

*Full Length Research Paper*

## Double Bind, Child Sexual Abuse and Speeches

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The Double bind, was the finding in communication investigated by Bateson and his co-workers in the 60s and therefore a new pragmatics of human communication began. Within this mechanism, the individual is immersed in a deep relationship—such as mother-child relationship- a relationship of vital importance which requires differentiating what kind of message is transmitted to achieve a coherent response. Simultaneously, the victim is caught in a relationship where other people involved generate a set of denials. The product of this interaction may result in failure of response by creating a crystallization of the relationship and thus immobilization preventing the victim from meta-communication. This study analyzed 50 cases of women who suffered intra-familial sexual abuse during childhood and subsequently developed eating disorders. It has been observed that the context types studied where the individual learns to learn are damaged due to child abusive episodes that bring about communication skills block, recognition of signals identifying messages, resulting in rigid over-interpretations and experiences of isolation.

**Keywords:** Double Bind, Child Sexual Abuse, Communication, Spell, Speeches, Deutero-learning.

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### INTRODUCTION

Bateson, Jackson, Haley and Weakland (1956) in his famous article "Toward a theory of schizophrenia", described the Double Bind Theory which has become one of the assumptions about schizophrenia that has generated more supporters since its nomination. Bateson (1969) in a comprehensive vision, considered the double bind as an epistemological pattern that could explain both psychosis, particularly schizophrenia, and a wide spectrum of procedures which he called transcontextual syndromes. The epistemology that supports such research included a Neo-Platonism perspective, Lamarckian inheritance, systemic-cybernetic model,

Russell and Whitehead's work on logical types and postulates about communication in interaction and learning processes (Lucerga Pérez, 2003).

Although the double bind theory was later spread out to other social groups, the researchers explained it related to the family context, mainly in mother-child interaction. They were pioneers, although it was only at research level without therapeutic purposes-in queries to incorporate more than one member, since psychotherapy in the 1950s, 1960s and in some circles even later, was conceived individually.

The research team worked with families through the

implementation of one-way mirror, trying to describe the communication streams, mainly between mother and child. They determined that the contradictory messages from the mother left the child in a position whose answer it faces the crossroads of not knowing what to answer, whatever the answer the child will be trapped in a game where it is not possible to discriminate logical categories. And human beings are cognitively structured in types, sort of boxes where to place distinctions (Spencer Brown, 1973) we outline our perception of the world and, in this way, we build our subjective reality. While the intent of this article is not to develop the Double Bind Theory, indeed it is necessary, according to our proposal, to discriminate some conceptualizations that are concatenated with the Theory of Spell (Perrone and Nannini, 1997) in the complex relationship framework of sexual abuse.

In the development of the cognitive structure (Piaget, 1969) by means of the trial and error method, the child builds their conceptual structures through assimilation of information and subsequent accommodation and higher organizational processes into categories. These categories are supported by logical structures, carry contextual and individual semantics and allow us to make comparisons, differences, similarities and equalities over the objects and subjects of our perceptual universe (Piaget, 1989).

This process, which since neuroplasticity not only refers to the early years of life but develops until people are about to die, create networks of networks of categories that have their counterpart in networks of neural networks. And it is this same process whose baseline is a basic cybernetic circuit, understood as a learning process. But Double Bind studies break off a series of conceptualizations that built what was called "Pragmatics of communication", assimilating the communication behavior, beyond the former interpretation that only referred to the word level.

Another key concept is that of Meta-learning which was developed by Bateson (1979) and later by Watzlawick, Beavin and Jackson (1981) ie Double bind studies were the passport to a modern communication theory and progeny of a new epistemology of science. This research introduces the context variable which gives meaning to the communication, that is the meta-communication or form of communication –the context- which states what communication-the message- wants to express. By analogy, the learning of how to learn or learning method was called meta-learning or second-level learning (Bateson and Ruesch, 1984). Bateson called deuterolearning or meta-learning, that is second-level learning, to the learning methods or ways of learning, to make learning simple, to acquire first-level paradigmatic construction that we directly use in our continuous interaction with the world.

