

Integrative Therapy for Attachment and Behavior



De Twentse
Zorgcentra i.s.m.
Paula Sterkenburg

Introduction

- Wendy Engelbertink
- Therapist ITAB

- Client: Jenriek

Program:

- Attachment
- Behavioural signs of disturbed attachment in young children
- Circle of security
- Protocol ITAB

Attachment



- Attachment is seeking comfort in times of stress, pain or when the child feel anxious. The child seeks comfort form a specific adult person.
- Secure attachement is a very important step in development
- Biological system to survive in times of stress, hunger and danger.

Attachment behaviour



- Baby's: smiling, crying, crawling.
- Elderly child: verbal communication to get in contact with caretaker.
- Being together wil dissapear the fear and sorrow.
- Feeling secure, more exploration and playing

Desturbed Attachement

- Child is not seeking contact in times of stress, pain, or when the child feels anxious.
- Not seeking contact with specific person

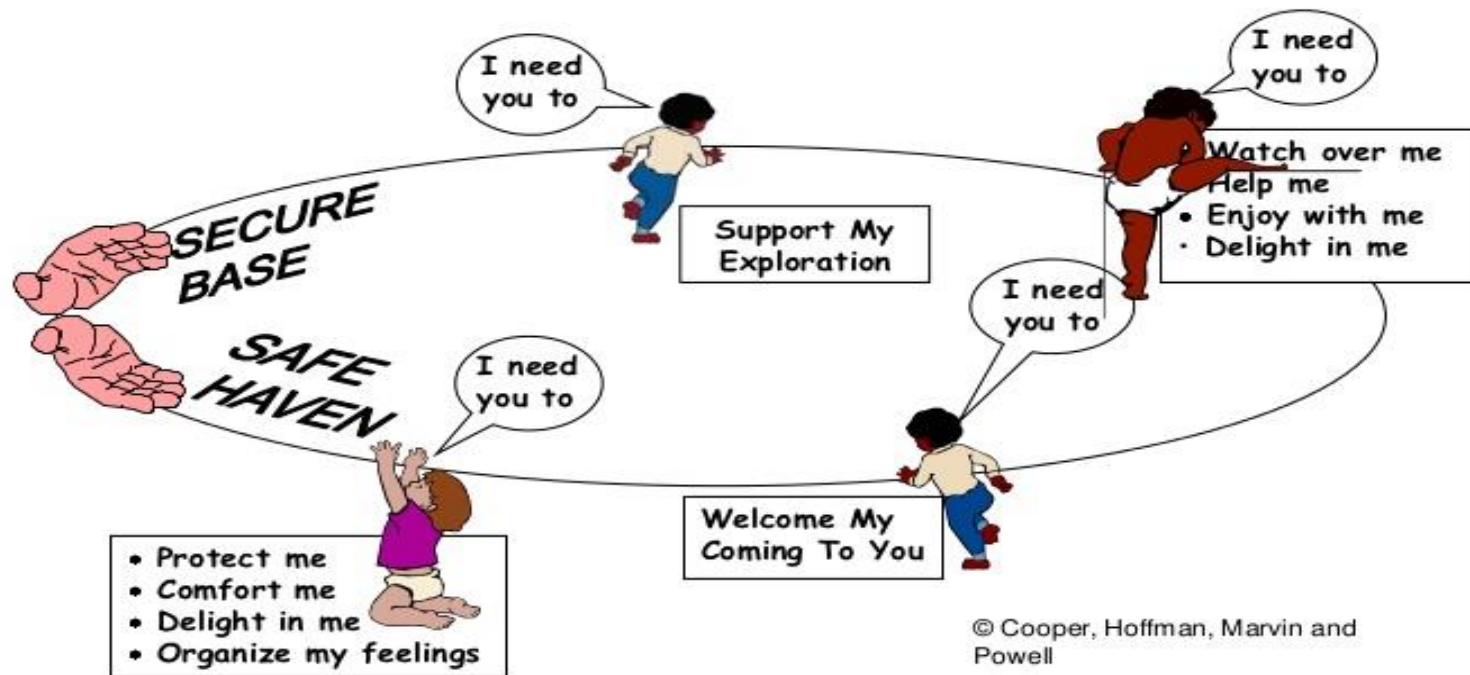


Behavioural signs of disturbed attachment in young children

- Affection
- Seeking comfort
- Reliance for help
- Cooperation
- Exploratory Behavior
- Controlling Behavior
- Response to Reunion after separation
- Respons to strangers

