



ReAttach M.I.S.T
Map the Individual State of Mind

MANUAL

Dr. Paula Zeestraten-Bartholomeus



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ASSESSMENT

The ReAttach M.I.S.T. is a questionnaire for ReAttach Affect Coaches to create tailored sessions and consider the co-regulation dynamics. You can find the M.I.S.T. on this website: <https://reattachmist.com/>.

To use the M.I.S.T. website, you need access via Stichting ReAttach Therapy International. The M.I.S.T. is owned by the Foundation and is intended for ReAttach Specialists and Affect Coaches listed in the quality register. Inclusion in the quality register is not mandatory. If you choose not to be included in the quality register after training, you can still use this manual to tailor sessions. If you have problems logging in, please contact:

kwaliteitsregister@reattachacademy.nl.



MIST FORMS

Select the English M.I.S.T. forms.

1. **Family-MIST**

Use this form if you are working with children and want to map the co-regulation of the parents. You ask **all family members the same questions** first about the father, secondly about the mother, and subsequently about the child. In the case of older children, you could interview with them. You may have to reformulate the questions if you want to adapt your communication to family members. Reformulating the questions does not affect the outcome. If you know the family well and have assessed both parents and the child, you can fill in the form for the family instead of with the family.

2. **MIST-Relations**

Use this form if the system you are working with consists of 2 individuals.

3. Individual-MIST

If you cannot work systemically and still want to build a tailored ReAttach session, use this form.

FAMILY MIST

The M.I.S.T. begins by requesting your name, email address, and a **Therapy ID**. You must not enter any data here that can be traced back to your patient(s). We ask that you work completely anonymously; please enter a number or code instead of a name or initials. .

Please select for member 1 Father

You will **first** examine the father's transdiagnostic factors that are important during a ReAttach session. These are:

1. arousal
2. social-reward
3. sensory processing
4. system
5. joint attention
6. conceptualisation
7. imagination
8. communication
9. emotion-regulation
10. coping



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Each time you receive a central question that distinguishes between hyper (too much or too high) and hypo (too little or too low).

An example:

Please select for member 1 Father:

- Are you stressed
- Or are you more undisturbed, calm?

After responding to this selection, you will find four subquestions. These subquestions are designed to help you determine if the score is extreme or not.

If you find the main question challenging, it's important to remember that most scores in the subquestions will likely be normal. This is a common occurrence and should not cause concern.

While normal scores do not require customization of ReAttach techniques, it's crucial to remember that extreme scores play a significant role in our strategic, systemic treatment planning and tailored sessions. It's our responsibility to consider them.

Example of the sub-questions:

Are you stressed?	Yes	No
Is there daily stress, tension or overexcitement?		
Can't cope with a busy or noisy environment?		
Can't find distractions or relax?		
Quickly irritated, irritable or overemotional?.		

REMARKS

Some questions require clarification. In the case of **the system question** (question 10), the main question is formulated like this:

- In some families, parents worry too much about the children
- In other families, children are given too much freedom.

As a ReAttach Affect Coach, **you may formulate this question in a way that the information you receive matches what you want to know.**



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If you want to know whether the father was raised in overprotection or over-demand, ask this question about the childhood of the father. If you want to know what the father thinks of himself as a father, then you formulate the question in such a way that the father reflects on himself. The main question of conceptualisation is formulated like this: (question 14):

- Some people learn very easily through experiences
- Other people really need training to learn new things.

In the case of good conceptualisation, learning through experience is facilitated. Good conceptualisation is the standard. However, if you assign excessive meaning to experiences (hyper), you may face challenges. We are particularly interested in extreme scores, as cognitive disturbances need to be addressed. Many individuals need training to develop new skills. In contrast, poor **or absent conceptualisation** leads to an inability to learn from past experiences, resulting in issues with coherence and understanding. We are particularly concerned with extreme scores (the hypo) because poor conceptualisation necessitates adaptation for successful learning.

In the question of **emotion regulation**, the selection question is formulated as follows:

- Some people can regulate their emotions very well
- Other people have a lot of trouble regulating their emotions

Once again, in the subquestions, our goal is to identify extreme scores. These scores help us assess whether individuals are excessively **suppressing their emotions**. When you regulate your emotions in a way that always presents you as cheerful or invulnerable, it can be challenging to express your feelings adequately. Our focus is on understanding these extremes and their impact on emotional expression.

The second option is for those who find it challenging to regulate their emotions and **may react** intensely.

Pause button

You can press a pause button at the bottom of the page to continue later.

You can press a pause button at the bottom of the page to continue later.

Please select for member 2 Mother

Please select for member 3 Child



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After completing **the three questionnaires**, press SUBMIT to have a PDF sent to the address you set.

MIST-relations / Individual-MIST

If you choose one of the other forms, the M.I.S.T. questions remain the same. You will go from 3 questionnaires (family) to 2 (relationships) or to 1 (individual).



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MIST-RESULTS

Email address

If you want to receive the results from the M.I.S.T., you must enter the correct email address. It would be a pity if the address was incorrect and you did not receive a PDF as a result. The solution for this is: to start again.

It is also important that you add the email address we use to send you the results to your contacts. This prevents the PDF from being perceived as spam or advertising and ensures that the results arrive neatly in your inbox.

If you have any questions or problems receiving the results, please contact us at:

kwaliteitsregister@reattachacademy.nl.



AROUSAL - HYPER

Meaning

You should take into account a high to very high arousal, which refers to an excessively high stress level.

Secondary negative consequences for:

- Multiple Sensory Processing
- Executive functioning
- Adhesive
- Meaning
- Learning

Assessment

Is this observable in the clinical presentation? Does the client recognize this with himself? Do the parents recognize this in the child

Observation

How does that high arousal express itself? If you recognize the expression shape, you can more easily detect how this behavior changes when you optimize the arousal. Secrecy can be a sign of a very high arousal.

With optimization, you can see that this secrecy makes way for openness and a lively mimic.

Advice

In order to provide an effective ReAttach session, you will need to lower the arousal. Your goal is to achieve optimal arousal (healthy tension as in positive affect enthusiasm, excitement, curiosity, interest)

Before you can start ReAttach.

You can do this by:

- Downregulation of your own arousal (children)
- Reduce your pace
- Reassuring
- An exercise involving your client knowledge

An example

*"There is a way in which we can reduce your stress level. We use our hands to regulate your alertness, making it difficult to hold onto negative thoughts. During ReAttach, we also try to get you completely rested by **pressing**. When we start a ReAttach session in a moment, you will also get specific instructions designed to guide your thoughts in a positive direction."*

"You don't have to do anything but concentrate on these assignments."



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Adjustment for introvert clients

As a therapist, your role in adjusting exercises for introverted clients is crucial. Clients who have closed due to their excessively high arousal may not respond adequately to the above exercise. You will need to guide them through another exercise to achieve an optimal arousal. This is often observed in people with chronic depression, chronic posttraumatic stress, and in anxious clients with autism spectrum disorders.

Exercise

As the therapist, you will initiate the exercise by tapping rapidly with the client's eyes open. Then, instruct the client to close their eyes and concentrate on the area above their eyebrows. Simultaneously, explain that you will be guiding an exercise that alternates between excitement (sympathetic nervous system) and relaxation (parasympathetic nervous system).

"Focus on the area above the eyebrows, and focus as hard as you can. Well done. " After about 10 seconds, press the index and middle fingers and instruct to relax. Activate the parasympathetic system for approximately 10 seconds, then re-activate the sympathetic system and repeat the exercise a few times.

Ask your client to open their eyes while you tap quickly during a conversation. If the mimic has improved, check the mirror neurons and joint attention. All well? Then you can start the ReAttach session.

