

## Process Undercurrent Worksheet for “Misuse of Power” Seed

Unhealthy Undercurrents ( <u>Underlined</u> )	Opposite Healthy Undercurrents ( <b>In Bold</b> )
<input type="checkbox"/> <u>Empty Threats</u> – Parent or caregiver frequently or constantly tells the child or adolescent that if they continue to misbehave that “x” punishment will occur but it is never implemented or enforced.	<b>No Empty Threats</b> – Parent or caregiver tells the child or adolescent what will happen if they misbehave and they do exactly what they said they will do.
<input type="checkbox"/> <u>Caustic Communication</u> – Parent, caregiver or child yells, screams, argues, or criticizes the other over 50% of the time.	<b>Soft Talk, Calm Voice, Praise/Appreciation</b> – Parent or caregiver communicates with a calm or soft voice with regular praise and appreciation given to the child or adolescent.
<input type="checkbox"/> <u>Lack of Consistent Discipline</u> – Parent or caregiver’s discipline is different depending on the day of the week, the mood of the parent, caregiver or child, or some other frequently changing variable. Kids describe this as the “line in the sand” is constantly moving.	<b>Consistent Discipline</b> – Parent or caregiver has pre-determined rules and consequences in writing and follows through no matter what.
<input type="checkbox"/> <u>Role Confusion</u> – Child or adolescent controls the mood of the household with threats of misbehaviors or even violence and acts as if they are the parent. The child or adolescent is in charge and not the adult.	<b>Role Clarity</b> – Parent or caregiver controls the mood of the household and acts as the parent through consistent rules and discipline. The Hierarchy is not mixed up. The parent is clearly seen as the person in charge and the child or adolescent follows their leaderships.
<input type="checkbox"/> <u>Lack of Consistent Nurturance</u> – Lack of good physical touch, special outings, or restoring of good feelings after a fight. Over time, this has caused bitterness or resentment which in turn has led to retaliation, violence, or acting out behaviors.	<b>Unconditional Love, Consistent Nurturance</b> – Unconditional acts of nurturance occur regardless of how the child or adolescent behaves. There is consistency in areas of good physical touch, special outings, or restoring of good feelings after a fight.
<input type="checkbox"/> <u>Dance of Violence</u> – Arguments or conflicts between the child or adolescent and their siblings, relatives, parents or caregivers frequently escalate into threats or acts of violence.	<b>De-Escalation Tactics, Playfulness, Safety</b> – De-Escalation tools are employed such as “exit and wait”, and humor and playfulness. A safety plan is in place if needed with serious consequences to anyone who violates the plan.
<input type="checkbox"/> <u>Boundary Violations</u> – Relationships between the parent or caregiver and child or adolescent is either too enmeshed or too disengaged.	<b>Creation of Boundaries</b> – If the relationship is too enmeshed, there is a need to create greater distance or privacy between people. If the relationship is too disengaged, there is a need to establish greater closeness, communication and bonding.
<input type="checkbox"/> <u>Different Parent or Marital Philosophies</u> – Two or more key caregivers in the child or adolescent’s life disagree on the best approach of discipline or nurturance. The adults disagree on roles and responsibilities.	<b>Same Philosophies or Working Together</b> – Parents or caregivers learn how “divide and conquer” tactics work between children or adolescents and their parents or caregivers. Parents or caregivers learn how to get on the same page or learn how to compromise so that differences do not tear the family apart.
<input type="checkbox"/> <u>Lack of a Support Village</u> – A child or adolescent can become “drunk with power” and dominate when the parent or caregiver is alone and isolated from extended family members or friends either due to physical distance or a lack of time or effort.	<b>Mobilize or Create a Village</b> – Parents or caregivers who are being dominated or controlled by a child or adolescent can be empowered and regain lost authority when a village of friends, neighbors, or extended family members are mobilized.

