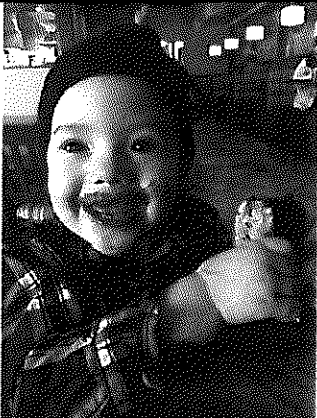


	<h2>THE ATTACHMENT RELATIONSHIP AND ITS IMPACT ON CHILDREN</h2> <p>Marianne Schroer, MA, LPE Executive Director of Williamson County CASA Audrey Freshwater, MA Program Director, Williamson County CASA</p>
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<p>IT STARTS EARLY</p>	
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<h3>HEALTHY ATTACHMENT</h3> <p>❖ Attachment is the foundation for how the child will...</p> <ul style="list-style-type: none">○ Relate to the World○ Learn○ Form Relationships Throughout Life○ View Self
--

ATTACHMENT CATEGORIES

CHILD

- Secure
- Avoidant
- Ambivalent
- Disorganized

ADULT

- Secure
- Dismissing
- Preoccupied/ entangled
- Unresolved trauma/loss

INSECURE ATTACHMENT

AVOIDANT-

watchful, hyper vigilant, slow to warm up; difficulty maintaining emotional closeness to others, difficulty expressing feelings; show limited engagement in emotionally arousing situations

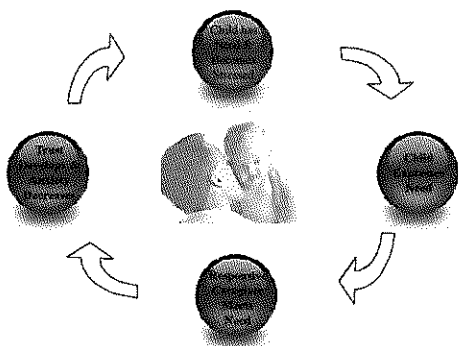
AMBIVALENT-

both clingy and angry, rejects contact, refuses to be comforted; heightened arousal and exaggerated emotional expression; easily frustrated, over stimulated, impulsive and overly anxious

DISORGANIZED-

fearful and confused, may exhibit seemingly undirected behavior- freezing, hand-flapping. Older children may take control of parent by punitively controlling parent or, alternately, caring for and comforting parent

HEALTHY ATTACHMENT CYCLE



HEALTHY ATTACHMENT CYCLE

- Repetition of the cycle of needs being expressed and reinforced thousands of times.
- Baby learns to trust that her needs will be met and that the world is a safe and good place.
- A distressed baby must be soothed by a primary caregiver in order to feel calm, safe, and secure.
- Child is first soothed by caregiver and learns to self regulate.
- Reciprocal process by which an emotional connection develops between infant and primary caregiver.
- Baby actually experiences her own state as an extension of her caregiver.

TWO STAGES OF ATTACHMENT

STAGE 1- ATTUNEMENT

- Reciprocal/interpersonal sharing of affect (interest/joy, tone of voice, words, facial expressions, touch, movement).

STAGE 2- SOCIALIZATION

- Ability to accept, not reject, re-attunement (Interactive repair).
- Comfort that follows the limit setting experiences.

- > Stage 1 must be experienced sufficiently to progress to stage 2
- > Parent must be "good enough"

AFFECTIVE ATTUNEMENT COMMUNICATES

"Yes, I know what your experience was like, and by my response, I'm confirming your experience of it and thus, I confirm you."

"This helps you to develop a sense of yourself as separate and apart from me, yet attached."

LIFE'S FIRST FEELINGS

NOVA ON PBS

WHEN ATTACHMENT IS ACHIEVED

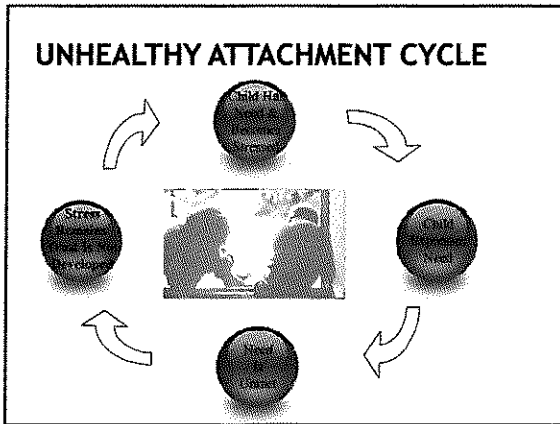
- Cause and Effect Thinking
- Capacity for Empathy/Conscience
- Reciprocal Enjoyment
- Affect Regulation
- Ability to Accept No and Recover from the Resultant Shame
- Ability to Accept Interactive Repair (comforting)
- Ability to Manage Stress
- A Sense of Self and Other
- Parent Becomes Internalized

"... in order to develop normally, a child requires progressively more complex joint activity with one or more adults who have an irrational emotional relationship with the child. Somebody's got to be crazy about that kid. That's number one. First, last, and always." --

-Urie Bronfenbrenner

(as cited in the National Scientific Council on the Developing Child, Summer 2004, working paper #1)





UNHEALTHY ATTACHMENT CYCLE

- Child internalizes sense that the world is not a safe place and that she can not trust anyone.
- When baby's cries are consistently unanswered, she grows increasingly frustrated, distressed, angry and hopeless.
- Child views self as unlovable and develops poor self worth.
- Child does not learn how to self regulate.

