

# Attachment and Early Neurodevelopment Training

# Attachment



# Course Objectives

- ▶ Understand the key principals of attachment and bonding that are critical to overall healthy child development
- ▶ Consider how healthy attachment is facilitated
- ▶ Understand the various ways that neglect and abuse negatively influence attachment, exploring the consequent challenging behaviours
- ▶ Explore how foster parents can support the positive attachment of children with attachment difficulties

# What is Attachment?

## Infant Attachment Cycle



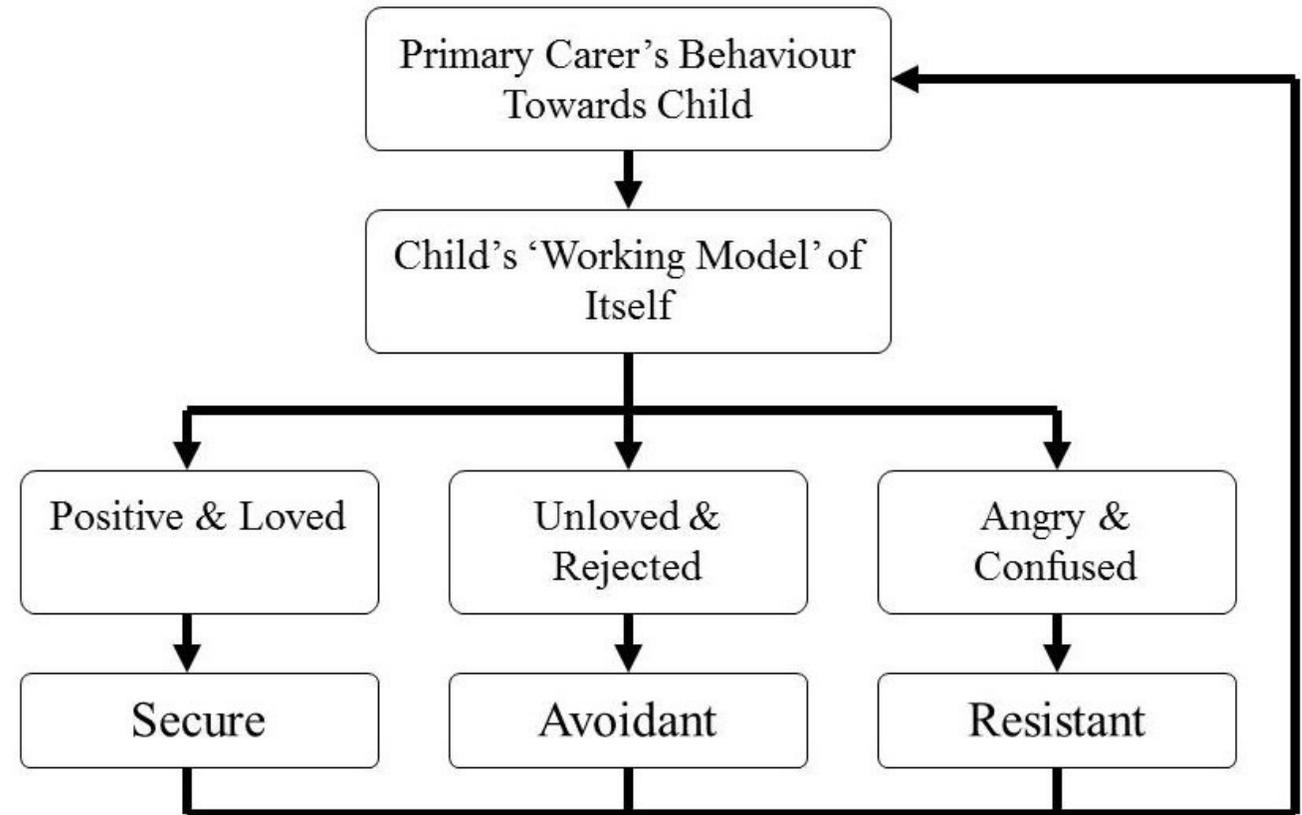
# Where does attachment theory come from?