Exercise for introverted children

For introverted children, these exercises can be transformative. Play a game while fast-tapping, and ask, for instance, if the child can scare you. ReAttach can be fun! Engaging in these kinds of games in an optimal arousal state can lead to improved mimicry and good joint attention. Check if the mirror neurons are activated. If the child does not show a social initiative, step back in the ReAttach protocol. You perform exercises in which tactile stimuli play a role, without the child showing resistance. Engaging in this kind of exercise, the brain produces oxytocin, a hormone that activates the social reward system. As a result, the child will show increased initiative. When the social reward system is sufficiently activated, the child will shift their attention from things to people. For some children, it is necessary to activate the social reward system for an additional week each day in preparation for the ReAttach process—instruct parents to play games with the child that involve tapping. If you decide to give this instruction, instruct the parents to stop when the child resists.



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Validate the need for self-control.

Clients with complex problems often show a great need for control. It is essential to be aware of this and respond accordingly. The most straightforward and suitable ReAttach technique for this is the **Forgive and Forget Hood**. Offer the Forgive and Forget Hood as a self-regulation exercise. Another accessible technique for clients with high stress levels and much negative affect is the **W.A.R.A.** (Wiring Affect with ReAttach). The W.A.R.A. face-to-face is recommended at the beginning of the journey, as the W.A.R.A. self-regulation exercise can be more challenging and overwhelming for anxious full-head clients.

Reinforcer

The techniques we've discussed are not only effective but also empowering. The reinforcer is too tense, which further increases stress. Providing the reinforcer tools to help self-regulate (Forgive and Forget Hood, W.A.R.A.) can turn the reinforcer into a stabilizer. Offering ReAttach sessions with a focus on restoring the optimism bias, increasing stress tolerance, building confidence, and resilience can help a reinforcer learn to co-regulate and feel competent consciously.

Opposite

Although the opposite remains calm under all circumstances, this does not mean that the opposite co-regulates in the right way. The opposite may not signal the stress sufficiently, regulate too late, or be too passive. Knowingly proficient co-regulation can turn an opponent into a stabilizer.



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AROUSAL - HYPO

What does it mean?

Consider the potential for a lack of alertness on the part of your client. Secondly, there are negative consequences for:

- Multiple Sensory Processing
- Executive functioning
- Attachment
- Conceptualisation
- Learning

Assessment

Too low arousal means that your client is not sufficiently alert to process information properly. This can have significant effects on their functioning, such as attention deficit disorder or a reduced level of consciousness. But it's not just about recognizing these signs in the clinical presentation. It's equally important for your client to recognize these changes in themselves, and for the support system, such as parents, to recognize these changes in the child.

Observation

How does that understated arousal express itself? If you recognize the expression shape, you can more easily detect that this behavior changes when you optimize the arousal. Look out for the mimics, which are subtle facial expressions or gestures that mirror the client's feelings, mirror neurons, joint attention, and motor turmoil.

Advice

In order to give a good ReAttach session, we will need to raise the arousal. Your goal is to achieve optimal arousal (optimal alertness, characterized by enthusiasm, excitement, curiosity, and interest) before starting the social-cognitive training of ReAttach.

You can do this by:

- Increase your own arousal
- Increase your pace (speaking and doing)
- Bustle
- Physical activities
- What you need is: Excitement (excitement)

Adjustments for clients with too low arousal

Humor can be a powerful tool in raising arousal, working wonders in both children and adults. Use it to create an exciting and engaging atmosphere during your sessions. Utilize the client's favorite topics from the previous session. This not only shows that you value their interests but also helps them feel understood. Avoid overstimulation by not spreading out too much, as this can cause alertness in your client. Work efficiently,



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but not so fast that it overwhelms the client. Be mindful of the activation of the parasympathetic nervous system, as your client may become motor restless. Occasionally tap a little bit in between, prevent pressing too long, or working too long during parasympathetic activation.

Reinforcer

The reinforcer is too low alert and therefore has difficulty in processing information and giving meaning. The reinforcer may suffer from brain fog or depression and may benefit from the Forgive and Forget Hood in alertness.

Opposite

The opposite has a high stress level which can collide because it is not sufficiently picked up by the client. Providing the counter-pole tools to better regulate tension (Forgive and Forget Hood, W.A.R.A.) can turn the opposite into an **activator**. Offering ReAttach sessions with attention to restoring the optimism bias, increasing stress tolerance, building self-confidence and resilience can help the opponent consciously learn to co-regulate, and feel competent.



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SOCIAL REWARD - HYPER

Meaning

Understanding the overactivation of the social reward system is crucial. It significantly impacts our ability to take social initiative, form relationships, and feel self-sufficient. Equally important is recognizing the damaging effects of an unhealthy symbiotic relationship, which can hinder the development of one's own identity and autonomy.

Secondary will affect:

- Arousal
- Multiple Sensory Processing
- Executive functioning
- Adhesive
- Meaning
- Coping

Review

Parents play a crucial role in shaping their child's attachment style. Some parents may only respond to their child based on their own needs, leading to an anxious, repellent attachment. In such cases, the child often heavily relies on the parent due to uncertainty about their reactions. In adulthood, symbiotic relationships are characterized by dependence, where

one person struggles to let go, often due to a poorly developed sense of self.

Advice

ReAttach is a systemic intervention, and it is important to start with the parents. Let's not forget to train the optimism bias to foster growth. In a partner relationship, it is essential to involve the partner: change is inevitable, and anticipating to potential change is helpful. Consider hypervigilance, distance, and proximity issues, as well as poor conceptualisation. Identification with one's own thoughts, feelings, and talents is crucial for strengthening one's identity and acknowledging the interconnectedness with others. During the ReAttach practical training, you learned to use identification. In this case, choose thoughts, feelings, emotions, and bodily sensations to identify with.

Example: Think about the feelings that belong entirely to your body. We can call it your emotional world. You are that emotional world. Look from that emotional world at "name" (yourself).

Reinforce the differentiation between "self" and "the other" by focusing on boundaries in **CBM 1**. Focus on what belongs to oneself and what belongs to others. Indicate that the other person is responsible for his thoughts and emotions. **CBM2** can be used to practice skills that have not yet been activated. Focus on yourself, leave another person's problems to them, feel comfortable when you are alone, and learn to solve



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problems on your own. Dare to be someone and be able to stand on your own feet!

ReAttach New Mind Creation is a concept that refers to the process of training safe attachment, and from there, developing more autonomy and an adaptive identity. It involves cultivating a new mindset that fosters healthy attachment and personal growth.

Reinforcer

The reinforcer also has difficulty with proximity, distance, and limits, which results in inappropriate behavior. If the child or client becomes more independent, the reinforcer may feel rejected. It is urgent to provide the reinforcer with a comprehensive ReAttach package as part of the strategic plan to address these challenges.

Opposite

The opposite has difficulty with proximity, which clashes with the boundless interaction of the client or child, resulting in a sense of distance.



SOCIAL REWARD - HYPO

What does it mean?

The under-activation of the social reward system is not just a concept, but a crucial factor that influences social initiative, relationship establishment, emotional regulation, self-esteem, and the feeling of belonging. It's a key to understanding pervasive developmental disorders or early childhood trauma with emotional neglect, and it's vital to be aware of its impact on social behavior and communication issues.

Secondary will affect:

- Arousal
- Multiple Sensory Processing
- Executive functioning
- Adhesive
- Meaning
- Coping

Review

As a therapist, your role in establishing good contact is significant. Be mindful of the 'social work' you do. Does it require much effort? What happens if the social initiative leaves the other? Is there adequate eye

contact? Is there any confusion? Map out the social network and see if there are any people who already have meaning, or who show commitment. Utilize this network when selecting the key individuals.

