# ReKINDLE

## Relationship Counselling

Course designed & created by Sian Hines in partnership with ReKindle Counselling ®

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Relationship Counselling

# Module 3

Written by Sian Hines

# Module 3 Roles in Relationships

- Withdrawer and Pursuer
- Attachment styles
- Parent - Adult - Child
- Drivers
- Low Mood
- Distorted Ways of Thinking

# What This Course Includes: Module Pack

At the end of each module, you will get a module pack with various handouts that will be useful when working with couples.

Module 3 includes:

- Attachment questions
- Attachment issues

# Hotlist of Couple's Problems

- Equal distribution of household jobs
- Doing household jobs correctly
- How to react to tone
- Impact of Neurodivergence in the relationship
- I don't like being talked down to or told what to do
- Not being considered
- Being uncomfortable at emotions
- Avoidance
- Lack of intimacy

Video Learning

# Molly and Josh

# Couples Therapy Discussion Point

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# Roles in Relationships

There are two main roles in a relationship:

Withdrawer

Pursuer

**Note:** There can be a crossover between the two depending on circumstances but there will always be a dominant one.

# What do we know about both roles

A **pursuer** may think & feel:

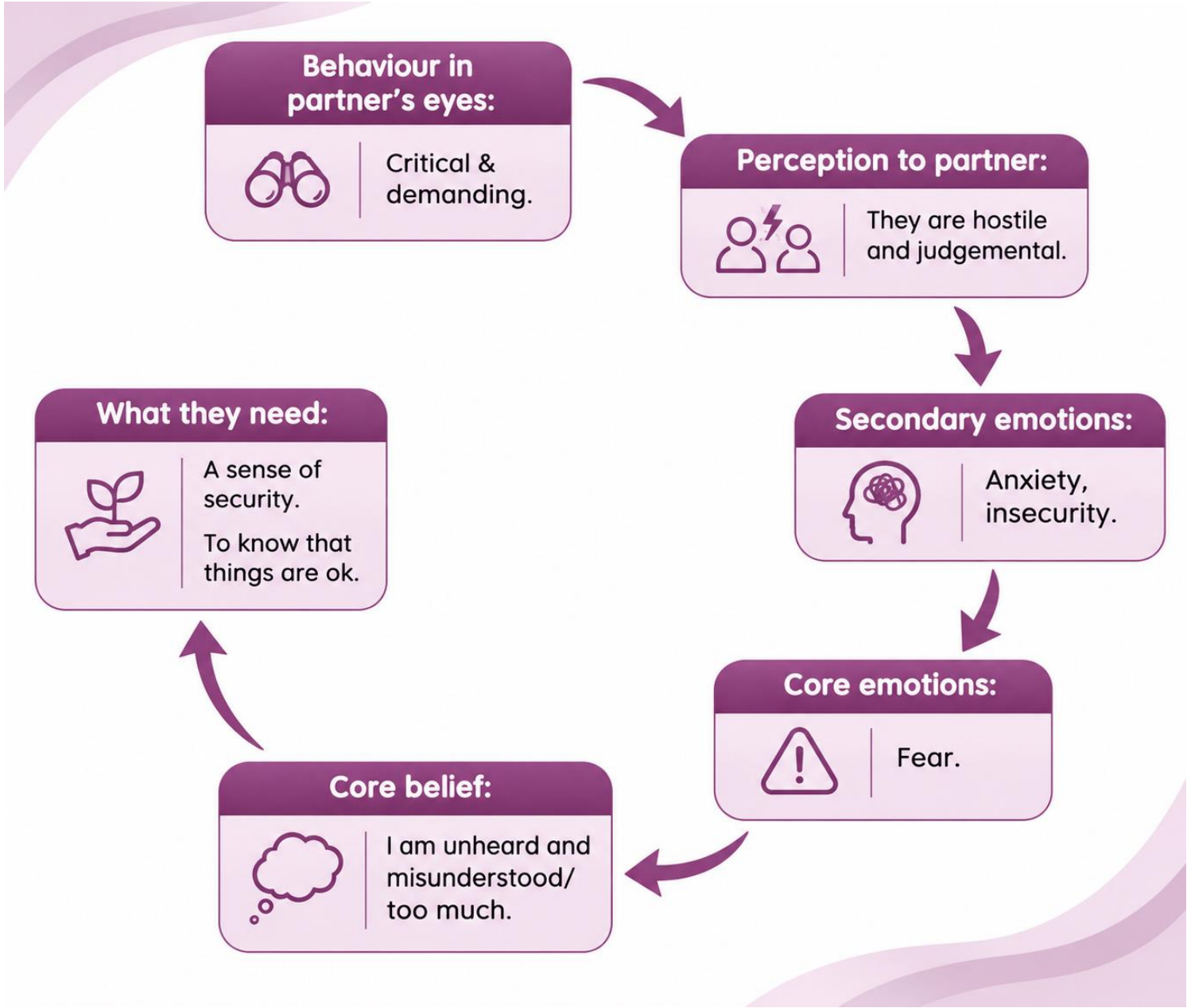
“I need to know what is happening, I must understand what has taken us here. I am confused and worried. I need them to understand that we must work on this now whilst it is fresh.”

# What do we know about both roles

**Pursuer -** There could be:

- Fear that they are unimportant and unwanted by their partner.
- Fear of abandonment or triggers from betrayal.
- Struggles with feelings of hurt or shame because of rejection when wanting to talk.
- Fears that they are not being truly loveable.
- Fear that the relationship is ending.

# Pursuer


Behaviour in partner's eyes:
Critical & demanding.
Perception to partner:
They are hostile and judgemental.
Secondary emotions:
Anxiety, insecurity.
Core emotions:
Fear.
Core belief:
I am unheard and misunderstood/ too much.
What they need:
A sense of security.
To know that things are ok.

# What do we know about both roles

A **withdrawer** may think & feel:

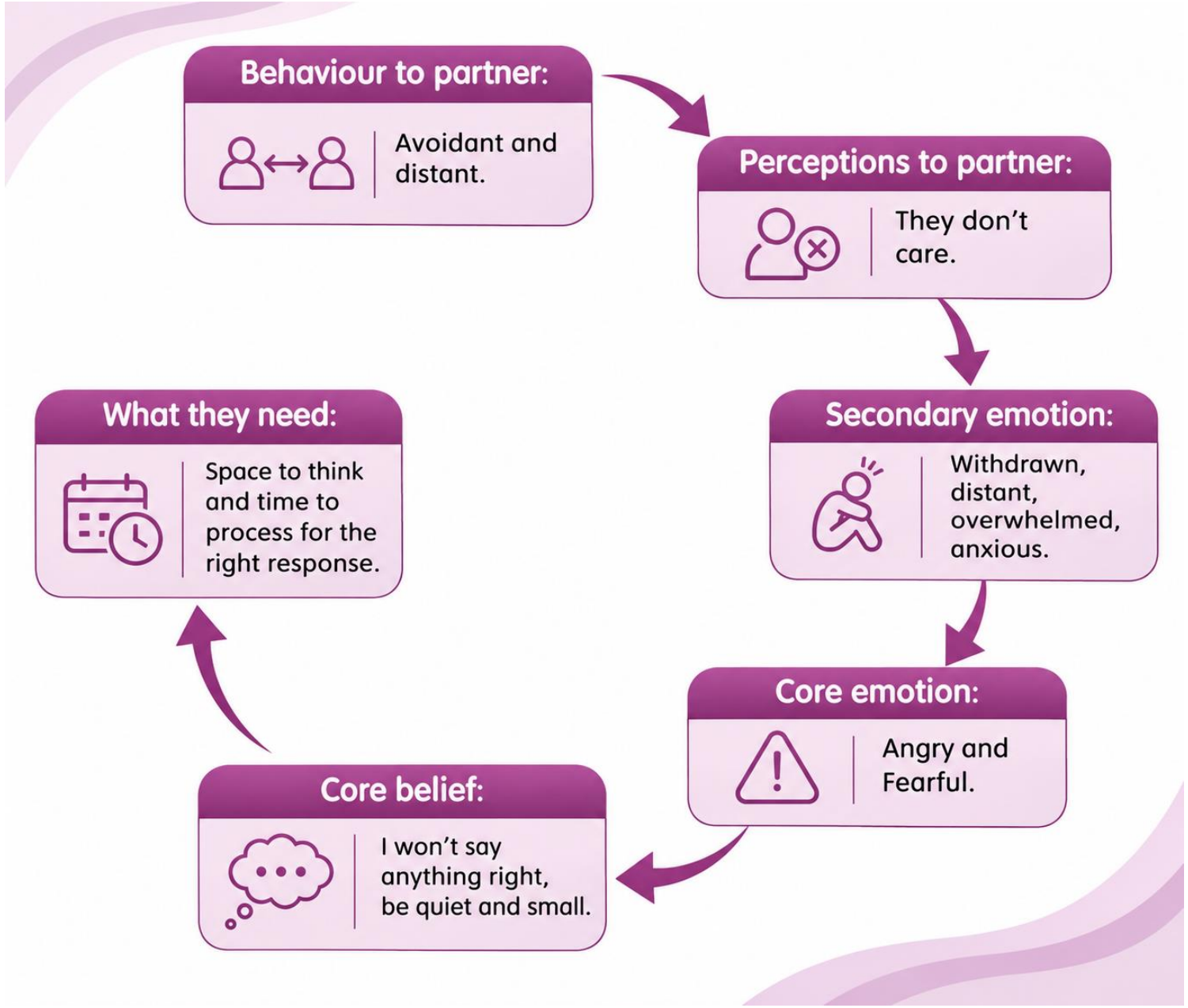
"If I put myself out there, the other person will leave. I'm going to be blamed. I'm going to be criticised. We're going to get into a big fight. I don't want to do that because they are incredibly important to me. I don't want to lose this person. It is best not to say anything and let things naturally resolve; I don't know what to say".

