a very common phenomenon in our daily life, whereas its underlying neuropsychological mechanisms remain controversial. Preceding studies on adults have indicated that by shifting the gaze people disengage from environmental stimulation in order to concentrate on cognitive tasks.

Further studies on children have suggested that approaching this eye movement phenomenon from the developmental viewpoint opens a window on its mechanisms. Here, we used an eye-tracking system to examine eye movements in adults and children while they were performing cognitive tasks, and also employed near-infrared spectroscopy to examine the neural basis of the gaze shift.

Adults moved their eyes toward individual specific directions regardless of the task type. In contrast, younger children looked around more extensively with no directionality. Transition to adult-like patterns of eye movements was observed at 10 years of age, which corresponded to the time period of achieving adult levels of performance on a standard measure of executive functions.

The eye movements were accompanied by activation of the premotor cortex and/or the lateral prefrontal cortex. These data suggest that the eye movements represent a more positive function than mere disengagement from the environment; probably access to cognitive space. It is also implicated that 10 years of age is a crucial period for cognitive development.

Why do we move our eyes while trying to remember? The relationship between non-visual gaze patterns and memory

<http://www.sciencedirect.com/science/article/pii/S0278262610001077>

March 2013, Volume 37, Issue 1, pp 33-38

For which side the bell tolls: The laterality of approach-avoidance associative networks

Adam K. Fetterman, Scott Ode, Michael D. Robinson

<http://link.springer.com/article/10.1007/s11031-012-9306-5>

Eyes as windows to the soul: Gazing behavior is related to personality. April 2012 John F. Rauthmann, Christian T. Seubert, Pierre Sachse, Marco R. Furtner, Leopold-Franzens University of Innsbruck, Austria

<http://www.sciencedirect.com/science/article/pii/S0092656611001711>

Why Do People Move Their Eyes When They Think? 2012

[Howard Ehrlichman](#) and [Dragana Micic](#); Author Affiliations: Queens College, City University of New York

Lateral eye movements and hemispheric asymmetry: A critical review. Ehrlichman, Howard; Weinberger, Arthur Psychological Bulletin, Vol 85(5), Sep 1978, 1080-1101.

<http://psycnet.apa.org/psycinfo/1979-25195-001>

Defense mechanisms, psychosomatic symptomatology, and conjugate lateral eye movements.

Gur, Raquel E.; Gur, Ruben C. Journal of Consulting and Clinical Psychology, Vol 43(3), Jun 1975, 416-420.

<http://psycnet.apa.org/journals/ccp/43/3/416/>

The effect of experimenter location and subject anxiety on cerebral activation as measured by lateral eye movements.

[Melvin R. Berg*](#), [Lauren Julius Harris](#). Department of Psychology, Michigan State University, East Lansing, Michigan 48824, U.S.A.

<http://www.sciencedirect.com/science/article/pii/0028393280900883>

Eye-movements reduce the vividness, emotional valence and electrodermal arousal associated with negative autobiographical memories. Alastair L Barrowcliff PhD, Nicola S Gray MSc, PhD, Tom CA Freeman PhD & Malcolm J MacCulloch MD

Journal: Journal of Forensic Psychiatry & Psychology Volume 15, Issue 2, June 2004, pages 325-345

<http://www.tandfonline.com/doi/full/10.1080/14789940410001673042#.UhdG9G3QzBI>

Involuntary Eye Movement during Fixation Depends on Spatio-Temporal Frequency of Stimuli

http://link.springer.com/chapter/10.1007%2F978-3-642-23508-5_306

Gaze Cueing Effect in a Face-to-Face Situation

<http://link.springer.com/article/10.1007%2Fs10919-012-0133-x>

Link for many articles: search under "gaze direction"

<http://www.tandfonline.com/action/doSearch?stemming=yes&searchText=gaze+direction>

September Journal of Hypnotism. NLP Eye Accessing Cues: Uncovering the Myth. An actual research!

<http://www.kevinhogan.com/NLPeyeaccess.htm>

Eye Movement Integration Therapy

<http://www.nlpc.com/library/therapy/eye-movement-integration-therapy/#axzz2ckyBcMdm>

Wikipedia on eye movement article including neuro anatomy

http://en.wikipedia.org/wiki/Eye_movement_%28sensory%29#Neuroanatomy

Primates and many other vertebrates use three types of voluntary eye movement to track objects of interest: [smooth pursuit](#), vergence shifts ^[1] and [saccades](#).^[2] These movements appear to be initiated by a small cortical region in the brain's [frontal lobe](#).^{[3][4]} This is corroborated by removal of the frontal lobe. In this case, the reflexes (such as reflex shifting the eyes to a moving light) are intact, though the voluntary control is obliterated.^[5]

[Joint Attention: New Developments in Psychology, Philosophy of Mind, and Social Neuroscience](#) by Axel Seemann (Jan 20 2012)

Part of the book on google books:

http://books.google.ca/books?id=tX0PB4OSpQC&lpg=PA205&ots=3IRnJJcdI&dq=manipulative+eye-movement&lr=&pg=PA207&redir_esc=y#v=onepage&q&f=false