- ▶ [John Bowlby](#)
- ▶ <https://www.youtube.com/watch?v=sdddBCPc1RI>

# The Internal Working Model is...

- ▶ **How and what we view and believe about others, the world and ourselves**

# Three Main Features

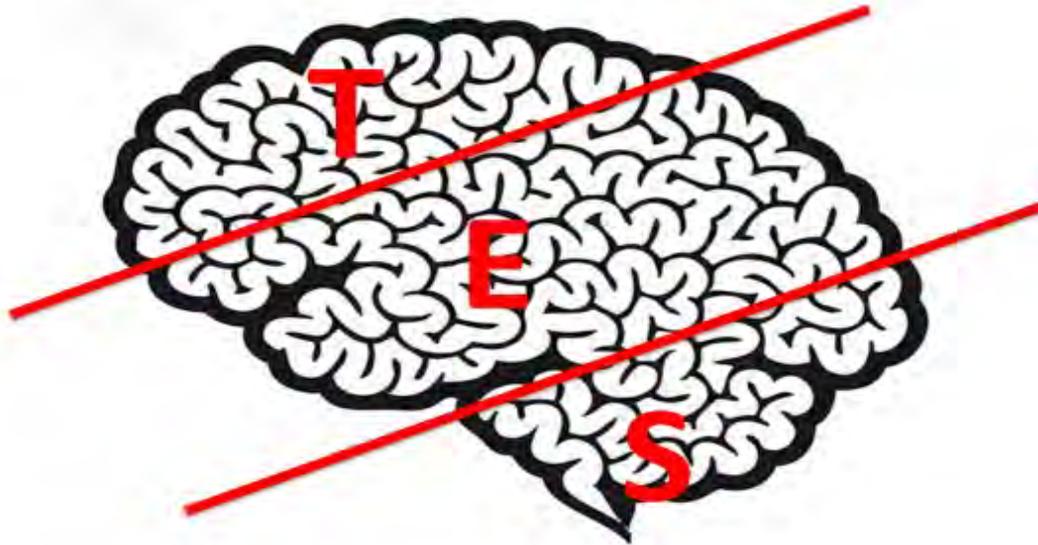


# Ponder Time!

- ▶ **When younger, who did you feel closest to and why? This does not necessarily have to be a primary caregiver.**

# The science bit!

Brains Are Built Over Time - From  
The Bottom Up



**Sections of the Brain.**  
**S = Survival Brain**  
**E = Emotional Brain**  
**T = Thinking Brain**

# Key concepts of attachment theory

- ▶ **Attachment behaviours**
- ▶ **Safe base**
- ▶ **Secure Haven**
- ▶ **Multiple attachments**

# When things go wrong...



# Why might early care be inadequate?

- ▶ **There can be many reasons that a first caregiver cannot provide attuned, responsive care for a baby.**

# Insecure Attachment

- ▶ **What are the factors from which an insecure attachment can develop?**

# Attachment Categories in Babies, Toddlers and Young Children

- ▶ **Secure**
- ▶ **Avoidant**
- ▶ **Resistant/Ambivalent**
- ▶ **Disorganised/Double D**

# Environment dependent attachment?

Remember.....

Having a disordered attachment style does not mean that a young person will stay static in that style. It is very possible that they can adapt it dependent on their environment, for example; home, school, therapy space or socializing with friends.