# What do we know about both roles

**Withdrawer -** There could be:

- Sadness because they have let their partner down.
- Worry that they could be rejected from their partner for failing to meet their needs.
- Fear that they are not wanted or desired.
- Feelings of being judged and criticised.
- Confusion about not being understood.
- Anger at their self for not being able to respond in a way that helps.

# Withdrawer

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# Video Learning

Watch a short video clip on recognising and working with the Withdrawer and Pursuer.

# Therapists Corner

**Mini Exercise**

Ask the couples if they recognise:

- Is this pattern happening in your relationship?
- Has this pattern happened in previous relationships?
- Did this pattern happen in their parents' relationships?

**Self-Reflection**

- What do you recognise as your style?
- What do you know about yourself that fits in with this style?

# Thinking Cap



What else is comparable to the Pursuer or Withdrawer roles?

# Withdrawer, Pursuer & Attachment Styles

Look at the ways we attach to people:

Secure

Anxious

Avoidant

Disorganised

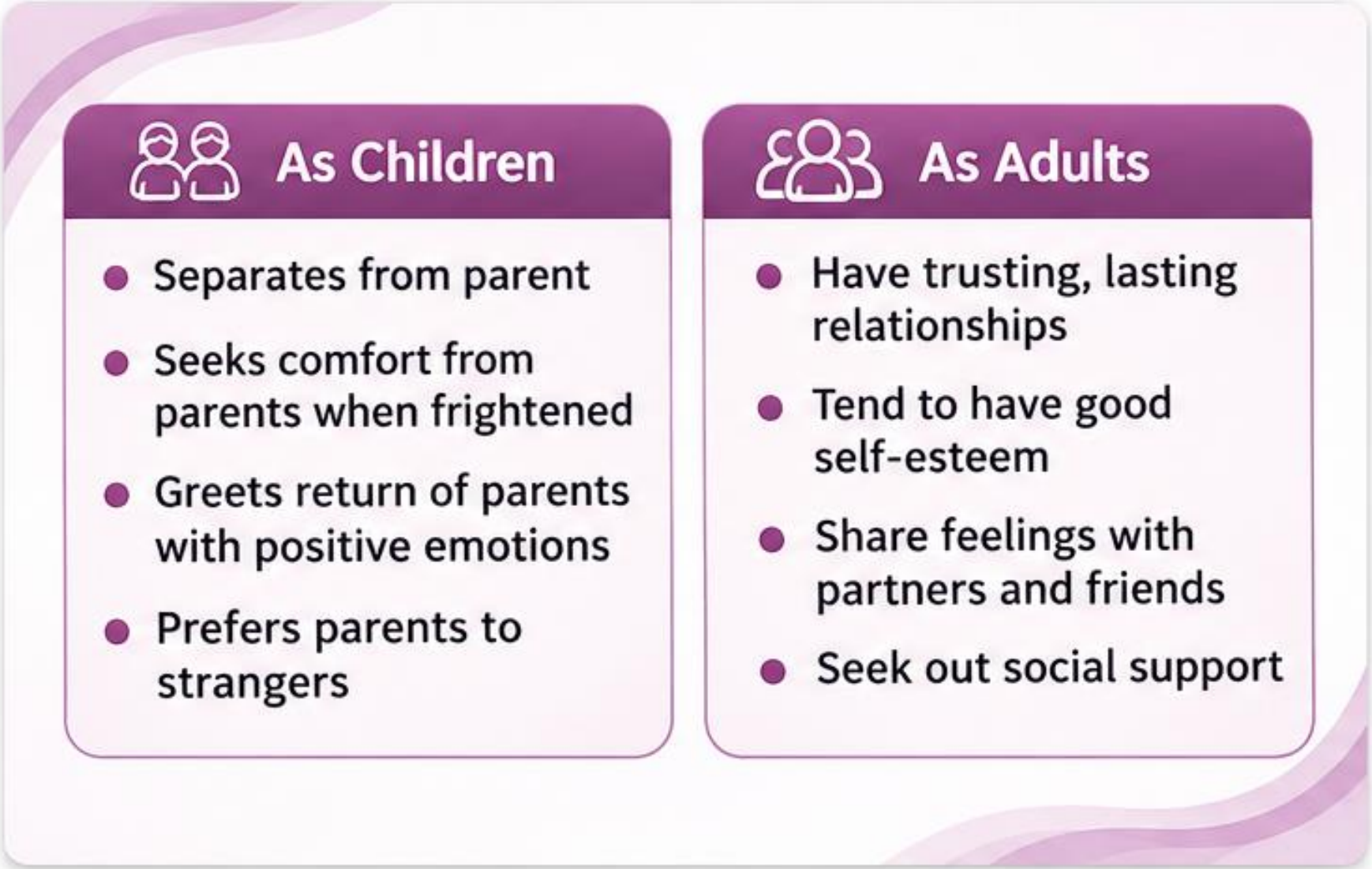
# Three Facts About Attachment Style

1. According to research ‘Disorganised’ is the rarest attachment style, as it is born out of childhood trauma, abuse and neglect.

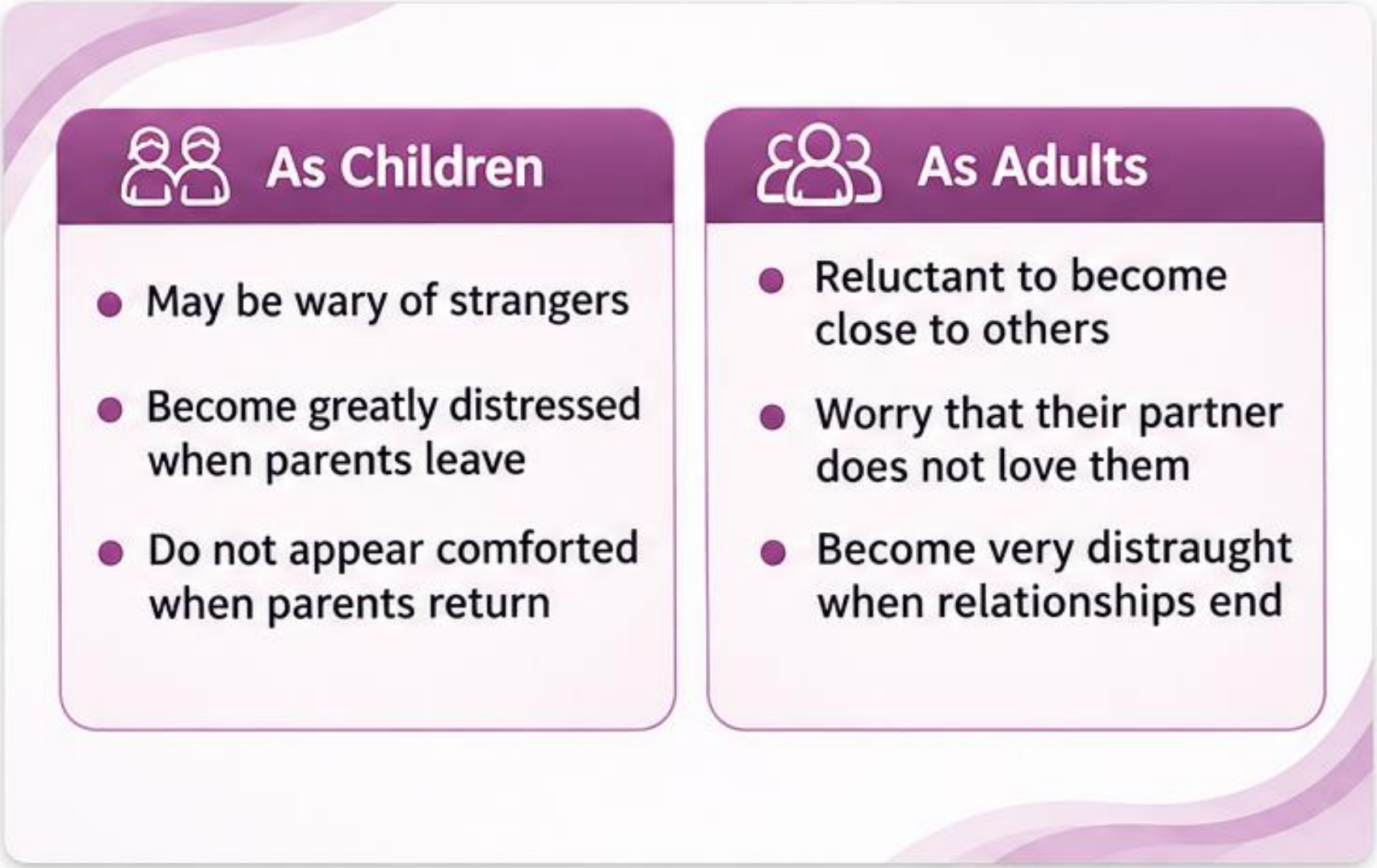
2. The most manipulative attachment style is ‘Anxious’.

