WORKSHEET 149 · FOR THE PSYCHOLOGIST

My attachment figures

The people I turned to, then and now

AIM

Identify the person's attachment figures across their life (safe haven, secure base) and how they responded, to understand their current relational expectations.

WHO IT IS FOR

Start of work on relationships, repeated relational difficulties, transitions (living abroad, separation, bereavement).

DURATION

20-30 min

HOW TO RUN IT

1. Introduce the two functions: safe haven (whom I turn to when I'm not well) and secure base (who encourages me to explore).
2. The person lists their important figures, from childhood to today, not only their parents.
3. For each one: how they responded when the person needed them.
4. Identify what those experiences may have taught them about others and about themselves.

POINTS TO WATCH

> Stay descriptive and don't judge the parents. If memories of abuse come up, don't explore them in detail at this stage. These worksheets are not attachment tests: none of them replaces a clinical interview or a validated questionnaire. Avoid locking the person into a "style". If there is current violence in a relationship, safety comes first, not attachment work.

REFERENCES

Bowlby, J. (1988). A Secure Base: Parent-Child Attachment and Healthy Human Development. Basic Books.

Hazan, C. & Shaver, P. (1987). Romantic love conceptualized as an attachment process. Journal of Personality and Social Psychology, 52(3), 511-524.

PSYCHOLOGIST'S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 149 · WORKSHEET TO HAND OUT

My attachment figures

An attachment figure is someone you turn to when you are afraid, in pain or need comfort, and who also gives you the drive to explore. It may be your mother or father, but also a grandparent, a childminder, a sibling, a teacher, a partner, a friend.

1. Note the people who have been important to you in this way, from childhood to today.
2. Write at what stage of your life.
3. Write how they responded when you needed them.
4. Write what they taught you about relationships.

The person	At what stage	How they responded to my needs	What they taught me

What I notice when I look at these people together:

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 150 · FOR THE PSYCHOLOGIST

My attachment map

Anxiety and avoidance, depending on the relationship

AIM

Help the person to place, in a reflective and non-diagnostic way, their tendencies towards attachment anxiety and avoidance in different relationships, to show that they vary from one bond to another.

WHO IT IS FOR

People who have “labelled” themselves with online tests, couple difficulties, complicated family or friendship relationships.

DURATION

15-20 min

HOW TO RUN IT

1. Explain the two dimensions: anxiety (fear of abandonment, need for reassurance) and avoidance (discomfort with closeness, relying on oneself).
2. The person chooses 3 to 5 important relationships (partner, parent, friend, colleague…).
3. For each one, they estimate their anxiety and avoidance from 0 to 10, with a concrete example.
4. Look at the differences between relationships and what they say about each bond.

POINTS TO WATCH

> This is not a measure: the ECR (Brennan et al., 1998) and its versions are the validated questionnaires. Differences between relationships are to be expected (Fraley et al., 2015). These worksheets are not attachment tests: none of them replaces a clinical interview or a validated questionnaire. Avoid locking the person into a “style”. If there is current violence in a relationship, safety comes first, not attachment work.

REFERENCES

Fraley, R. C. & Shaver, P. R. (2000). Adult romantic attachment: Theoretical developments, emerging controversies, and unanswered questions. Review of General Psychology, 4(2), 132-154.

Fraley, R. C., Hudson, N. W., Heffernan, M. E. & Segal, N. (2015). Are adult attachment styles categorical or dimensional? A taxometric analysis of general and relationship-specific attachment orientations. Journal of Personality and Social Psychology, 109(2), 354-368.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 150 · WORKSHEET TO HAND OUT

My attachment map

Research describes adult attachment with two dimensions: anxiety ("I'm afraid of being abandoned") and avoidance ("I'm uncomfortable when we are too close"). You don't "have" a style: you can feel very different depending on the person. This worksheet isn't a test: it is a map to reflect on.

1. Choose 3 to 5 important relationships.
2. For each one, rate your anxiety from 0 to 10: how afraid you are of being rejected or of not being loved enough.
3. Rate your avoidance from 0 to 10: how uncomfortable you are with closeness or with depending on the other person.
4. Write a concrete example.

