Welcome to the training on The Effects of Abuse and Neglect on Children and Families. Introduction to Attachment!

Developed and presented by the Indiana Child Welfare Education and Training Partnership.
It is important to understand how children attach to their caregivers, and why the building of this attachment is necessary for the natural development of children. We are going to look at the history of Attachment, how it occurs, and how this applies to casework in the Indiana Department of Child Services.
Slide 3 - What is Attachment?

**What is Attachment?**

Attachment is a reciprocal, enduring, emotional, and physical affiliation between a child and a caregiver. It is the psychological connection between people that permits them to have a significance to each other.

**Slide notes**
Attachment is a reciprocal, enduring, emotional, and physical affiliation between a child and a caregiver. It is the psychological connection between people that permits them to have a significance to each other.
John Bowlby developed the Attachment Theory in the 1950’s, but it didn’t get much attention for 20 years.

Studies and research in attachment have led to many changes in our society.

- Hospital policies allowing newborns to stay in the room with mothers
- Siblings and relatives visiting new babies in the hospital
- Transformation in laws and policies within Child Welfare
DCS has established a policy for the development of Visitation Plans. Visits among family members help children maintain attachments they have developed, and can help in forming positive attachments in situations where they did not already exist.

- Visit with parent(s) within 48 hours
- Visit with siblings within 5 days
- Minimum visit once per week
- More often for infants and toddlers
- Multiple forms of contact

**Slide notes**

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Policy 8.12, states that children must have face-to-face contact with their parent, guardian, or custodian, within 48 hours of removal. Children must have face-to-face contact with siblings within five days of removal. The policy further states that visits with parents and siblings should occur at least once per week, more often for infants and toddlers. If face-to-face visits are not possible, the child should be able to maintain contact with their parents and siblings by phone calls, cards, letters, and or pictures.

Click on the yellow post-it note to review more details in Policy 8.12, Developing the Visitation Plan.
Attachment occurs naturally between a child and their caregiver...

- Infant cries, coos, smiles - caregiver responds by smiling, talking, holding
- As the child gets older, they begin to ask for what they want or need
- This pattern is formed through a cycle
In a positive cycle of attachment, the cycle begins when a child has a need. For example, when an infant is hungry, tired, or needs a diaper change. They then have an arousal expression, such as crying. The child receives response gratification when the caregiver responds to their need. This happens when the caregiver feeds the infant, rocks them to sleep, or changes their diaper. The infant becomes relaxed, trusts the caregiver, and is able to stop crying. The cycle begins again when the child has another need.
In a negative cycle of attachment, the cycle still begins when a child has a need, such as being hungry, tired, or in need of a diaper change. The child still has an arousal expression. Just as in our earlier example, an infant might cry. The difference in the negative cycle is that instead of response gratification, the caregiver is either unable or unwilling to meet the child’s need. As a result, the child learns that the caregiver cannot meet the child’s need and begins to expect this. The child then begins to develop a negative self-concept, believing that they are unworthy of having their needs met.
We used an infant in our examples, although this cycle applies to older children as well.

- Need food, attention, help
- Positive Attachment-express need
- Negative Attachment-cannot
  - These children may express needs by hitting, kicking, screaming, etc.
  - Adult caregiver should see there is a need
Let’s look at the impact of the Cycle of Attachment.

To learn about the Positive & Negative Working Model of Self, click on each title below.

**Positive Working Model of Self**

- I am safe.
- I am wanted.
- I am understood.
- I belong.
- I can depend on my caregiver.

**Negative Working Model of Self**

- I am not important.
- No one listens to me.
- It’s not worth the energy it takes.
- I cannot trust anyone.
- Every person for themselves, no one will look out for me.
Now that we understand the Cycle of Attachment, we can explore how a child forms positive, secure attachment with their caregiver. The child needs the caregiver to be:

- Accessible
- Responsive
- Attuned (a feeling of being ‘at one’)

First 3-5 years of a child’s life

Slide notes

Now that we understand the Cycle of Attachment, we can explore how a child forms positive, secure attachment with their caregiver. The child needs the caregiver to be accessible, responsive, and attuned. Being attuned with a person means feeling at one with them. For example, a caregiver begins to sense a baby’s needs, or recognize different cries.