In the double bind interaction, however, it should be noted that while the mother stimulates child response -

and constitutes herself as the progeny of double message- the child response behavior conditions that of his mother hence sustaining a relational circuit feedback. Cybernetically, the problem affects both the mother and child relationship and the whole family system, that is to say, the effect behavior becomes in turn the motivational cause. To understand this phenomenon we should focus on the communication circuit, specifically in relationship patterns, since the family is conceived as an organized system that maintains its stability through conservation of certain rules of interaction (Ceberio and Watzlawick, 1998) functions and a complex of interactions. This hypothesis was put to Jackson (1968) who worked on the concept of family homeostasis. This concept was first used in 1957 in his article "The problem of homeostasis in the family," although the term homeostasis was coined by Cannon (1932) to describe how the human body itself could keep biological control of its functions and for this reason, it has been defined as the set of organic regulations that act to preserve organic balance by means of self-control mechanisms.

But unlike Cannon, Jackson (1968) used the term to describe essentially pathological mechanisms and systems. These systems are characterized by the excessive rigidity of its functions and rules, lack of flexibility and limited potential for development. It is this negative feature of homeostasis which makes it an important concept for family therapy and the symptom emerges as a qualitative variable. Like the body, the family system can include forces that keep it in a steady state that proves harmful because it prevents the family from adapting to developmental changes.

The Double Bind hypothesis, then, rather than an assumption about the etiology of schizophrenia, constitutes a theory of human communication and learning, and its uniqueness lies in the concepts of meta-communication and deuterolearning, arising from Theory of Logical Types of Russell and Whitehead (Watzlawick, Beavin and Jackson, 1981; Bateson and Ruesch 1984; Ceberio and Watzlawick, 1998; Lucerga Pérez, 2003). According to this model, learning and communication are constructs that are organized and consolidated in the deuterolearning through interactive communication modes. The deuterolearning considers the family as a teacher in the primitive events for learning and the child as a learner according to the communication patterns of family interaction where experience is developed (Fernandez, 1987).

Following this concept, Watzlawick (1986) postulated that any trial of denying communication consists in a communication itself -it is impossible not to communicate. In this regard, the Double Bind is a communication pattern and context of deuterolearning which seals meta-communicative capacity and becomes a mirror maintainer of the system, leaving room for schizophrenic behavior, accompanied by the disqualifying attempt to deny communication (Watzlawick and Ceberio, 1998).

The Double Bind is an interactive pattern distinguished by the incongruity between different networks, whose crystallization is established by communication sequences of paradoxical type in which any response conveys denial of the principle of identity. This communication model tends to be replicated in other contexts with other relationships. The deuterio-learning constructs within the primary familiar context, tend to be repeated in other relationships where what is said, what is shown and what is assumed to mean, come together in a dichotomous message. The aftermath of the resolute negation of the principle of identity is manifested in the individual's self-perception and his interaction with the world, with a lack of meta-communicative human capacity (Bateson, Jackson, Haley and Weakland, 1956).

In the Double Bind the individual is immersed in an intense relationship which feels like a vital important experience where he is required to properly differentiate what kind of message is being transmitted so as to express himself in a balanced way. The basis of the double-bind entrapment occurs with the development of two messages orders of messages in which one denies the other, therefore, as authors labeled it, the "victim" receiving contradictory messages is faced with the impossibility to discriminate and recognize the right message, creating category distortions and being unable to meta-communicate. (Bateson, Jackson, Haley and Weakland, 1956).

Double bind hypothesis requires two or more persons within the framework of a repeated experience, as a recurring pattern of interaction. In this context arises the explicit content of a negative primary command, usually as an order or threat. Immediately there is a secondary command in conflict with the first, expressed in higher levels of abstraction. It ends up with various injunctions prohibiting the victim to escape from the field. (Watzlawick, 1986). When this communication mode is repeated over time, this sets places as such when the victim has learned to perceive his universe in double bind patterns (Lucerga Pérez, 2003).

It can be defined as a network composed of relational interleaved and concurrent contradictory messages with tacit prohibition of leaving the interaction context and stereotyping this mechanism. This interactional sequence causes, as a result, the distortion of logical categories, altering the procedural processes of thought and logic of learning, ending up in bizarre behavior.

Haley (1963) noted that the emphasis on sending messages is limited to viewing the situation from the receiver's point of view, it is from the person who receives Double Bind messages and is conducted in response to them. Sluzki and Ransom (1976) argue that Double Bind situation consists of synchronic and diachronic elements, events that coexist in parallel time settings as well as events that are organized in a long sequence. Components must be contemporaries to demonstrate

Double Bind, but frequent simultaneous representation in time and recurrent pattern defines the context of deuterio-learning which leads to pathological development.

