

Attachment, Trauma and Recovery

Presented by Professor Richard Rose



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Learning Outcomes

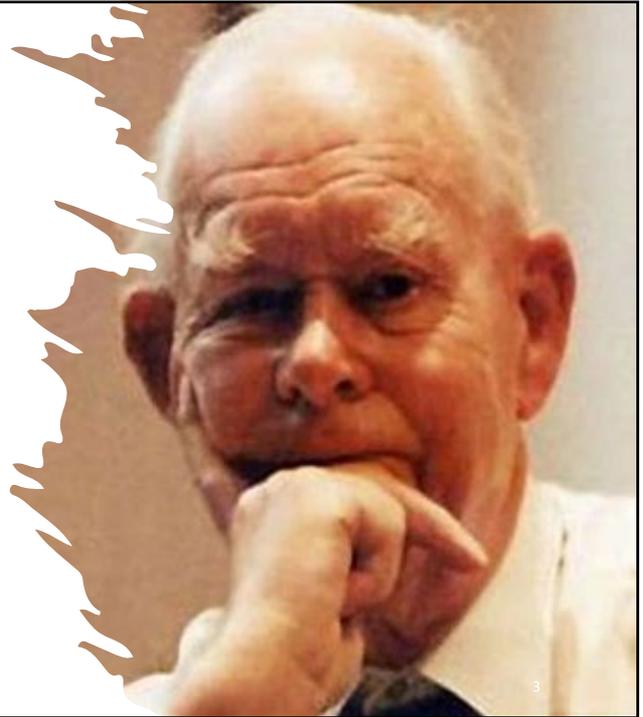
- to demonstrate a clear understanding of attachment
- to identify the major theorists involved in attachment and trauma thinking and identify differing attachment model
- to consider the children and young people that you care for and relate your learning to your practice
- to consider the differing roles in the recovery of children affected by attachment challenges

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???What is Attachment???

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Anna Freud



Barbara Docker Drysdale



Donald Winnicott

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Bonding is the physical and psychological connection between mother and infant that begins at conception, grows during pregnancy, intensifies at birth and exists forever. All children are bonded to their biological mothers, regardless of what transpires after birth.

Levy & Orlans –
Attachment Trauma & Healing, p.224

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What is Bonding???

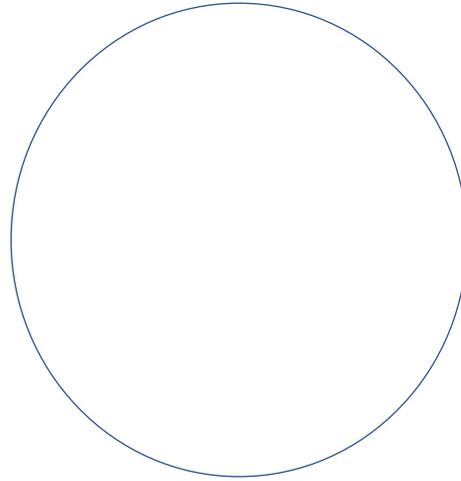


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Who am I?
Draw a picture of
yourself here

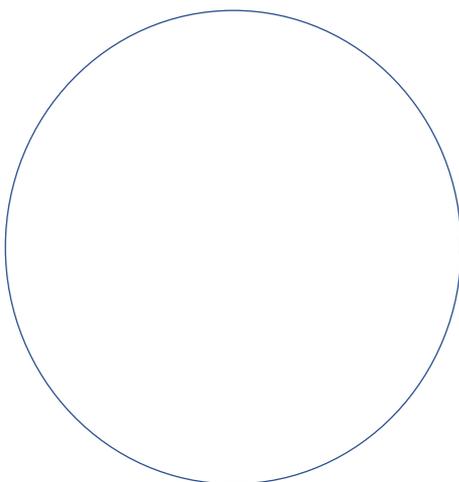


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What things do you
love about your self
and the things
around you – who
loves you?

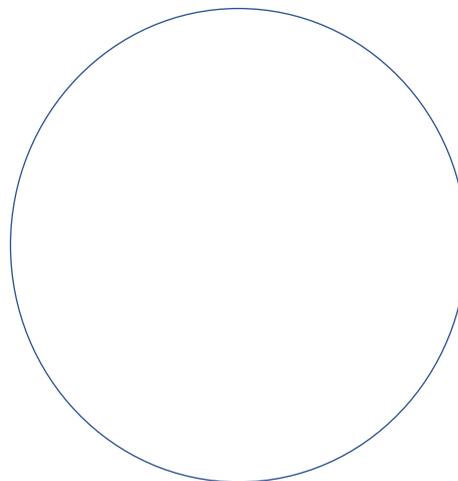


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Describe who you are and what part you play in the environment you live – how included are you?

