Attachment Training

Presented by:
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House Keeping & Ground Rules

• Confidentiality & practice good self-care
• Fire exits
• Toilets & refreshments
• Please turn mobile phones off
• Respect
• Please ask questions & provide feedback
This is your opportunity...

What would you like to gain from today?

(please share verbally as trainers record on flip chart)

• 'I need to know…'
• 'At the end of the day, I would like to walk away with a better understanding of…'
• 'I want to understand…'
• 'I would like clarity around…'
Course Objectives:

- To provide carers, adopters, residential workers, and other professionals with an understanding of attachment theory and neuro-development research and its impact on looked after children and young people.

- To gain an understanding of how early life experiences and trauma impact on the child and their perception of the world.

- To identify successful, evidenced-based ways of working to support children and young people with attachment difficulties and complex needs due to trauma and early life experiences.
Introductions using Games

- Eye contact & throw soft toy
- Shake hands and swap places
- Pass a squeeze
- Line up in order of...
Trust Develops

Baby Cries

Needs Met By Care Giver

Healthy Attachment Cycle

Baby believes her needs will be met, and learns “I matter and can influence people”
Caretaker sets limit “No”
keeps boundaries and repairs relationship

Child will accept the Limit or Test/Defy limit

2nd Year Attachment Cycle

Child learns that the relationship is not under threat and that he can be given boundaries
Trust does not develop

Baby Cries

Needs NOT met, or inconsistently met or met with aggression by Care Giver

Insecure Attachment Cycle

Baby learns her needs will be not be met by crying, and learns “I don’t matter and can’t influence people”
Attachment is ...

- Emotional bond
- Expectation/goal of care and protection
- Between a carer (attachment figure) and a child - interactive process based on relationship
- Trying to get close to the carer for survival, safety and comfort
- Creating lasting effects on mind, body, emotions, values and relationships
- Shaping how the child relates to the world, others and themselves

- Measured at 18 months - strange situation experiment.
Participants invited to watch clips from 'Social Baby' DVD
In groups of 3-4, discuss what behaviours do we see in children which may be part of an attachment type difficulty?

What might be reasons that children form insecure attachments?
4 Attachment Types

Secure

“I will look after myself”

Avoidant
(Closed Book)

“I need others to do everything”

Anxious
(Open Book)

Disorganised (On the Edge)
**Secure Attachment**

**Presenting Behaviors:**
- Vocalized and expressive
- Confident
- Good eye contact
- Ability to self-soothe/ self-regulate
- Impulse control
- Sense of self-worth and value
- Expectant that caregiver will be available, reliable and responsive during stressful or frightening situations
- Balanced sense of thinking & feeling

**Early Life Experiences:**
- Available and responsive caregiver
- Secure environment
- Consistency in care and boundaries
- Comfort and nurture
- Praise
- Positive Touch
- Good eye contact
- Development of emotional language

**Internal Messages:**
- 'I am significant, wanted and loved'
- 'I am important'
- 'I am powerful and competent'

**60-80% of children & adults tend to function primarily within this style**
Presenting Behaviors:
- Needy and clingy
- Overly familiar with strangers
- Nervous in new situations
- Highly emotional and anxious
- Dependent on carers to do everything
- Refusal to go to the toilet or practice good self-care
- Overly chatty or talkative
- Controlling
- ‘Drama Kings/Queens’
- Anger/rage
- Jealous of care to other children
- Poor ability to self-soothe
- Hyperactivity, head-banging, hair pulling, scratching

Early Life Experiences:
- Parental substance misuse
- Alcohol abuse
- Poor parental mental health
- Neglect
- Sexual Abuse
- Transient Lifestyle
- Multiple, chaotic caregivers
- Lack of stimulation
- Parental criminal involvement
- Abandonment

Internal Messages:
- ‘Help me, help me!’
- ‘If I talk/act out/cry then you won’t forget me’
- ‘I will get your attention’
- ‘Please don’t leave me’
Closed Book Attachment Style

Presenting Behaviors:
- Rigid in thinking and routines
- Avoidant of physical affection
- Hyper-vigilant
- Wary of strangers
- Extremely self-reliant
- Poor concentration, daydreamer
- Flat or unexpressive affect
- Controlling
- Ambivalent towards carers
- Little interest in socialisation or group activities
- Uncomfortable when not on their own
- Refusal to ask for help
- Inability to accept compliments/praise

Early Life Experiences:
- Domestic Violence
- Alcohol abuse
- Trauma
- Neglect
- Sexual Abuse
- Abandonment
- Aggression/Bullying
- Carer for younger siblings
- Poor parental mental health/disability

Internal Messages:
- 'I must take care of me'
- 'I must be in control/take charge'
- 'Don’t feel anything'
- 'Don’t need anything cos I might get hit/shouted at/hurt'
Disorganised Attachment Style