Advice

Explain that ReAttach is an intervention using tapping on the hands. If there are tactile defenses, you should take it slow and make the tapping predictable. First, let your client tap on the table, let kids play on your hands for a while, and then take over. For individuals with developmental delays, adapting to tactile stimuli by making them highly predictable is often effective: act in slow motion.

Optimization of the social reward system

The tactile stimuli you administer stimulate the production of oxytocin that activates the social reward system. Wait for your client to focus on you, even if this takes a long time. Some children with autism may not be able to do this during the first session. You can then advise parents to do some gentle tapping each day. Ensure they do this in a well-tuned manner and instruct them to stop when the child resists.

The start of the ReAttach session

Only when your client takes an initiative under optimal arousal (excitement, positive affect) can you start working with concepts. In that case, maintain attention and provide sufficient processing time so that the



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Multiple Sensory Processing can be automated. The best way to activate growth is **to work within the immediate development zone: not too fast, but step by step.**

First part of the ReAttach protocol

If your client can handle the cognitive, you can perform the entire socio-cognitive training. If there is a low level of development, then the main goal is to strengthen their concepts of themselves and others. A subsequent ReAttach session may be considered to further expand social cognitive training.

Cognitive bias modification

Important development tasks include the right to exist, differentiation between oneself and others, social initiative, emotion recognition, identification, and effective self-regulation and support.

Reinforcer

The reinforcer also has difficulty with touch, which means that the reinforcer will not challenge the client enough during the development of learning to deal with tactile stimuli.

Opposite

The opposite requires significant physical proximity or touch. This conflicts with the client's needs, leading to frustration or even rejection of the opposite.



MULTI-SENSORY PROCESSING - HYPER

What does it mean?

Some clients, due to their unique sensory processing, find it challenging to focus on one task at a time. They are constantly bombarded with sensory stimuli, making it hard for them to shut out distractions. This constant overstimulation disrupts their sensory integration. Understanding and patience are crucial in helping these clients navigate their daily lives.

Some tasks require what we call 'mono-information processing'. This means focusing on one task at a time, which can be particularly challenging for clients who struggle with mono sensory processing. They often find it difficult to direct their attention to a single task.

Secondly, this has consequences for:

- Executive functioning
- Social functioning
- Meaning delivery
- Learning

Assessment

Ask to focus on something (mono) (ask to look very closely, or listen very carefully).

Observation

You may experience physical unrest, seek out stimuli, and struggle to tolerate silence. There may be a hypo-arousal, as we see in ADHD, ADD, or a lowered consciousness. In that case, follow the advice of arousal-hypo.

Advice

For clients who are constantly monitoring the environment and are not able to close themselves sufficiently to incentives, the anxiety system is over-activated. It is essential to consider that they may struggle to commit to the ReAttach intervention. However, this intervention, when properly explained and implemented, can be a powerful tool. Provide an adequate explanation, ensure safety, and invest in the relationship. Ensure that the session can be conducted in a calm and relaxed environment.

Validate the need for self-control.

Offer the Forgive and Forget Hood as a self-regulation exercise before starting the ReAttach session. Experience has shown that this provides clients with more peace of mind, which in turn allows them to benefit more fully from ReAttach.



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If the client does not want to close their eyes or keep the talking time in the session, that is no problem. Try to create the optimal arousal and place the sensory stimuli in coherent concepts, as scheduled in the first part of the ReAttach protocol. There is clearly a lack of an internal locus of control. The environment plays a significant role in determining chaotic behavior. Enlarge the internal locus of control by adaptive identifications. It often takes multiple sessions with different identifications to facilitate a lasting change. When your client feels safer and feels more in control, you can work on other goals that will definitely come to the surface.

Possible learning objectives include:

- can/dare stand still
- looking for a good balance
- enough silence
- daring to feel
- dare to say no.

Restore secure attachment

Apply the New Mind Creation procedure and Protocol if the client can experience a positive feeling/ fine emotion.

Reinforcer

The reinforcer, struggling to focus and maintain structure, often finds it challenging to rest. It's crucial to equip the reinforcer with tools that foster inner peace and harmony within the family. The Forgive and Forget Hood, a gentle yet powerful exercise, and the W.A.R.A., when taught as a self-regulation exercise, can be effective tools. Even in cases of extreme scores on the M.I.S.T., such as hyper-coping, there's potential for improvement. Learning to rest, create space, and establish regularity after psycho-education and awareness can be a promising learning goal. These techniques can help in reducing sensory overload and enhancing learning capacity.

Opposite

It is a significant challenge for the ReAttach Affect Coach to foster tolerance, unity, and team spirit within the family. The opposite pole prefers to proceed methodically, focusing on one task at a time. While the opposite may have a fixed mindset with set patterns, a bit more structure can be beneficial for the client. The opposite will inquire when the client expects to perform tasks in a similar manner.



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It is crucial to positively label the opposite, as well as to understand and manage the client's potential fixed mindset and neuroticism.



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MONO-SENSORY PROCESSING

Meaning

Your client is not yet able to process several sensory stimuli at the same time, or your client has lost this skill. This means that there is a fragmented perception and storage of information. It is a '**pre-conceptual state of mind**'.

Secondary will affect:

- Arousal
- Sensory Processing
- Executive functioning
- Attachment/ Social functioning
- Conceptualisation
- Learning

Observation

A flat mimic characterizes mono-information processing, a condition where the individual can only process one type of information at a time. This means they can't do more than one thing at a time (multitasking).

There are problems in social communication because the signals that are picked up are limited to one sensory channel: literal language, visual stimuli, and emotions. Details and lack of coherence characterize the spoken language. Perseverations (repetitions) may be seen. The intonation may be missing (monotonous speech) or appear strange.

Advice

The ReAttach process is a focused and effective method for promoting multiple sensory processing. The initial steps in the ReAttach process are crucial: ensuring optimal arousal, activating the social reward system, and waiting for initiative from the client. By stimulating tactile, auditory, visual, and emotional senses under these optimal conditions, we can effectively promote sensory integration.

Searches

The searches are not limited to getting positive information. It is essential to retrieve as much information as possible from long-term memory so that it can be stored in conjunction with other relevant information under optimal MSP conditions.

For example:

Find everything you know about yourself

Find everything you know about others

Find everything you know about school, your work



Cognitive Bias Modification

Be aware of a lack of imagination (imagination-hypo).

CBM 1: Reinforce the differentiation between me/others

For example:

Stand in front of the mirror in mind and look at yourself

Look at Mommy, look at Daddy: Everyone is different.

CBM 2: Active learning

Individuals with mono-information processing often exhibit developmental gaps or have lost specific skills. CBM 2 offers opportunities to facilitate development by providing active learning experiences. Connect to the area of near development (first, a small step) and help generalize. You do this by starting with a learning experience, saving it as a reminder, and then offering a wider learning experience that is integrated as a reminder. An example: *Imagine you dare to talk to someone. Imagine that you can communicate with everyone in a relaxed manner*

Potential learning objectives

- potential
- awareness of space and time
- anticipating
- organize and plan

- express emotions
- communicating
- to find ways to solve problems
- active approach, take direction

Reinforcer

Like the client, the reinforcer has problems with insight and overview and will need clarity or control to prevent the reinforcer from leading the way without a clear understanding.

The reinforcer may also have passive coping and may be dependent on the environment. Active and clear guidance is beneficial to the client as long as the excitement processing has not improved and the executive functions are still weak. Later, the client will benefit from space and encouragement to take on more complex tasks.