In order for attachment to mature and solidify, this process must take place throughout the first three to five years of a child’s life.
The Effects of Abuse and Neglect on Children and Families

Wednesday, January 07, 2015

Slide 12 - Attachment Formation: Stage 1

Attachment Formation

Stage 1: Pre-Attachment (Birth to 3 months)
In Stage One: Pre-Attachment, the infant does participate in the bonding process. He or she orients towards the sound of the caregiver’s voice, tracks moving objects with his eyes, reaches out to be held, and cries. This stage typically occurs from birth to about three months old.

Slide notes
The four stages of Attachment formation are Pre-Attachment, Recognition and Discrimination, Active Attachment and Partnership. Mouse over 'Pre-Attachment' to learn about the first step.

Pop-out Box Text: In Stage one, pre attachment, the infant does participate in the bonding process. He or she orients towards the sound of the caregivers voice, tracks moving objects with his eyes, reaches out to be held and cries. This stage typically occurs from birth to about three months old.
Mouse over 'Recognition Discrimination' to learn about the second step.

Pop-out text: Stage 2: Recognition/Discrimination (3 to 8 months). The infant begins to differentiate visually between the primary caregiver and others.
Stage 3: Active Attachment (8 months-3 years)

The child shows a clear preference for the primary caregiver. Stranger reaction occurs when the child is ‘scared’ of strangers. As the child begins to explore his/her world, he/she moves away from their primary caregiver but seeks periodically to reunite with them and remains aware of their presence or absence. When the child reunites with their caregiver, they are then able to return to exploring and separating. For example, the child will crawl away and ‘check back’. Verbal interchanges and distance contact between the child and caregiver increasingly replace physical contact, proximity seeking, and other more primitive attachment behaviors.

Slide notes

Mouse over 'Active Attachment' to learn about the third step.

Pop-out text: Stage 3: Active Attachment (8 months-3 years) The child shows a clear preference for the primary caregiver. Stranger reaction occurs when the child is ‘scared’ of strangers. As the child begins to explore his/her world, he/she moves away from their primary caregiver but seeks periodically to reunite with them and remains aware of their presence or absence. When the child reunites with their caregiver, they are then able to return to exploring and separating. For example, the child will crawl away and ‘check back’. Verbal interchanges and distance contact between the child and caregiver increasingly replace physical contact, proximity seeking, and other more primitive attachment behaviors.
In Stage four, partnership, the child solidifies attachment relationships and becomes further sophisticated in the verbal communication of needs and in the verbal negotiation of differences with caregivers. This stage usually begins at about three years old and is continuous.
During your classroom training, *The Effects of Abuse and Neglect on Children and Families*, you will participate in discussion and learning activities regarding Insecure Attachment, behaviors associated with it, and establishing control in those situations. As a foundation, we are going to explore the skills and traits of a securely attached child.
Permanence and Constancy are skills that a young child learns. Children with Attachment Disorder, or those who do not have secure attachment to a caregiver, have often not learned these skills. Understanding permanence and constancy will help explain some of the troubled behavior we see with unattached children.
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Slide 18 - The Securely Attached Child

The Securely Attached Child

Permanence

The securely attached child becomes aware that the caretaker exists across space and time. This happens between 0-18 months in a healthy child.

- Caregiver appears and disappears
- Caregiver continues to exist
- Child gains security

Slide notes

The securely attached child becomes aware that the caretaker exists across space and time. This happens between 0-18 months in a healthy child.

The child cries, a caregiver appears and meets the child’s need, then disappears out of visual and auditory range. This happens repeatedly early in a child’s life. The child eventually comes to realize that the caregiver continues to exist when the child cannot see, hear, smell, taste, or touch them. The caregiver is permanent. The child internalizes this and realizes that if the caregiver is permanent, he or she is permanent too. This creates security.
The securely attached child becomes aware that the caretaker is whole across space, time, and emotion. This happens between 18-48 months in a healthy child.

The child learns that the caregiver is the same person...

- Nurturing, angry, tired, excited
- Different times and locations
- At all times and in all states

Slide notes

The securely attached child becomes aware that the caretaker is whole across space, time, and emotion. This happens between eighteen to forty eight months in a healthy child.