## Process Undercurrent Worksheet for “Unhealed Wound” Seed

Unhealthy Undercurrents ( <u>Underlined</u> )	Opposite Healthy Undercurrents ( <b>In Bold</b> )
<p><input checked="" type="checkbox"/> <u>Unresolved Grief or Loss</u> – This occurs when the adult or child has failed to (a) have closure or say good-bye; (b) embrace support and instead isolates or withdraws; or (c) talk about the grief or go through the stages of death and dying.</p>	<p><b>Grief Education and Resolution</b> – Most people do not have a handbook on how to grieve in a healthy manner. Therefore, grief education is a must as well as specific acts to gain closure and support.</p>
<p><input type="checkbox"/> <u>Betrayal or Abandonment</u> – The adult or child experiences a sudden and often times unexpected betrayal from a loved one or sudden abandonment such as a divorce or changed foster care placement.</p>	<p><b>Security, Forgiveness, Unconditional Love</b> – The person who was betrayed or abandoned is able to forgive the person. The abandoned child or adult finds security and/or experiences unconditional love.</p>
<p><input type="checkbox"/> <u>Family Secrets</u> – Following a traumatic event, the person, couple, or family is told or coerced into keeping the event a secret. Sample traumatic events could be sexual or physical abuse or a substance abuse problem.</p>	<p><b>Reveal Secrets/Safety</b> – Secrets are talked about and revealed and the person/family feels safe to do so.</p>
<p><input type="checkbox"/> <u>Physical or Mental Abuse</u> – Adult or child experiences days, months, or years of physical or mental abuse. It can be a onetime event such as rape or sexual abuse or last months or years such as mental abuse or domestic violence.</p>	<p><b>Support, Courage to Leave, Forgiveness</b> – Person who was abused now receives the needed support or is no longer isolated. They also may need to find the necessary resources to leave the abusive situation. The person who was abused may be able to forgive the abuser, themselves, or others.</p>
<p><input type="checkbox"/> <u>Lack of Forgiveness/Bitterness</u>– Adult or child experiences a traumatic event such as a divorce or an emotional wound or betrayal by another person that they have not forgiven</p>	<p><b>Forgiveness</b> – Person is able to forgive another whether they are living or dead.</p>
<p><input type="checkbox"/> <u>Lack of Consistent Nurturance</u> – Severe lack of good physical touch, special outings, or restoring of good feelings after a fight, which over time leads to bitterness or resentment. This in turn leads to retaliation and deep wounds.</p>	<p><b>Unconditional Love, Consistent Nurturance</b> – Unconditional acts of nurturance regardless of how a person treats you unless severe abuse or neglect. Consistency in areas of good physical touch, special outings, or restoring of good feelings after a fight.</p>
<p><input type="checkbox"/> <u>High Anxiety</u> – Unlike the previous six undercurrents, high anxiety or even panic attacks do not cause unhealed wounds. Rather it is a by-product of the unhealed wounds. The adult or child with such high anxiety typically cannot rest their minds, sleep, or function effectively.</p>	<p><b>Safety or Security</b> – The adult or child is made to feel safe or secure through support or consistent structure. The village is often mobilized to help fill in this missing safety or security. If needed, a safety plan is initiated.</p>
<p><input type="checkbox"/> <u>High Stress</u> – As with anxiety, high stress does not cause unhealed wounds but is a by-product of unhealed wounds. The adult or child with high stress cannot rest their minds, sleep or function effectively. Additionally, this person often has difficulty concentrating and is impulsive.</p>	<p><b>Relaxation or Diversionary Tactics</b> – The adult or child is taught stress reduction and relaxation techniques such as exercise or deep breathing. Diversionary tactics (sports, vacations, hobbies, etc.) are implemented to divert the mind from the stress rather than ruminating on it.</p>