# Ponder time!

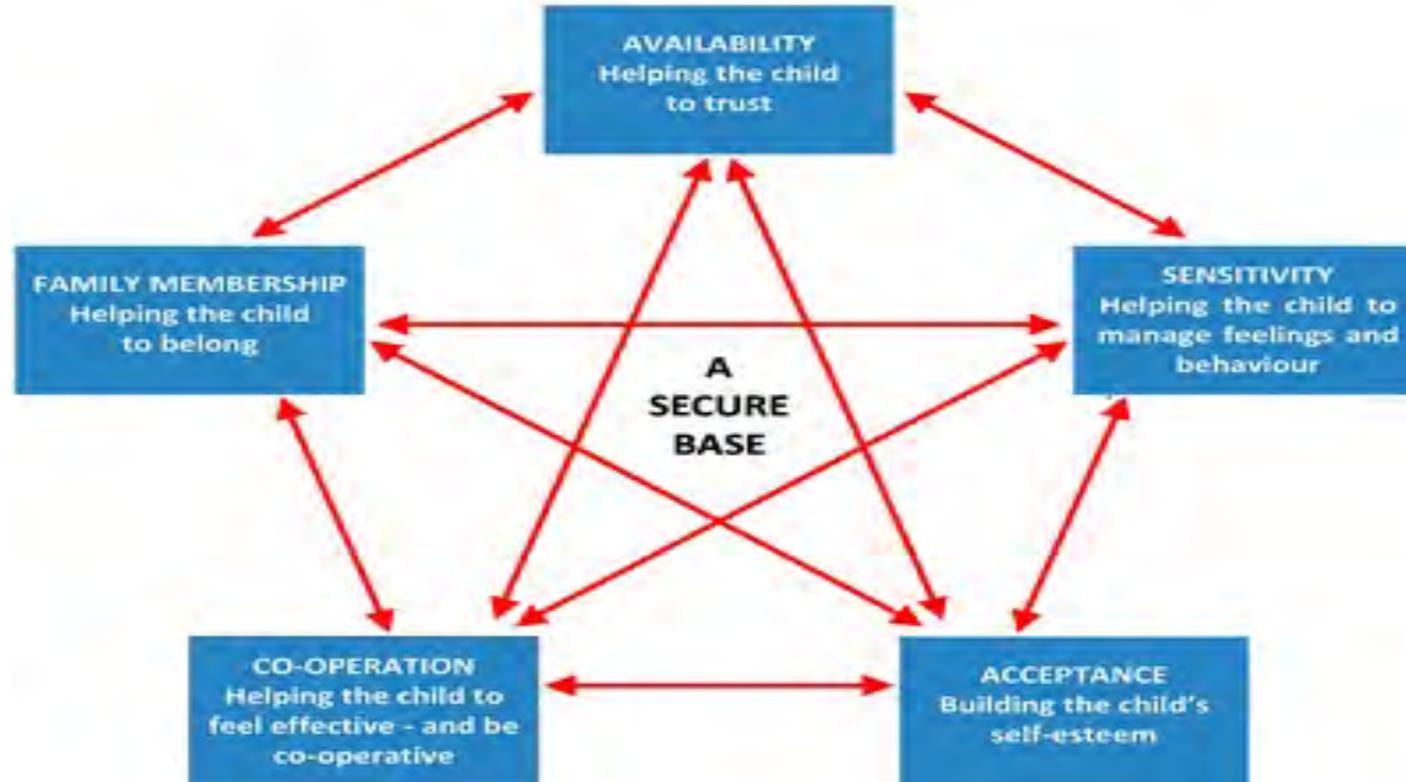
- ▶ Thinking about the earlier question of who you felt close to. What kind of attachment style do you think you had as a child?
- ▶ What kind of attachment style do you have as an adult now?
- ▶ Do you think your childhood attachments style as a child, influenced the style you have as an adult?

