



Contents

Quick guide to finding your way around	ii
Preface	iii
What the Hope for Children and Families programme is and sets out to do	iii
The contents of each intervention guide for practitioners	iii
Guiding principles	iv
Components	v
Using the resources	vi
Acknowledgement	vi
B Working with children: Promoting attachment, attuned responsiveness and positive emotional relationships – younger children, older children and adolescents [WR-B1]	I
Definition of attachment	I
Different forms of attachment	I
What is an attachment disorder?	2
What is the purpose of these modules in promoting attachments?	2
How can disorganised attachment responses be transformed into secure patterns	2
The importance of getting parents to respond in different ways to promote more secure attachment	3
Where can the work take place?	3
Adapting the approach for children of three years and upwards	3
Describing attachment responses in children after the age of three years	3
Initiating a process of positive interaction between parent and child	3
Understanding the nature of attachment behaviour of older children	3
The importance of stressing that having fun together – one-on-one time – can be an alternative to a sense of burden	4
The importance of maintaining a focus on the parents’ responses and continuing support	4
Attachment and adolescence	4
M Promoting attachment, attuned responsiveness and positive emotional relationships: Younger children [PR-M1]	5
Content	5
Materials	6



Main steps	6
Psychoeducation about attachment	6
The growth of attachments	7
Understanding the balance between the child's need for security and their need to explore the world	8
Psychoeducation about different forms of attachment	9
What can go wrong with attachments	9
Different insecure patterns	10
Helping parents provide nurturance despite a context of stress	11
Infants and young children's behaviour	12
How these tasks and activities with your baby and toddler have affected you	14

M Promoting attachment, responsiveness and positive relating with older children: One-on-one time [PR-M2]	15
--	-----------

Content	15
Materials	16
Main steps	16
Attachment behaviour in general	16
Further discussion of difficulties in attachment behaviour	18
Reviewing emotional events in the family	18
Strengths and difficulties	19
The goal of one-on-one time, which is to build a positive history	20
Establishing one-on-one time	20
Persist: Sticking with it	22
Discussion of practice at home	22

M Promoting attachment, attuned responsiveness and positive emotional relationships with adolescents [PR-M3]	23
---	-----------

Content	23
Materials	24
Main steps	24
Attachment behaviour in general	24
Exploring attachment in adolescence	26
What changes does adolescence and teenage life bring?	26
What about the effects of sexual development?	27
Talking about attachment in adolescence	28
Understanding attachment patterns in teenagers	29
Making sense of behaviour	30
Managing feelings: 'affect regulation'	30
Boundary testing	31
States of mind	33