3. ‘Avoidant’ attachments are more likely to break up partners as they can easily get flooded with uncomfortable emotions from their partners - Distance feels safer.

# Attachment - Secure



# Attachment - Anxious



# Attachment - Avoidant



# Attachment - Disorganised

**Disorganised**

- Is shown in relationships by inconsistency and unpredictable behaviour, it can also be known as Fearful Avoidant.

- They can act according to the Avoidant pattern but also the Anxious/preoccupied pattern, depending on their state of mind and the situation.

# Therapists Corner

**Mini Exercise – Shared Experience**

In two groups, take 10 to 15 minutes sharing how you handle attachment styles in sessions with your clients.

How would you introduce the following elements of attachment to them.

‘The Wants’ and the ‘The Whys’ of needing things in that way

**During conflict are they likely to:**

- Feel love by…
- Show love by…
- Move forward healthily by…

# Attachment Style Examples

**Relationship Trigger:** *"My partner said something that hurt my feelings"*

| | Secure | Anxious | Avoidant | Disorganised |
|---|---|---|---|---|
| **Core Belief** | "I trust that I am worthy of love. What is happening is a moment in time. It is as a result of things momentarily out of our control." | "I am not loveable. This is further proof that my partner doesn't love me or care about my feelings." | "If my partner isn't happy about something, that means they think I am a failure." | "People can not be trusted. Nobody is safe. I have to be vigilant." |
| **Emotional Reaction** | "My feelings are hurt but I know I am safe." | "I feel rejected, sad and lonely. I can't cope by myself. I need my partner to love me." | "I feel rejected and alone, but I will hide the feeling and disconnect from them and pretend that they aren't there." | "I feel rejected, abandoned, afraid. I am in danger." |
| **Protection Reaction** | "My reaction is real and understandable. It is under control, I do not need to avoid this." | "I am so upset, how can they do this to me. This feels so big." | Pretend it is not there. Carry on. | Enraged, Afraid, Conflicted. |
| **Behaviour** | To approach partner and talk about it, express feelings and negotiate a way forward. | Shows lots of emotions, fear, worry, blames, criticises, clings. | Let it go, appease partner, leave the situation, pretend not care, be passive aggressive. | Go to extremes, withdraw before they withdraw.<br>Silence and punish. |
| **Changing** | No change necessary. Working perfectly. | Learn to trust, develop self-awareness, communicate needs clearly, mindfulness. | Learn to express needs and wants, understand your emotions. | Learn to regulate emotions and to write thoughts down so that they can be seen first. |

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# Attachment: Anxious/ Avoidant Dance

One of the most common connections between couples is the Anxious partner with an Avoidant partner.

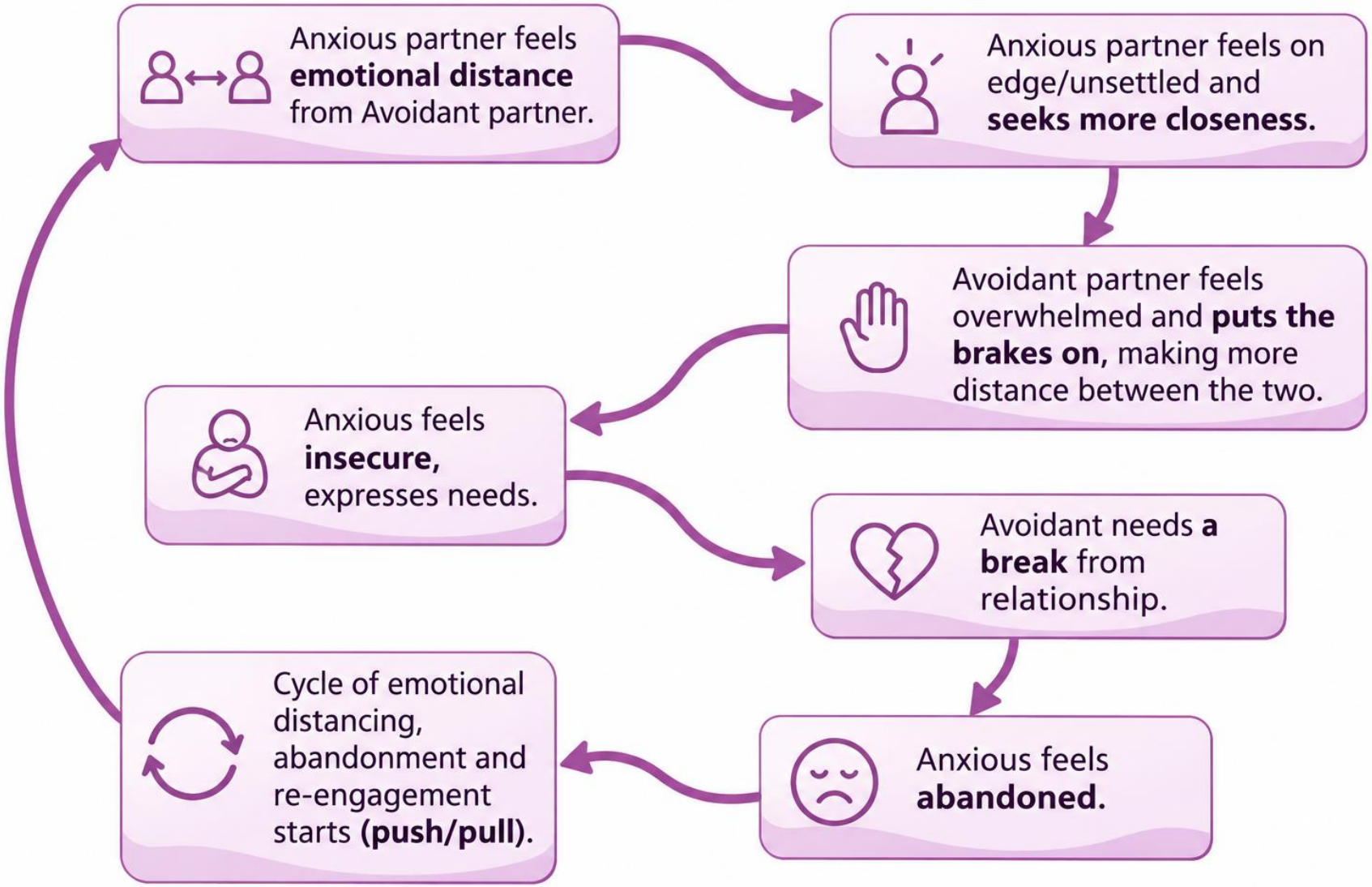
It shows up as a push – pull connection.

# Thinking Cap



Why do you think there is an Anxious/Avoidant connection?

# Attachment Style: The Dance

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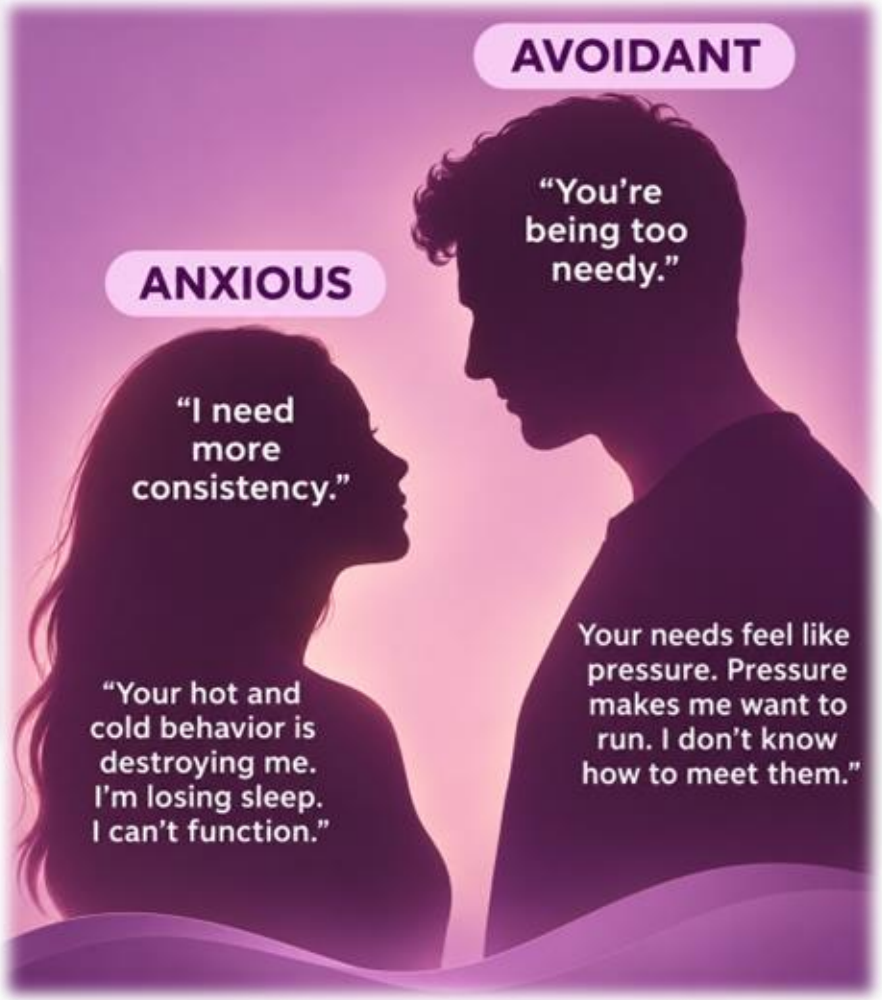
# Attachment Style: Avoidant & Anxious