# Secure Base

- ▶ **What happens when children do not have a secure base?**
- ▶ **What happens when children are removed from a harmful environment?**
- ▶ **What can be done to help?**

# Secure Base

## The Secure Base Model



# Ponder Time!

**In pairs, think about how do you or can you provide a secure base for your young person under the 5 dimensions?**

- ▶ **Acceptance-Building the child's self esteem**
- ▶ **Co-operation-helping the child to feel effective**
- ▶ **Family Membership- helping the child to belong**
- ▶ **Sensitivity-Helping the child to manage feelings**
- ▶ **Availability-Helping the child to trust**

# Summary of Attachment



**TAKE  
CARE  
OF  
YOU!!!**

Take care  
of  
yourself 

# Neurodevelopment

- ▶ Early Neurological Development and the effects of trauma

100 billion  
brain cells  
and trillions  
of  
connections

Babies are born with  
about 100 billion brain  
cells. That's more  
brain cells with more  
connections in one  
tiny head than there  
are stars in the  
galaxy!

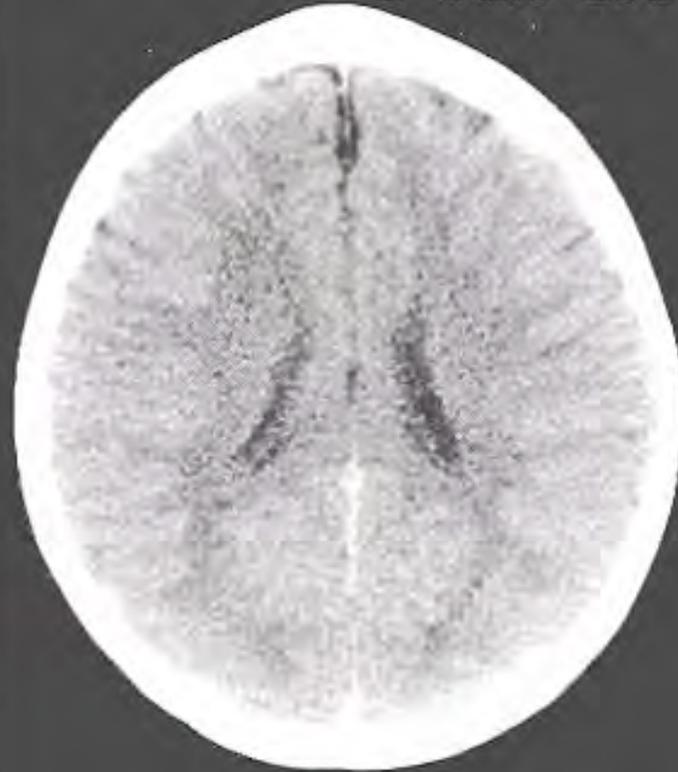
Shared by Brain Balance of Austin (512) 328-7771

# Activity

- ▶ If someone you know falls out with you and is upset and hurt, how might you respond?
- ▶ What might you do or say?
- ▶ If someone falls out with one of our young people and is upset and hurtful how might the young person respond?
- ▶ What is the difference?
- ▶ **Why is it so different?**

