

## Ability to make use of enactments

An ability to make use of enactments in the session (e.g. asking parents and children to enact familiar arguments)	
An ability to note and to work with the occurrence of spontaneous enactments	
	an ability to make use of spontaneous enactment (e.g. to help identify repeating patterns of relationships)
An ability to set up in-session enactments by:	
	choosing interactions which are manageable by clients and from which they are likely to learn, and which fit with therapeutic aims
	encouraging members to reproduce problematic interactions in the session
	identifying when members are finding it hard to carry out an enactment and making therapeutic use of reflection about the reasons for this
An ability to focus on specific issues raised by the enactment in order to help clients find alternative resolutions in the session, using techniques such as:	
	‘intensifying’ the transaction (e.g. by asking members to prolong the duration of the transaction, to speak more loudly, etc)
	asking members to pause during the transaction in order to reflect
	experimenting with and exploring alternative interactions
	de-escalating the interaction (e.g. by the therapist engaging one of the clients in a dialogue)
	using video feedback to promote reflection