Working towards replacing:

- Anxious Pursuit with Acceptance
- Avoidant Withdrawal with Reaching out
- Criticism with Curiosity
- Shutdown with Empathy

# Attachment Style: Avoidant & Anxious

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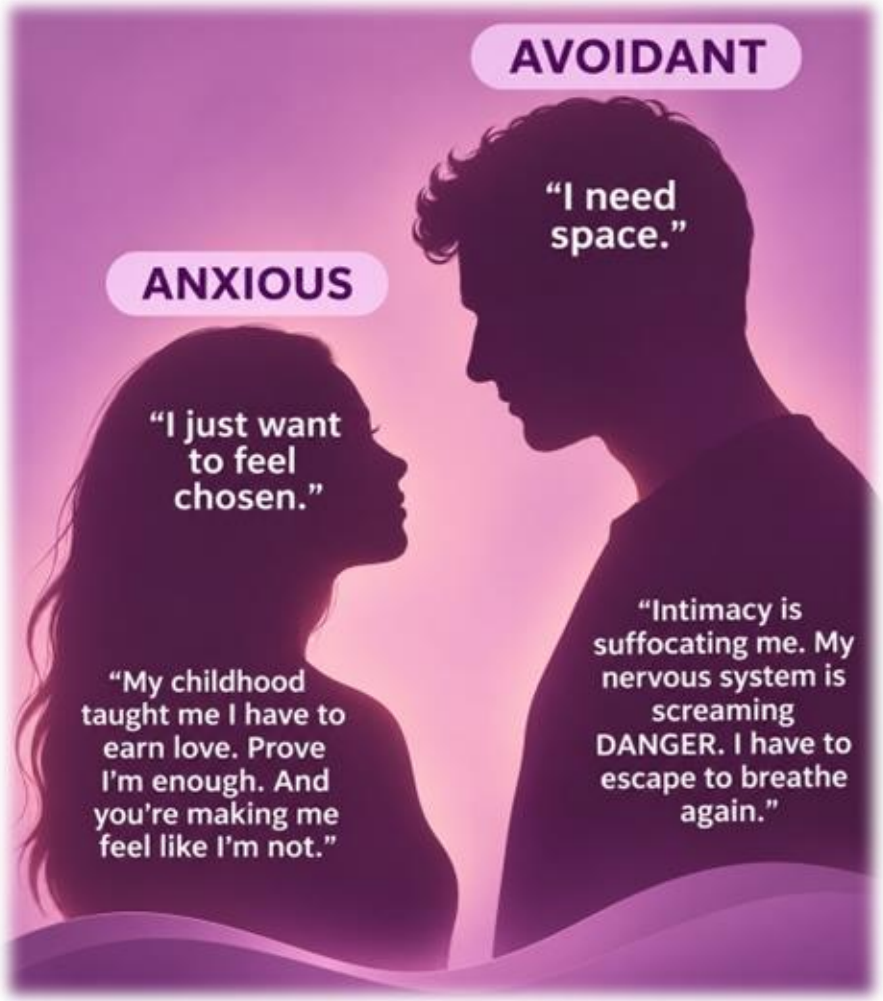
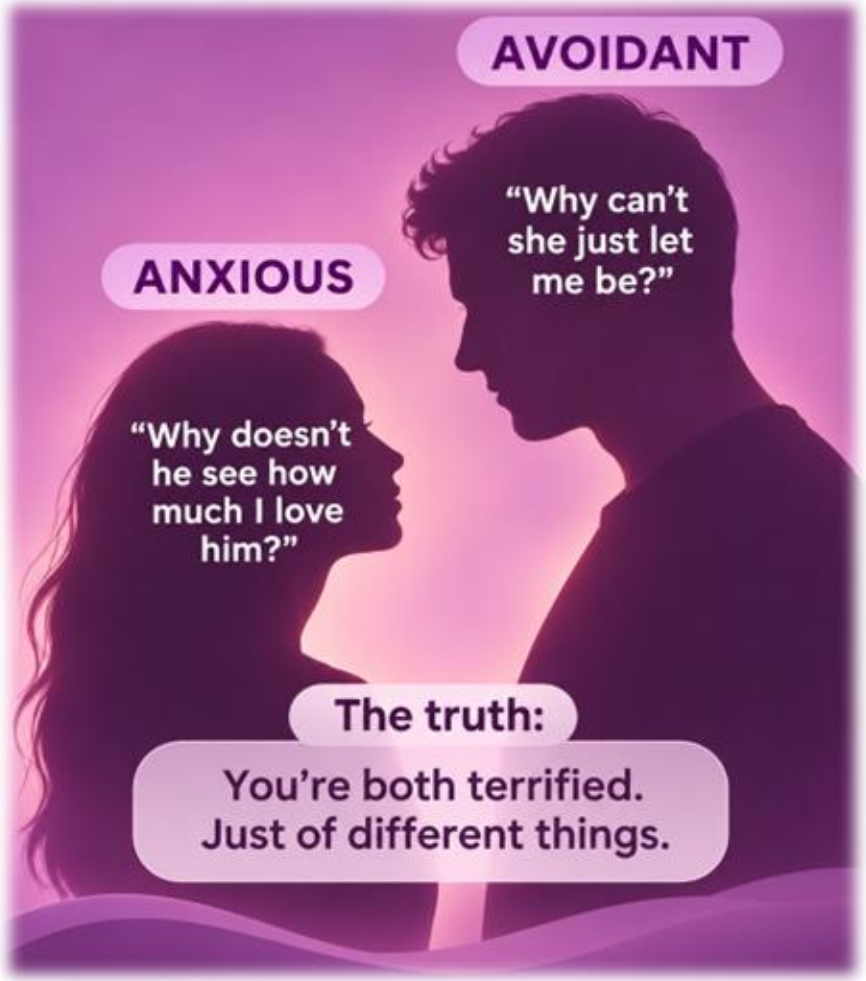
# Attachment Style: Avoidant & Anxious



# Attachment Style: Avoidant & Anxious

When working with these two attachment styles,
*(which btw is the most common issue within the counselling room)*
it is important to get them both to understand the pattern and why that attachment style is there.
*(Think back to EFT and De-escalation).*

Then **Restructure** – Think about getting them to understand what it is they need from each other and being able to express it.

One way to work with this is to talk through boundaries or expectations.

Working towards the following basics can help the relationship…

# Attachment Style: Avoidant & Anxious

## Avoidant

Don’t allow your partner to guess how you are feeling – Guess work creates a pathway to spiralling or anger.

Ensuring that it’s space that is **asked for** and not **taken without explanation**. Understanding that could be seen as a punishment.

Hot and cold behaviour doesn’t create intimacy.

Your partner also has needs and is it fair to expect them to adapt to your needs.

The need for space does not mean silence.

# Attachment Style: Avoidant & Anxious

## Anxious

Working on your own sense of self. Not merging your identity to match your partner's. Cease people pleasing.

Your partner needing space and time apart does not mean you have done something wrong. It is not abandonment. Hot and cold behaviour doesn't create intimacy.

Your partner also has needs and is it fair to expect them to adapt to your needs.

Communicate in a way that encourages understanding not reverting or changing into victim role.

# Therapists Corner

**The Avoidant and Anxious dance**

An anxious attacher will have a different viewpoint.

- *If my avoidant partner would just change, I'd feel better, I'd feel secure. The relationship would work.*
- *Challenging both attachments is important and working so that they both see the bigger picture.*

It takes two to dance and it is two sets of accountabilities that need to be worked on, you might just need to be direct and allow this to come out in the session intermittently.