The impact of neglect on brain development

### 3-Year-Old Children



**Normal**



**Extreme Neglect**

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# The Brain

- ▶ Brain Plasticity
- ▶ Building a brain
- ▶ Neural systems

# Attunement in action

- ▶ <https://www.youtube.com/watch?v=URpuKgKt9kg>

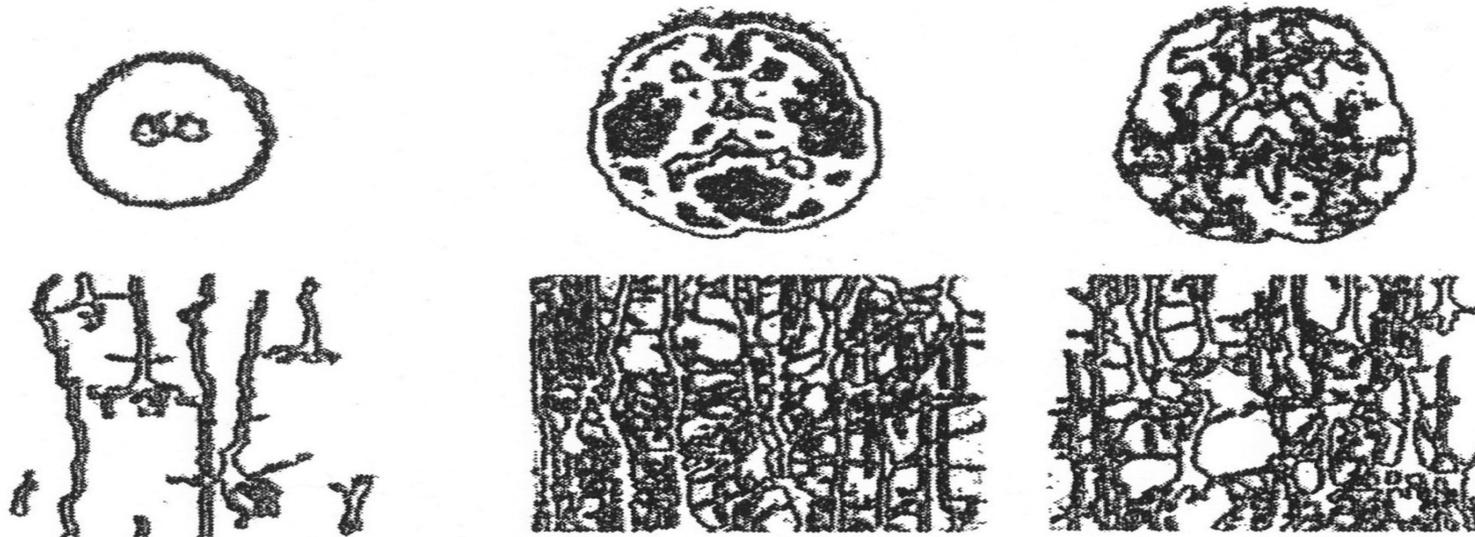
# Winnicott

- ▶ Good enough parenting
- ▶ Internal Working Model

# Growing a brain

## 34 The early development of the brain-mind

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Neural connections are sparse at birth (left), but new connections are made at a terrific rate during infancy and by the age of 6 (middle) they are at maximum density. Thereafter they decrease again as unwanted connections die back (right). Adults can increase neural connections throughout their life by learning new things. But if the brain is not used, the connections will become further depleted.