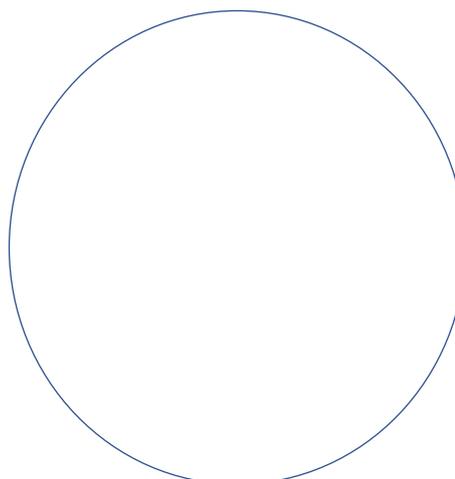


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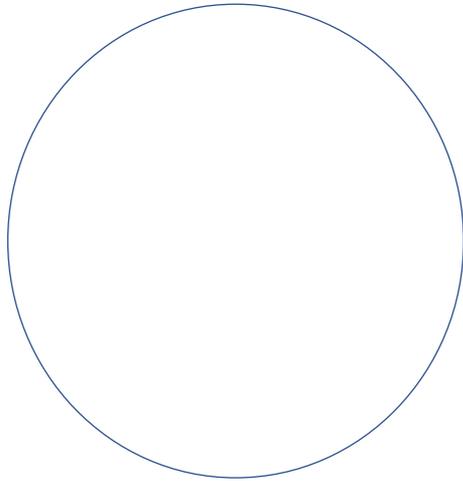


How do you see the world around you?
How does the world around you see you?
Do you feel you have a place and space in the world and if so how would you explain that?



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How are you feeling at this moment in time?
If you can, what are your most common feelings?

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First – Year Attachment Cycle

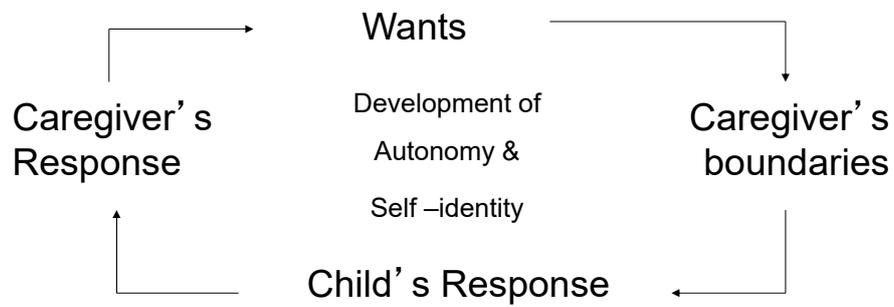


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Second Year Attachment Cycle



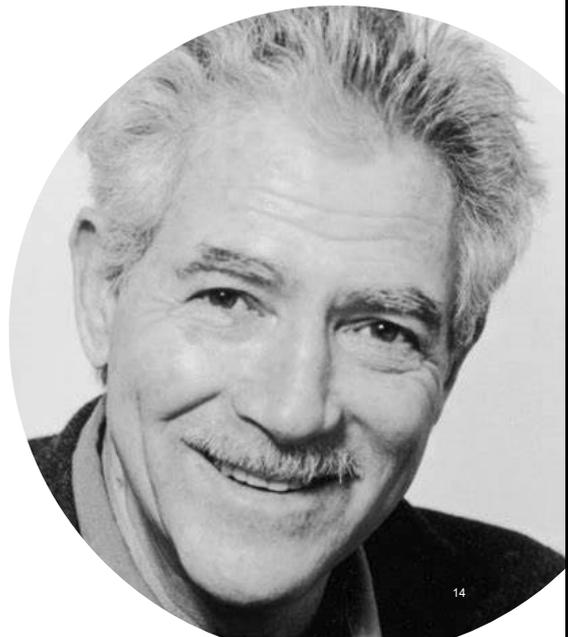
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Attunement

“In affective attunement, the mother’s activities match the *feeling* state of her infant and do not simply imitate his behaviour”

Daniel Stern 1985



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- Is the key to attachment
- the parent is sensitive to the child and able to understand the mind and the feeling state of the child
- Attuned parental responses impart meaning to the 'inner world' of body signals e.g. hunger, thought and emotions.

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- | | |
|----------------------|------------------|
| • Touching | • Smiling |
| • Cooing | • Talking |
| • Eye contact | • Rocking |
| • Holding | • Singing |

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“A securely attached child....will have a working model of the world in which she herself is worthy of love and attention, others are expected to be responsive and reliable and relationships with others are seen as rewarding and fun”

Beckett C (2002)

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A Child Needs Healthy Attachments to.....



