

Rebuilding Trust Mother Adult Child Worksheet

A gentle way to use this resource

Begin anywhere. Read one section at a time, choose only what fits, and skip, adapt, pause, or stop as needed. Try one practice before adding another. Reflection is an invitation, not a requirement.

Created by Michelle D. Elder, MSW, LMHC | My Reflective Collective

Educational wellness material. Not therapy, diagnosis, medical advice, crisis care, or a substitute for individualized professional support.



Before you begin

Take a moment to notice where you are starting. There is no correct answer and no requirement to complete every prompt.

What is most present?	What would feel supportive?
[ ] Tension or restlessness [ ] Heavy emotion [ ] Numbness or shutdown [ ] Racing thoughts [ ] Low energy [ ] Something else: _____	[ ] More steadiness [ ] More clarity [ ] Comfort or rest [ ] A practical next step [ ] Connection or support [ ] Something else: _____

A simple rhythm

1. Notice	Name what is happening without judging it.
2. Choose	Select one prompt or practice that fits your energy and circumstances.
3. Try	Use it gently for a clear amount of time. Smaller still counts.
4. Check	Notice whether you feel even slightly steadier, clearer, safer, or less alone.

Low-energy option

Read only the headings. Circle or note one sentence that feels useful. Then choose one action that takes five minutes or less. You can return later; stopping is allowed.

A trauma-informed educational wellness worksheet for reflection, choice, self-care, and support.

Use this at your own pace. Skip, adapt, pause, or stop. You are allowed to choose what fits your body, culture, privacy, energy, safety, access needs, and real-life limits today.

A printable reflection and practice resource

Rebuilding Trust

One safe step at a time

SCAN TO HEAR

Tap the speaker

Repair does not mean forgetting, excusing harm, or forcing forgiveness.

BEFORE WE START

-] We are both sober [ ] We are calm enough to talk
-] We both choose to take part [ ] We will use one topic only
-] Either person may pause [ ] We will not yell, threaten, or insult Our pause word is: Example: pause, yellow, or break _____ If someone says the pause word, we will: stop, separate, and choose a later time
  _____
  _____

WHAT REPAIR CAN LOOK LIKE

-] listening [ ] honest accountability
-] respecting boundaries [ ] steady actions over time
-] support for sobriety [ ] accepting "not yet" If talking feels unsafe, complete only the private pages and bring them to therapy.

Michelle D. Elder, MSW, LMHC | Educational support - not crisis care. Call/text 988 or call 911 for immediate danger.

Adult Child: My Voice

Complete this page privately

SCAN TO HEAR

Tap the speaker

You may write, speak, draw, or ask someone to write. You choose what to share.

One thing I want my mother to understand is:

_____
_____

_____ I felt: sad, scared, angry, alone, confused, or other _____

_____

What I needed then was:

_____

_____

What I need now is:

_____

_____

MY BOUNDARY

-] No talks when alcohol is involved [ ] No yelling or name-calling

-] Ask before discussing my trauma [ ] Let me take a break

-] Keep private things private [ ] Other boundary

One action that would help me see real change:

_____

_____

I am not ready to:

_____

Mother: My

Responsibility

Complete this page privately

SCAN TO HEAR

Tap the speaker

Accountability means naming the impact without arguing, minimizing, or adding "but."

One thing I can take responsibility for is:

_____

_____

_____

My alcohol use, absence, or choices may have affected my child by:

_____

_____

_____

What my child may have needed from me was:

_____
_____ I CAN PRACTICE SAYING...

-] "I believe your experience." [ ] "You did not deserve that."

-] "I am sorry for the impact." [ ] "You do not have to forgive me now."

-] "I will respect your boundary." [ ] "I will show change through my actions."

One repair action I can take this week:

_____
_____ One action that supports my sobriety: meeting, sponsor, treatment, counselor, sober support

_____
_____

Together: Listen and

Reflect

One person speaks - One person listens

SCAN TO HEAR

Tap the speaker

Keep the conversation short. Ten minutes can be enough.

READINESS CHECK

-] Both sober [ ] Both calm enough

-] Both willing [ ] Pause word ready

THE SPEAKER SAYS

"When _____ happened..."
_____ "I felt _____."

_____ "I needed _____."
_____ "Now I need _____."
_____

THE LISTENER SAYS

"What I hear you saying is _____."
_____
_____ "Did I understand you?" [ ] yes [

] partly [ ] no _____ One caring response I can give: "That makes sense." "I hear your pain." "Thank you for telling me."

