Training Program in Affect Regulation, Attachment, and Trauma
Level II: Emotional Processing, Meaning Making, and Attachment Repair

Course Learning Objectives
7 Module Format

Module 1
1. Differentiate developmental versus traumatic experience and their effects.
2. Describe the role of attachment in self-regulation of affect/arousal.
3. Describe effects of attachment on body structure and affect development.
4. Identify developmental themes through "reading" the body.
5. Define and identify "action tendencies".
6. Describe how to gather information about action tendencies.
7. Describe how meaning-making is reflected in the body.
8. Describe how to "make contact" with attachment and development-related themes.
9. Define the five "stages of the process".
10. Describe how to "manage the client's consciousness".
11. Identify appropriate psychoeducation about development and attachment.
12. Discuss how to assess clients for developmental themes.
13. Discuss character formation as an adaptation to early environment.
14. Differentiate structurally dissociated parts versus character types.
15. Identify how newborn brain development affects affect regulation.
16. Identify the character strategy "Sensitive Withdrawn" and how to work with it.
17. Identify the character strategy "Sensitive Emotional" and how to work with it.

Module 2
1. Describe the techniques of "framing" and "accessing".
2. Discuss how to facilitate mindfulness in developmental work.
3. Differentiate accessing of traumatic vs. developmental themes.
4. Describe the effects of unrelieved crying on the infant brain.
5. Identify Dependent-Endearing character strategy.
6. Discuss relationship between preoccupied attachment and dependent-endearing character.
7. Identify Self-Reliant character strategy.
8. Identify technique of "stitching" core organizers.
9. Define "state of consciousness".
10. Differentiate ordinary consciousness, mindfulness, somatic, emotional, regressive states, and heightened awareness.
11. Describe how the therapist uses consciousness at different stages of the process.
12. Define how experiments are used in developmental work.
13. describe how "probes" are used as developmental experiments.

Module 3
1. Describe the changing relationship between mother and child during the toddler years.
2. Define Tough Generous Character strategy.
3. Define Charming Manipulative Character strategy.
4. Describe the five Stages of the Process.
5. Discuss the use of the SPI note-taking form in treatment.
6. Define "child states of consciousness".
7. Describe the role of the "map maker" in development.
8. Describe the process of accessing child states of consciousness.
9. Discuss how to work with child states as implicit memory states.
10. Describe the development of an "expansive core".

11. Describe the role of shame in the second year of development.
12. Define Burdened Enduring character strategy.
13. Define Industrious Overfocused character strategy.
14. Describe the technique of "taking over".
15. Differentiate active vs. passive taking over.
16. Identify characteristics of traumatic memory versus developmental memory.
17. Differentiate structurally dissociated parts vs. child states of consciousness.

Module 4
1. Differentiate "vehement emotions" from intense affect.
2. Identify patterns of emotional expression related to attachment style and development.
3. Describe "working at the regulatory boundaries" or "finding the core".
4. Discuss the technique of "Talking to the 'Child'".
5. Define Expressive Clinging character strategy.
6. Describe the patterns of thoughts, feelings, body and relational patterns of the E/C strategy.
7. Identify 'dual consciousness' versus 'ordinary consciousness'.
8. Describe interventions for working somatically with child states.
9. Describe interventions for healing emotional pain with child states.
10. Define the "magical stranger" technique.
11. Identify barriers to resolution or 'transformation'.
12. Discuss ways of stimulating transformation and integration.
13. Describe techniques for integrating new learning throughout a session.

Module 5
1. Discuss the relationship of character strategies to attachment styles and their corresponding action tendencies.
2. Describe the differences between trauma work and work with attachment and development in psychotherapy.
3. Identify the factors indicating the need for either trauma or developmental interventions.
4. Describe attachment styles and the corresponding action tendencies of child states.
5. Differentiate adult and childhood attachment styles as identified in the attachment research.
6. Discuss the difference between "child states" and child parts of the personality described by the Structural Dissociation model.
7. Identify appropriate interventions for structurally dissociated parts versus child states.
8. Describe child state patterns observed in the different character strategies.
9. Discuss interventions for managing the stages of the process in each therapy session.
10. Describe the use of framing to support movement within and between therapy sessions.

Module 6
1. Discuss integrating therapeutic touch into sessions with developmental themes.
2. Describe touch interventions appropriate for developmental issues and child states.
3. Identify techniques for integrating touch interventions and therapeutic meaning-making.
4. Describe the effects of early attachment patterns on character tendencies.
5. Describe the effects of early attachment patterns on developmental of the different action systems.
6. Identify techniques for integrating cognitive, emotional and sensorimotor tendencies in psychotherapy.
7. Discuss ways of integrating movement into psychotherapy sessions.
8. Describe somatic resources appropriate for different character strategies.
9. Discuss ways of using bodyreading to identify needs for touch or movement as resources.
10. Identify resources related to the core and to the periphery of the body
11. Define the "Action Cycle".
12. Describe the concept of "barriers" to completion of the Action Cycle.
13. Define the "insight barrier"
14. Define the "response barrier"
15. Define the "nourishment barrier"
16. Define the "completion barrier"
17. Describe interventions for resolving Action Cycle barriers

Module 7

1. Describe "open" versus "closed" systems.
2. Discuss ways of "jumping out of the system" (JOOTS).
3. Describe somatic transference/countertransference and character.
4. Differentiate trauma and developmental work in therapy.
5. Identify basic skills and techniques for working with attachment and development.
6. Describe techniques for completing a therapy session.
7. Describe attachment patterns and the development of healthy boundaries.
8. Discuss boundaries and interactive versus auto-regulation.
9. Identify interventions for balancing the capacities for intimacy and boundaries.
10. Discuss integration of trauma and developmental work.
11. Differentiate ways of working with attachment patterns and character versus structural dissociation.
12. Identify the key concepts and techniques of developmental work.
13. Discuss ways of refining skills and concepts for work with attachment and development.