## Process Undercurrent Worksheet for “Physical or Mental Impairment” Seed

Unhealthy Undercurrents ( <u>Underlined</u> )	Opposite Healthy Undercurrents ( <b>In Bold</b> )
<p><input checked="" type="checkbox"/> <u>Drawn Out Medical Illness</u> – Physical impairment occurs when the adult or child suffers from a debilitating illness such as a brain injury, cancer, spinal cord injury, etc. The family has to change their normal lifestyle to accommodate to the person with the illness.</p>	<p><b>Education, Support, Stress Management</b> – Most people do not have a handbook on how to emotionally handle the stress of a debilitated family member. Therefore, education is a must as well as the mobilization of support and stress management.</p>
<p><input type="checkbox"/> <u>Someone Seen as Patient/Mental Case</u> – The individual is treated as if they were frail and incapable and thus, are not held accountable for their behavior. Examples might be a child with ADHD or some other mental illness who is not held accountable for poor behavior.</p>	<p><b>Normality and Accountability</b> – Depending on the case, the person may be misdiagnosed or using the diagnosis as an excuse to not be accountable. The therapist must convince the person or system that the person is not frail, but rather, is stuck in a rut or stubborn and in need of accountability.</p>
<p><input type="checkbox"/> <u>Chemical Imbalance</u> – There is evidence that symptoms such as impulsivity, aggression, hyperactivity, depression, etc. are predominately caused by a chemical imbalance in the brain.</p>	<p><b>Psychotropic Medications</b> – Chemical imbalances in the brain can be positively helped by medications such as Prozac, Ritalin, Zoloft, Paxil, Celexa, etc.</p>
<p><input type="checkbox"/> <u>Brain or Mental Impairment</u> – There is a markedly abnormal or impairment in social interaction or communication, such as seen in ADHD, Autism, or intellectual deficiencies.</p>	<p><b>Consistent Structure, Education, Support</b> – Adult or child requires consistent structure and routine to decrease stress and improve functioning. Caretakers need education on the latest advances and plenty of emotional support.</p>
<p><input type="checkbox"/> <u>Lack of Forgiveness/Bitterness</u> – Family members of an individual with a severe physical or mental impairment run a high risk of resentment or unforgiveness because of the time, effort, and sacrifice it takes to provide care.</p>	<p><b>Forgiveness</b> – Person is able to forgive the person with the disability and understand that what has happened is not their fault.</p>
<p><input type="checkbox"/> <u>Lack of Consistent Nurturance</u> – Because the person with the disability takes so much effort and is often hard to manage, there is a high risk for a lack of nurturance. Additionally, the person with the disability may struggle with feeling loved or of value.</p>	<p><b>Unconditional Love, Consistent Nurturance</b> – Unconditional Acts of Nurturance.</p>

## Process Undercurrent Worksheet for “Unmet Primal Need” Seed

Unhealthy Undercurrents ( <u>Underlined</u> )	Opposite Healthy Undercurrents ( <b>In Bold</b> )
<p><input checked="" type="checkbox"/> <u>Maslow’s Unmet Hierarchy of Needs</u> – Abraham Maslow’s (1970) “Hierarchy of Needs” research states that human beings have five basic primal needs which are like rungs on a ladder {physiological, safety, love and a sense of belonging, self-esteem, and self-actualization}. The first rung of the ladder (basic physiological needs) must be attained before the individual can move up to the next rung of the ladder (the need for safety) and so on. The risk for mental illness escalates if the first three basic needs of physiological, safety, and social belonging go unmet.</p>	<p><b>Fill in “Missing” Maslow Need</b> – If one of the first three most basic primal needs is missing/unmet, the therapist will need to help the family system attain it. For example, a mother or father with an out of control teenager cannot begin to think about behavioral contracting if they still cannot get food on the table first.</p>
<p><input type="checkbox"/> <u>Lack of Attachment or Bonding</u> – Attachment theory developed by John Bowlby (Bowlby, 1969; Bowlby, 1973; Bowlby, 1980) postulates a primal universal human need to form close affectionate bonds. At its core is the reciprocity of early relationships, which is a precondition of normal development in all mammals, including humans (Hofer, 1995)</p>	<p><b>Attachment Bonds</b> – The therapist must “fill in what is missing” by giving the primary caregiver specific tools and strategies to form attachment bonds. The older the child, the more challenging this becomes.</p>
<p><input type="checkbox"/> <u>Lack of Forgiveness/Resentment</u> – A lack of forgiveness or resentment often creates what is called “spiritual pain” or a “pain in the heart”. Most major religions recognize and talk about this connection and the need for forgiveness.</p>	<p><b>Forgiveness, Prayer</b> – The person is able to forgive another person. If the person believes in the spiritual connection to forgiveness, prayer is suggested. Additionally, acts of kindness can facilitate forgiveness.</p>
<p><input type="checkbox"/> <u>Lack of Connection to God or Higher Power</u> – For many people a sense of high anxiety, lack of inner peace, mental illness, and imbalance can be traced back to a lack of connection to God or to a Higher Power.</p>	<p><b>Connecting to God or Higher Power</b> – The individual, couple, or family finds concrete ways to establish a connection to God or a Higher Power through such things as prayer, service to others, etc.</p>
<p><input type="checkbox"/> <u>Mind, Body, and Spirit Unbalanced</u> – People are unbalanced in one or more of these three areas – mind, body, or spirit. The mind is never at rest or at peace; the body is neglected; there is no connection to God or to a Higher Power.</p>	<p><b>Restoring Balance</b> – The individual, couple, or family finds concrete ways to establish balance in the area or areas that they are unbalanced such as exercise to care for the body, etc.</p>