

Using an attachment and trauma perspective in social work with children Day Two

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Training aims

- Review how the learning has informed your practice
- Apply the learning to a case study
- Assessment and planning

Trauma informed practice in your workplace

- What approaches your workplace currently uses that support trauma informed practice?
- Two changes you would like to bring to your practice/team to improve trauma informed approaches and care

Task Two

- Choose a case from your caseload and discuss this with your group
- Choose a family as the case study for your group
 - Working with the parent (ACEs)
 - Attachment relationship
 - Developmental trauma

Responding to the A strategy

- Strategy is to avoid stress and discomfort – for you and for them – but at the expense of their own negative arousal
- Function is to avoid doing or saying something wrong as this is/was dangerous
- What you can expect
 - Distancing language
 - Dismissing hurt or pain of self
 - Laughing about subjects painful to them
 - Normalising abuse/painful memories
 - Omits negative affect
 - Exonerates parents/attachment figures (parental perspective)

Questions and curiosity

- Ask them to remember starting with place and age, then move onto people and feelings
- Ask about feelings now
- Ask about motivation of the person
- Acknowledge that most people have good and bad feelings
- Ask what a child of that age might expect or need and then bring back to their experience
- Ask as an adult how they would respond to a child that age
- Try to elicit personal goals

Responding to the C strategy

- Strategy is to maintain emotional involvement attention from others but at the expense of cognitive processing (meaning making)
- The function is to keep the person present as to lost the attention of an attachment figure was/is dangerous
- What you can expect
 - Involving language (appealing or confrontational)
 - Colluding language
 - Speaking about the past in the present tense (emotively or discourse)
 - Laughing or mocking others
 - Self as victim (poor me) or self as invincible

Questions and curiosity

- Start with how they felt and then ask about people, places, time
- Ask about other peoples feelings and motivations
- Ask if the circumstances have changed over time
- Ask how they would respond in the same circumstances
- Ask for specific example for negative memories
- Try to establish shared goal setting

Task three – Assessment and intervention

- What is going well?
- What are you worried about?
- What adaptation (trauma or attachment informed) is needed for your intervention?
- Plan your next session (with adult or child)

What now?

Questions, thoughts and
feedback

