



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

Course Learning Objectives
10 Module Format

Module 1: Introduction to Attachment and Development

1. Differentiate developmental versus traumatic experience and their effects
2. Analyze the role of attachment in self-regulation of affect/arousal
3. Discuss 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. Assess how meaning-making is reflected in the body
8. Explain how to “make contact” with attachment and development-related themes
9. Define the five “stages of the process”
10. Demonstrate how to “manage the client’s consciousness”

Module 2: Introduction to Character

1. Explain the “Container” stage of the process
2. Demonstrate appropriate psychoeducation about development and attachment
3. Discuss how to assess clients for developmental themes
4. Analyze character formation as an adaptation to early environment
5. Differentiate structurally dissociated parts versus character types
6. Analyze how newborn brain development affects affect regulation
7. Identify the character strategy “Sensitive Withdrawn” and demonstrate how to work with it
8. Identify the character strategy “Sensitive Emotional” and illustrate how to work with it
9. Describe the techniques of “framing” and “accessing”
10. Articulate how to facilitate mindfulness in developmental work
11. Compare/contrast accessing of traumatic vs. developmental themes

Module 3: Managing States of Consciousness

1. Assess the effects of unrelieved crying on the infant brain
2. Identify Dependent-Endearing character strategy
3. Correlate relationship between preoccupied attachment and dependent-endearing character
4. Apply technique of “stitching” core organizers
5. Explain therapeutic enactments
6. Define “state of consciousness”
7. Differentiate ordinary consciousness, mindfulness, somatic, emotional, regressive states, and heightened awareness
8. Assess how the therapist uses consciousness at different stages of the process
9. Describe follow through and refining the frame
10. Demonstrate how experiments are used in developmental work
11. Determine how “probes” are used as developmental experiments

Module 4: Child States of Consciousness and the Expansive Core

1. Assess the changing relationship between mother and child during the toddler years
2. Identify Tough Generous Character strategy
3. Identify Charming Manipulative Character strategy
4. Describe the five Stages of the Process
5. Utilize the SPI note-taking form in treatment

6. Define “child states of consciousness”
7. Analyze the role of the “map maker” in development
8. Explain the process of accessing child states of consciousness
9. Discuss how to work with child states as implicit memory states
10. Examine the development of an “expansive core”

Module 5: Working with Developmental Memory

1. Assess the role of shame in the second year of development
2. Describe Burdened Enduring character strategy
3. Describe Industrious Overfocused character strategy
4. Explain the technique of “taking over”
5. Differentiate active vs. passive taking over
6. Compare/Contrast characteristics of traumatic memory versus developmental memory
7. Differentiate structurally dissociated parts vs. child states of consciousness
8. Recognize “vehement emotions” from intense affect
9. Identify patterns of emotional expression related to attachment style and development
10. Discuss “working at the regulatory boundaries” and “finding the core”

Module 6: Transformation and Integration of Child States

1. Demonstrate techniques for finding meaning
2. Assess the technique of “Talking to the ‘Child’”
3. Identify Expressive Clinging character strategy
4. Classify the patterns of thoughts, feelings, body and relational patterns of the E/C strategy
5. Critique ‘dual consciousness’ versus ‘ordinary consciousness’
6. Illustrate interventions for working somatically with child states
7. Implement interventions for healing emotional pain with child states
8. Define the “magical stranger” technique
9. Identify barriers to resolution or ‘transformation’
10. Develop a repertoire of techniques for stimulating transformation and integration
11. Develop a repertoire of techniques for integrating new learning throughout a session

Module 7: Integrating Developmental and Trauma Work

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

Module 8: Working Somatically with Developmental Themes

1. Discuss integrating therapeutic touch into sessions with developmental themes
2. Practice touch interventions appropriate for developmental issues and child states
3. Develop a repertoire of techniques for integrating touch interventions and therapeutic meaning-making
4. Evaluate the effects of early attachment patterns on character tendencies
5. Assess the effects of early attachment patterns on developmental of the different action systems
6. Develop a repertoire of techniques for integrating cognitive, emotional and sensorimotor tendencies in psychotherapy
7. Employ ways of integrating movement into psychotherapy sessions
8. Distinguish somatic resources appropriate for different character strategies
9. Explain 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

Module 9: Working with Treatment Barriers

1. Explain the "Action Cycle"
2. Describe the concept of "barriers" to completion of the Action Cycle
3. Define the "insight barrier"
4. Define the "response barrier"
5. Define the "nourishment barrier"
6. Define the "completion barrier"
7. Develop a repertoire of interventions for resolving Action Cycle barriers
8. Compare/Contrast "open" versus "closed" systems
9. Apply ways of "jumping out of the system" (JOOTS)
10. Describe somatic transference/countertransference and character

Module 10: Integration of Concepts and Techniques

1. Differentiate trauma and developmental therapeutic work
2. Develop a repertoire of basic skills and techniques for working with attachment and development
3. Demonstrate techniques for completing a therapy session
4. Describe attachment patterns and the development of healthy boundaries
5. Assess boundaries and interactive versus auto-regulation
6. Practice interventions for balancing the capacities for intimacy and boundaries
7. Discuss integration of trauma and developmental work
8. Illustrate moving through the five stages
9. Differentiate ways of working with attachment patterns and character versus structural dissociation
10. Identify the key concepts and techniques of developmental work
11. Explain ways of refining skills and concepts for work with attachment and development