If a parent fails to adapt the style of education to meet the client's needs, it will slow down the client's development or create relational problems.



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Opposite

Involve both parents in the strategic treatment plan and explain what you find and how you can best shape future guidance with them, using the results of the M.I.S.T. Validate the need for autonomy and self-control, as the opposite may have been in charge for a long time. Make the opposite side feel valued, seen, and heard. Let the opposite enjoy the beautiful developments that are coming, work from positive affect.



SYSTEM OverPROTECTION

What does it mean?

The environment plays a crucial role in the development of your client. If it provides too much protection, it can inhibit exploratory behavior and restrict the client's growth. This is particularly true for clients with intellectual disability or developmental impairment, where the cognitive compensatory capacity is reduced. The environment's role is to reveal and reduce these restrictions, allowing the client to gain sufficient experience.

Secondary, does this have consequences for:

- Relationships
- Learning
- Coping

Assessment

Does the client have sufficient opportunity to take action and learn from their experiences? Is there room to make mistakes?

Observation: The client is overly dependent on the environment, which may be overpampering them.

Advice

It's crucial to communicate to the system that activating the client's cognitive compensatory ability is necessary. This means the environment should conceal less and compensate less, encouraging the client's independence and growth. Share the solution with the environment by actively engaging them in the ReAttach sessions. This includes caregivers, who play a vital role in the client's development.

- 1) Give parents/partners/caregivers one or more sessions so that they become less anxious and develop more confidence in the client.
- 2) involves the system by asking them to encourage the client to develop proactive coping. Instruct them to present challenges to the client in the form of a problem that they do not help to solve. Help connect the system to the immediate development area by choosing appropriate commands.

Work with the client to develop self-confidence, an internal locus of control, and effective coping strategies.



Reinforcer

Understanding that the reinforcer may tend to overprotect due to past fears or parenting style is the first step. Psychoeducation plays a crucial role in this, preparing them to let go with the 'Forgive and Forget'.

It's the reinforcer's role to develop a more relaxed, educational relationship from a secure attachment by offering a full ReAttach pathway. This responsibility is crucial and makes them an important part of the process.

Opposite

The opposite tends to impose too high a requirement on the client, which may cause the client to block or crash. The client is given more responsibility, space, or freedom than they can handle at the moment. It's important to maintain a balanced and practical approach, working towards a **more realistic perspective** so that both the client and the opposite can gain successful experiences. It is essential to focus on the opposite, emphasizing the positive aspects and attributes of the client. Involve the opposite in the strategic treatment plan.



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SYSTEM OVERDEMAND

Meaning

The environment is not sufficiently aligned with the client's development. The requirements are too high and the client cannot meet them, which is a source of frustration and hinders healthy development.

Secondary will affect:

- Arousal
- Multiple Sensory Processing
- Executive functioning
- Adhesive
- Meaning
- Learn

Key

Are you able to identify signs of overexertion in the client's behavior? Is the frustration becoming more evident? Do you see a lack of motivation? Is there a sense of fear, or a tendency towards depression in their development?

Observation

What happens if you regulate your own arousal to a low level and drastically reduce your speaking and activity pace (slow motion)?

Advice

If you notice that the client is being overwhelmed, first adjust your own actions and demonstrate to the environment the effects of this change. Make the environment part of the solution: Encourage a family member or significant other to do the same, so that together you can create optimal opportunities for development. Start sessions by involving significant others so they can better understand the client's capabilities and accept their limitations.

Some important elements to focus on in the client's sessions include:

- Self-acceptance
- A sense of self-esteem
- Setting and recognizing limits
- Maintaining and indicating one's own pace
- Asking for help

Successful learning experiences in CBM2 can be achieved by connecting to the zone of proximal development. Consider the following questions: What does the client want to learn? What matters to the client?



Reinforcer

The client is quickly overwhelmed, and the reinforcer is also inclined to do so, possibly due to its own (youthful) experiences. Psychoeducation is necessary; it can provide a framework for addressing challenging behavior or inhibited development. Help the reinforcer adjust their perspective by explaining the area of immediate development. Involve the reinforcer in the treatment plan. The reinforcer itself may require much mounting. In this case, be careful not to undermine the power reinforcer's sense of competence. Be sure to help adjust patterns in a way that sparks ego. If you learn to focus on positive affect, as well as positive properties and skills that have already been developed, that will go well.

Opposite

The opposite takes over too many tasks and responsibilities, which ultimately leaves the client, who is quickly overasked, with too few growth opportunities. Learn to let go and give space. The Forgive and Forget Hood can be used as a tool to reduce rumination and neuroticism. Nuance is important.



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JOINT ATTENTION HYPER

What does it mean?

Clients who are (still) stuck in a symbiotic relationship with the environment have not yet arrived at a clear differentiation between 'the self' and 'the other'. There are not enough borders, and there is a lack of understanding of the borders of others. The contact is often perceived as 'sticky' because of the client's claim: wanting to be close all the time.

Secondly, does this have consequences for:

- Meaning
- Attachment
- Executive functioning
- Emotion Regulation
- Learning
- Coping

Assessment

It's crucial to assess whether the client and their environment acknowledge the challenges with distance and proximity. This recognition is a significant step in the client's journey towards growth and development.

How the client and their environment handle these issues is a key aspect of the assessment.

Observation

As a therapist, your role in the relationship with the client is pivotal. You must establish appropriate boundaries to facilitate the client's growth and development. This involves a delicate balance of providing support while allowing the client to take the lead in their journey. What do you notice?

Advice

It is not that hard to get good joint attention. What can be challenging is ensuring optimal arousal. The voltage level should be sufficiently high. Look for the 'excitement' to enable processing to start and facilitate the differentiation between 'I' and 'the other'. Identifying with one's own emotions is important for learning to regulate them. In fact, interconnectedness is a threat to development. You can identify your client's adaptive skills in the first part of the ReAttach protocol. It is essential to tailor the language to the client's level. As a role model, you can choose someone who embodies independence, whether for an adult or a child, someone who can accomplish everything very well on their own.

Cognitive Bias Modification

CBM 1: Attention to personal boundaries (literally)

Personal wishes, unique characteristics, differentiation between 'I' and 'others'.



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CBM 2: Thinking of yourself, finding opportunities yourself, addressing yourself, solving yourself, being alone, tolerating, not resonating with the emotions of others.

Reinforcer

The client's need for constant proximity is often met by the reinforcer, but issues of distance and limitations can arise. By providing psychoeducation, we can discuss what would be more optimal for development. This knowledge empowers both the reinforcer and the client to develop a stronger identity, greater autonomy, and most importantly, clear boundaries within a secure attachment. This sense of security and control is crucial for the client's growth. It also guides the reinforcer through the complete ReAttach pathway, where the New Mind Creation will help to develop a Growth Mindset from a secure attachment.

Opposite

The opposite does not like it at all when the client constantly seeks proximity, which becomes completely teeming. What a quality in this case, because the client must learn to respect boundaries.

If this happens, the opposing pool may become less extreme on its own. However, it is beneficial to reduce the irritation/intolerance that the opposing pool has likely built up. One effective way to do this is by cultivating understanding through psycho-education. By offering the Forgive and Forget Hood, we can further reduce intolerance between people, which is, of course, very beneficial, as it allows a genuine connection to arise.



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JOINT ATTENTION HYPO

Meaning

The focus on the other person, including yourself as a therapist, is insufficient from the client's perspective. Secondary will affect:

- The entire ReAttach protocol following

Emphasizing the significance of joint attention, it is a crucial element for executing the method effectively, underscoring its importance in your practice.