# Attachment: Session Work

Encourage clients to relay what they know about each other using the following questioning framework:

1. To help me with some understanding, could you tell me who was in your immediate family and where you lived?
2. If I were to ask you to close your eyes, could you think back to your earliest memories. Can you describe your relationship with your parents or caregiver(s)?
3. What memory or phrase comes to mind?
4. What parent or caregiver did you feel closest to and why?
5. When you were upset as a child, what would you do and who would you go to?

# Attachment: Session Work

6. Can you remember and describe your first separation from your parent(s) or caregiver(s)?
7. Did you ever feel rejected as a child?
8. How were you disciplined as a child?
9. How do you think your early childhood experiences may have affected you in adulthood?
10. Do you have any theories as to why your parents behaved the way that they did?
11. What do you know about their upbringing?
12. What does your partner not know about your childhood and upbringing?

# Therapist Corner

**How to identify the attachment style and work with it in therapy.**

The key here is a robust and ‘easy to understand’ way to identify attachment styles in an adult relationship. The questionnaire guides people to answer sets of questions based on their mother (or equivalent), their father (or equivalent) and their partner or most recent partner.

It then calculates the participant’s position within the 4 attachment styles.

Attachment Style Quiz: Free & Fast Attachment Style Test (attachmentproject.com)

# Attachment Style

One way to improve and alter attachment style *(moving it towards secure),* is to encourage the couple to invest in other valued relationships.

To progress, find out from the couple who they invest in:

- **Step One** - Identify the people who matter most in their life.
- **Step Two** - Select up to four relationships that are valued and explore the reasons why.
- **Step Three** - Reflect on how much time is invested in these relationships.
- **Step Four** - Find ways to invest more time in these relationships by initiating connection, showing appreciation, being present, and listening.

# Attachment Systems

**There are 3 attachment systems within a romantic relationship:**

- **Emotional system**, is a need to feel safe, assured and comforted.
- **Sex/physical system**, is pleasure, touch and desire with each other.
- **Caregiving system**, is there to respond to the emotion and sexual system.

The emotional and sexual system needs responsiveness to move forward. They need the care giving system to be activated when they are feeling vulnerable.

# Attachment Systems

Our role is to:

- **Identify** what system each of them operate from.
- **Educate** them on activating their caregiving system.
- **Help** the couple to understand what system they grew up around and the impact that has on their relationship.

Work with them on identifying their starting point, this indicates the system that is talking the loudest.

# Attachment Systems Take a Look

Partner 1

“Hey I wanted to talk to you about last night, in the middle of the conversation you walked away, that made me uncomfortable.”

- What system is Partner 1 in?
- What is Partner 1 seeking from Partner 2?

# Attachment Systems Take a Look

Partner 2

“I know I did, fed up of being spoken to about all the things I do wrong, I feel punished and all I want is a cuddle from you.”

- What system is Partner 2 in?
- What is Partner 2 seeking from Partner 1?

# Attachment Systems

As their therapist you are looking and listening for:

- The systems they are talking in
- Whether they are withdrawer or pursuer
- Any crossed transactions
- Falling into the Four Horseman

# Thinking Cap



Think back to the Stages of Emotionally Focused Therapy. Where does the Avoider and Withdrawer-Pursuer and Attachment work fit in?

# Case Study Discussion

**Couple, together 8 years. Lots of trauma on both sides.**

Female has anxiety and has had for years. No help apart from self-help.

Male has struggled with depression in the past. Again, no help apart from self awareness.

2 children under 4. Youngest child seriously ill and in hospital for a period.

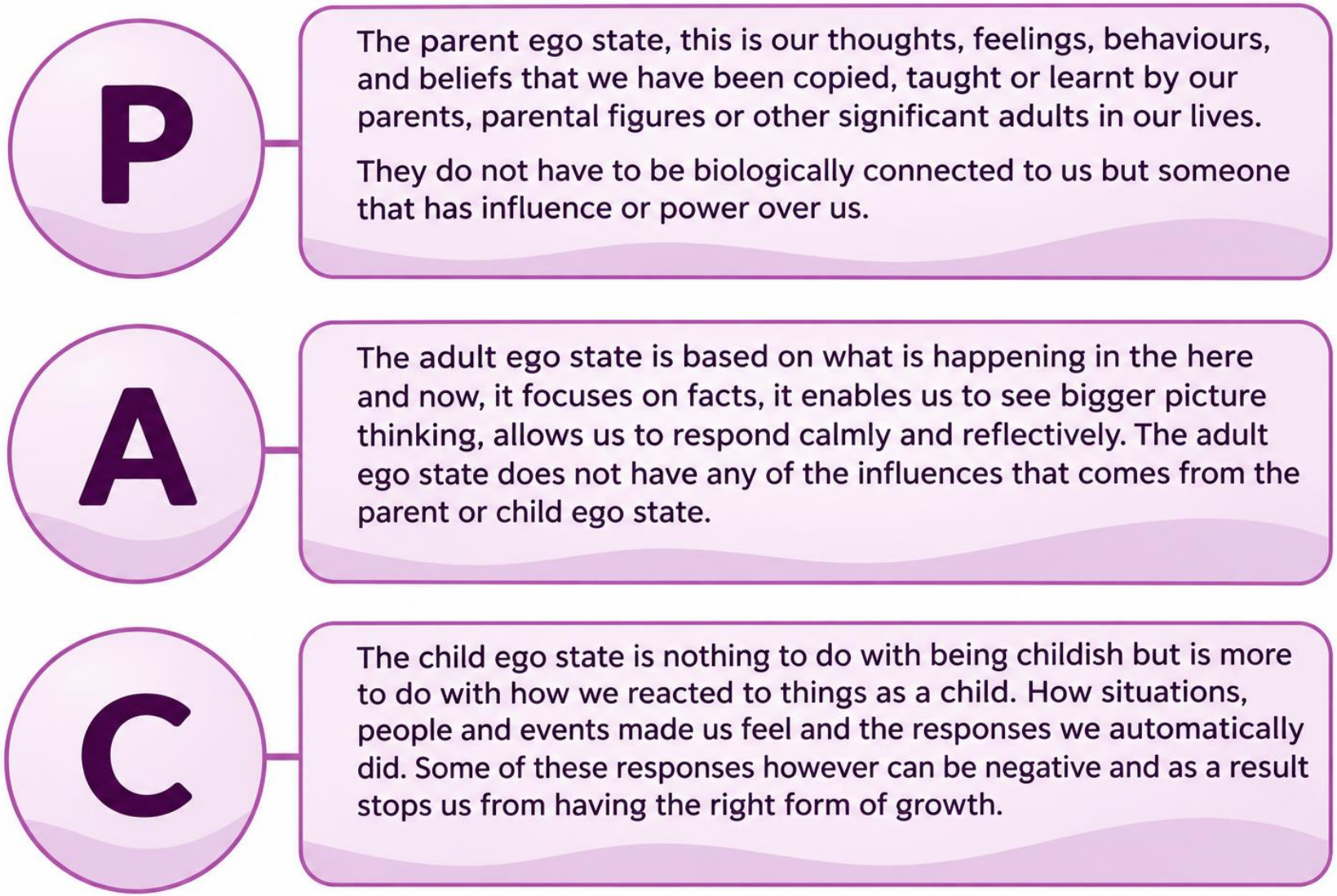
Unexpected third pregnancy during the time that youngest was ill. Termination agreed.

Male shut down emotionally

Female struggles to hear his feelings

- What would your steps be to move forward?
- What type of questioning would you take?
- What is the pattern of behaviour that is possibly taking place
- What are you watchful for?