In its most general and comprehensive concept, Double Bind is a way of seeing the world, a systematized contiguous proposals received at deuterio-learning level through communicative processes. It is therefore an epistemology, in the Batesonian sense of the term. After the perception of the environment through Double Bind, communicative sequences will be reinterpreted within those keys, thus comes the inability to properly describe any type of message.

Its construction as interpersonal communication pattern, meta-communicative competence and interactional usages that can support a block leads to the construction of an epistemological pattern where each new perception or communication matches that dysfunctional pattern. From this pragmatic analysis, specific behavior in interaction sequences, refer to a very abstract type of structure, which depends on the context where it takes shape. Exchange is immersed into pragmatic paradoxes and inconsistencies in the levels of abstraction, which make communication a complex sequence.

Double Bind instrumental perspective involves analyzing disqualifying mechanisms, confirmation behaviors, disconfirmation actions, paradoxes and contradictions. Buber (1998) uses the term confirmation as a contiguity and existence condition in human relationships.

In instances of communication sequences it is possible to identify meta-communication as self-definitions given to others which provide response to others' self-statements. Given these self-definitions, confirmation, rejection or disconfirmation can be obtained in response. Confirmation communicates acceptance of self-statements. And disconfirmation processes involve the negation of the other as a legitimate source of any message.

### **Child Sexual Abuse and Eating Disorders**

In the last three decades Child Sexual Abuse has been related to the Food Pathologies. Goldfarb (1987), Coover, Kinder and Thompson (1989), Smolak, Levine, and Sullins (1990), Palmer and Oppenheimer (1992), Kern and Hastings (1995), Tobin, Elin and Molteni (1995), Garfinkel, Kennedy and Kaplan (1995), Pope and Hudson (1996), Wonderlich, Harris, R. W. Wilsnack and S. C. Wilsnack (1996), Turnbull, Treasure and Troop (1997), Schmidt, Humfress and Treasure (1997), Moyer, DiPietro, Berkowitz and Stunkard (1997), Brown, Dunn, Russell, and Thornton (1999), and Ormstad Edgardh (2000), Wonderlich and Crosby (2001), Romans, Gendall, Martin, and Mullen (2001), Leonard, Kao, Steiger (2003), Marrufo Corrales (2004), Claes and

Vandereycken (2007), Losada (2008), Perkins (2008), Losada (2009), Pereda Beltran (2010), Losada (2011), Marmo and Losada (2013), Solano Valencia (2013) and Losada (2013) have based on the assumption that anorexia, bulimia and unspecified behavior disorders are associated with this type of child abuse.

Child Sexual Abuse Accommodation Syndrome and eating disorders are closely related. That is, having to hide the abuse through secrecy, the experiences of helplessness, entrapment, accommodation feeling that nothing can be changed, the delayed disclosure after years of suffering and retraction of what was painstakingly reported, seems to result in symptoms of eating disorders as well as low self-esteem, feelings of guilt, altered body image perception, distorted thoughts in relation to his/her body, social withdrawal, fear of failing and failure, emotional instability, depressive states, the need to demonstrate self-control, progressive social isolation, rejection because of body weight, loss of female shapes by low weight or, conversely, overweight, introversion, distrust of him/herself, hope of gaining acceptance and difficulties in sexuality (Losada, 2013).

## **Child Sexual Abuse**

Sexual abuse is established as an intrusion of a child's privacy, a denial of a child's presence and a lack of their rights as a human being, granting the victim a feeling of disturbing strangeness in his/her own body. There is a loss of interindividual limits and entrapment in a relationship that involves the preparation made by the abuser that entraps the child on the stage of vulnerability and misunderstanding.

Perrone and Nannini (1997), argue that those victims who have experienced child sexual abuse, crossed inequalities in relational terms. That is, power relationships presenting a state of altered consciousness, which is called trance. This implies the impossibility of retelling the abuse, and that must be kept secret by the experience that something is wrong, plus the abuser's persuasive suggestion.

It's an abusive relationship, where an adult influences a child and he is trapped, deprived from childhood. In the trance there is a drop of critical skills and discernment. You also lose the ability to operate from the rest of the cohabitants: for example, the mother does not hear anything, the brother does not hear despite sleeping in the same room. The abuser having been in that trance when he has been a victim of child sexual abuse or when seen / not seen sexual abuse of brothers or sisters. The abuser makes the child feeling responsible for the abuse and responsibility to protect and keep the family together. These families are seen as a family groups without problems, keeping child abuse and this secret hidden, including all members, however, only the victim will be later questioned for secrecy.