DEVELOP EMOTIONALLY,
SOCIALY,
PSYCHOLOGICALLY,
PHYSICALLY, MORALLY AND
SPIRITUALLY



DEVELOP DEVELOP DEVELOP
ACHIEVE SELF WORTH AND
ESTEEM



COPE WITH CHANGE AND
STRESS



COPE WITH SEPARATION
AND LOSS



BECOME INDEPENDENT



DEVELOP FUTURE
RELATIONSHIPS

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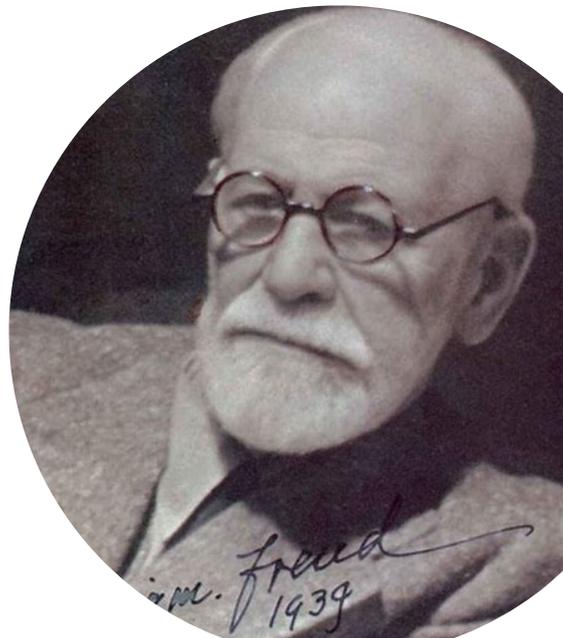
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Sigmund Freud - 1857-1939

Experiences in early childhood influence later development. Assumes sexual factors are major factors, even in early childhood.

Key words

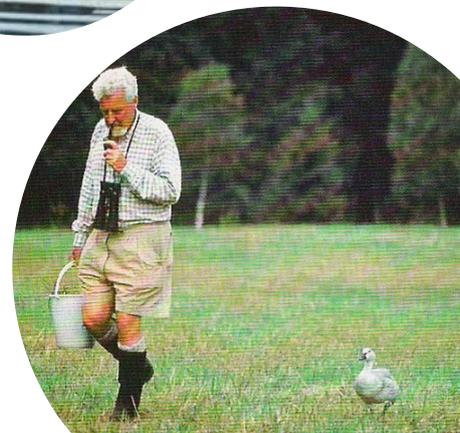
- Psychodynamic; psychosexual; libido; oral stage; anal stage; phallic stage; latency stage; genital stage; id; ego; super-ego; Electra complex; Oedipal complex; conscious; unconscious; psychoanalysis



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Konrad Lorenz

Ethologist, known for his research on imprinting. Lorenz concluded that the process of "imprinting" was a natural instinct and would cause the goslings to imprint on the first large moving object that they saw. He concluded this was due to the fact that they needed food and protection. He related this to natural selection by stating that if they did not learn this behaviour through evolution that they would die out leaving only the few that did. This is known as "Natural Selection".



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Noam Chomsky

Children are born in possession of an innate ability to comprehend language structures and states that every child has a 'language acquisition device' which encodes the major principles of a language and its grammatical structures into the child's brain.



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0 -2 months	Reflective crying, vegetative sounds which reflect their physical state
2 -5 months	Cooing and laughter, early consonants, sounds from back of throat, laughs and giggles
4 – 6 months	Vocal play, babbling, more adult like in range and pitch and raspberries (bilabial trills)
6 – 12 months	Replicated babbling, more pitch control, ability to sound out consonants and vowels

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Arnold Gesell

Development genetically determined by universal “maturation patterns” which occur in a predictable sequence.

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Milestones

By 3 months: Visual, touch, sensing, hearing, exploring symmetrical movements with hands and legs - early attachment relationship develops through attunement, smiling

By 6 months: Muscle tone/strength, grasping, pushing, kicking, body awareness, sense of self as 'other', memory, sounds, stranger anxiety

By 9 months: Rolling, crawling, reaching, interaction, focus, babbling, peek-a-boo, laughing

By 12 months: Crawling up stairs, sits and stands alone, walks with help, feeds self, exploring impact of self on the world

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Milestones continued

By 15 months: Kneels, falling and recovering, walks alone, develops resilience, likes dolls, understands words

By 18 months: Scribbles, building bricks, undresses self, can walk up and down stairs with help, points and names, sings

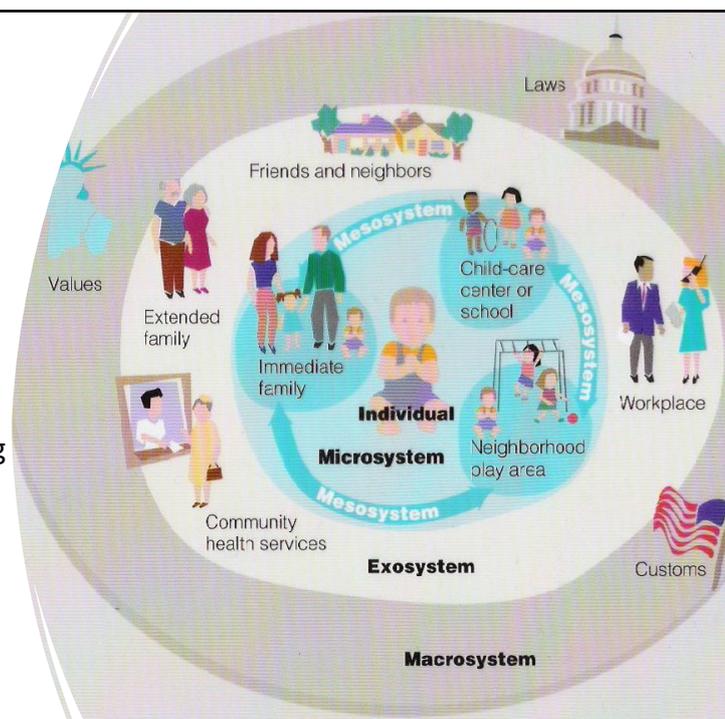
By 2 years: Toilet training, copies caregiver around house, looks at books, ownership, doesn't share, throws ball, interactive in games with adult