# Sequential development

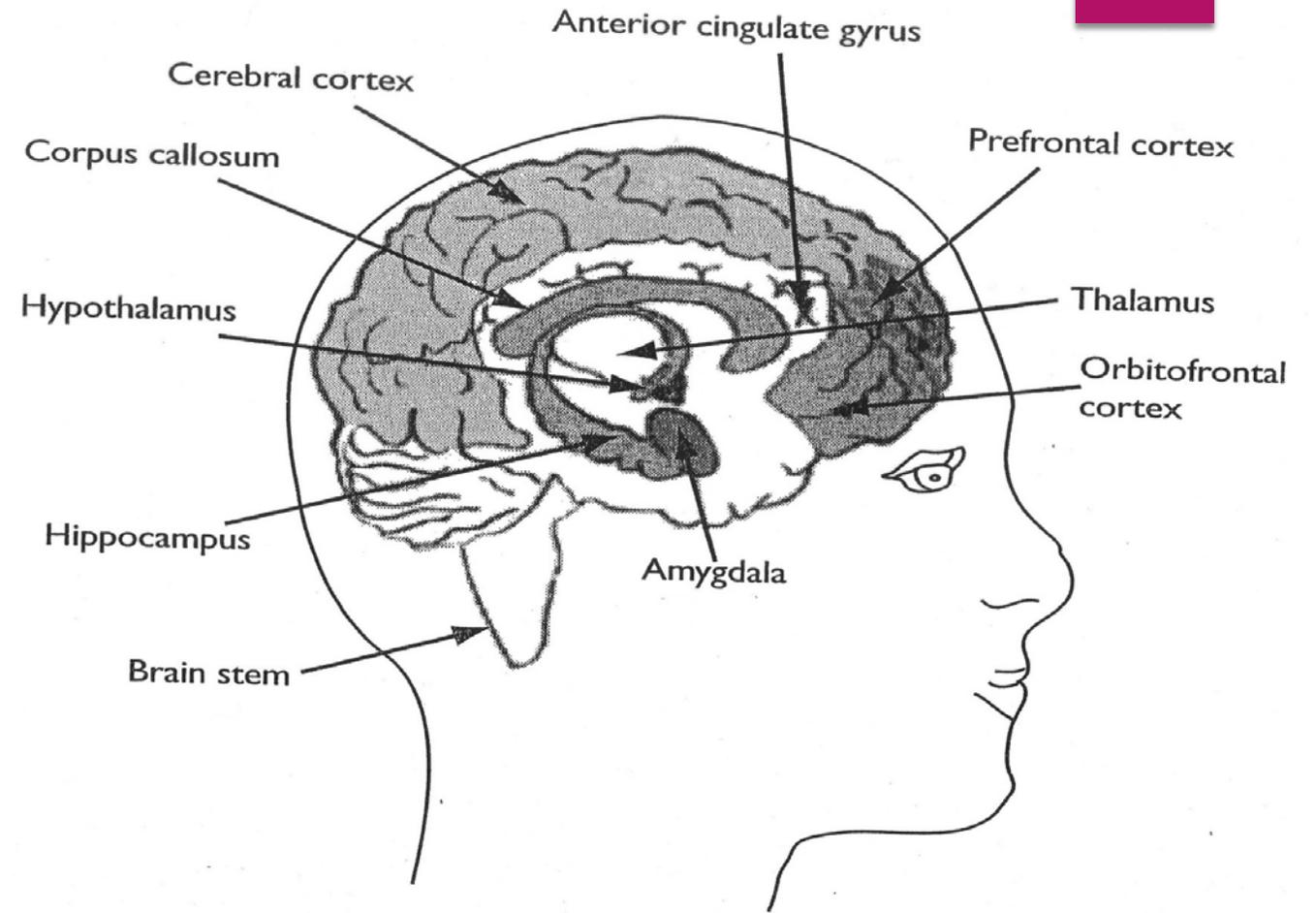
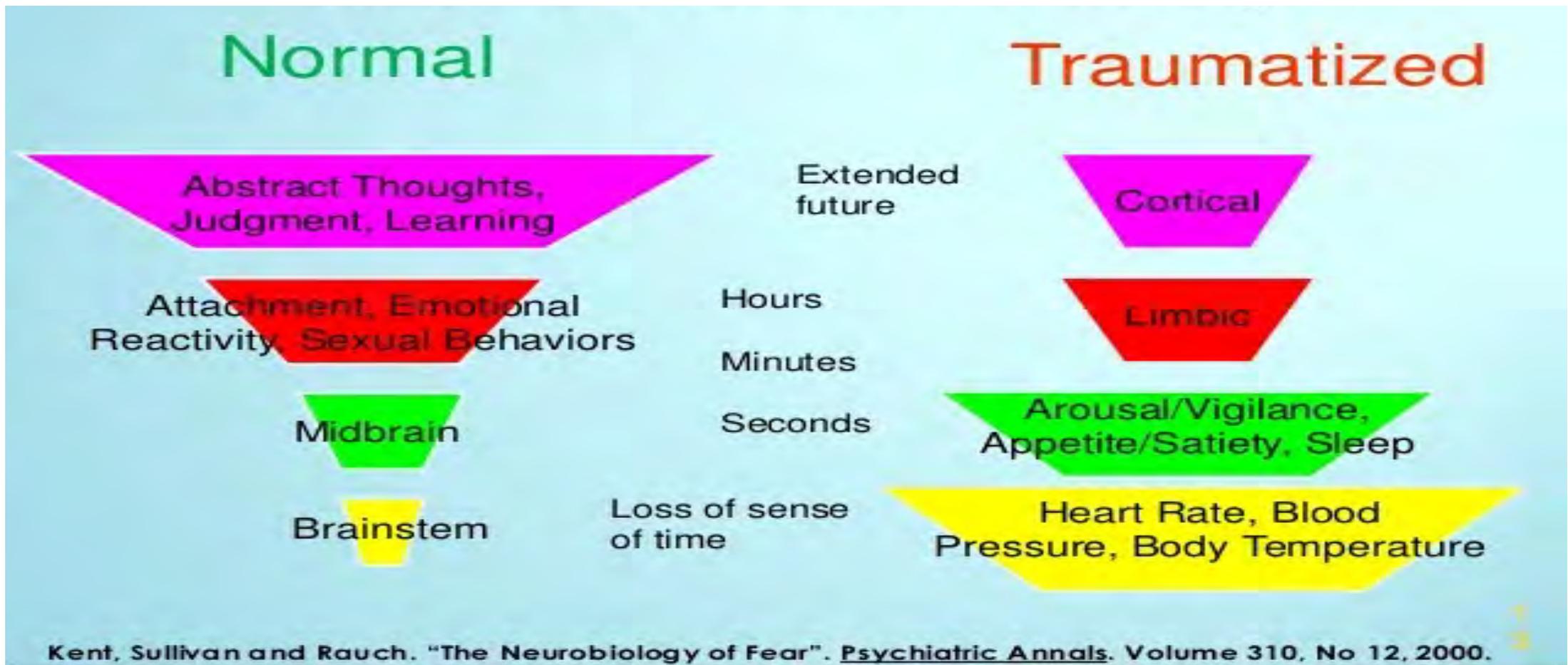