When a client struggles to make eye contact, it may indicate a shared attention without proper contact. In such cases, it's important to be patient and take the necessary time to activate the social reward system through tactile stimuli. This is particularly relevant for clients with mono-information processing, reduced consciousness, or cognitive disturbances such as dissociation, psychosis, exhaustion, or pain.

Observation

Look closely at what might be happening. If you think the client has a significant negative affect or is experiencing a 'full head' (a state of overwhelming emotions), you can start with the W.A.R.A. face-to-face or the Forgive and Forget Hood. If they are perceived as pleasant and effective, you can repeat them several times if you are willing to do so. It is okay to have 5 minutes or more between a first and second W.A.R.A.

Advise

When your client is too ill or is unable to work with you at this time, the timing is not correct. Allow time for recovery, find a better time, and see if you can achieve good joint attention. It is also important to consider whether you are the right match to work with this client.

Reinforcer

The reinforcer also has no desire to engage in activities together; they prefer to be alone and avoid social contact. As a result, the reinforcer client will not activate sufficiently. It's crucial to discuss this and include it in the strategic treatment plan, as your insights are invaluable. Activating mirror neurons between the reinforcer and the client seems like a good start.



Opposite

The opposite suffers from the fact that the client is so avoidable in contact. If the opposite pole is dominant, it can lead to significant conflict. Psychoeducation about the various interests in which complex behavior can be identified is important—activation of mirror neurons between the client and the opposite is also important. The opposite may be desperate because the desired connection is not fulfilled. Moreover, if this improves, the opposite will react less severely. It may also be that the opposite is so dominant that the client withdraws as a result. Make that judgment based on clinical observations. If the opposite experiences numerous problems, it is advisable to propose a complete ReAttach trajectory. The Forgive and Forget Hood exercise can improve right hemisphere functionality. ReAttach sessions can enhance executive functions and social communication skills, as well as foster a better understanding of the relationships between them. Attention to positive affect and appreciation for the opposite is significant.



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CONCEPTUALISATION HYPER

What does it mean?

The client's anxiety system has been alerted, leading to a state of hypervigilance. This means the client is constantly alert to threats and is 'on'. Both internal sensory stimuli (e.g., physical sensations) and external stimuli are interpreted from this heightened state of alertness. Reassurance does not provide sufficient help because the perception, thinking, and feelings are disturbed.

There is a difference between the reality experienced by the client and the reality experienced predominantly by people in the environment. This leads to alienation from that environment and thus a sense of social isolation. Sometimes, this alienation is perceived as special, which can be viewed as a way to cope with these differences in reality.

When we examine the life cycle, we often see a period of healthy growth, during which concepts have been established that have shown less disruption. Connectivity with those 'healthy parts' (realistic images

of themselves and others, such as positive self-image or healthy relationships) has been lost. This makes it difficult for the client to assess their own reality, given the experiences they have already acquired. The increased alertness, triggers, and projections create emotional instability.

Review

It is essential to acknowledge the client's unique state of mind at the outset of the ReAttach sessions. It is essential to inquire about the burden of suffering and what the client perceives as the most significant challenge they face. Does the client suffer from voices or hallucinations? There may be early childhood trauma or dissociative identity problems. Does the client have the impression that there are several versions of/himself? Are there any gaps in time, or do people indicate that the client has said or done things when he has no idea at all?

Observation

Observation is a powerful tool in your therapeutic arsenal. Take time to assess the client's spontaneous speech, both in form and content. Is the speech coherent? What do you observe about the client's manner of mimicry? How would you rate their mood? These observations can guide you in formulating the goals for the ReAttach session, empowering you to make informed decisions and guide the therapy effectively.



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Confirmation

You can confirm that there is suffering so the client feels heard and seen: "It is indeed annoying when bad things happen, and it is terrible when you feel misunderstood (or attacked, rejected, etc). "Start with concepts that fit the patients' narrative during the intake to get the joint attention you need: agree on the fact that it is all stressful what is happening. Furthermore, explain that you cannot change those people (or problems), but you can work with the client to help with coping.

Social cognitive training

There is an external locus of control that primarily requires your attention. Identifications help move from an internal to an external locus of control.

You can start with the W.A.R.A. or the Forgive and Forget Hood so that your client has less adverse impact and feels less burdened.

Only when the anxiety system is no longer under constant pressure can the client benefit from the connectivity with the more realistic images from long-term memory. Set your expectations here so that you do not rush through the process too quickly. Allow time to reduce the heavy load before proceeding to the subsequent development steps.

Dissociative identity problems

Once confidence has been built up and anxiety has clearly been reduced, you could work on integrating the fragmented self-concepts into a coherent concept for customers with dissociative identity problems: 'There may be'. It is essential to have the necessary expertise to work effectively with this target group of clients. You can also refer to an experienced colleague.

Observation

You can observe the weak conceptualisation when you ask for making sense. Ask open-ended questions and phrase them thoughtfully. Ask open questions about the past or about the future. If imaging is not yet possible, then the imaginative power is absent or very limited. Can the client come up with something on his own? Can the client anticipate? To what extent is the client able to camouflage and/or compensate for the lean or absent concept formation?

Advice

It is challenging to explain to a client with numerous issues what ReAttach could mean to them. Although, as ReAttach Affect Coaches, we like to give explanations, it is more important for such a client to know precisely what is expected of him/her.

ReAttach is not so demanding: The method is easy for all clients since we adapt to their ability. We expect them to follow the instructions and try to complete the thinking assignments.



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If the level of cognitive development allows, it is wise to complete the socio-cognitive training. In fact, the entire conceptualization training is a new learning experience for the client. For clients with a cognitive delay, we limit our work to the introduction of concepts. To stimulate and automate conceptual thinking, you will need to work with many concepts when perspective and relational concepts (stay...) are no options yet.

Clarify that tactical stimuli are necessary and make the tapping predictable (ensure the client sees this coming). Wait for the initiative from the client and start naming it immediately if good eye contact and emotion are visible. *"The eyes may be closed"* is a clue that can be taken literally. *"Close your eyes and listen to the words I say or the commands I give."* You do not have to say anything back, try to carry out the assignments in your silence".

When the name is mentioned, the client may say "yes". Then repeat the instruction that he/she does not have to say anything back. Make sure the arousal stays high enough and continue with the command "Remember ..."

Perspective

The first time the perspective is trained, you may need to clarify the details. For example, during the session, do this for adult clients with normal to high intelligence:

"I want you to take the perspective of (other 1) as if you look through the eyes of (other 1) to yourself. Allow time to switch (approximately half a second) and then continue. If the client does not interrupt the session, the social-cognitive training is continued with: "Stay (other 1) and look at (other 2)".

This is the most complex instruction, and it is essential for automation that you, as a therapist, allow sufficient time for processing. Before you go back to the name, count your thoughts to 20. The second time the perspective name is trained, you omit the extra explanation and proceed directly to a standard ReAttach session. You could say to an adult:

"Now look through the eyes of (other 2) at yourself."

For children, the task of the perspective is to explain it well by a television character or a hero from a game. Feel free to practice with "Super Mario" and say

"Now you have the role of Super Mario and look at yourself" You are still Super Mario and look at Papa"



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In progress, you make full use of the socio-cognitive training in terms of instructions. It is essential to recognize that we continually practice new skills. The lack of Theory of Mind in children or adults is no reason to skip this exercise. On the contrary, it is essential to encourage conceptual thinking and introduce clients to new ways of perceiving themselves, others, and the relationships among them.