By 2 1/2 years: Kicks and throws ball, tantrums, climbing and jumping

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Urie Bronfenbrenner

Urie Bronfenbrenner introduced the concept of the eco system that surrounds us - we can use his thinking when we try and help to understand the sense of belonging a child has



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Infants need a “secure base” (i.e. are able to *trust*) their primary caregiver

A Secure Attachment leads to subsequent healthy development

An Insecure Attachment leads to unhealthy development

Attachment style affects relationships throughout life



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Strange Situation

From Ainsworth, Blehar, Waters, & Wall (1978)

	Event	Attachment Issue
1	Parent and baby enter playroom.	
2	Parent sits quietly while baby plays.	Parent as secure base for exploration
3	Stranger enters and talks with parent.	Baby's response to new adult
4	Parent leaves the room. Baby is alone with the stranger.	Baby's response to separation
5	Parent returns. Stranger leaves.	Baby's response to reunion
6	Parent leaves. Baby alone in the room.	Baby's response to separation
7	Stranger enters and offers comfort.	Baby's ability to accept comfort from a stranger
8	Parent returns and offers comfort if needed and tries to get the baby to play.	Baby's response to reunion

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Secure Attachment

Children have confidence that their attached figure will meet their needs consistently and reliably. Their attached figure represents their secure base at times of distress, and when they seek comfort, it is available.



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Insecure Ambivalent / Resistant

Although children demonstrate behaviours, which are similar to secure attachment, they rarely accept such comfort from attached figures.



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Insecure Avoidant

Children do not seek out their attached figure, and as such do not maintain a dependence on them. When the child becomes distressed by their experience, the child does not seek comfort, has no expectation of safety and does not seek or accept nurture.



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Insecure-Resistant: Uncertainty about whether the parent will protect or provide safety in stressful circumstances

- Remain close to parent. Refuse to explore the new environment
- Distressed at separation of parent
- Mixture of approach and avoidance when reunited

Disorganized or Disoriented: No consistent way of dealing with the stress

- Exhibits contradictory behavior at the strange situation
- Typical attachment style when the infant is abused or neglected

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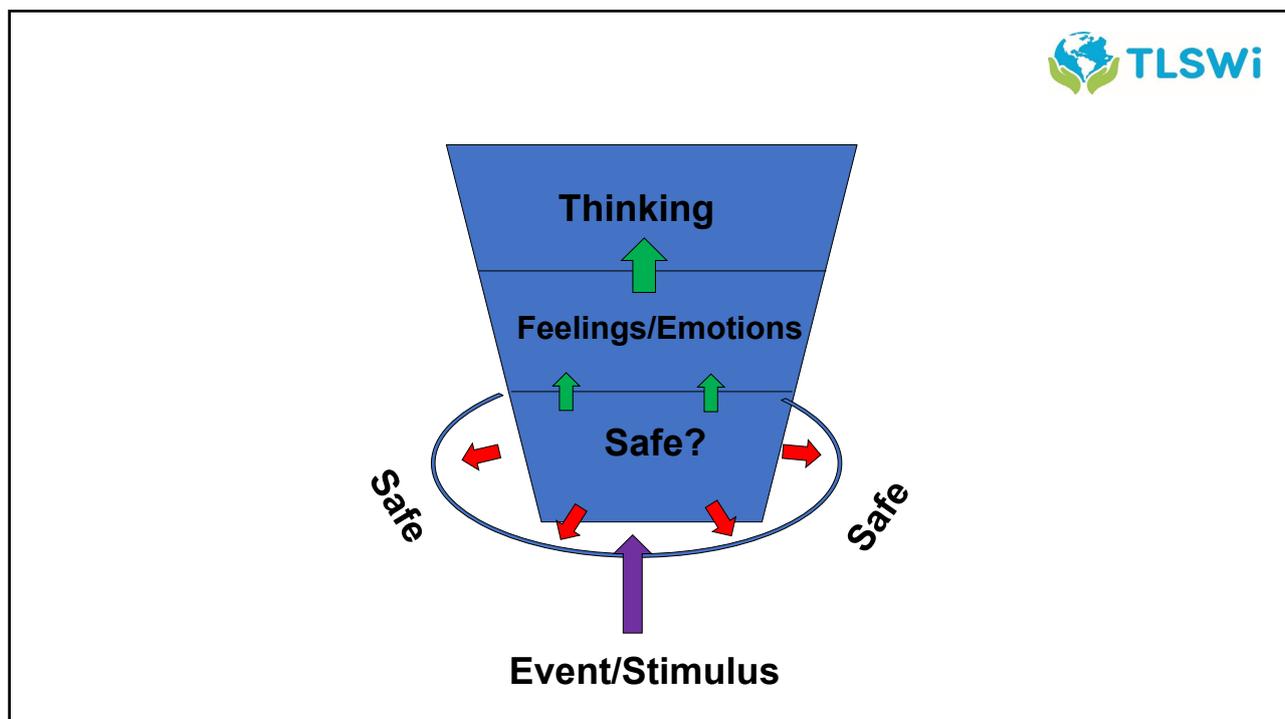


