

Executive Summary

Course Title: Ties that Bind: Attachment, Developmental, and Therapeutic Parenting

Summary of Training:

Attachment Theory is the theme that runs through child welfare: from child to parent, worker to supervisor, client to therapist. This training focuses on those relationships that determine safety, risk, treatment, and progress. The trainer offers examples for cultural competence in engaging children through ages and stages of healing. Emphasizing attachment, grief, and loss changes the focus of child welfare work from behavior-based interventions to services targeting safety, well-being, and permanence. Attachment is the template for all future relationships and can be developed, strengthened, and repaired to foster conscience, character, pro-social behavior, empathy and self-esteem.

A PowerPoint presentation is the backdrop for explanation, demonstration, role play, videos, vignettes, art, books, puppets, games, and discussion. This interactive class encourages participants to share examples, practice interventions, and offer feedback.

Target Audience:

The training incorporates practical hands-on tips and tools easily accessible to all managers, supervisors, workers, parents, caregivers, and service providers.

Outcome Objectives for Participants:

- Trainee will be able to assess the strength of child-parent attachment
- Trainee will understand how removal and placement affect attachment
- Trainee will be able to identify elements of case plans to enhance attachment
- Trainee will be able to facilitate and assess visitation attachment activities
- Trainee will be able to identify services to enhance/repair attachment

Competencies

- 1.2 Ethnic and culturally competent assessment and intervention planning
- 2.12 Understand effects of attachment/separation/placement on development
- 2.2 Identify family strengths and factors that contribute to abuse and neglect
- 2.19 Identify the elements of strength-based case plans
- 2.14 Work collaboratively with biological, foster, and kinship families.

- 2.13 Understand the elements of concurrent and permanent planning

AFSA/CWS Goals

- Child Safety – Secure attachment reduces risk/increases safety
- Permanence – Secure attachment/permanence contribute to each other
- Well-being – Secure attachment facilitates developmental growth

Activities

- Assessment - demonstration, examples, role play, videos, vignettes
- Case Planning – case examples of attachment impaired by abuse/neglect
- Visitation – demonstration, examples of attachment enhancing activities
- Placement – explanation, examples of placement impaired attachment
- Services – explanation, examples of attachment enhancing services
- Reunification/Permanence – examples of attachment case plan services

Ways that Supervisors can support the Transfer of Learning from the classroom to the job...

BEFORE the training

Review the executive summary with staff, highlight specific learning objectives, encourage participants to bring specific case examples and questions, and alert participants that they will present an overview of the training to other staff members.

AFTER the training

Ask participants to present an overview of the training to other staff members, identify specific cases to which concepts can be applied, apply material to investigative interviews, case planning, visitation, and permanency planning, and facilitate development of resources that incorporate attachment theory.

OUTLINE

9:00-9:30 a.m.

- I. Awareness
 - A. Agenda
 - B. Training Rules
 - C. Class Objectives
 - D. Overview
 1. Attachment

Activity: Ask a trainee or have trainer read “The Invisible String.”

2. Developmental Parenting

3. Therapeutic Parent

Activity: Trainees introduce themselves, name a person to whom they are attached, and describe how they know they are attached.

9:30-10:30 a.m.

II. Understanding

A. The Arousal/Relaxation Cycle

Example: Play a portion of the First Five Years video showing parent-child interaction.

B. Secure vs. Compromised Attachment

1. Domestic Violence Video
2. Abuse Disrupts the Cycle

C. Attachment and the Brain

Demonstration: Hand/Brain demonstration with trainees using their hands to represent the primitive, emotional, and thinking brain.

D. Results of secure attachment

E. Results of compromised attachment

1. Signs and Symptoms
2. Other Causes

F. The Attachment Continuum

1. Secure
2. Anxious
3. Avoidant
4. Disorganized

G. Internalized Core Belief System

Transfer of Learning Activity: Trainees stand in for Joey and Sammy as trainer reads vignettes and trainees identify internalized belief systems.

H. The Unlearning Curve

I. Parking Lot, Questions, and Comments

BREAK

10:30-10:45 a.m.

10:45 a.m. -12:00 p.m.

III. Developmental Parenting

A. Ages and Stages

B. Maslow's Hierarchy of Needs

C. Erikson's Stages of Psycho-Social Development

D. Chronological versus Developmental Age

Transfer of Learning Activity: Trainees in groups at their tables use flip chart paper to list the experiences that contribute to normal emotional, cognitive, physical, and social development in the infant, toddler, child, and adolescent and report out.

E. Stages of Grief and Loss

1. Child, Parent, Relatives, Caregivers, Workers
2. Child Welfare Services as Crisis Intervention

Transfer of Learning Activity: The trainer uses puppets to express sadness then demonstrates reflective listening in responding to trainees' stories.

F. Stages of Placement

Transfer of Learning Activity: Trainees use a doll cutout to list expectations of the ideal child, compare to a child welfare child, and bury the ideal child.

