

Table 1
Characteristics of the Three Phases of the SEL Model

<i>DIMENSIONS</i>	<i>SURVIVING</i>	<i>EXISTING</i>	<i>LIVING</i>
<i>Self-Definition</i>	UNDIFFERENTIATED SELF (Lack of consistent, cohesive, sense of self)	EMERGING SENSE OF SELF	DIFFERENTIATED/INTEGRATED SELF (More stable, cohesive sense of self)
<i>Interpersonal Functioning</i>	LIMITED AWARENESS OF OTHERS	GREATER AWARENESS OF OTHERS	INCREASED EMPATHY/AWARENESS OF OTHERS
<i>Threat Appraisal</i>	CONSTANT SENSE OF THREAT	TENDENCY TO PERCEIVE EVENTS AS THREATENING	MORE ACCURATE APPRAISAL OF THREAT
<i>Intrusive Symptoms/Delusions</i>	SEVERELY IMPAIRING INTRUSIVE SYMPTOMS/DELUSIONS	MODERATELY IMPAIRING INTRUSIVE SYMPTOMS/DELUSIONS	MINIMAL IMPAIRING INTRUSIONS/DELUSIONS
<i>Metacognitive Ability</i>	LIMITED AWARENESS OF THOUGHTS	EMERGING METACOGNITIVE ABILITIES	METACOGNITIVE ABILITIES
<i>Logical Speech</i>	DISORGANIZED AND/OR ILLOGICAL SPEECH	INCREASED ORGANIZED AND LOGICAL SPEECH	LOGICAL, ORGANIZED SPEECH
<i>Emotional Functioning</i>	LIMITED AWARENESS OR APPROPRIATE EXPRESSION OF EMOTIONS	EMERGING AWARENESS & APPROPRIATE EXPRESSION OF EMOTIONS	INCREASED AWARENESS & APPROPRIATE EXPRESSION OF EMOTIONS
<i>Goal-directed Behavior</i>	LIMITED ADAPTIVE & GOAL-DIRECTED BEHAVIOR	EMERGING ADAPTIVE & GOAL-DIRECTED BEHAVIOR	INCREASED ADAPTIVE & GOAL-DIRECTED BEHAVIOR

Table 2
Phase-specific Interventions (Expanded SEL Trauma Model)

<i>SURVIVING</i>	<i>EXISTING</i>	<i>LIVING</i>
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FORTIFYING (Supportive)	CONTINUED FORTIFYING/ PACED UNCOVERING	MORE UNCOVERING/ PROCESSING (Explorative)
SELF-DEFINING WORK (Differentiating/Strengthening core self)	SELF-DEFINING WORK (Strengthen core self, increase awareness of split off aspects of the self: memories, emotions, dissociated self-states)	INTEGRATION/RE-INTEGRATION (of split off aspects of the self)
INCREASE SOCIAL SUPPORT	ADDRESS & IMPROVE PRESENT RELATIONSHIPS	DEEPER RELATIONSHIP EXPLORATION (Past & Present)
IDENTIFY ACTUAL THREATS TO SAFETY (Past vs. present)	IMPROVE THREAT APPRAISAL/ IDENTIFY TRIGGERS	ENHANCE ACCURACY OF THREAT APPRAISAL
ADDRESS LIFE- THREATENING BEHAVIORS	INCREASE ADAPTIVE BEHAVIORS/ DECREASE SELF-HARMING BEHAVIORS	EXPAND ADAPTIVE AND SELF-CARE BEHAVIORS
PRESENT FOCUS	PRESENT & FUTURE FOCUS, PAST TO TOLERANCE	PAST, PRESENT, & FUTURE FOCUS
NORMALIZATION OF EXPERIENCES	PSYCHO-EDUCATION/SKILL BUILDING	ADVANCED SKILL BUILDING
STRESS REDUCTION	EXPLORING ORIGIN AND MEANING OF STRESS RESPONSES (to tolerance)	TRAUMA PROCESSING
LABEL AND CONTAIN EMOTIONS	INCREASE AWARENESS AND MANAGEMENT OF EMOTIONS	FOSTER WELL-MODULATED EMOTIONAL EXPRESSION
INCREASE AWARENESS OF THOUGHTS	ENHANCE METACOGNITION/ INITIAL COGNITIVE WORK	COGNITIVE PROCESSING
SUPPORT/PSYCHO- EDUCATION FOR FAMILIES	SKILL BUILDING/SUPPORT FOR FAMILIES/FAMILY THERAPY	FAMILY THERAPY

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Table 1.2
Phase-specific Interventions (for severe psychosis)

<i>SURVIVING</i>	<i>EXISTING</i>	<i>LIVING</i>
FORTIFYING	CONTINUED FORTIFYING/ LIMITED UNCOVERING	MORE UNCOVERING/ PROCESSING
SELF-DEFINING WORK (DIFFERENTIATING)	SELF-DEFINING & SELF-OTHER WORK	SELF-OTHER WORK (COLLABORATING)
PRESENT FOCUS	PRESENT & FUTURE FOCUS	PAST, PRESENT, & FUTURE FOCUS
ACTIVITY-BASED GROUPS	VOCATIONAL (“WORK”) THERAPY	WORK
NORMALIZATION	PSYCHO-EDUCATION/SKILL BUILDING	PSYCHO-EDUCATION/SKILL BUILDING
LABEL AND CONTAIN EMOTIONS	INCREASE AWARENESS AND MANAGEMENT OF EMOTIONS	ENCOURAGE MORE EMOTIONAL EXPRESSION
INCREASE AWARENESS OF THOUGHTS	COGNITIVE-BEHAVIORAL THERAPY	COGNITIVE-BEHAVIORAL THERAPY
PSYCHODYNAMIC THERAPY (modified)	PSYCHODYNAMIC THERAPY	PSYCHODYNAMIC/OTHER EXPLORATIVE THERAPIES
COLLABORATIVE PSYCHOPHARMACOLOGY	COLLABORATIVE PSYCHOPHARMACOLOGY	COLLABORATIVE PSYCHOPHARMACOLOGY
PSYCHO-EDUCATION FOR FAMILIES	PSYCHO-EDUCATION FOR FAMILIES/FAMILY THERAPY	FAMILY THERAPY