Understanding the Impact of Trauma on the Developing Child

The first three years are when the brain is making the majority of its “primary” associations and the core neural networks organize as a reflection of early experience. Early developmental trauma and neglect have a disproportionate influence on brain organization and later brain functioning.

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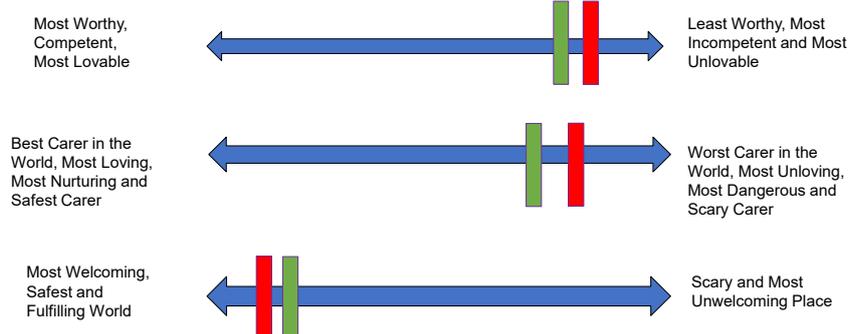
Allan Schore 1943

“Attachment theory, first created by...John Bowlby over 50 years ago, is now revitalized, particularly by its deep connections with neuroscience. At this point in time, we have in attachment theory a coherent theory of development that is grounded in both psychological science and neuroscience, and thereby is on a much firmer ground than it used to be.”

Schore (1994-2014): interpersonal neurobiological model of attachment mechanism; relational, social-emotional attachment experiences shape developing “social,” emotional” right brain and thereby emotional well-being in later stages of life.



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The circular diagram illustrates the ABC of Attachment, centered around 'A/C'. The segments are as follows:

- B3** Comfortable
- B4-5** Reactive
- C1-2** Threatening/Daring
- C3-4** Aggressive/Feigned Helpless
- C5-6** Punitive/Seductive
- C7-8** Menacing/Paranoid
- AC** Psychopathy
- A7-8** Delusional Idealization/Externally Assembled Self
- A5-6** Compulsively Promissuous/Self-Reliant
- A3-4** Compulsively Caregiving/Compliant
- A1-2** Socially Facile/Inhibited
- B1-2** Reserved

Pat Crittenden – ABC of Attachment

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Cycle of an Acting Out Child

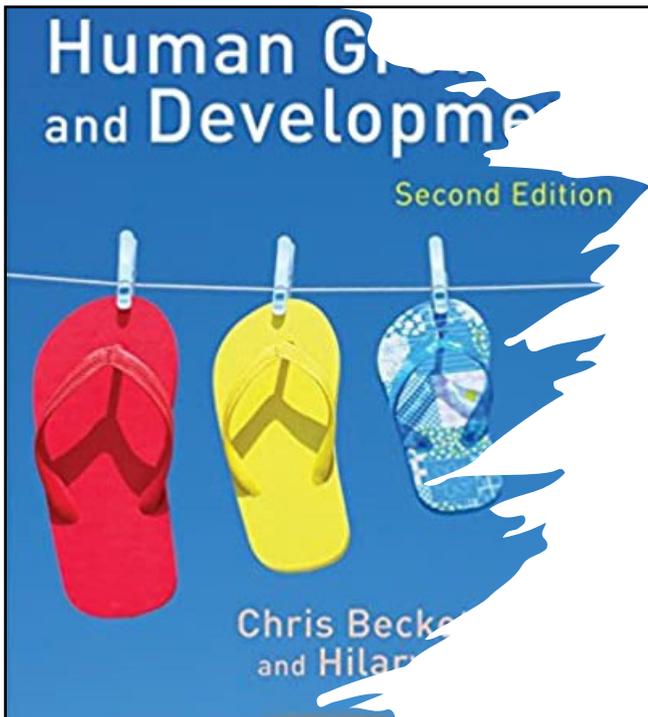
The cycle consists of the following components and their relationships:

- Attachment disorder** leads to a **Negative Working Model**.
- The **Negative Working Model** leads to **Conduct Disorder**.
- Conduct Disorder** leads to **Negative responses**.
- Negative responses** leads back to **Attachment disorder**.

