



A3 Learning a New Dance: The Role Wraparound Can Play in Strengthening Attachment Relationships

Wednesday, June 15, 2016, 10:30 a.m.-12:00 p.m.

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Salon 6

Attachment/Developmental Trauma

Terms and Discussion Questions

Definitions of Attachment:

"An affectionate bond between two individuals that endures through space and time and serves to join them emotionally" (Kennell, 1976).

"a relationship that develops between two or more organisms as their behavioral and physiological systems become attuned to each other" (Field, 1985).

Definitions of Developmental Trauma:

Groups have called for a diagnosis of "developmental trauma disorder" to capture what members see as central realities of life for some children: exposure to multiple, chronic traumas, usually of an interpersonal nature; a unique set of symptoms that differs from those of post-traumatic stress disorder (PTSD) and a variety of other labels often applied to such children (see "[Current trauma diagnoses](#)"); and the fact that these traumas affect children differently depending on their stage of development.

"While PTSD is a good definition for acute trauma in adults, it doesn't apply well to children, who are often traumatized in the context of relationships," says Boston University Medical Center psychiatrist Bessel van der Kolk, MD, one of the group's co-leaders. "Because children's brains are still developing, trauma has a much more pervasive and long-range influence on their self-concept, on their sense of the world and on their ability to regulate themselves."

Wooden Soldier Activity

Why is Attachment so Important?

Attachment is the deep and long lasting emotional connection established between a child and his/her caregiver. It profoundly influences every component of the human condition- mind, body, emotions, relationships, values, etc...(Levy, Orlans)

For any of us to be successful in relationships, we must learn the dance of attachment. And it is much like a dance, an art form, with so many parts that are non-verbal, that you must learn this dance through your senses.

Attachment at its heart is connectedness, and it provides the foundation for a child's physical. Cognitive and psycho-social development.

How do we connect through our Senses?

What are Implicit V. Explicit memories?

Think of a child and take 5 minutes to reflect on their early life experiences and imagine what some of their implicit (or emotional) memories stored in their limbic system might be?

Terms important to understanding attachment:

Secure Base/Safe Haven

Attunement

Rupture and Repair

External Psychobiological Regulator

Daniel Hughes- Intersubjectivity

AAI- Adult Attachment Interview

Arousal and Relaxation Cycle/Disrupted Cycle- (the impact of self-regulation)

Internal Working model

Triune Brain- flipped lid model

Two Primary Tasks for Caregiver

The Attachment Dilemma

Attachment and Trust (relinquishing control)

Attachment Categories: Infant-> Adult

Secure, Avoidant, Anxious, Disorganized

What are attachment traumas for children? How does it affect their development?

What can we do now?

Developmental Buckets

Beliefs Chart

Describe a childhood experience with a parent/caregiver:	As a child, what beliefs resulted from this experience? (Self, caregivers, the world, other). How has it impacted your beliefs as an adult?	As a child, what behaviors resulted from these beliefs? And as an adult?

Developmental Containers



Contenedores de Desarrollo



Intersubjective experience: We experience ourselves the way our primary caregivers experience us (subjective based on perception, not always accurate)

1. *Jim is nine years old. Jim plays on a soccer team once a week, and spends much of the rest of his free time playing video games. Jim is raised by a single father. Jim's father has to work two jobs to make ends meet. Since Jim's father has to work in the evening, Jim's 16 year-old sister often has to stay home to babysit him. Jim's sister would rather spend time with her friends than babysit and doesn't hesitate to let Jim know how annoyed she is by this. Jim is diagnosed with ADHD and has a learning disability. He gets in trouble at school often for talking back to the teachers and misbehaving. Jim's dad is frustrated because whenever he is home, which isn't very often, he has to scold Jim for getting in trouble at school and enforce consequences such as taking away video games. Jim's dad usually can't attend Jim's soccer games because he has to work.*

What is Jim's intersubjective experience?

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2. *Sarah is 11 years old. Sarah loves to play soccer, and is the star of her team. Sarah and her younger brother are both raised by their grandmother. Sarah's grandmother usually works during the day while Sarah is at school, but occasionally has to work in the evening. When Sarah's grandmother has to work, her favorite aunt comes over to babysit. During the evenings when Sarah's grandmother is home, she does her best to spend quality time with the children. Sarah's grandmother helps her with her homework, and when she finishes watches Sarah's favorite shows with her. Sarah's grandmother tries to cook Sarah's favorite food as much as possible, and they enjoy braiding each other's hair. Sarah's grandmother makes it a priority to watch all of Sarah's soccer games.*

What is Sarah's intersubjective experience?

__Sam_____'s Family Wrap Plan

Family Wrap Team: __Sam, Mom, Dad, Grandma, brother, sister

Our Strengths and What Is Going Well: open to trying new things, consistent, positive _____

Date	Goal (What we would like to happen)	Need (What Needs to Happen)	Action Step (What we're going to do, who, when, where)	Our Progress
4/2/16	1. Work with caregiver(s) to identify what triggers them about client's bx's		<ul style="list-style-type: none"> - FSP will meet with caregiver(s) and explore possible triggers - Ask the question "Why am I so triggered" 	<input type="checkbox"/> Attempted <input type="checkbox"/> Ongoing <input type="checkbox"/> Revised <input type="checkbox"/> Completed Date: _____
	2. Help caregiver(s) identify ways to self-regulate body and emotions when in crisis and/or feeling triggered		<ul style="list-style-type: none"> - FSP will meet with caregiver(s) and discuss what regulation is and why it is important for parents to be regulated before approaching child - Identify positive ways caregiver(s) can self-regulate 	<input type="checkbox"/> Attempted <input type="checkbox"/> Ongoing <input type="checkbox"/> Revised <input type="checkbox"/> Completed Date: _____
	3. Learn how to "decode" client's bx		<ul style="list-style-type: none"> - Ask self, "what may be some others reasons as to why my child is reacting this way" - Is he/she hungry? - Is he/she tired? - Did he/she have a bad day at school - Remind self not to take it personally - Practice in Wrap meeting 	<input type="checkbox"/> Attempted <input type="checkbox"/> Ongoing <input type="checkbox"/> Revised <input type="checkbox"/> Completed Date: _____

Where we are in Wrap: ☐ Engagement ☐ Planning ☐ Implementation ☐ Transition

____Sam_____’s Family Wrap Plan

Domains: 1. A Place to Live 2. Family/Relationships 3. Social/Fun 4. Emotional/Psychological 5. School/Work 6. Safety 7. Legal 8. Medical 9. Cultural
10. Spiritual 11. Finances 12. Drugs/Alcohol 13. Other