_____

_____ Do not debate the memory during this exercise. Focus on hearing the impact.

Our Short Repair Plan

Small actions build trust over time

SCAN TO HEAR

Tap the speaker

One request we are working on:

_____

_____

The answer is:

-] yes [ ] no

-] not yet [ ] I can offer something different

Adult child's one action:

_____

_____

Mother's one action:

_____

_____ Our next short check-in: day, time, place, and number of minutes

_____

After the talk, I felt SAFE:

0 1 2 3 4 5 not safe very safe

After the talk, I felt HEARD:

0 1 2 3 4 5 not heard fully heard

After the talk, I felt RESPECTED:

0 1 2 3 4 5 not respected fully respected STOP AND GET SUPPORT IF THERE IS...

-] alcohol or drug intoxication [ ] threats or intimidation

-] yelling or insults [ ] repeated boundary breaking Pausing is not failure. Safety and steady behavior come before closeness.

SAFETY, PRIVACY & EDUCATIONAL USE

MY REFLECTIVE COLLECTIVE - MICHELLE D. ELDER, MSW, LMHC

If there is immediate danger or a medical emergency: Call 911 in the United States or use your local emergency number. For U.S. suicide or mental-health crisis support, call or text 988. For relationship-safety support, contact the National Domestic Violence Hotline at 800-799-7233, text START to 88788, or visit TheHotline.org from a safer device when possible. _____ _____ Privacy and safer searching If someone may monitor your device, accounts, internet connection, location, downloads, or browser activity, consider using a safer device and a trusted network. Private browsing may reduce locally saved history but does not make activity invisible. Clearing history can also be noticed. A website Quick Exit button changes the page; it cannot erase browser,

download, router, account, employer, school, carrier, or device records. Choose only steps that feel safer in your situation.

Do not store identifying or safety-sensitive answers where another person may find them.

Educational scope and professional limits This resource provides general psychoeducation, reflection, and wellness support. It is not therapy, counseling, diagnosis, assessment, treatment, medical advice, legal advice, crisis response, forensic evaluation, or an individualized safety plan.

It does not replace care from a licensed clinician, healthcare professional, attorney, trained advocate, emergency service, or other qualified professional. Laws, court procedures, services, and risks vary by location and circumstance.

Choice, pacing, and inclusion You may skip, change, discuss, dictate, draw, pause, or stop any activity. No exercise can determine what you experienced, diagnose a condition, prove a legal claim, guarantee safety, or tell you whether to stay, leave, report, reconcile, forgive, or pursue court action. Adapt language and activities for culture, identity, disability, neurotype, age, literacy, sensory needs, and personal preference. Automatic translation can make mistakes; confirm legal, medical, emergency, and safety-critical wording with a qualified person.

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EDUCATIONAL RESOURCE - NOT THERAPY OR INDIVIDUALIZED CARE

Immediate danger or medical emergency: call 911 | U.S. crisis support: call or text 988 | Michelle D. Elder, MSW, LMHC

Supportive practices and reminders

Trauma-informed choice

You are in charge of pace, privacy, and participation. Keep your eyes open if that feels safer. Change the words, position, movement, or environment. Skip any prompt that increases distress. You never have to describe a traumatic experience to benefit from grounding or reflection.

A one-minute mindfulness pause

Notice one point of support beneath you. Look around and name three neutral things you see. Notice one sound and one body sensation without trying to change either. Ask, 'What would support me in the next few minutes?' Choose the smallest workable response.

Believable affirmations

Choose language your mind can accept. Try: 'I can take one step at a time.' 'My needs and boundaries matter.' 'I am allowed to pause.' 'I can ask for support.' 'This moment is difficult, and it will not always feel exactly like this.' Edit any statement until it feels honest and respectful.

Practical tips

Pair reflection with water, food, movement, rest, medication as prescribed, or contact with a safe person when needed. Save the most helpful page where it is easy to find. Revisit the resource when you are relatively steady so the choices feel familiar during harder moments.

When more support is appropriate

A worksheet cannot provide emergency care, diagnosis, or individualized treatment. Consider a qualified health or mental-health professional when distress is intense, persistent, worsening, affecting daily functioning, or connected with safety concerns. In immediate danger, contact local emergency services or a crisis service available in your country.

Integrate and choose your next step

Pause after reading. More information is not always more helpful; the goal is to leave with one choice you can actually use.

What stood out?

_____

_____

What is one kind, realistic next step?

_____

_____

What support, boundary, or adaptation would help?

_____

_____

If this did not help

You did not fail. Try making the step smaller, changing from a thinking practice to a body or sensory practice, checking basic needs, or involving a safe person. Strong, persistent, or worsening distress may need professional or crisis support beyond a worksheet.