Perrone and Nannini (1997) note that in most cases the abuser feels no guilt, and any sense of incongruity of the situation falls on the victim. The abuser shows no doubt about its behavior, while the child feels guilt, shame and fear for the attack on his/her integrity. The programming process brings retractions, delayed disclosure, silence and contradictions. The basic operations of this process seem to be the secrecy, responsibility on the child, fate and shame. The spell is a disturbance of consciousness given in a non-consensual relationship, where one of the parties uses the trance with a non-defined goal or approved by the other person, who is not responsible for the experience.

The spell has consequences on states of consciousness, growth and development. Cease of child sexual abuse does not represent an end of the spell. The authors note that specialist help is needed, therapy assistance, to achieve a way out of the spell. If the family is in solidarity with the abuser, the victim will be marginalized and victimized again, causing a spell repetition. The spell exit door will be opened if the family supports, protects the victim and is actively involved in the therapeutic process. Madanes (1993) states that it is the family who releases the victim from the spell and confirms who the victim is, and makes the abuser responsible. If this does not happen it results in the development of eating disorders.

The concept of child abuse spell developed by Perrone and Nannini (1997) may be related to the Child Sexual Abuse Accommodation Syndrome postulated by Summit (1983), since spell leads to the syndrome. This syndrome describes the reaction that allows the child to survive immediately within your family in its five components: secrecy, helplessness, entrapment and accommodation, delayed, unconvincing disclosure and finally retraction. The syndrome is a secondary trauma in the crisis of child sexual abuse disclosure.

## **METHODOLOGY**

This study adopts as psychological perspective Double Bind Theory processes and its application in people who have experienced childhood sexual abuse. Operationally, the study was limited to 50 cases of women who suffered from intra-familial sexual abuse during childhood, and subsequently developed eating disorders.

Sample selection was intentional subscribing to patients assisted during the years 2012 and 2013 in the Argentine Institute of Eating Disorders in the Province of Buenos Aires.

Inclusion-exclusion criteria for selection of patients included those who have been diagnosed with Anorexia, Bulimia Nervosa and Eating Disorders Not Otherwise Specified, have suffered intra-familial child abuse subtype, over 18 years old and expressly agreed to participate in this exploration. To document this, and

according to ethical principles of research, each patient authorized their participation through informed consent.

Semi-structured interviews were conducted in patients undergoing eating disorders recovery treatment in the institution. Main axes of the interview were: Features of the family group (composition, age of its members, marital status, education level, occupations, degrees of proximity, bind perceptions) and Circumstances of Child Sexual Abuse (relationship with the perpetrator, characteristics of the relationship, communication with the abuser, sayings and phrases related to abuse action, relational support, other related circumstances).

In this research, statements of patients taken from the interviews are analyzed. For the interpretation of acquired data, we used content analysis in its extension which involves the interview text analysis in context, both within the surrounding environment of the interview itself due to the asymmetrical relationship between interviewer and interviewee, and in the broad intricate network where the speech takes place (Piovani, 2007).

## RESULTS

### Double Bind, Child Sexual Abuse and Speeches

According to the retelling of abusive episodes obtained from the women interviewed, abuser response styles towards girls with disconfirmation behavioral style were found. This type of response predominated in the secrecy, the first category of Child Sexual Abuse Accommodation Syndrome. Perplexity expressed by girls before intra-familial abuse obtained indifferent responses where perpetrator speeches deny the abusive relationship as such, saying that "it's a game" or "it's a secret between us."

Disconfirmation behaviors were also detected in impermeable response modes, operating as a denial of the self-experience of the other as an abusive experience. This indifferent disconfirmation mode establishes the experience of helplessness, second category of the syndrome. The adult does not seem to recognize the suffering and operates through disqualifying answers, which denies child's importance of his/her own body, intimacy, sexuality and immaturity. These kinds of responses confine verbal and nonverbal behaviors, how messages are expressed and their content, both at literal and metaphor level and the analogy.

Stories bring to light communicational models associated with alienation, self-destruction, violence and avoidance behaviors. It was noted the use of impersonal language in interviews, no eye contact and poor demonstration of affection, among other nonverbal language.