The relationship	Anxiety (0-10)	Avoidance (0-10)	An example

What changes from one relationship to another, and why I think that is:

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 151 · FOR THE PSYCHOLOGIST

When my attachment system is activated

Recognising my reactions of moving closer or pulling away

AIM

Observe in real situations the triggers of the attachment system (silence, distance, conflict, separation) and the strategies used (hyperactivation: protesting, monitoring; deactivation: withdrawing, minimising), with their effects.

WHO IT IS FOR

Repetitive couple conflicts, jealousy, an intense need for reassurance, difficulty expressing needs, emotional withdrawal.

DURATION

5 min after each situation, for 1 or 2 weeks

HOW TO RUN IT

1. Introduce the two secondary strategies (Mikulincer and Shaver) as learnt protections, not as flaws.
2. The person notes situations in which they felt worried, hurt or intruded upon in a relationship.
3. For each one: what they felt, what they did (moved closer, protested, withdrew…) and the effect on the relationship.
4. Look together for what they needed to receive, and another way of asking for it (worksheet 154).

POINTS TO WATCH

> These worksheets are not attachment tests: none of them replaces a clinical interview or a validated questionnaire. Avoid locking the person into a “style”. If there is current violence in a relationship, safety comes first, not attachment work.

REFERENCES

Mikulincer, M., Shaver, P. R. & Pereg, D. (2003). Attachment theory and affect regulation: The dynamics, development, and cognitive consequences of attachment-related strategies. Motivation and Emotion, 27(2), 77-102.

Mikulincer, M. & Shaver, P. R. (2016). Attachment in Adulthood: Structure, Dynamics, and Change (2nd ed.). Guilford.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 151 · WORKSHEET TO HAND OUT

When my attachment system is activated

When an important relationship seems threatened (an unanswered message, an argument, a goodbye), an alarm goes off. Some people tend to move closer, check, protest; others close up and pull away. These are ways of protecting yourself that were learnt long ago.

1. Note a situation in which you felt worried, hurt or intruded upon in a relationship.
2. Write what you felt.
3. Write what you did: moved closer, checked, protested, closed up, left…
4. Write what you needed, deep down.

The situation	What I felt	What I did	What I needed

My most frequent reaction, and what it does to my relationships:

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 152 · FOR THE PSYCHOLOGIST

What I learnt as a child about relationships

My beliefs about myself and about others, and what remains of them

AIM

Explore the “internal working models” built in childhood (beliefs about oneself and about others’ availability), test their validity in current relationships and begin to make them more flexible.

WHO IT IS FOR

People with a difficult relational history, repeated relational patterns, work on self-esteem.

DURATION

30 min, ideally in session

HOW TO RUN IT

1. Introduce Bowlby’s internal working models: learnt expectations, often useful back then, that may be outdated today.
2. The person notes the “messages” they learnt about themselves and about others (“I have to manage on my own”, “if I ask, I’m a nuisance”).
3. For each one: where it may come from, whether it is still true today and with whom it isn’t.
4. Formulate a more nuanced belief, to test in a safe relationship.

POINTS TO WATCH

> Work to be done carefully if there was abuse or neglect: ideally in session and after stabilisation. “Earned security” shows that a difficult history doesn’t prevent secure attachment in adulthood (Roisman et al., 2002). These worksheets are not attachment tests: none of them replaces a clinical interview or a validated questionnaire. Avoid locking the person into a “style”. If there is current violence in a relationship, safety comes first, not attachment work.

REFERENCES

Bowlby, J. (1988). A Secure Base: Parent-Child Attachment and Healthy Human Development. Basic Books.

Roisman, G. I., Padrón, E., Sroufe, L. A. & Egeland, B. (2002). Earned-secure attachment status in retrospect and prospect. Child Development, 73(4), 1204-1219.

Taylor, P., Rietzschel, J., Danquah, A. & Berry, K. (2015). Changes in attachment representations during psychological therapy. Psychotherapy Research, 25(2), 222-238.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 152 · WORKSHEET TO HAND OUT

What I learnt as a child about relationships

Best done with your psychologist

As children we learn things about ourselves and about others from the way people responded to us: “you can count on others”, “I have to manage on my own”, “if I cry, they get angry”. Those lessons protected us back then. Today, some of them may no longer be true.

1. Write a message you learnt about yourself or about others.
2. Write where it may come from (without judging anyone).
3. Write whether it is still true today, and with whom it isn’t.
4. Write a more nuanced version that you could put to the test.