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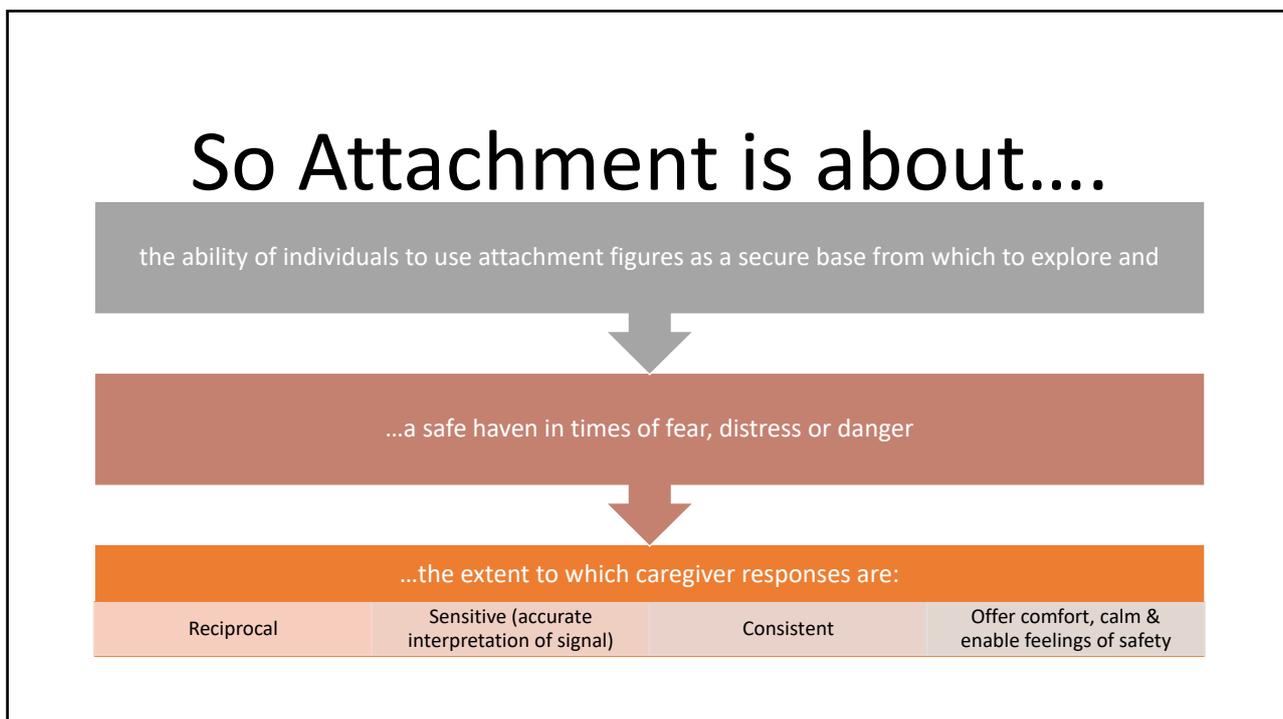
Human Growth and Development
Second Edition
Chris Beckwith and Hilary Beckwith

“Children with grossly neglectful parents...will think of all kinds of excuses for the neglect in order to protect themselves from concluding that their parents do not care about them. They may tell themselves that they deserve the neglect, or that they prefer things the way they are”.

Beckett C (2002)

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Allan Schore 1943

“Attachment theory, first created by...John Bowlby over 50 years ago, is now revitalized, particularly by its deep connections with neuroscience. At this point in time, we have in attachment theory a coherent theory of development that is grounded in both psychological science and neuroscience, and thereby is on a much firmer ground than it used to be.”

Schore (2012)



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“It is perhaps no longer necessary to argue the case for the importance of the early years. Advances in both neuroscience and social science have repeatedly confirmed that it is at this time that genetic potential interacts in infinitely complex ways with early experience to construct the neural pathways and connections that quickly become both the foundations and the scaffolding for all later development.”



“It is therefore at this time that the child’s wellbeing, health and development are most in need of society’s concern and protection.”

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What is trauma?

Trauma is the emotional, psychological and physiological residue left over from heightened stress that accompanies experience of threat, violence and life changing events

Source: Australian Childhood Foundation

Traumatisation occurs when both internal and external resources are inadequate to cope with external threat

Source: Van der Kolk

A more overwhelming event than a person would ordinarily be expected to encounter

Source: American Academy of Child and Adolescent Psychiatry

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Childhood Trauma

The experience of an event by a child that is emotionally painful or distressful which often results in lasting mental and physical effects

National Institute of Mental Health

Overwhelming, uncontrollable experiences that psychologically impact victims by creating in them feelings of helplessness, vulnerability, loss of safety and loss of control

Beverley James

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Stephen King

'The truth is that Monsters are real and Ghosts are real too, they live inside us and sometimes they win'