The child learns that the caregiver is the same person. Whether they are nurturing, angry, tired, or excited, among other feelings. At different times, and locations. At all times and in all states. The child internalizes this and realizes that the caregiver is available when there is tension, anger, disagreement, or disappointment.
Here are some traits of a securely attached child.

- Well-formed conscience with a sense of right and wrong.
- Wants to please attachment figure.
- Range of genuine emotion.
- Shows fear and anger freely.
- Relates with empathy to others.
- Has the ability to self soothe.
- Positive working model of themselves and the world.
- Believes they are loveable and worthwhile.
- Believes their caregivers are able to meet their needs.
- Can build relationships with others.
- Are wary of strangers and leaving their caregiver.
- And are capable of trust.
It is important for Family Case Managers to understand how children attach to their caregivers, the need for continued attachment, and the effects of negative attachment.
FCMs need to realize that, while sometimes necessary, removing young children from the home has drastic implications on their attachment with caregivers. FCMs need to know DCS Policy 8.12 regarding Visitation. Productive visitations can help parents begin to build appropriate attachment with their children.

Slide notes

FCMs need to realize that, while sometimes necessary, removing young children from the home has drastic implications on their attachment with caregivers. FCMs need to know DCS Policy 8.12 regarding Visitation. Productive visitations can help parents begin to build appropriate attachment with their children.
Recognizing skills and traits of a securely attached child can help FCMs identify Protective Factors within a family. FCMs will learn more about signs of insecure attachment in the *The Effects of Abuse and Neglect on Children and Families* training.
Before you finish, let’s review the content we have covered in this training!
Slide notes
Correctly label the first stage of attachment by selecting the correct answer from the drop-down list. Once you select the correct answer, you will be able to move on to the next stage.
Slide notes

Correctly label the second stage of attachment by selecting the correct answer from the drop-down list. Once you select the correct answer, you will be able to move on to the next stage.
Correctly label the third stage of attachment by selecting the correct answer from the drop-down list.

Stage 3 is: Active Attachment

Correctly label the third stage of attachment by selecting the correct answer from the drop-down list. Once you select the correct answer, you will be able to move on to the next stage.
Slide notes
Correctly label the fourth stage of attachment by selecting the correct answer from the drop-down list.
Attachment Review Question #5

A child has reached this stage when they are able to tell their caregiver that they want a snack, and can select between options.

- A) Partnership
- B) Pre-Attachment
- C) Recognition/Discrimination
- D) Active Attachment

Slide notes

A child has reached this stage when they are able to tell their caregiver that they want a snack, and can select between options.
Attachment Review Question #6

An infant tracking their caregiver’s movements throughout a room is an example of this stage of Attachment.

- A) Partnership
- B) Pre-Attachment
- C) Recognition/Discrimination
- D) Active Attachment

Slide notes

An infant tracking their caregiver’s movements throughout a room is an example of this stage of Attachment.
An example of this stage is when a child crawls to another part of the room to get a book, then brings it back to their caregiver.

- A) Partnership
- B) Pre-Attachment
- C) Recognition/Discrimination
- D) Active Attachment
Attachment Review Question #8

When the infant begins to notice a visual difference between their parent and a babysitter, they have reached this stage.

- A) Partnership
- B) Pre-Attachment
- C) Recognition/Discrimination
- D) Active Attachment

Slide notes
When the infant begins to notice a visual difference between their parent and a babysitter, they have reached this stage.
Attachment Review Question #9

A child understands these two concepts when they realize their caregiver can leave and will return, and that the caregiver is the same person even though their emotions change:

- A) Submission and Expression
- B) Permanence and Constancy
- C) Recognition and Partnership
- D) Attachment and Separation

Slide notes
A child understands these two concepts when they realize their caregiver can leave and will return, and that the caregiver is the same person even though their emotions change:
Thank you for taking the training on The Effects of Abuse and Neglect on Children and Families. Introduction to Attachment! ELM will reflect your completion of this training within 24-48 hours. Developed and presented by the Child Welfare Education and Training Partnership.

Designed by: Crystal Offutt