# Parent Adult Child Ego States

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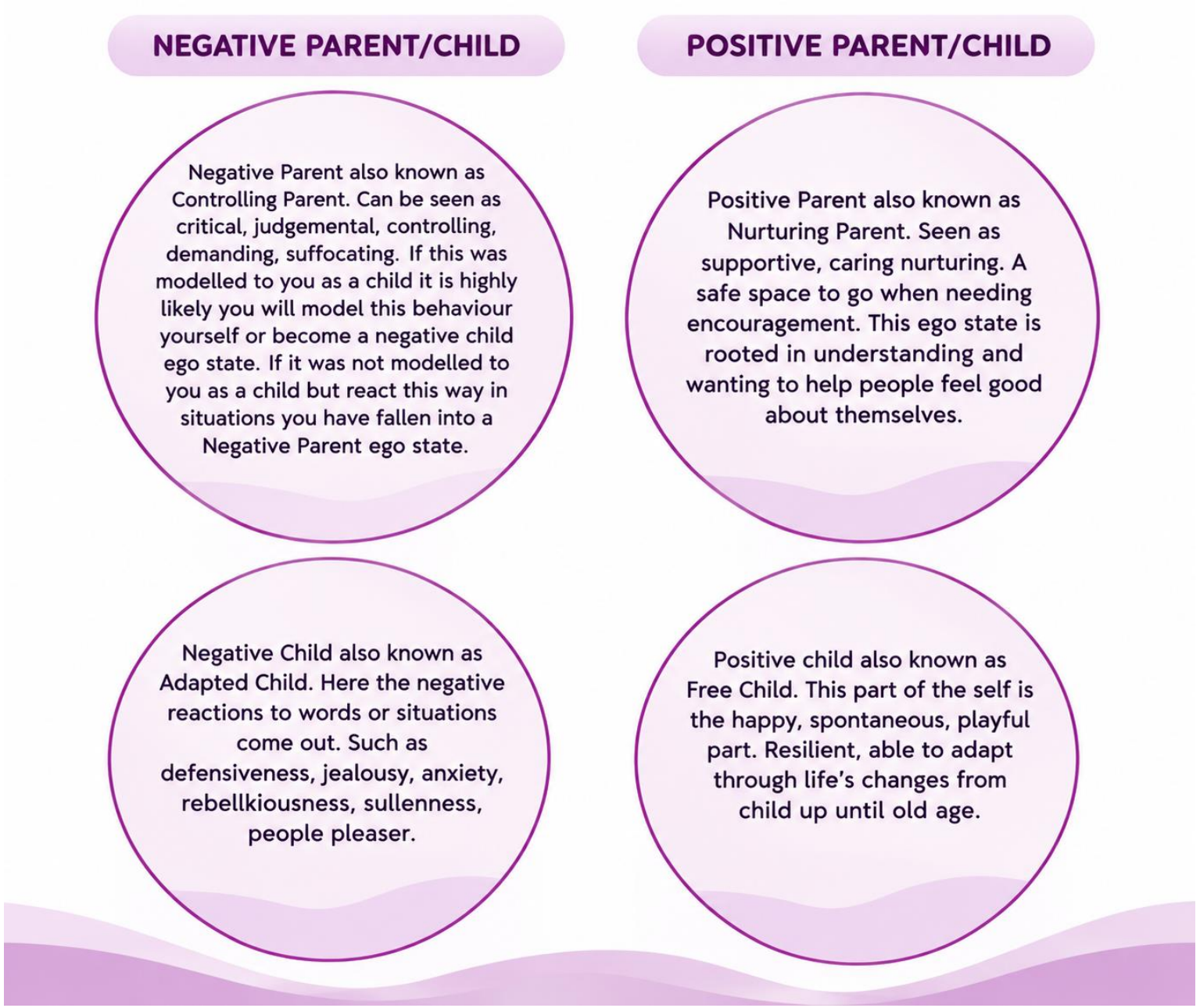
# Parent Adult Child Ego States

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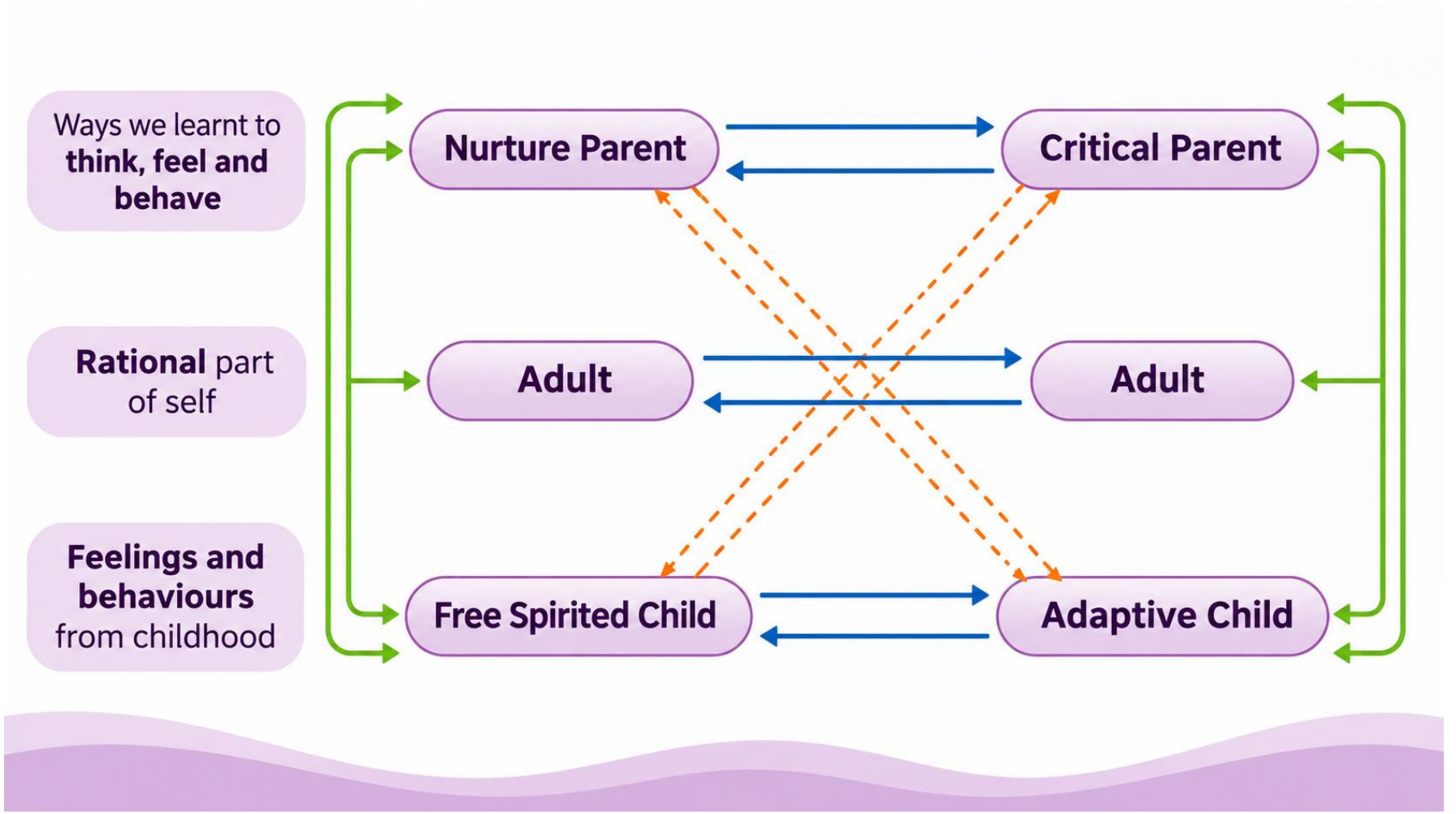
# Parent Adult Child Ego States & Transactions

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# Parent Adult Child Ego States

**How to use the model in the counselling room.**

1. **Help the couple to recognise their current natural ego state** in a safe way. Couples can learn to recognise which ego state they are operating in during interactions. For example:

   A **Parent mode** might involve giving advice or being judgmental.

   An **Adult mode** focuses on problem-solving & understanding.

   A **Child mode** may react emotionally or regress to past patterns.

2. **Discuss communication - current and ideal.**

- Encourage both partners to communicate from their **Adult ego state.** This promotes rational discussion and reduces emotional reactivity.
- Avoid **Parent-Child interactions**, as they can lead to power struggles or defensiveness.
- Foster empathy and active listening to create a supportive environment.

# Parent Adult Child Ego States

3. **Ensure that the couple understand the transactions between the two of them:**

   **Parent-Parent Transactions**: When both partners communicate from their Parent ego states, it can lead to power struggles, criticism, or judgment.

   **Child-Child Transactions**: These interactions involve emotional reactions, such as tantrums or sulking, this may escalate conflict.

   **Adult-Adult Transactions**: The ideal scenario. Partners communicate rationally, empathetically, and without emotional baggage.

   **Crossed Transactions**: When partners communicate from unmatched ego states or unexpected ego states, this will result in misunderstandings and conflict will occur.

# Parent Adult Child Ego States

**Adult worded question**
I noticed that we went over the food budget when eating out last week. Can we sit down and talk about it so we can get back on track?

What could happen next?

*Adult response* - Absolutely we can. I wonder if we can look at our budget in other areas to see if we can increase it in the food area.

*Adaptive child response* - Erm why are you checking up on me? That's not fair (They feel defensive and sulky)

*Critical parent response* – Well I think we should also look at your spending on things that are not important. (Critical and falling into tit for tat)

# Parent Adult Child Ego States

4. **Self-Reflection,** apply the Adult-Parent-Child model for self-reflection as part of the session:
    - *Observe thoughts, feelings, and behaviours in various situations.*
    - *Identify which ego state is predominant and reflect on how it influences each person's responses.*
    - *What elements of the Child or Parent ego states have been absorbed into their own thoughts, beliefs, and behaviours?*

When talking to others, check in with yourself or each other by asking:

1. What Ego State is being activated in how I talk to people or have people talk to me. (look at self, partner, friends, family)
2. What Ego State response am I or the other person expecting?
3. Is there a pattern, is one ego state constantly being activated?

   If so, when and with who?

# Video Learning

Now for a short video that shows how you can bring Parent Adult Child into the couples counselling session.

Time for a short discussion about how you use PAC in your own therapy practise.

# Something to Think About

Parent Adult Child with a Neurodivergent twist.

We as counsellors might have to realise what aspects of PAC will not work with clients that are neurodivergent.

This does not mean that you cannot work with this aspect of therapy, but you may have to rethink how you approach it.