CONTRIBUTORS TO UNHEALTHY ATTACHMENT

<input type="checkbox"/> Depressed Caregiver	<input type="checkbox"/> Pain or illness that can't be alleviated by the caregiver
<input type="checkbox"/> Family Violence	
<input type="checkbox"/> Loss of Caregiver	<input type="checkbox"/> Pre- and Peri-natal Birth Trauma
<input type="checkbox"/> Sexual Abuse	<input type="checkbox"/> Physical Abuse
<input type="checkbox"/> Foster Care	<input type="checkbox"/> Frequent Moves
<input type="checkbox"/> Neglect	
<input type="checkbox"/> Medical Trauma	

COMMON SURVIVAL BEHAVIORS

- Lack of Eye Contact
- Poor Impulse Control
- Indiscriminately Affectionate
- Eating Issues
- School Behavior Issues
- Lack of Eye Contact
- Running Away
- Toileting Issues
- Lying
- Stealing
- Drug Use
- Violent or Aggressive Behaviors Toward Self or Others
- Over-Sexualized Behaviors
- Cruelty to Animals
- Pre-occupation with Fire, Blood or Gore

TRUST VS. CONTROL

- ⊗ The control dynamic becomes part of the child's basic ego structure
- ⊗ The "trust foundation" is replaced with the "control foundation"
- ⊗ Control becomes a way of survival
- > There are common characteristics of children who have experienced the trauma of an insecure attachment that are actually survival behaviors

ATTACHMENT RUPTURES

- ⊗ Attachment process during first 1-2 yrs. of a child's life is a series of connections
- ⊗ Disconnections occur when the same parent that nurtures is the parent that disciplines or gets upset
- ⊗ Each disconnection should be followed by a repair or reconnection between parent and child
- ⊗ Process of disconnect followed by repair teaches child that the behavior (not him) is unacceptable
- ⊗ Ruptures that are not repaired or prolonged can create a sense of shame in child

ATTACHMENT RUPTURES

□ **BENIGN RUPTURES**

- Unavoidable and necessary learning experiences for a child.

□ **TOXIC RUPTURES**

- Parent loses control and makes verbal or physical threats to child.

▪ **Examples:**

- > name calling
- > statements like "I wish I had never adopted you"
- > negative statements about birth family
- > threatening to return child to DCS

REPAIRING RUPTURES

- Parent's job to initiate repair
- Wait until anger has diminished before making repair
- Don't deny rupture occurred
- Address rupture without placing blame
- Understand that your child's way of reconnecting may be different than yours
- Listen to your child's thoughts and feelings about what happened
- Take responsibility for your behavior
- Even if child rebuffs efforts to reconnect, forge ahead and don't give up

DECADE OF THE BRAIN

Experiences in Childhood Organize the Developing Brain

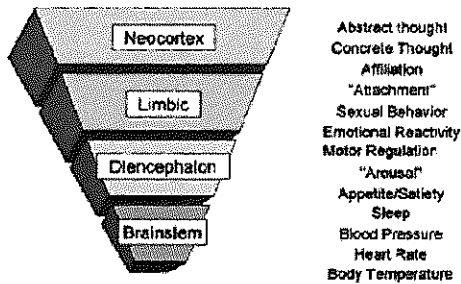
Whereas

Experiences in Adulthood Alter the Organized Brain

BRAIN BASICS 101

- Brain's growth occurs from the "bottom up"
- Brainstem and midbrain are the first areas to develop
 - bodily functions necessary for life (breathing, swallowing, heart rate)
- Last areas to develop are the limbic system
 - responsible for regulating emotions, and the cortex, responsible for abstract thinking
- By the age of 3, a baby's brain has reached almost 90 percent of its adult size

BRAIN DEVELOPMENT DR. BRUCE PERRY CHILD TRAUMA INSTITUTE



BRAIN CONNECTIONS

- Brain development is created through neuron connections: synapses
- By the age of 3, a baby's brain have around 1000 trillion synapses
- Synapses are strengthened and others are discarded according to our environmental experiences
- By adolescence, half of their synapses are discarded
- Through the creation of brain connections (synapses), our brain prepares us to respond to the world

BRAIN SYNAPSES



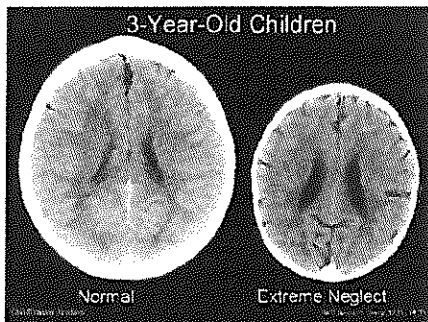
At Birth 6 Years Old 14 Years Old

Synaptic Density in the Human Brain

USE IT OR LOSE IT

- The brain is over wired and prepared for a lot of environmental contingencies!
- Concept of Pruning - new synapses form as the result of stimulation; however others weaken or remain the same. Weaker cells die off and are lost forever.