It was observed disconfirmation consequences through impermeable response in patients, as regards the

retelling of abusive episodes and especially when consulted about abuser's speeches. This type of device is specified due to lack of accurate awareness on others' perceptions which are disconfirming because they contradict or distort the other's self-expression and lead to dehumanized relations, manifested in sorrows, tears and requests for the cease of abusive episodes where the other seems to be impermeable and intransigent. This impermeability was exteriorized through direct denial modes than the other states in terms of feeling, as "you are crying because you are excited", "you do not want to be responsible for me to leave the family", "despite what you say I know that you really enjoy it"

At this syndrome stage there was a reinterpretation of the others' feelings, expressed in utterances such as "you say do not want so that your mom does not get mad at you", "I realized that you were asking me for this." Replacement of the experience and feelings of the girl are expressed through: "I know what you need is" "what you're trying to say is that" directing expressions contrary to what the girl feels in the abusive experience. The questioning of the right of the speaker to have such a feeling, give rise to the third syndrome stage, the effects of entrapment and accommodation. The above mentioned is observed in expressions such as "I am so good to you that you cannot tell me no" "If you do not want, you speak and I leave home or I am sent to prison, what are you going to do to be you and your brothers maintained? ", "I always take care you I'm your grandfather and I have rights. " The girl is haunted, trapped in a "do not tell", "it is a secret", "just between us" and the threat "if you tell someone I'll kill you", "I will kill your mother", "everybody will be angry with you, because you made it happen ", "you asked for it "or even "all parents do this to their children", "I do it for your good."

Watzlawick (1986) described disconfirmation through disqualification as a technique to say something without really saying it, deny without saying no and not openly disagree. In the stories related to abuse by the participants of this research, we found disqualification of the speaker and the message. The respondents, when they were children, reported direct disqualifying communicational experiences feelings of guilt "you've provoked me sexually since you were five years", "if you're a mess, if I do not do this to you, nobody will" In indirect plans were also submitted complaint disqualifications as sighs, expressions of distress, murmurs, adding to feelings of incompetence or poor ability to express her message effectively.

Disqualifications of the message is presented in such a way that what is said disqualifies the other as if it were irrelevant, if not related to what the other has said before: "I knew that you fainted to be with me in the house", "nobody becomes pregnant at your age for this, it is all excitement", "until I do not kill you both, you will not stop bothering me"; let's see, come here to see if you can fix things" In these speeches transactive disqualifications

were found at message content level. The answers found are of tangential style, given the connection with the previous message, but breaking away the main topic completely and affecting secondary aspects. The reply is not entirely irrelevant, because it establishes a connection, but it is too light and tending to blame the girl.

The repetition of these communication mechanisms left these girls in a difficult context and to the amazement and perplexity of them is conditioned both the perpetrator who advances in sustaining his own circumstances. From this circular perspective the problem affects the whole relationship, modulates centering in this type of relationship pattern, shaping communication and purely assimilative learning, unable to analyze meta-communicational aspects, making deuterio-learning vision rigid, that is, failing to build new answers or alternative answers, but being fixed in a learned stereotype.

In the first three stages of Child Sexual Abuse Accommodation Syndrome spell effects remain in full force, these patients were placed as responsible of family homeostasis and support the system that tended to perpetuate itself, despite the effects this have on mental health, "you will not break the family", "you cannot tell about it to anybody and ruin your mother's marriage."

Deuterio-learning positions the family as a teacher in learning paradigmatic scenes and these girls as learners according to communication patterns and family interaction where they display their experience. This means that the adults responsible for their care and upbringing are those who violated their meta-communicative ability, together with disqualifying attempts to deny communication.

The dead end trap appears in all the exemplified speeches. If the victim reveals the evil act is condemned for destroying the family, if she does not and continues the game is doomed by its own submission to suffer the abuse and the consequent guilt and shame. On the other hand, if she reports the abuse, nobody believes her and is prosecuted under the criticism of the system, if she does not report it and remains silent, she is self-prosecuted by her own moral and if she does not report the abuse at the very moment, but some years later, she is questioned by her environment why she did not say anything at that moment. All propositions have a level of manipulation that trap the victim leaving her without any answer.

In the stories of these patients we can see an interactive pattern distinguished by the incongruity between different order networks, whose crystallization is based on paradoxical communication sequence alignment where any response conveys denial of the principle of identity. Their feelings and sayings are different from their own descriptions of experiences told by the abuser.