What I learnt	Where it may come from	Still true? With whom isn’t it?	A more nuanced version

A safe relationship in which I could test my new belief:

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 153 · FOR THE PSYCHOLOGIST

My secure base today

The people and places that reassure and encourage me

AIM

Map the current sources of security (haven and base) and how the person uses them, to strengthen the support available, especially during transitions.

WHO IT IS FOR

Isolation, living abroad, separation, bereavement, people who never ask for help.

DURATION

20 min

HOW TO RUN IT

1. Recall the two functions of support in adults: being a haven in difficulty and a base for daring (Feeney and Collins, 2015).
2. The person notes the people, groups, places or activities that fulfil these functions today.
3. For each one: how often they turn to it and what sometimes stops them.
4. Choose a bond to strengthen or rebuild.

POINTS TO WATCH

> An animal, a place or a community can provide comfort without being an “attachment figure” in the strict sense: what matters is the support that is felt. These worksheets are not attachment tests: none of them replaces a clinical interview or a validated questionnaire. Avoid locking the person into a “style”. If there is current violence in a relationship, safety comes first, not attachment work.

REFERENCES

Feeney, B. C. & Collins, N. L. (2015). A new look at social support: A theoretical perspective on thriving through relationships. Personality and Social Psychology Review, 19(2), 113-147.

Bowlby, J. (1988). A Secure Base: Parent-Child Attachment and Healthy Human Development. Basic Books.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 153 · WORKSHEET TO HAND OUT

My secure base today

As adults we still need people to turn to when we aren't well (a haven) and who encourage us to move forward (a base). That need isn't weakness: it is human. This worksheet helps you see whom you can count on today.

1. Note the people (and, if you like, the groups or places) that reassure or encourage you.
2. Write what they give you: comfort, encouragement or both.
3. Write how often you turn to them.
4. Write what sometimes stops you.

Who or what	What it gives me	How often	What sometimes stops me

A bond I want to strengthen or rebuild, and how:

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 154 · FOR THE PSYCHOLOGIST

Saying what I need

Replacing protest or silence with a clear request

AIM

Turn indirect ways of expressing attachment needs (reproaches, sulking, withdrawing, sarcasm) into clear, vulnerable requests focused on the need.

WHO IT IS FOR

Couple conflicts, people who "test" the other person, who expect the other to guess, or who keep quiet until they explode.

DURATION

20 min to prepare, then to try out

HOW TO RUN IT

1. Start from a recent situation in which the person protested or withdrew (worksheet 151).
2. Identify the underlying emotion (fear, sadness, loneliness) and the need (reassurance, mattering, being chosen).
3. Formulate a clear request: I feel…, I need…, could you…?
4. Prepare how to react if the answer isn't the one hoped for.

POINTS TO WATCH

> Expressing a need doesn't oblige the other person to meet it: the aim is to increase the chances of being understood, not to control the response. These worksheets are not attachment tests: none of them replaces a clinical interview or a validated questionnaire. Avoid locking the person into a "style". If there is current violence in a relationship, safety comes first, not attachment work.

REFERENCES

Mikulincer, M. & Shaver, P. R. (2016). Attachment in Adulthood: Structure, Dynamics, and Change (2nd ed.). Guilford.

Feeney, B. C. & Collins, N. L. (2015). A new look at social support: A theoretical perspective on thriving through relationships. Personality and Social Psychology Review, 19(2), 113-147.

PSYCHOLOGIST'S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 154 · WORKSHEET TO HAND OUT

Saying what I need

When we are afraid of not mattering, we often express the need indirectly: reproaches, anger, silence, irony. The other person mainly hears the attack or the distance, and the need goes unnoticed. A clear request, even if it makes you feel vulnerable, has a better chance of being heard.

1. Choose a recent situation in which you protested or closed up.
2. Write what you said or did.
3. Write what you really felt underneath (fear, sadness, loneliness…).
4. Write a clear request: “I feel…, I need…, could you…?”

What I said or did	What I felt underneath	What I needed	My clear request

What happened when I tried my clear request:

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 155 · FOR THE PSYCHOLOGIST

Accepting help

For those used to doing everything on their own

AIM

Work on the deactivation of the attachment system (difficulty asking for and receiving support) through small, graded experiences of receiving help, observing the associated thoughts and sensations.