CT SCANS DR. BRUCE PERRY



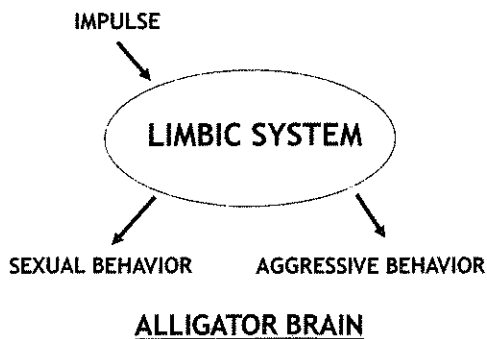
**WWW.CHILDTRAUMA.ORG
DR. BRUCE PERRY**

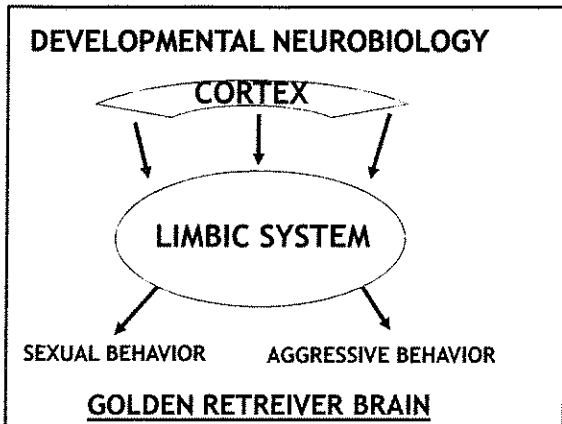
- These images illustrate the negative impact of neglect on the developing brain. In the CT scan on the left is an image from a healthy three year old with an average size head. The image on the right is from a three year old child suffering from severe sensory-deprivation neglect. This child's brain is significantly smaller than average and has abnormal development of cortex.

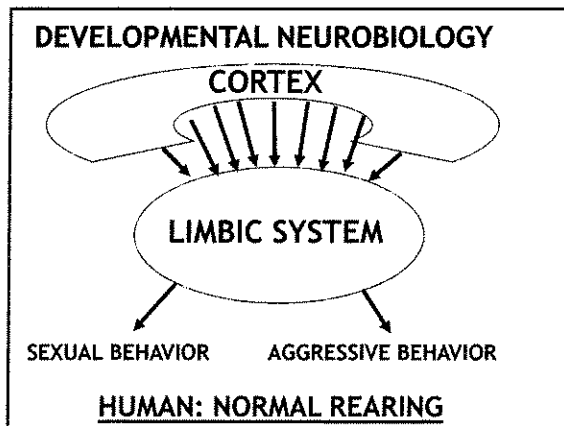
MEMORY

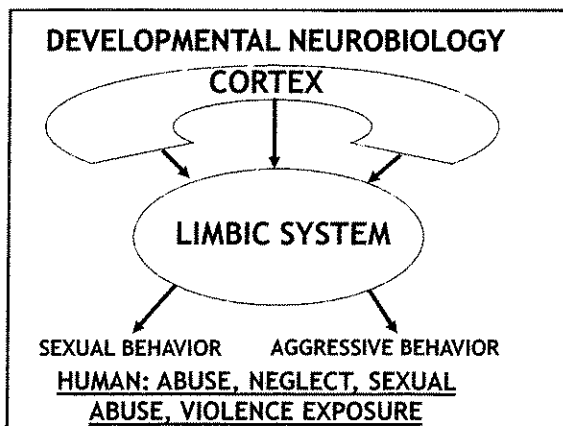
- Implicit memory has all the feeling but not a memory of the event.
- Explicit has the memory of and the feelings surrounding the event.

DEVELOPMENTAL NEUROBIOLOGY









BEING WITH

At the heart of developing a secure attachment is the knowledge that your caregiver is emotionally available

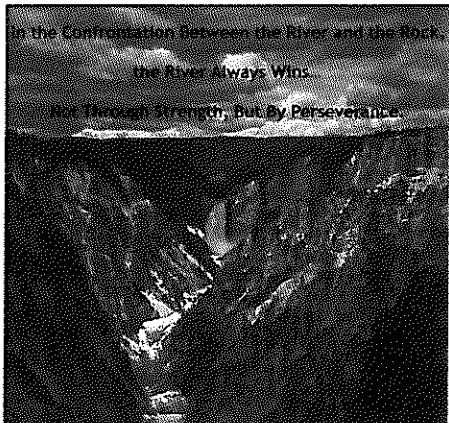
to “be with” you during times of need.

“ If I’m in China, the only place you can really meet me is in China”

- VIDEO: Multiple Transitions: A Young Child’s Point of View on Foster Care and Adoption

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- Champaign, Illinois
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