This communicational model preserves scenarios in which deuterio-learned inferences in the local context join

the extensive context level creating a messagewhere what is said, what is shown and what is assumed to mean, come together in a dichotomous message. The aftermath of the resolute negation of the principle of identity is manifested in the individual's self-perception and his interaction with the world, with a lock of meta-communicative human capacity. Double Bind hypothesis here is postulated in the incipient need to be shown through eating disorders, whatever his/her language does not understand, since it is immersed in an intense, meaningful experience where it is required to adequately differentiate what kind of message has been stated, being consistently expressed. At the same time entrapment occurs in a scenario where other people involved in the relationship, expressed two messages orders of messages in which one denies the other: "obey your adults" "You must obey your adults" "I make you this because I love you." Simultaneously, the victim is caught in a relationship where other people involved generate a set of denials. The product of this interaction may result in failure of response by creating a crystallization of the relationship and thus immobilization preventing the victim from meta-communication. Within this mechanism, the individual is immersed in a deep relationship—such as mother-child relationship—a relationship of vital importance which requires differentiating what kind of message is transmitted to achieve a coherent response.

In the delayed disclosure girls received messages such as: "why did not you tell us before?", "and now after ten years you are going to tell us?", "You with the same story, just like your sister", "did you like it that you did not tell us at that moment?", "you do not want me to be happy with my husband, so you tell me this." Then after having received from the abuser a repeated experience, as a recurring pattern of interaction and negative primary mandate, usually as an order or threat. Immediately there is a secondary command in conflict with the first, expressed in higher levels of abstraction. It ends up with various injunctions prohibiting the victim to escape from the field since the speeches seem to be met by the perpetrator.

When this communication mode is repeated over time, this set is no longer necessary, since the victim has learned to perceive his universe in Double Bind patterns, deeply inside the spell, on terms equivalent to the last stage of the Accommodation Syndrome: the retraction. Then stories emerged in expressions like "when I said that everything was a lie they believed me", "I preferred to say that my uncles had done nothing and everything was all right until the baby was born and I was seen as promiscuous at eleven."

In most of these stories abusive narratives coexisted in established time settings as well as events that were organized in a long sequence. Its occurrence pattern delimited the deuterio-learning context which led to experiences of helplessness.

## DISCUSSION

Context types studied where the individual learns to learn are damaged due to child abusive episodes that bring about communication skills block, recognition of signals identifying messages, resulting in rigid over-interpretations and experiences of isolation.

These family constructs models get to be valid for understanding the mechanism underlying rigid and symmetric interaction patterns that dominate parent-child relationships in the case of sexual abuse (Linares, 2002).

Jaen Rincón and Garrido Fernández (2009) suggest that victims come to treatment with vulnerability and need for comfort and healing. Therefore the patient should be offered meta-communicational mode and healthy deuterio-learning.

The broadest sense of the outline of the Double Bind hypothesis, being developed over sixty years ago, was observed in this study on victims of abusive episodes through disqualifying and disconfirming mechanisms. The repetition of these communication devices leaves that girl in a difficult context. To the amazement and uncertainty of the little girl the perpetrator is supported in sustaining his own circumstances. From this circular perspective the problem affects the whole relationship, harmonizes the centering in this type of relationship pattern, shaping communication and purely assimilative learning, unable to analyze meta-communicational aspects, by crystallization of deuterio-learning vision.

The five stages of Child Sexual Abuse Accommodation Syndrome: secrecy, helplessness, entrapment and accommodation, delayed, unconvincing disclosure and retraction occur under the spell effects. In this family pseudo-balance the girl seems to be responsible of family homeostasis and who supports the system that will tend to self-perpetuate, based on that, and even though she has to be retracted, her deuterio-learning mode will remain rigid.

In the Double Bind, since the abuser shows no doubt about his behavior, it is the child who feels guilt, shame and fear for the attack on his/her integrity. The encoding process brings retractions, delayed disclosure, silence and contradictions. Systematizing operations seem to be the secret, responsibility assigned to the child, fate and shame. The spell, the staying in the Child Sexual Abuse Accommodation Syndrome and the abuser speeches are the Double Bind as a disqualification and disconfirmation way which show consequence on states of consciousness, growth and development.. Cease of child sexual abuse does not represent an end of the spell or the Double Bind. If the family is in solidarity with the abuser, the victim will be marginalized and victimized again, causing a spell double bind repetition. Specialist help is needed to achieve a way out of the spell. Psychotherapeutic treatment provides a way out of Double Bind which brings about the breakdown of communication mode that has been perpetuated over

time and the possibility of perceiving the universe in communication patterns and healthy deuterio-learning.

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