# Thinking Cap



Think back to the Stages of Emotionally Focused Therapy. Where does PAC work fit in?

# Therapist Corner

**Discuss with the couple when growing up what they learnt and from who:**

**Child:**

When you were a child, what do you remember feeling? Anxious, sad, loved, happy?

Were you fighting for attention?

Did you feel unconditional love?

Did you feel that you needed to prove yourself?

**Parent:**

When you were a child how do you remember your parents behaving – were they critical, distrustful, supportive, calm and who were those feelings directed towards?

What were their beliefs about the world, money, people etc?

# Video Learning

**Another couple's therapy example.**

We are in Series 3, and this is Episode 10

Introducing Sean and Erica

Make notes on key facts about:

- Their relationship.
- Thoughts about the ‘type’ of couple.
- Emotions.
- Attachment style.
- Evidence of Parent, Adult and Child.

What else can you see happening?

Take 15 mins in small groups to discuss.

Then we’ll watch a second short clip of this couple and repeat the process, before watching the final third clip including some supervision.

# Transactional Analysis: Drivers

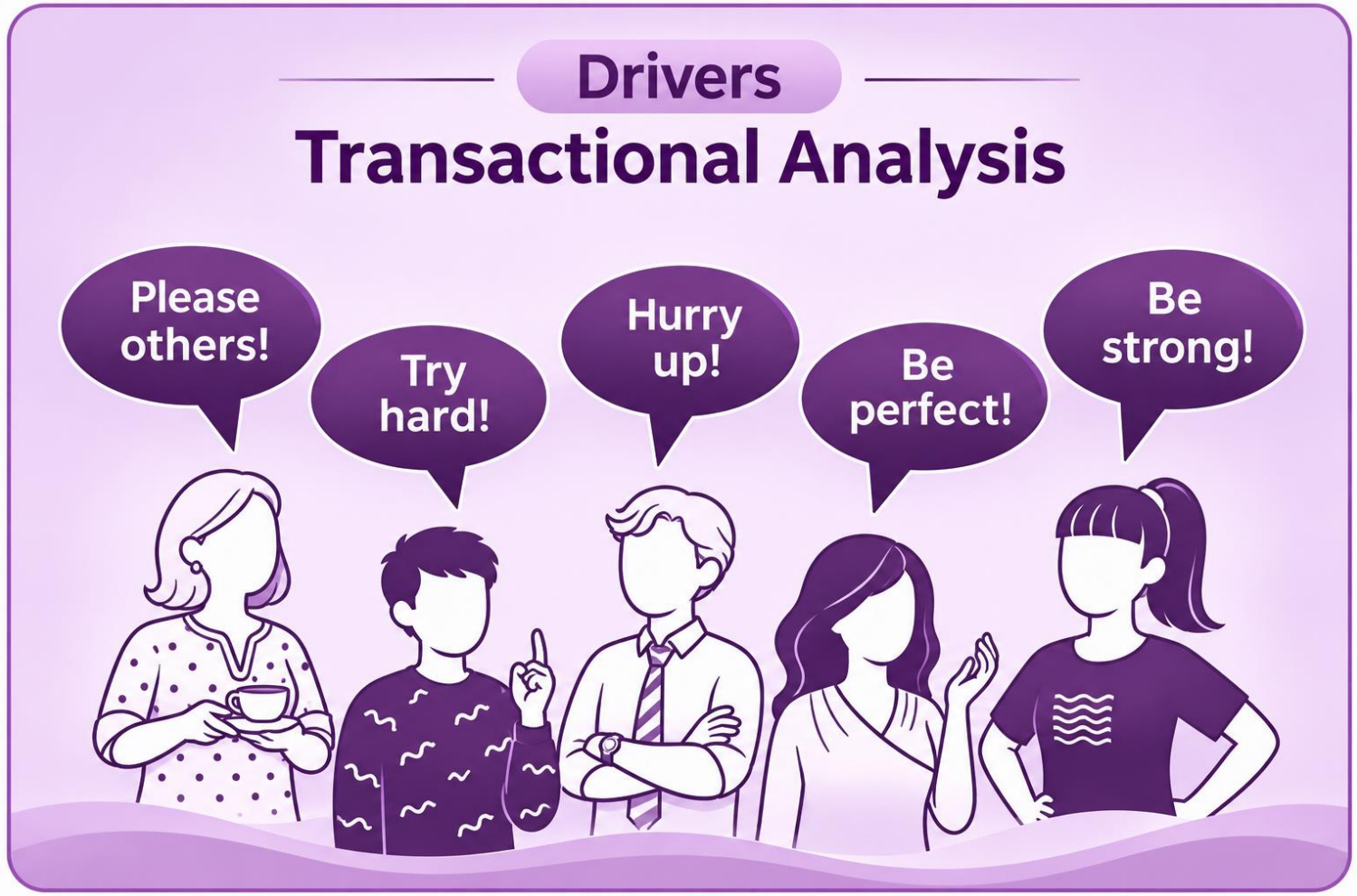
**Great icebreaker for couples**

Knowing their Driver gives so much insight. Drivers are unconscious patterns of behaviour. They are core scripts given to us by our parents or other significant people to us.

Using Drivers helps the couples to understand their behaviour in the relationship and the dynamics of their relationship.

If they know their Driver you can bet that they are not working with it or considering it within the relationship, so reintroduce them to Drivers.

# Transactional Analysis: Drivers




Identifying the Drivers helps to increase self-awareness, promote self-reflection, improve ways to communicate and eliminate unhelpful thoughts, feelings, and actions.

# Transactional Analysis: Drivers

| Driver | Overt Message | Reinforcing Message | Permission Message | Allowing Message |
|---|---|---|---|---|
| BE PERFECT | You're only OK if you do everything perfectly and get everything right. | You are no good if you get anything wrong. | It is OK to be 'enough', sometimes get things wrong i.e. be human. | Learn to ease off the self-criticism and produce whatever they do to a good enough level. There are many things that really do not require perfection and are either done or not done. |
| PLEASE OTHERS | You're only OK if you are pleasing and doing what is right for other people. | It is wrong/selfish to ask for what you'd like or do things for yourself. | It is OK to sometimes please yourself too! | To do things that please yourself. By doing things for yourself and asking for what they want, the resentment of being "missed" by others is removed and they can learn that they are OK if others are not happy with what they do. |
| HURRY UP | You're only OK if you do everything right now! | It is never OK to take things in your own time. | It is OK to take your time over things. | To take your time – slowing anything down and taking the time to enjoy things. For example, driving highways, savouring meals and increased self-care, seeing leisure as a choice and not a 'wasted' activity. |
| TRY HARD | You're only OK if you keep trying hard to do things. | Trying hard is better than succeeding. | It is OK to just DO it – success doesn't always have to be hard work. | Do it – "try hard" behaviour often gets into a struggle with things and flaps around the periphery without getting stuck in and completing things. By just doing it they can teach themselves that they can be successful and don't need to do all the faffing to achieve. |
| BE STRONG | You're only OK if you always cope – and hide your feelings and wants from people. | You are weak/bad if you show your feelings or express any needs. | It is OK to be open and to take care of your own needs. | Be open and express your wants. "Be Strongs" sometimes find it difficult to ask for what they want and tend to take themselves off by themselves to get their needs met. By activating the allower message you can start to ask for what they want with other people and see that they don't have to be alone to get what they want. |

# TA Drivers Reflective Questions for Couples

**Be Perfect** - When in your relationship do you expect:

- Perfection from yourself?
- Perfection from your partner?

Then, how do you feel:

- When you fail to be perfect?
- When your partner fails to be perfect?

**Please Others -** When in your relationship do you recognise:

- That you are pleasing your partner or others to excess.
- That you are feeling resentment because it feels unbalanced.

Then, how do you feel when:

- Your partner fails to please you.
- Your partner expresses that you have not pleased them.

# TA Drivers Reflective Questions for Couples

**Hurry Up -** When in your relationship do you recognise:

- That you expect to speed through situations without stopping to ask how they are feeling?
- That you expect your partner to respond quickly without any overthinking.

Then, how do you feel when:

- You are criticised for rushing when you feel you are doing your best?
- When your partner fails to understand your need to move quickly?

**Try Hard -** When in your relationship do you:

- Know that you have tried hard, and it has been missed?
- Realise that your partner has tried hard, but you did not acknowledge it?

Then, how do you feel when:

- You realised that you missed an opportunity to show gratitude toward your partner for something they did for the relationship?
- You realise that your partner is missing how hard you tried for something in the relationship?

# TA Drivers Reflective Questions for Couples

**Be Strong** - When in your relationship do you:

- Show elements of being too strong and not reaching out and sharing how you are feeling?
- See your partner being too strong but silently getting on with it, what are the signs that you see?

Then, how do you feel when:

- People see how strong you are being but cannot see how much you need help?
- You realise that your partner has been sinking and now that you have spoken, the signs were obvious?

# TA Drivers Reflective Questions for Couples

**Finally, for the couple together:**

- What do you do when you feel this way? (for example, overeat, avoid your partner, shout, etc.)
- What messages might you give yourself to show more kindness and compassion to yourself and your partner?

