

Identifying Your Resources

Resources may include supportive experiences from your past or present, personal qualities and abilities, relationships, places, activities, routines, beliefs, and coping strategies. They may help you experience greater stability, connection, perspective, confidence, or capacity when something feels difficult.

*As you complete the next two activities, you may refer to the **What Supports My Nervous System**, **Positive Belief Inventory** and **Qualities That Support You** activities. Consider what already helps you connect with these beliefs or qualities, even if only briefly.*

Experiences I Can Draw From

Think of experiences from your past or present when you felt supported, capable, connected, grounded, confident, worthy, or able to make a choice. These do not need to be major or especially meaningful memories. Brief, ordinary moments can also help you recognize strengths, supportive experiences, and qualities that are already available to you.

Experience	What positive belief or supportive quality was present?	What do I notice as I remember it?

Resources Available to Me

Now consider resources that are available to you in your life. These may include relationships, coping skills, hobbies, movement, spiritual practices, music, places, routines, personal qualities, or other sources of support.

Resource	What positive belief or supportive quality feels connected to this resource?	When could this be helpful to me?

Reflections

1. ***Which experiences or resources feel easiest for you to connect with, and which would you like to draw upon while completing this workbook or during your intensive sessions?***

2. ***What do you notice in your body when you connect with these experiences or resources?***

3. ***Are there positive beliefs or supportive qualities that become more accessible when you connect with particular resources?***

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Exploring Your Parts and Protective Responses

It is common to experience different thoughts, emotions, needs, and impulses at the same time. You may notice yourself thinking, “Part of me wants to do this, but another part of me does not.” A parts-informed perspective uses this familiar experience as a way to understand the different responses that can arise within us.

Parts are not separate personalities. They are a way of describing aspects of your internal experience that may hold particular emotions, beliefs, needs, concerns, or ways of responding. Some may feel younger or may be connected to earlier experiences, while others may reflect ways you have learned to navigate your present life.

As you explored negative beliefs and your triggers, you identified thoughts, emotions, body sensations, urges, and reactions that may arise when you feel activated. You may also have noticed patterns in how you attempt to manage, prevent, reduce, or respond to distress.

Some parts or strategies may appear before distress occurs and attempt to prevent rejection, failure, vulnerability, conflict, or loss of control. Others may become more noticeable once distress is present and encourage you to act, withdraw, disconnect, seek reassurance, or find relief. Even when a response creates difficulties in your present life, it may have developed in an effort to help you manage or respond to something difficult.

*Review the negative beliefs, triggers, and responses you identified in the previous activities. Choose **one to three parts, strategies, or protective responses** that feel important to understand more fully. You do not need to label or categorize them. Instead, approach each with curiosity and consider what tends to activate it, how it responds, what it may be concerned about, and what it may be trying to help you manage.*

Reflection	Part / Protective Response #1	Part / Protective Response #2	Part / Protective Response #3
Describe this part or strategy. What does it tend to do?			
What tends to bring this part forward? Consider triggers, situations, relationships, emotions, or negative beliefs.			
What thoughts, beliefs, emotions, and body sensations feel connected to this part?			

Reflection	Part / Protective Response #1	Part / Protective Response #2	Part / Protective Response #3
What might this part be trying to prevent, protect you from, or help you manage?			
What might this part fear would happen if it did not respond this way?			
How young does this part feel, or how long has this strategy been part of your life?			
How do you feel toward this part?			
What might this part need from you now?			

Reflections

1. What did you notice as you explored these parts? What emotions or body sensations came up for you?

2. Did anything about the role, intention, or fears of these parts surprise you or help you understand your responses differently?

3. How does your experience with this activity inform what you would like to understand, process, or change during your Intensive?



Attachment & Childhood

Attachment refers to the emotional bonds we develop with caregivers and the ways we learn to seek connection, comfort, safety, and support within important relationships. Early attachment experiences can contribute to what we learn to expect from others, how we respond when we need support, and how we understand ourselves within relationships.

Caregivers do not need to have been entirely safe or unsafe, responsive or unresponsive. Relationships are often more complex. As you complete this activity, consider your experience with each caregiver and the patterns you remember, including how they responded to your emotions and needs and how you learned to respond within the relationship.

*The purpose is not to judge or assign blame to caregivers, but to better understand your experience and how you may have adapted within these early relationships. **You do not need to explore distressing experiences in detail. Pause, take a break, use your resources, or skip questions as needed.***

Reflection	Primary Caregiver (e.g., mother)	Primary Caregiver (e.g., father)	Primary Caregiver (e.g., other, if applicable)
Choose 3–5 words that describe how you felt within this relationship.			
When you were upset, afraid, hurt, or needed comfort, how did this caregiver typically respond?			
How comfortable were you expressing emotions, needs, or vulnerability with this caregiver?			
What did you learn to expect from this caregiver when you			

Reflection	Primary Caregiver (e.g., mother)	Primary Caregiver (e.g., father)	Primary Caregiver (e.g., other, if applicable)
needed support or connection?			
How did you tend to respond or adapt within this relationship?			