Searches

For this group of clients, the searches aim to promote connectivity to long-term memory in the field of concept retrieval. There is a great deal of fragmented information stored in long-term memory. The more information you have the client retrieve, the more information they can put together with you under optimal conditions. So make meaningful choices, such as:

- Find everything you know about yourself
- Find everything you know about peers
- Find everything you know about your parents or family
- Find everything you know about your partner
- Find everything you know about society

Cognitive Bias Modification

Concepts that have just been built do not need to be adjusted yet.

CBM 1 can be utilized to illustrate the distinction between 'I' and 'the others' and to bolster self-image. Clients with weak concepts often fail to grasp that they are the primary influencers in their own lives.

CBM 2 new learning experiences

With all learning experiences, it is wise to take a small concrete step first. This step is not just a starting point, but a crucial part of the process, instilling confidence in the approach's practicality. Integrate that experience (remember this experience). Immediately afterwards, we advise you to build on the learning experience, for example, by applying it in multiple situations and thereby generalizing the learning experience to everyday life.

Reinforcer

The reinforcer also has difficulty maintaining a sense of reality and tends to attribute too much meaning.



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Opposite

The opposite has a weak conceptualisation, giving little or no meaning to information, emotions, and events. The opposite does not strengthen the client's cognitive distortions, nor is he able to stabilize the client. The opposite may need professional help and guidance.



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CONCEPTUALISATION HYPO

What does it mean?

There is very weak conceptualisation, or your client is not yet able to provide meaning in connection with it. It is best to work from the pre-conceptual phase, which is the initial stage of cognitive development where the client is forming basic concepts. Start building these concepts and work towards the conceptual phase. Your client has not yet come to terms with or has experienced a severe relapse in development.

Secondary consequences for:

the overall development

If there is (yet) no conception, the world is perceived fragmentarily, meaning in disconnected or incomplete parts. Your client is struggling with the awareness of time and space. There is a great need for clarification from a structural lack of overview and insight: Nothing is self-evident.

Observation

You can observe poor conceptualisation when you call on it. Ask open-ended questions and phrase them thoughtfully. Ask open questions about the past or about the future. If imagination is not yet possible, then the imaginative power is absent or very limited.

Can the client come up with something on his own?

Can the client anticipate?

To what extent is the client able to camouflage or compensate for the weak conceptualisation?

Explanation

It is challenging to explain to a client who has numerous issues what ReAttach could mean to them. However, as therapists, we play a crucial role in guiding our clients through this process, empowering them to understand and meet our expectations. The method is straightforward and we ask them to follow the instructions and complete the thinking assignments. If the level of development allows, it is wise to complete the socio-cognitive training. In fact, the entire social cognitive training is a new learning experience for the client, and we are here to guide them every step of the way.

Cognitive impairment

For clients with a cognitive delay,, we limit our work to introducing concepts. To stimulate and automate conceptual thinking, you will need to work with many



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concepts when perspective and relational concepts (stay...) are not options yet.

Clarify that tactical stimuli are necessary and make tapping predictable (ensure the client sees this coming). Wait for the initiative from the client and start naming it immediately if good eye contact and affect are visible.

"The eyes may be closed" is a clue that can be taken too literally. "Close your eyes and listen to the words I say or the commands I give. You do not have to respond; try to carry out the commands in your mind."

When the name is mentioned, the client may say "yes". Then repeat the instruction that he/she does not have to say anything.

Perspective

The first time the perspective is trained, you may need to clarify the details. Do this during the session, for example, with adult clients who have normal to high intelligence: *"Now I want you to stand in the place of (other 1) and try to look at yourself through the eyes of (other 1)." Give time to make the switch (not too long) and continue. If the client does not interrupt the session, the social cognitive training is continued with: "You are still (other 1), now look at (other 2)"*.

This is the most complex instruction, and it is essential for automation that you, as a therapist, provide sufficient processing speed. Before you go back to the name, count your thoughts to 20. The second time the perspective name is trained, you omit the extra explanation and proceed directly to a standard ReAttach session. You might say to an adult: *"Now look through the eyes of (other 2) at yourself."*

In children, the task of perspective taking can be explained by a television character or a hero from a game. Rest assured with "Super Mario" and say, *"Now you have the role of Super Mario and you look at yourself" or "Stay Super Mario and look at Papa"*.

Additionally, in children, when the perspective can be offered, you can provide the full socio-cognitive training. It is essential to recognize that we continually practice new skills. The lack of Theory of Mind in children or adults is no reason to skip this exercise. On the contrary, it is essential to encourage conceptual thinking and introduce clients to new ways of viewing themselves, others, and the relationships among them.

Search prompts

This group of clients is dedicated to searching for queries as well as promoting connectivity to long-term memory in the context of concept formation. There is a great deal of fragmented information stored in long-term memory.



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The more information you have the client retrieve, the more information they can put together with you under optimal conditions.

As a therapist it is important to make meaningful choices:

- Find everything you know about yourself
- Find everything you know about peers
- Find everything you know about your family
- Find everything you know about your partner
- Find everything you know about society

Cognitive Bias Modification

Concepts that have just been built do not need to be adjusted yet.

CBM 1:

Use this to show the differentiation between 'the self' and 'the others' and to strengthen self-image with this. Clients with weak concepts often do not yet understand that they themselves are the leaders in their own lives.

CBM 2: Searing Experiences - It is essential to train and integrate imagination first, when it is not sufficiently present. If in doubt, let us start with this.

With all learning experiences, it is wise first to take a small, concrete step and integrate that experience. This approach not only enables immediate progress but also lays the groundwork for further growth.

Immediately afterwards, we advise you to build on the learning experience, for example, by applying it in multiple situations and thereby generalizing the learning experience to everyday life.

Reinforcer

The reinforcer also has weak conceptualisation and problems with insight.. It is difficult for the reinforcer to see and respond to the needs of the client. The reinforcer may also be a client. Clearly communicating what you expect from the reinforcer is important. This allows you to obtain support from the reinforcer in the systemic process.

Opposite

It is important to connect with positive affect when managing complex clients. This can help in developing adaptive skills, which can be beneficial. The opposite, on the other hand, gives too much meaning to information, emotions, and events, which can make it challenging to keep both feet on the ground. Try to align with healthy reasoning, as the opposite may be seriously



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overwhelmed by care for the client. Pay attention to the need for basic safety and to be seen and heard. If the opposite proves to be complex, it offers a comprehensive trajectory suitable for the seriousness and complexity of the problem. If this is not within your expertise, refer to a more experienced colleague.



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IMAGINATION HYPER

Meaning

Your client has (still) difficulty discerning between fantasy and reality.

Advice

You can discuss the concept of "game". When do you use if- or " when "? When is something "real" or "not real"? ReAttach is a game therapy for children and adults. So we can make good use of fantasy. We go along with the imagination and interpret it as a game. For example, if the client indicates that he is Super Mario, then ask *Super Mario* to sit down.

As the therapist, you will explain that we are going to play a game intervention in which 'Name' can pretend to be Super Mario and look at 'Name'. We remain in reality and indicate the imagination. The ReAttach protocol is executed in the same manner as with other clients. With CBM 1, you could look at the real (Name) and at 'Name' who plays Super Mario. In Session 2, indicate that you will first talk with 'Name' and then play with 'Name,' which can therefore act as if it were.

Reinforcer

The reinforcer also has difficulty distinguishing between fantasy and reality: The reinforcer is, in fact, a client in terms of their problems. If the reinforcer is too preoccupied, a Forgive and Forget Hood exercise can provide peace of mind. In the event of psychosis sensitivity, you should take your responsibility to refer to a psychiatrist or colleague with the appropriate expertise, reinforcing your integral role in the client's mental health journey.