Working with the activated drivers in this way will help each client to understand their triggers more, and what they can both do together to minimise negative impacts.

# Therapist Corner

**Mini Exercise – Ask your couples:**

- What Driver do you think is your strongest?
- Where do you see it in action in your life?
- Within your relationship, how do these Driver's impact:
  - Communication
  - Connectivity
  - Emotional Vulnerability
  - And Conflict

# Video Learning

**A clip from series 1 of 'Couples Therapy'**

Watch for the examples of Drivers in action.

Discuss in small groups what you have identified and what you would suggest going forward.

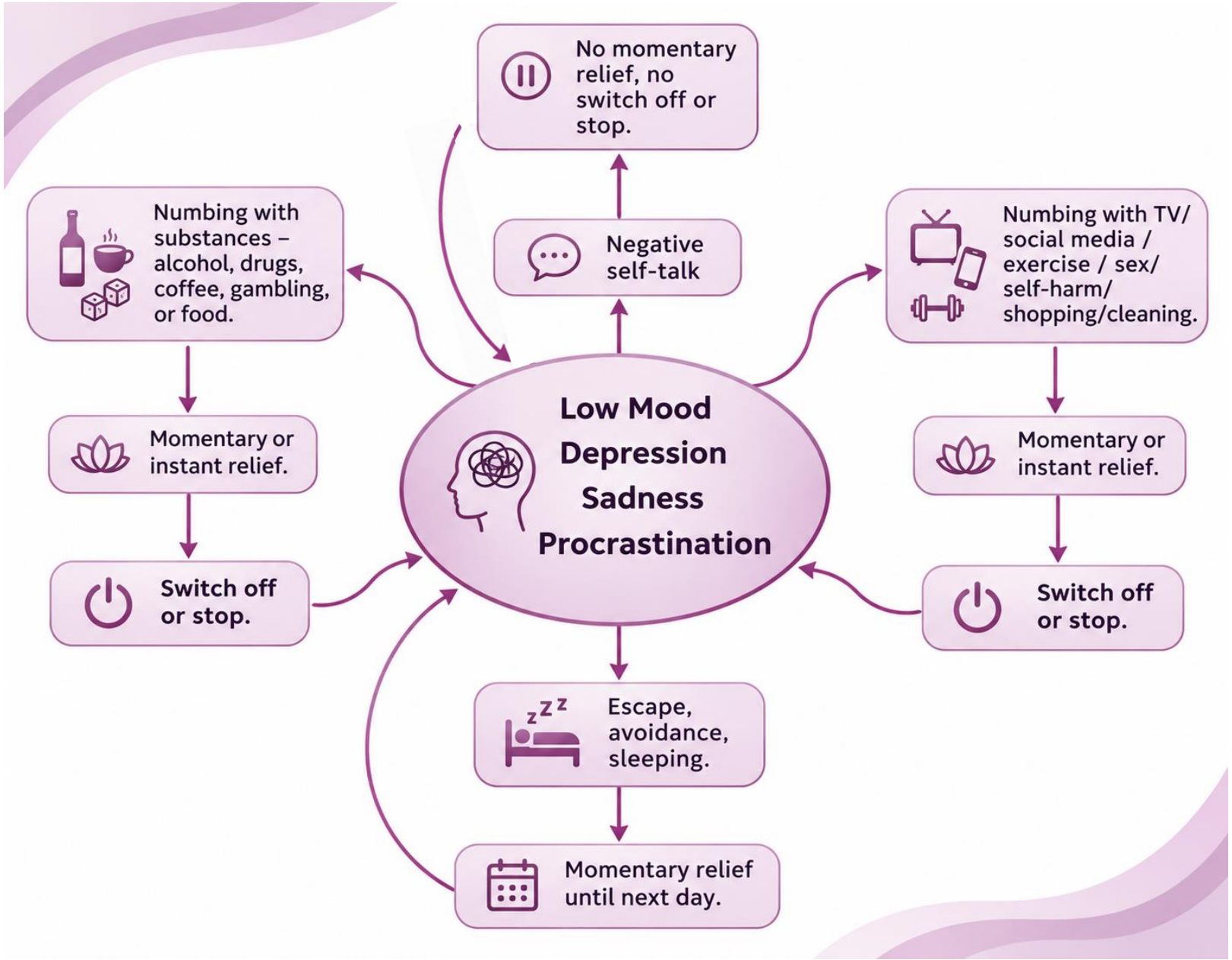
Think about:

- Which Drivers you heard in action
- Ego States
- Any Attachment Identification
- Types of couples
- Emotions

Also watch the therapist and how she reacts to these moments - Calm, reflective, taking advantage of silence.

- Is there anything else you have noticed?

# Identify Relationship Impacts

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# Therapist Corner

**Work with the couple?**

- When you are feeling low – what are your ‘go-to’ responses?
- Does the ‘go-to’ response give instant relief from the low mood?
- How long has the ‘go-to’ response been there?
- What does the ‘go-to’ response cost? (money, time, effort, health, progress)
- How does the ‘go-to’ response impact the partner?

**Suggestions for use:**

- Brainstorm and identify possible ways forward using solution focused and motivational interviewing questions.
- Have a single session to understand more on both sides.
- Suggest a visit to the G.P. for physical health.
- All round health check.
- Determine ideals for what both want to minimise/stop relationship impact - work with what is practical.
- Remind them that changing pathways in the brain is a slow steady process full of appreciations and gratitude’s.

**Look out for 4 horseman, PAC and drama triangle in responses.**
**Work in Radical acceptance coping strategies which come under DBT techniques.**

# Distorted Thinking with Thought Bias

Negative distorted thinking (NDT) can massively impact a relationship.

There is no convincing explanation on how NDT developed, research suggests that people may have developed NDT to cope with adverse life events.

The more prolonged and severe those adverse events are, the more likely it is that one or more cognitive distortions will form. Humans might even have developed cognitive distortions as an evolutionary survival method.

In other words, experiencing stress could cause you to adapt your thinking in useful ways for immediate survival. But these thoughts often aren't rational, useful or healthy long-term.

Working out what negative thought bias is present in the relationship from both is crucial so that it can be challenged, and each partner can work on a plan to continue gently challenging it outside the therapy room.

**What is your own negative thought bias…**
**have you ever looked at this for yourself?**

# Distorted Thinking with Thought Bias

| Thought Bias | What Is It? | An Example |
|---|---|---|
| **All or Nothing Thinking** | This is thinking in the extreme, it is black and white thinking. | *"I must get 100% on everything otherwise I am stupid."*<br>*"I must look perfect otherwise I am not going out."* |
| **Over Generalisations** | Taking one event or situation and using the outcome of it in a negative way and attaching it to other events. | *"I failed this test; my life is ruined."*<br>*"That friend is cross with me, I will never have any friends, I will be alone forever."* |
| **Disqualifying the Positives** | This is where we experience something that is happy, uplifting, positive or just plain neutral, but we convince ourselves that it is not positive. Instead, we reject what is happening as anything good. | *Taking a person's compliment to you and twisting it into a failure on yourself.* |
| **Jumping to Conclusions** | A negative interpretation of something even though there is no evidence to support your thinking. | *"They are laughing about something... it must be me."* |
| **Mind Reading** | Making the wrong assumptions on what people may be thinking or feeling based on something that happened. | *"They have not called me in ages, they must hate me."* |
| **Musts and Shoulds** | Unreasonable expectations put on yourself. These expectations are designed to make you feel bad about your capabilities. | *"I must be perfect."*<br>*"I should work harder or longer hours."* |
| **Emotional Reasoning** | I feel it, therefore this feeling must be true. | *"I feel guilty, I feel sad... I must be a bad parent."* |
| **Catastrophising** | Worst case scenario thinking. A situation that is happening is magnified and the worst possible outcome is thought about. | *"I have an exam, I am going to fail it, then I will fail the class."*<br>*"I won't get into college or get a good job, no one will want to know me."* |

# Case Study Discussion

**Married couple, together 12 years, 2 children, both teenagers (14 and 16).**

Female has an excessive need for order and tidiness around her.

Everything must be completed quickly and she has a strong need to know about anything that crops up.

Always in ‘anticipation mode’ to prevent problems from occurring.

Partner feels incapable to do anything in the house and shuts down.

Children don’t do anything around the house.

Source of a lot of tension.

- What would your steps be to move forward for both?
- What do you need to know about both?
- Considering what we have learnt this module, what type of couple could they be?
- What would you want them to aim towards?

# Video Learning

**It’s useful practice for Trainee Relationship Counsellors to watch more examples from ‘Couples Therapy’ on BBC iPlayer.**

Suggestion:

Series 3, Kirsti & Brock. Watch episodes 10, 11, 12 and 13. Then note down what you saw, recognised and what you would do going forward.

We can discuss key facts and thoughts at our next module.

We will be coming back to this series in future modules, so you don’t need to watch them all. 

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# See you next time

From all of us at ReKindle… bye for now.