WHO IT IS FOR

Very self-reliant people, who minimise their needs, look after others without ever asking, or feel uncomfortable being looked after.

DURATION

15 min to prepare, then one small experience a week

HOW TO RUN IT

1. Acknowledge the value of self-reliance: it is often a strength built in order to adapt.
2. List with the person small ways of receiving: accepting a favour, saying “yes, thank you”, sharing a worry.
3. Order them from easiest to hardest and choose the first one.
4. After the experience, note the thoughts (“I’m a nuisance”), the sensations and what really happened.

POINTS TO WATCH

> Go very gradually: deactivation often protects against old disappointments. Don’t present self-reliance as a flaw. These worksheets are not attachment tests: none of them replaces a clinical interview or a validated questionnaire. Avoid locking the person into a “style”. If there is current violence in a relationship, safety comes first, not attachment work.

REFERENCES

Mikulincer, M., Shaver, P. R. & Pereg, D. (2003). Attachment theory and affect regulation: The dynamics, development, and cognitive consequences of attachment-related strategies. Motivation and Emotion, 27(2), 77-102.

Feeney, B. C. & Collins, N. L. (2015). A new look at social support: A theoretical perspective on thriving through relationships. Personality and Social Psychology Review, 19(2), 113-147.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 155 · WORKSHEET TO HAND OUT

Accepting help

Some people learnt very early on to rely only on themselves. It is a strength, and often a protection. But over time, you can end up alone with everything. Receiving a little help can be learnt, step by step.

1. List small ways of receiving: accepting a favour, saying “yes, thank you”, talking about a worry.
2. Order them from easiest to hardest.
3. Choose one for this week.
4. Afterwards, note what you thought, what you felt and what really happened.

What I try to receive	What I thought	What I felt	What really happened

What I learn about myself and others by receiving a little help:

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 156 · FOR THE PSYCHOLOGIST

My memories of security

Remembering moments when someone was there for me

AIM

Strengthen the sense of attachment security by recalling in detail moments of support, comfort or encouragement (inspired by research on “security priming”).

WHO IT IS FOR

Relational anxiety, a sense of loneliness, preparing for a stressful situation, as a complement to stabilisation work.

DURATION

10 min, to repeat

HOW TO RUN IT

1. Invite the person to recall 3 to 5 moments when someone was there for them (even briefly, even someone outside the family).
2. For each memory: the scene, what the other person did or said, what it produced in the body.
3. Suggest returning to one of these memories for a few minutes, noticing the sensations of calm or warmth.
4. Encourage rereading the list before a stressful situation.

POINTS TO WATCH

> The effects of security priming have mainly been shown in the short term; the lasting effect of repetition remains to be confirmed (Gillath et al., 2008). If no memory comes, draw on an imagined compassionate figure (worksheet 129). These worksheets are not attachment tests: none of them replaces a clinical interview or a validated questionnaire. Avoid locking the person into a “style”. If there is current violence in a relationship, safety comes first, not attachment work.

REFERENCES

Gillath, O., Selcuk, E. & Shaver, P. R. (2008). Moving toward a secure attachment style: Can repeated security priming help? Social and Personality Psychology Compass, 2(4), 1651-1666.

Mikulincer, M. & Shaver, P. R. (2016). Attachment in Adulthood: Structure, Dynamics, and Change (2nd ed.). Guilford.

PSYCHOLOGIST’S NOTES

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications

WORKSHEET 156 · WORKSHEET TO HAND OUT

My memories of security

Remembering a moment when someone was there for you (a hand on your shoulder, a reassuring sentence, someone who came) can bring back some calm and confidence. These memories are resources you can keep close at hand.

1. Recall 3 to 5 moments when someone was there for you, even briefly.
2. For each one, describe the scene: where, who, what the person did or said.
3. Note what you feel in your body now as you remember it.
4. Choose your favourite memory for difficult moments.

The scene	What the person did or said	What I feel as I remember it

The memory I keep for difficult moments:

These exercises do not replace therapy. If you are in distress or having suicidal thoughts: 112 (European Union), 3114 (France) or the emergency number of the country where you live.

© 2026 Gonzalo Garzo, clinical psychologist · gonzalogarzo.com · CC BY-NC-ND 4.0: free to share, no commercial use or modifications