Opposite

The opposite lacks imagination and therefore has difficulty anticipating, implying that they find it challenging to take the initiative, devise something to do, and understand the client's behavior. If the opposite also has an extreme score on low arousal, he might show risk-seeking behavior.

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IMAGINATION HYPO

What does it mean?

The client has not (yet) developed or lost any imaginative assets.

Secondly, this has consequences for:

- Executive functioning
- Self-regulation
- Adaptability
- Learning

Assessment

As a clinician, therapist, or educator, your role is crucial in guiding your client's imagination.

Can your client come up with something to do?

Can he/she imagine what life will look like in time?

Can you start a story and let the client figure out how this narrative will continue?

Observation

It's important to be cautious in your assessments. A client without imagination can mislead you in standard questions, leading to rehearsed answers. Stay alert to this possibility.

Advice

With the Cognitive Bias Modification (CBM2) method, you give a straightforward command to train your client's imagination, for instance: *"Imagine you are Santa Claus."* Subsequently, give a broader assignment to generalize the skill, such as imagining a different role or situation.

Imagination is needed to anticipate, organize, and plan, set goals, and devise solutions to problems.

It is therefore important that you extend the 'simple' task that has just been trained.

For example: *"When I press, you imagine that you can come up with all kinds of fun things to do with your friends."* *"When I press, you come up with as many ways as you can to solve your problems".*

Note*

It goes without saying that the orders given correspond to the client's age and cognitive level.

Reinforcer

The reinforcer, which also lacks well-developed imagination, struggles to anticipate the client's behavior. In this case, the reinforcer needs clear communication and guidance.



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Opposite

The opposite may have difficulty distinguishing between fantasy and reality, which can be unpredictable for the client with limited imagination. Unpredictability is usually a stressor.



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COMMUNICATION - HYPER

What does it mean?

The client is either too open in their contact or decelerated in their speech. There may be too little differentiation between strangers and acquaintances (due to meager or absent conceptual formation). There may be a compulsion (persevering), a fear of silence, or an attempt to compensate for a cognitive disorder (such as a frontal lobe dementia).

Secondly, this has consequences for:

- Relationships

Advice

Work on differentiating between 'self' and others is crucial. At CBM 1, we can also pay explicit attention to the differentiation between strangers and acquaintances, which can reduce inappropriate communication. Clients who cannot stand silence and/or persevere remain silent during ReAttach sessions when they are well-regulated. ReAttach, an associative process, strengthens the connectivity between different neural networks, improving connectivity and executive functions in cognitive disorders. Multiple sensory integration improves organization and planning, and self-regulation can increase as an internal locus of control is (re)activated.

Progressive disorders

It's important to note that in clients with progressive disorders (e.g., a frontal lobe dementia), there is potential for (temporary) improvement in the field of social-cognitive consciousness. You will observe less decelerated behavior and better focus on surroundings. ReAttach relieves working memory and activates the parasympathetic nervous system, which can reduce anxiety and agitation, as well as fatigue complaints. You can help clients with progressive conditions accept the changes and find more peace.

Reinforcer

The reinforcer also communicates a great deal, and perhaps in a particular manner, which can complicate the client's communication problems and the relationship between them. You may be able to clarify this.

Opposite

The opposite, which does not communicate or is clearly limited in communication, has difficulty connecting with the client. You may be able to clarify this.



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COMMUNICATION - HYPO

Meaning

The client does not communicate or barely communicates with the environment, may be preverbal, and self-directed.

Observation

Good observation is important to look at the communication. The client may be communicating without being fully understood by the environment. So look closely at the behavior. What happens if you drastically reduce your own arousal? What happens if everyone in the area drastically reduces the arousal? How does the client react if you drastically slow down the pace of speaking and acting? Take sufficient time to follow up on communication when the client is significantly delayed; otherwise, you might miss opportunities due to this delay.

Advice

Arousal regulation and activating the social reward system (tapping) are the first steps in the process. Your client is likely to operate on a pre-conceptual level. From the client's point of view, there must be a reason to communicate with the environment. As soon as the

client takes the initiative, you will need to be attentive and respond appropriately to ensure that there is joint attention. Connect to and stimulate functional communication by providing situations that require communication.

Preverbal

The ReAttach protocol can be tailored to the client's developmental level, ensuring that each individual's unique needs are met. For deaf clients, visual concepts will be the focus. If your client is well-heard and is developing beyond the age of 1, you can start working on developing a coherent self-concept and differentiation between 'I' and 'the other'. This personalized approach demonstrates your understanding of their specific challenges and your commitment to their progress.

For clients operating at a preverbal and pre-conceptual level, you build through development towards the conceptual phase, including differentiation between 'self' and 'other', as well as the conditions for the development of spoken language.

Echolalia

It is important to remember that progress takes time. Echolalia can pave the way for targeted communication among autistic children who are experiencing the same growth: Differentiation between 'I' and 'other'. By activating the mirror neurons, you can also learn to communicate effectively with this target group, fostering



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interest in the other, as well as awareness of the self and the other. However, it is crucial to be patient and satisfied with small steps when it comes to activating growth. Developments need time, and your patience will be rewarded.

Verbally inactive or introverted

For this group, communication must become meaningful. Strengthening the provision of concepts with socio-cognitive training contributes to this. Due to developmental disorder, trauma, or severe neglect, communication skills may not be sufficiently developed. You can use CBM 2 to help your clients (in small steps, which fit well into the area of near development) gain positive experiences.

Environment

If the client has developed a disharmonic profile and is visually active, then it is likely that the environment uses visual clarification. Learning to communicate using spoken language is unnecessary when the environment is constantly responding to what you point out.

From mono to multiple sensory communication

From preverbal to verbal

Communication develops in healthy children not via one sensory channel: we use intonation, mimics, gestures, words, images, and express our feelings. If we work with clients who operate at the preverbal and pre-conceptual levels, it is essential to train perspective-taking as a precursor to verbal communication. After the ReAttach sessions, learn to communicate like a typically developing young child does: with all senses at the same time.

Makaton is a multimodal learning method designed to improve communication Through Speaking, watching, gestures, intonation, and reading. This method fits well with ReAttach. If you do not have Makaton available, complementing methods that use one sensory channel with information from other sensory channels is a good solution.

Reinforcer

The reinforcer has significant communication limitations. It may also benefit from programs designed to improve language, speech, and communication skills. Additionally, it might be necessary to use tools to enhance communication between the client and the reinforcer. The reinforcer may also benefit from the program offered to improve language/speech and communication among themselves. It may also be



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necessary to use tools to clarify the communication between the client and the reinforcer.

Opposite

The opposite is communicatively active but also special, which requires guidance, clarification, or adjustment to improve communication among themselves.



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EMOTION REGULATION HYPER

Meaning

Your client, while currently struggling with emotional expression, has the potential for growth and change. There is moderation in the expression, but with the right therapeutic approach, this can be overcome. This is an obstacle to reciprocity in intimate relationships, but it's not a permanent barrier.

Assessment

Is there sufficient motivation to work on daring to feel, allowing to feel, and sharing emotions with others?

Advice

If the client is a child, it is best to start with the parents. It is essential that they, as co-regulators, accept, dare to feel, and positively demonstrate their own emotions. If you are dealing with an adult, you can use expressions of emotions (for example, daring to cry) in the protocol. You can use identifications with adaptive skills.

With CBM2, you can practice expressing emotions in various ways. With CBM3, you can break through a persistent pattern by adding experiences that did not require the attenuation. For instance, engaging in a fun activity or sharing a personal story can be such experiences. These experiences can help the client learn to express their emotions more fully and authentically.