G. Parking Lot, Questions, and Comments

LUNCH

12:00 – 1:00 p.m.

1:00-2:00 p.m.

- IV. Therapeutic Parenting
 - A. Overview of Concepts
 - B. The Baby's Crying
 - C. Caregivers' Role

Activity: Trainee reads "I Love You Stinky Face". Discussion focuses on commitment levels of parents and the system.

- D. Neuroplasticity
- E. The Brain Bypass

Transfer of Learning Activity: Trainees pair off and face each other as if through glass and mirror each other's expressions with leader/follower.

- F. Re-Wombing
- G. Funneling
- H. It Takes Two

Transfer of Learning Activity: Trainer and trainee role play a parents responses to an uncooperative child, seeking control, then cooperation.

- I. The Wounded Child

Demonstration: Trainee draws and compares children using walls in various stages of healing from trauma. Courtesy: Daniel A. Hughes.

- J. Walls and Windows
- K. Down into the Hole
- L. Alphabet Soup

M. Emotional Intelligence

Transfer of Learning Activity: Trainer helps trainees play “Feelings Candyland” using colors to represent emotions with examples.

N. The Investigative Parent

O. Traditional Discipline

P. Go Fly a Kite!

Demonstration: Trainer uses a kite to demonstrate that attachment must be a priority over discipline for therapeutic parents.

BREAK

3:00 – 3:15 p.m.

3:15 – 4:00 p.m.

V. Application

A. Job Description

B. What’s Required

Transfer of Learning Activity: Trainees cut hearts from construction paper and tear them as trainer recalls abuse, taping hearts back together with care.

C. Attachment Language

D. Joining Exercise

Transfer of Learning Activity: Trainees pair off role playing child and caregiver using attachment based therapeutic language and skills.

E. About Therapy

F. Planning for Attachment

Transfer of Learning Activity: Trainees in table groups develop case plans focusing on attachment and present them for processing and debriefing.

G. Attachment Tool Box

H. Wrap Up

1. Review
2. Taking it Home
3. Evaluation

Equipment

- Computer, PowerPoint, projector, screen, remote control, Post-It flip charts, markers, red paper, scissors, First Five Years video, Domestic Violence Video, “The Invisible String”, “I Love You Stinky Face”, puppets, Candyland, Sammy/Joey vignettes, child cutouts, white box, CWS photo, tape, kite and string.

Transfer of Learning Exercises

- Demonstration, examples, role play, videos, vignettes
- Tables identify attachment by developmental age
- Secure/Insecure attachment core beliefs vignettes/group process

Fairness and Equity

- Ethnic/cultural variations in attachment styles
- Culturally appropriate visitation activities
- Culturally appropriate attachment enhancing services

Bibliography

Bowlby, John, A Secure Base: Parent-Child Attachment and Healthy Human Development.

California Child Welfare Clearinghouse, www.cachildwelfareclearinghouse.org

Davis-Maxon Allison, M.S., MFT, www.kinshipcenter.org

Hughes, Daniel A., Building the Bonds of Attachment

Hughes, Daniel A., Facilitating Developmental Attachment

Keck, Gregory C., Ph.D. & Kupecky, Regina M., LSW, Parenting the Hurt Child

Keck, Gregory C., Ph.D. & Kupecky, Regina M., LSW, Adopting the Hurt Child

Kubler-Ross, Elizabeth, M.D., On Death and Dying

National Child Traumatic Stress Network, www.nctsn.org

Perry, Bruce D., M.D., Ph.D., The Boy Who Was Raised as a Dog

Perry, Bruce D., M.D., Ph.D., www.childtrauma.org

Siegel, Daniel, M.D., The Developmental Brain

Siegel, Daniel, M.D., Parenting From the Inside Out

Siegel, Daniel, M.D., The Mindful Brain

Michael A. Jones, LCSW is a therapist and trainer in private practice since 2004. Michael was licensed by the California Board of Behavioral Sciences December 15, 2004 (#22452). He has six and a half years training and experience working with traumatized children and their families at San Diego County Child Welfare Services. Michael worked with foster and adoptive children and families for three years. Then, Michael created an internship program in East San Diego County. He served as a full time field instructor for social work students from San Diego State University. The School of Social Work voted him undergraduate field instructor of the year in 2006. His training experience includes teaching classes in attachment parenting, PTSD in children, parenting sexualized children, and positive parenting for foster, adoptive, and kinship parents through Grossmont College; attachment and bonding to residential care workers through San Diego Community College District; placement and permanency for child welfare workers through the San Diego State University Academy for Professional Excellence; clinical case management and case planning to social work students as adjunct faculty at San Diego State University School of Social Work; and attachment, developmental, and therapeutic parenting to group home and foster family agency parents and staff. Michael earned his masters degree in social work from Our Lady of the Lake University in San Antonio, Texas. Before becoming a social worker, Michael was a television reporter, anchor, producer, and editor for 15 years in Illinois, Tennessee, Oklahoma, and Texas.