Shining 1977



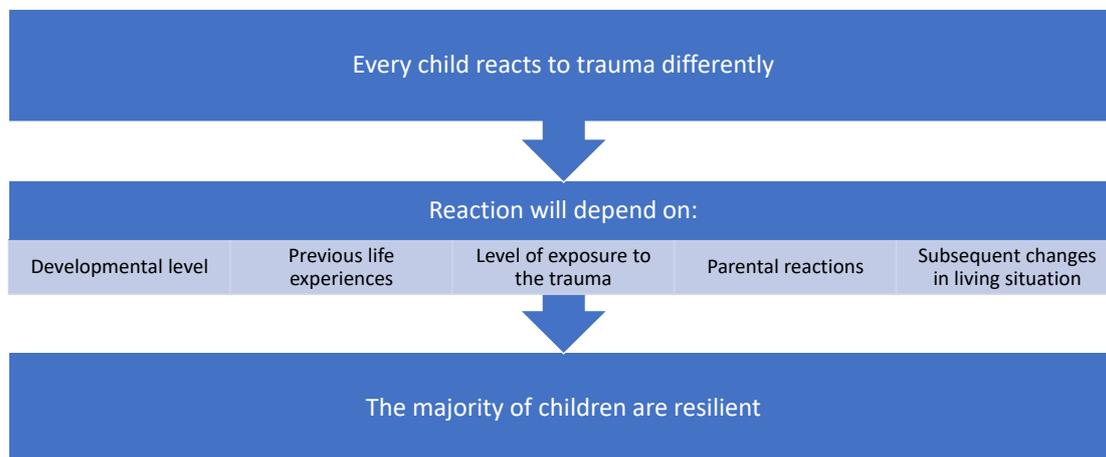
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Types of trauma

- Complex trauma
- Family violence
- Cultural Trauma
- Medical trauma
- Natural disasters
- Community and school violence
- Neglect/Physical/Sexual/Emotional abuse
- Traumatic grief
- Refugee and war zone trauma

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How do children react following trauma?



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Many traumatised children, and adults who were traumatised as children, have noted that when they are under stress they can make themselves 'disappear.' That is, they can watch what is going on from a distance while having the sense that what is occurring is not really happening to them, but to someone else. van der Kolk, 1996

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The tell-tale effects of trauma

- Confusion
- Sadness
- Anger
- Withdrawn
- Listlessness

- Sleeplessness
- Difficult relationship to food
- Chaotic behaviour
- Day-dreaming

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“Early Childhood Trauma creates the blueprint in the body that influences every system in the body from immunity to the expression and regulation of emotions, to nervous system resilience, communication, intelligence, and self-regulatory mechanisms such as body temperature regulation and hormone production”

(Levine & Kline, 2007, p.34)

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???What is a trauma bond???

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Attachment (Love)

Attune for Pleasure; Focus on own wellbeing;
Obedience with Resistance; Exploration and Checking
In; Full range of emotional language and regulation;
Age Appropriate Functioning; Cohesive and Competent
Sense of Self

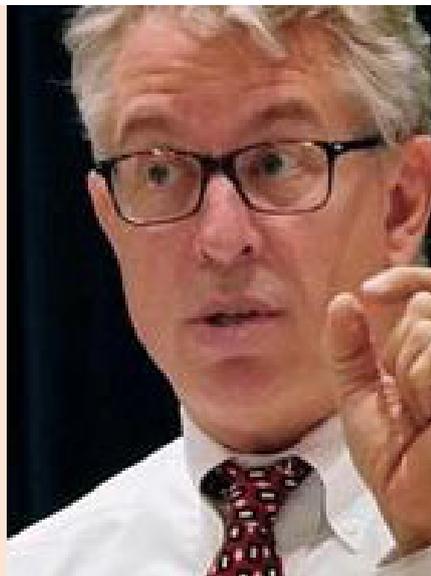
Trauma Bond (Slave)

Attune for Survival; Focus only on the Wellbeing of the
Threat; Spontaneous Obedience; Stay Close to anticipate—
Stay Away to be unnoticed; Exaggerate Feelings —
Communicate No Feelings - Express the Feelings that
Reflect the Feelings belonging to the Threat; Inhibitions in
Developmental Areas; Fragmented Sense of Self

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Understanding the Impact of Trauma on the Developing Child

The first three years are when the brain is making the majority of its “primary” associations and the core neural networks organize as a reflection of early experience. Early developmental trauma and neglect have a disproportionate influence on brain organization and later brain functioning.



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Traumatized children spend most of their lives in a state of low-level fear – even though outwardly they may look calm and relaxed.

While in this state, it takes very little to move them up the arousal continuum.

They will respond by using either a dissociative or hyperarousal adaptation. Their functioning on every level (emotional, behavioral, cognitive) will reflect this state.

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Fight or Flight was first described by Harvard physiologist Walter Cannon, this unconscious response is hard-wired into our brain and represents a genetic wisdom designed to protect us from bodily harm. This response corresponds to an area of the brain called the hypothalamus, which—when stimulated—initiates a sequence of nerve cell firing and chemical release that prepares your body for running or fighting.



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During a fight-flight-freeze response, many physiological changes occur.



The reaction begins in your [amygdala](#), the part of your brain responsible for perceived fear. The amygdala responds by sending signals to the [hypothalamus](#), which stimulates the autonomic nervous system (ANS).