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Reflections:

1. **What patterns or differences did you notice across your early caregiver relationships, and what did these experiences teach you?**

2. **What positive or negative beliefs, parts, or protective strategies feel connected to these early relationship experiences?**

3. **What emotions or body sensations did you notice as you reflected on these experiences?**

4. **How does what you noticed inform your goals for your intensive?**

Understanding Relational Responses Under Stress

The activities you have completed so far have invited you to explore negative beliefs, protective responses or parts, attachment experiences, and patterns within important relationships. These experiences may influence how you respond when relationships feel uncertain, vulnerable, or emotionally charged.

During relational stress, you may respond in ways intended to reduce discomfort, preserve connection, protect yourself, influence what happens next, or regain a sense of stability. These responses may have been useful in other circumstances, even when they create difficulties in your current relationships.

The patterns below are examples rather than fixed roles or personality types. You may recognize several responses, move between them during the same interaction, or respond differently depending on the person or situation.

As you review these responses, approach them with curiosity rather than judgment. Consider what happens within you, what the response may be trying to help you manage, and how it affects the interaction.

Relational response	What it may look like	What it might be trying to manage
Minimizing or deferring	Setting aside your needs, going along with others, assuming you have little influence, or waiting for someone else to decide	Conflict, rejection, responsibility, disappointment, or fear of making the wrong choice
Fixing or overfunctioning	Taking responsibility for another person's feelings or problems, offering help before it is requested, or doing more than your share	Another person's distress, uncertainty, guilt, loss of connection, or feeling unnecessary
Controlling or criticizing	Directing, correcting, blaming, becoming forceful, or focusing on what another person is doing wrong	Vulnerability, helplessness, uncertainty, shame, or fear of losing control
Withdrawing or disconnecting	Becoming quiet, emotionally distant, unavailable, numb, or avoiding the interaction	Overwhelm, conflict, emotional exposure, rejection, or the possibility of further hurt
Pursuing or seeking reassurance	Repeatedly asking for reassurance, intensifying contact, overexplaining, or seeking an immediate resolution	Distance, ambiguity, abandonment, misunderstanding, or fear that the relationship is not secure
Appeasing or adapting	Agreeing quickly, apologizing, monitoring another person's reactions, or changing your response to keep the other person comfortable	Disapproval, anger, tension, rejection, or disruption in the relationship

Exploring Your Relational Responses

Choose **one to three relational responses** that feel familiar or important to understand more fully. You may notice different responses across relationships or move between responses within the same interaction.

As you complete the activity, approach each response with curiosity rather than judgment. You do not need to assume that every response is protective or understand exactly why it occurs.

Area to Explore	Relational Response 1	Relational Response 2	Relational Response 3
Relational response I am exploring:			
When or with whom does this response tend to appear?			
What might this response be trying to accomplish, prevent, or help me manage?			
What negative beliefs become more noticeable with this response?			
What parts or protective strategies feel connected to this response?			
How does this response affect me or the relationship?			

Revisiting Your Nervous System Patterns

Earlier in this Workbook, you reviewed several common nervous system responses and reflected on how they may show up in your body, emotions, thoughts, and choices. Since then, you have explored experiences that shaped you, positive beliefs you would like to strengthen, parts or protective responses, negative beliefs, attachment experiences, and relational patterns.

*Return to the **Understanding Your Nervous System** activity and review what you previously identified. As you reconsider each response, notice whether you now recognize additional connections. You may understand some of your earlier responses differently or identify patterns that were not initially apparent.*

You do not need to identify with every response or complete every section. Approach what you notice with curiosity rather than judgment. Consider what may activate each response, what it may be trying to help you manage, and what might help you experience greater support, flexibility, or choice.

Area to explore	Settled and connected	Activated and mobilized	Slowed or disconnected
What do I notice in my body and emotions?			
What situations, relationships, or experiences may contribute to this pattern?			
What beliefs become more noticeable?			
What parts or protective responses may be involved?			
What relational responses may become more likely?			

Area to explore	Settled and connected	Activated and mobilized	Slowed or disconnected
What supportive qualities are more or less accessible?			
What resources might support me when I notice this pattern?			

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Noticing Significant Experiences and Responses

As you move through your intensive, you may notice experiences that feel significant, including triggers, changes in familiar responses, or moments when you respond differently than you have in the past. You may also become more aware of which internal or external resources feel supportive.

Use the table below to record experiences that feel relevant to your intensive, what you noticed in response, any resources you used, and what happened afterward. You do not need to document every experience. Focus on what feels important to understand or bring into a future session.

Experience or trigger	Body or nervous system response	Beliefs, emotions, or parts	What I did or used in response	What happened afterward

Supporting Continued Progress and Identifying Next Steps

Integration may continue after your intensive as you return to familiar routines, responsibilities, relationships, and experiences. Some changes may continue to strengthen, while familiar patterns or responses may also reappear during periods of stress or when triggered.

The questions below can help you identify what may support continued progress, what concerns remain important, and what you would like to discuss during your post-intensive assessment.

1. **What changes would you like to continue supporting or strengthening?**
2. **Which resources, relationships, routines, or practices may help support these changes?**
3. **What experiences, triggers, or patterns remain important to address?**
4. **What signs might indicate that you need additional support?**
5. **Did your intensive identify any additional goals or treatment needs? If so, what would you like additional support with?**
6. **What feels most important to discuss during your post-intensive assessment?**