Reinforcer

The reinforcer is someone who does not express emotions, which means that the reinforcer client cannot provide sufficient support. You could involve the reinforcer intensively in the program you offer to the client, so that both can benefit and grow together.

Opposite

The opposite's current struggle with regulating emotions can lead to unpredictable and unsafe behavior, potentially causing the client to withdraw further. It's crucial to equip the opposite with tools to manage negative affect. Starting with the self-regulation exercise of Forgive and Forget Hood, using the W.A.R.A. face-to-face approach, and offering a comprehensive ReAttach trajectory if the opposite is motivated, can bring hope and optimism for a positive change.



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EMOTION REGULATION - HYPO

What does it mean?

The client has significant trouble regulating their emotions or is still dependent on others for this. Trauma overactivates the anxiety system and can cause triggers and projections to cause severe affectionate problems. The treatment of trauma does not always have the desired effect. The development of good pain or affect regulation requires identification with that pain or emotion. Pain and emotions are concepts. The regulation requires an internal locus of control and making sense. There will have to be a recognition that the pain or emotion is in the self. If someone is (still) in a symbiotic relationship with the environment, identification with the signals from their own body is still not sufficiently developed. Non-congenital brain injury can cause connectivity loss, stimulation processing problems, control loss, and regulation problems that prevent the client from managing pain or emotions.

Advice

The **W.A.R.A.** (Wiring Affect with ReAttach) is a powerful exercise that you can offer face-to-face to reduce negative affect directly. By implementing this technique several times and allowing the client to experience the process, you can then initiate the social-cognitive training of ReAttach more smoothly. You can also **guide the client through the Forgive and Forget Hood exercise face-to-face** or assist them in performing it independently. Initially, the W.A.R.A. self-regulation may seem challenging to explain and automate. However, by the end of the ReAttach process, this is likely to be more successful, and you can teach the client the Forgive and Forget Hood or the W.A.R.A. self-regulation technique, thereby enhancing their affective control capabilities.

Before the client can give meaning to the signals their own body sends, you will need to optimize the learning conditions with ReAttach social-cognitive training. First, work with ReAttach **to differentiate between the self and others**. This is an important prerequisite for the development of affect and emotion regulation in clients who are still in the symbiotic phase.

Social cognitive training plays a crucial role in reducing triggers and projections, thereby enhancing the client's internal locus of control and improving brain connectivity. This process is efficacious in improving the client's emotional regulation capabilities.



ReAttach M.I.S.T

Map the Individual State of Mind

The sequence of identification, regulation, and expression is a logical and effective process in addressing affect and emotion regulation issues.

For persistent problems with affect and emotion regulation, you can place feelings in the position of identification, as identification is a prerequisite for both regulation and expression.

With ReAttach, we do not want to work trauma-focused and do not do exposure. Therefore, it is advised not to work specifically, but rather to zoom out to a broader concept such as feelings. It is also important to identify significant others who have a positive impact on the client. If a positive affect is present, specific naming is not a problem. Positive affect identifiers can help to offer the New Mind Creation later. After all, fine feelings and emotions are concepts that we can strengthen before we train secure attachment.

Cognitive bias modification

With **CBM 1**, you can incorporate feelings into the identity. CBM2 enables you to practice regulating and accepting, or expressing, feelings. You can also use CBM2 to physically relax by experiencing positive affect (such as fun).

Reinforcer

The reinforcer itself has not yet learned how to place negative affect properly and regulate emotions. If the reinforcer and client react negatively to each other, unsafe situations may arise. As a therapist it is your responsibility to mitigate the negative impact of the reinforcer by providing W.A.R.A. face-to-face and self-regulation tools, such as the Forgive and Forget Hood. This can also motivate the reinforcer to participate more intensively in the strategic systemic treatment plan you have drawn up.

Opposite

The opposite tends to suppress its own feelings, allowing the opposite pool to act as a stabilizer if the client needs it. Suppressing one's own feelings can be a survival pattern that is adequate as long as the client is unable to self-regulate. As a ReAttach Affect Coach, it is essential to monitor the growth of both the client and the opposite pool closely, ensuring a good balance is achieved for both.



ReAttach M.I.S.T
Map the Individual State of Mind

COPING - HYPER

What does it mean?

Your client has so much difficulty with unpredictability that he/she wants to exercise too much control over everything that happens. As a result, there is too little room for others to solve problems independently. If your client is a parent, then this is very difficult for the partner and for the children. There is a "pronounced internal locus of control"; it is too much of a good thing for the area. For your client, the control they exert over the environment can give them a (too) positive self-image. You get the message: "Where would we be without me?"

Advice

Actually, your client is so afraid of loss of control that this behavior has arisen. An ego-saving way to deal with this in a ReAttach session is to work towards **learning to give space** to others for themselves to take the initiative and solve problems independently. You use adaptive identifiers for this and practice new skills in CBM 2.

In CBM 3, training the optimism bias by acknowledging that everything will also be okay if the client dares to leave something to others, supports reducing hyper-coping.

ReAttach Forgive and Forget Hood

If it is negotiable with your client that they have difficulty releasing control, then you can start with the Forgive and Forget Hood as a self-regulation exercise. This exercise is well-suited to releasing 'all bears on the road', or to negatively affecting the underlying neurotic behaviour, and the client's willingness to engage in this process is a reassuring validation of their commitment to change.

Reinforcer

The reinforcer also has much trouble giving others room to solve problems themselves. That conflicts with the client's hyper-coping. Making this negotiable, approaching the reinforcer positively, and engaging in the strategic treatment plan, a well-thought-out process, can help achieve growth in both areas. The ReAttach Forgive and Forget Hood can also be used with the reinforcer.

Opposite

The opposite is only activated to actively address problems of its own if the client can accommodate it. In this sense, the opposite serves as a clear signal function, allowing you to monitor whether the system is achieving a better balance.



ReAttach M.I.S.T

Map the Individual State of Mind

COPING - HYPO

What does it mean?

Your client is dependent and relies on others to solve problems.

Assessment

If the client is still in the pre-conceptual phase, he/she cannot experience the world as a meaningful whole. When there are insufficient cognitive compensatory possibilities (at a low level) or when the environment camouflages and compensates too much, there is talk of helplessness, whether learned or not. People can also become passive if they feel overwhelmed by emotions and events or because they feel they have no control at all (external locus of control).

Advice

Our work with ReAttach from the pre-conceptual phase to the conceptual phase emphasizes the need for active problem-solving. This is crucial for the client's development. It is essential to collaborate with partners/parents/carers on systems issues to ensure the client develops an internal locus of control and actively resolves their own problems.

Cognitive bias modification

CBM 2 is a valuable tool for actively practicing with your client. It helps to identify possible solutions to problems and visualize their implementation. This is particularly beneficial for clients who tend to be inactive.

Imaginative power

Some clients do not have the imaginative assets yet designed to solve problems actively. They cannot figure out how they could do that yet. It is therefore essential to monitor the development of imaginative assets among this group of clients at CBM 2.

Reinforcer

The reinforcer's passive coping and lack of positive example may be influencing the client. Additionally, the reinforcer's inability to activate the client could be a result of depression. It's important to consider the potential impact of the reinforcer's behavior on the client. You could explore using the Forgive and Forget Hood for depression, a strategy that could empower the reinforcer to take more initiative and potentially improve client engagement.



ReAttach M.I.S.T

Map the Individual State of Mind

Opposite

The opposite tends to solve problems for the client, so that the client, who already has few coping skills, does not have to become actively involved. It is essential to discuss this with the opposite and promote the ability to let go. You can offer the Forgive and Forget Hood as a self-regulation tool to help individuals change their coping style.