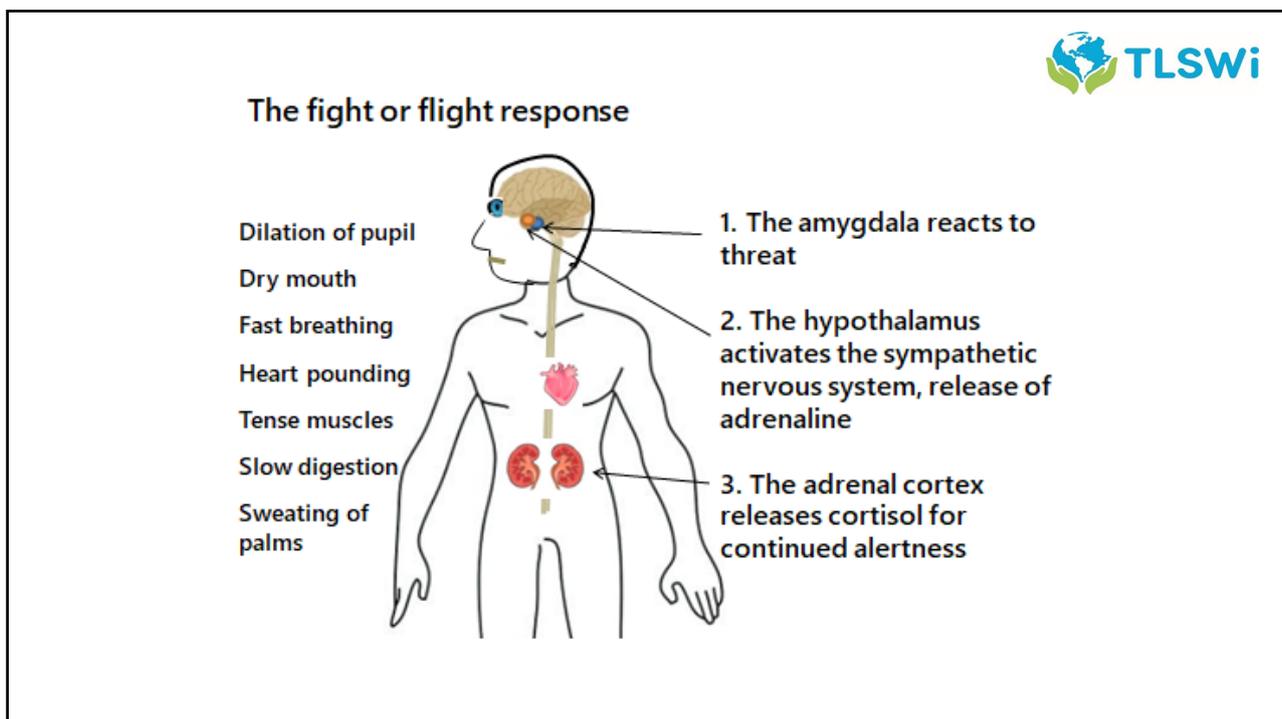


The ANS consists of the sympathetic and parasympathetic nervous systems. The sympathetic nervous system drives the fight-or-flight response, while the parasympathetic nervous system drives freezing. How you react depends on which system dominates the response at the time.

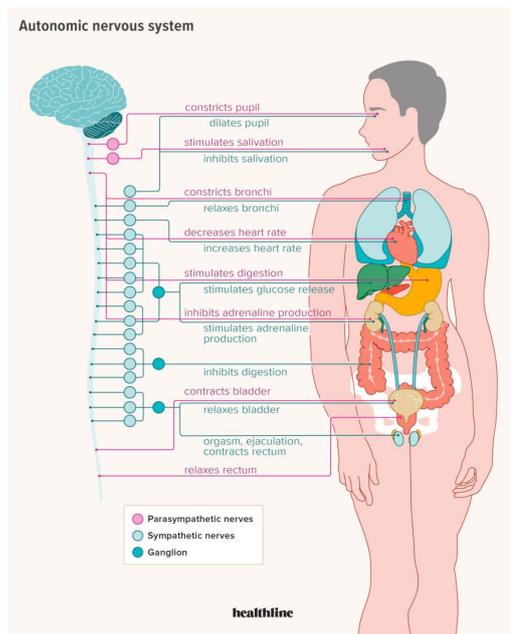
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By its very nature, the “fight or flight” system, Sympathetic Nerves bypasses the rational mind—where more well thought out beliefs exist—and moves you into an “attack” mode. Thinking becomes distorted and fear becomes the lens through which you see the world. It is short-lived and the ANS ‘s other half, Parasympathetic Nerves “rest and digest” calms the ‘attack mode’ by adopting a ‘rest’ mode.

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In the wild, many predators react to movement, and if you abruptly go rigid there’s a chance that the tiger that you just spotted won’t notice you. Think of freezing as a state of defensive preparation. The body gets the same jolt of adrenaline that readies it for fighting or fleeing, but the brain has calculated that at least for that moment, your best odds of survival come with no action at all....

Taylor Clark



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**Don't forget the
rollercoaster!!!**