Figure 2.2 The human brain

# Optimal Development

- ▶ CORTICAL (ORBITOFRONTAL CORTEX)  
Speech and language, abstract thinking, decision-making
- ▶ LIMBIC  
Emotional responses that guide behaviour i.e. fear, hatred, love, joy
- ▶ MIDBRAIN  
Sleep, appetite, fight or flight, survival
- ▶ BRAINSTEM  
Temperature, heart rate, blood pressure

# Trauma and Brain Activity



# Babies and their brains

- ▶ Building a brain
- ▶ Brains in Stress
- ▶ Short Term Reaction
- ▶ Remembering Trauma
- ▶ Association

# Research

- ▶ Evidence of the effects of trauma
- ▶ Long Term Effects

# Extreme Neglect

- ▶ “Cut of from close bonds with an adult by being left in their cots all day, unable to make relationships, they had a virtual black hole where their orbital frontal cortex should be.”

*Chugani et al 2001*

# Functioning

- ▶ How does it Function
- ▶ What goes wrong

# What are Adverse Childhood Experiences?

- ▶ Referred to as 'ACE's'

# There are 10 types of childhood trauma measured in the ACE Study.

- ▶ Five are personal
- ▶ Five are related to other family members

# Effects in Childhood

- ▶ Professor Bessel Van der Kolk, showed us that early trauma creates an 'assault' on the child's development over time. Not only do traumatised children develop a range of unhealthy coping strategies, which is how they adapted to threat, they also do not develop the essential daily living skills that children need, such as being able to manage impulses, solve problems or learn new information.

# Effects in Adulthood

- ▶ Felitti and his team found that as children matured, they didn't outgrow the effects of early experiences. "Traumatic experiences are often lost in time and concealed by shame, secrecy, and social taboo" this means that the impact of trauma as a child often pervades into adulthood.

# Symptomology often Described as Difficult Behaviour

- ▶ Listen to the list and give a point for each one that your young person displays

# Behaving as a way of Communicating

- ▶ The memories before language comes along are known as 'implicit'

# Healing

- ▶ Ways for Healing
- ▶ Core Factors
- ▶ Relationships
- ▶ Factors which stimulate reward neural systems

# Addressing Trauma

## ► Ways to address Trauma