Circle of Security

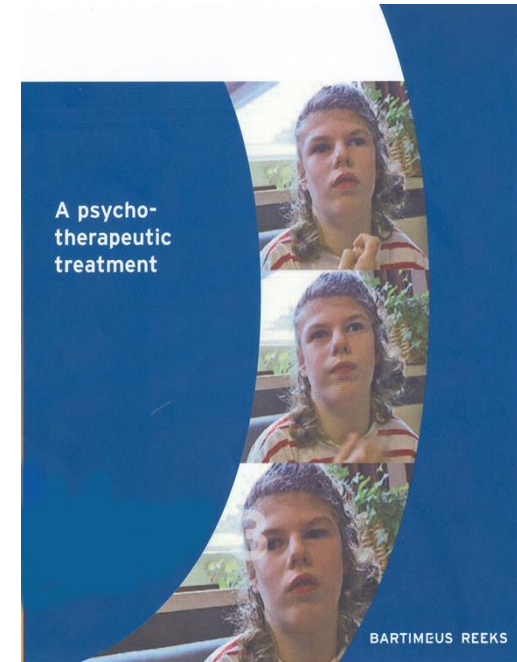
“The Feedback Loop”



© Cooper, Hoffman, Marvin and Powell

Protocol ITAB:

- Phase 1: Attachment therapy
 - 1.1 Bonding, establishing contact
 - 1.2 Symbiosis
 - 1.3 Individuation
- Phase 2: Behavior modification
 - Positive reinforcement – social rewards
- Phase 3: Generalization and completion
 - Therapist – client - Staff



Phase 1.1 Bonding

- 1.1 Bonding:
 - Important elements:
 - Sensitive response and inciting response.
 - Structure provider clarity and security
 - Challenging Behaviour: comforting and consoling attitude
 - Verbal contact: soft voice, melodious, calm and repetitive
 - Physical contact: gradually build up
 - Type of contact: enjoyable

Phase 1.1 Bonding:

The therapist will build up contact:

- Therapist is following the behaviour of the client
- When the client is quiet, the therapist responds quietly
- Mirror the clients movement

Phase 1.1 Bonding:

- the focus is on the child
- Therapist names what he/she sees, what happens and what is about to happen
- Therapist articulates feelings the child may have

Phase 1.1 Bonding:

- Behavior problems are not reprimanded
- Therapist responds calm and comforting, soft voice

Phase 1.1 Bonding:

- Signals that indicate the beginning of the next phase (symgbioses) of treatment:
 - Contact
 - Therapist and client move and play together
 - Client seeks contact with the therapist on his/her account
 - The client pace is followed
 - Therapy sessies are enjoyable.

Phase 1.2: symbioses

- Building up a symbiotic relation
- The therapist has learned to anticipate the child behaviour.
- Articulation what the client is doing, feeling and thinking

Phase 1.2: symbioses

- Rituals during the therapy
- Games become predictable
- In tune – out of tune

Phase 1.2: symbioses

- Signals that indicate the beginning of the next phase of treatment (individuation):
- Symbioses
- Physical distance between therapist and client is short, "one person"
- The client takes initiatives on his/her own
- Games from being inwardly to being outwardly directed.

Phase 1.3: stimulation to individuation

- Breaking off and re-establishing contact without causing anxiety
- Person permanence
- The client will dare to do more exploration and investigation in the relationship.
- Moving back and forward (circle of security)

Phase 1.3: stimulation to individuation

- Signals that indicate the beginning of the next phase of treatment:
 - Client takes regularly the initiative to play with toys/objects
 - Symbioses has ended, but playing together continues
 - Exploration of the surroundings and playing material

Phase 2.0: behaviour therapy

- Secure attachment does not necessarily replace behaviour problems with adaptive behaviour.
- Secure attachment is a base to learn new behaviour
- Behavior therapy in cooperation with social workers
- Wich situations?
- Antecedent – behaviour – consequent [ABC] analysis
- In the behaviour therapy: sometimes more behaviour problems
-> learning new behaviour is taking energy.

Phase 2.0: behaviour therapy

- Therapist will be stimulating to learn new behaviour
- Therapist is sensitive
- Therapist is helping to regulate the feelings by articulate the feelings

Phase 2.0

Behavior therapy

- Signs to go to the next phase of the therapy:
 - New positive behaviour is learned
 - Challenging behaviour dies out - disappears.

Phase 3: generalization and completion

- Cooperation between therapist, client, staff
- Therapist – client:
 - Gradual reduction of the therapy
- Parents/care givers - client
 - Further stimulation of development of individuation
 - Exploring and implementing acquired communication possibilities
- Therapist – parents/care givers
 - Low, threshold, advice

Questions?

The end.