Presenting Behaviors:
- Chaotic and reactive
- Unpredictable and volatile
- Anger/rage/aggressive
- Indecisive emotionally
- Poor impulse control and decision-making
- Inability to self soothe
- Controlling and manipulative
- Inability to show remorse/guilt
- Difficulty anticipating consequences of own behaviour
- Low self-esteem, shame-based
- Easily led by others, vulnerable
- May have sensory issues
- Frozen watchfulness
- Poor understanding of emotions

Early Life Experiences:
- Physical Abuse
- Domestic Violence
- Alcohol & Substance Misuse
- Neglect
- Sexual Abuse
- Multiple, chaotic caregivers
- Trauma
- Aggression/Bullying
- Poor parental mental health
- Carer for younger siblings
- Poverty

Internal Messages:
'No one is going to care for me. I am on my own'
'I don’t know what I want or need'
Development of Internal World

• Consider: what does a baby learn about itself and the world when their needs are met?
• What does a baby learn when their needs are NOT met?
• What might a child do in order to ease his feelings of distress? What things be motivating their behaviour?
• How might a child feel when experiencing change (starting school, moving house, coming into care, moving up to comp)?
Participants invited to watch Janine’s DVD clips
Re-enactment of Abusive & Traumatic Experiences

• Time holes: Children fall down time holes and get pulled into old experiences
• Re-enactment: Children re-enact scripts from previous family experiences
• Delaney Model handout in the pack
Our Brain is made up of **three** main parts, which have developed at different stages of our evolution. Each has an important part to play.

1. Cortex - thinking cap.
2. Limbic system - emotions.
3. Reptilian - old system - fight, flight and freeze.
Brain Development

• During the first 10 years of life the brain is twice as active as that of an adult’s.
• 60% of nutrition is used by the brain during the first year of life. This decreases to 30% by age 3 years.
• The way that parents relate to young children directly effects the formation of neural pathways.
Attunement

- Lots of levels and channels of communication,
- Ability to read the child’s cues,
- Ability to respond sensitively and appropriately in the child’s best interests.
Right Orbital Frontal Cortex

• If parent does not have an active right orbital frontal cortex (attachment centre) then they cannot activate the child’s.

• This means that the child cannot easily attune and respond in a way that is appropriate.

• Without it the child is unable to read cues and respond effectively.
Co-construction of Meaning

- Children develop a shared understanding growing in families;
- LAAC can misinterpret behaviours and information;
- LAAC can misinterpret intentions/motives.
- High cortical levels means that only a small trigger is needed and this can lead to big reactions.
- Cortisol and adrenaline levels can shut down thinking - children just react!
Trauma

Exercise:

• Think of traumas people experience.
• What does trauma mean to you?
• What effect does it have on a child’s development:
  - Physically;
  - Emotionally;
  - Socially.
Trauma

Injury to the body, or an event that causes long-lasting mental or emotional damage.

A sense that you may die or be seriously hurt, and you are not in control.
Arousal Cycle

Intensity of emotion

Point of No Return

Time
Lunch 12.45-1.30pm
Theraplay

• History
• Uses - 1:1, residential settings, school, sibling groups
• 4 Dimensions: Structure, Engagement, Nurture, & Challenge
• Touch Policy & Video taping
  Therapeutic Sessions
Theraplay

- Check-in/lotion
- Stack of hands
- Toilet paper bust-out
- Newspaper punch
- Basketball Throw
- Pop the Bubble
- Foil Prints
- Lotion/Powder prints
- Row, Row the Boat
- Cushion Jump-off
- Mirroring
- Cotton Ball Blow
- Cotton Ball Hide
- Measuring
- Twinkle, Twinkle
- Feed/Drink
PLACE

- Playfulness
- Loving
- Acceptance
- Curiosity
- Empathy

~ Dan Hughes (2008)
Supervision as a Consequence

- Eyes on supervision is proactive and given as a gift to the child
- It enhances feelings of safety and calmness
- It keeps the child out of trouble and reduces failure and anxiety
- Child needs to practice a routine with you with less chance to fail

**Exercise:**

1. Think about your child and in groups of 4, describe how you could put structure and supervision into place for your child.

2. Can you see any problems with this method?
Shield of Shame

- Children defend against shame by lying, minimising, blaming others and rage
- Children may feel shame about themselves as people (rather than appropriate guilt about their actions).
- “Oh my goodness! You think you are a bad kid. Gosh, that must be hard! I’m sorry for you. Now I understand why you get so angry. Thanks for telling me.”
- Always start with empathy and understanding

~ Dan Hughes (2008)
Autonomy Circle

• See handout: Limits, Choices and Consequences (pg65-69)

• Competency areas: knowledge, skills, judgement, self control.

• Balance responsibility and obligation, power and freedom.

• Contained by their capability.

Exercise:

• Decide whether your 14 year old child is able to go to Meadowhall with his 2 mates. They want to buy a new DVD.
Handouts

• When Parents Say 'No' (pg 51-52)

• Think Toddler Think (pg 53-57)

• Games to Encourage Attachment (pg58-59)

Take Care of Yourself

First Aid
Self-esteem
Endings for Today

References are at the end of your booklet for additional reading or resources.

• Any other questions?
• What did you learn from today?
  • Evaluations/ Certificates