

## ATTACHMENT REPAIR (AR) & CHILD DEVELOPMENTAL NOTES

- Attachment Repair utilises BP protocol, but the starting points vary as each infant state is integrated within the client
- Modifications will be needed to accommodate individual histories. At least as many stages as below should be worked through and there must be a clear indication of a good connections and love for the infant/child, at whatever stage, before moving on to the next.
  - Birth is the usual starting place, but pre-birth sessions may be necessary for those where in utero trauma is indicated.
- Other work will almost certainly be going on between blocks of Attachment Repair – it is not expected that therapists push on relentlessly to complete these stages week after week.
  - The accompanying notes are simply to provide a background overview for those who might not be too familiar with infant development

	Birth	2 months	5 months	Crawling	Sitting	Toddling	Exploring	Talking / Birth of 'Self' – "NO!"	Pre-prepared cues from the first memory to the present - not listing years to keep client in right brain functioning							And on through the TL →→→→→ to PRESENT	
									3	4	5	6	7	8	9		
The first batch of sessions for AR starts with BP - with plenty of coaching towards good loving interactions with the newborn, at both ends of the protocol, and as many repetitions as necessary. Thus →	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	And on through the TL →→→→→ to PRESENT and current home (if unsafe choose a safe location in present time)
The second batch of sessions might begin at 2 months - <u>not at birth</u> - with plenty of coaching of the adult self towards good loving interactions with the 2 month baby, at both ends of the protocol, and as many repetitions as necessary. Thus →		→	→	→	→	→	→	→	→	→	→	→	→	→	→	→	And on through the TL →→→→→ to PRESENT and current home (if unsafe choose a safe location in present time)
The third batch of sessions might begin at 5 months (because the newborn and 2 month old are already connected) - with plenty of coaching of the adult self towards loving interactions with 5 month old, at both ends of the protocol, and as many repetitions as necessary. Thus →			→	→	→	→	→	→	→	→	→	→	→	→	→	→	And on through the TL →→→→→ to PRESENT and current home (if unsafe choose a safe location in present time)
The fourth batch of sessions might begin at the crawling stage (because the earlier states are already lovingly connected) - with plenty of coaching of the adult self towards loving interactions with the more active baby, at both ends of the protocol, and as many repetitions as necessary. Thus →				→	→	→	→	→	→	→	→	→	→	→	→	→	And on through the TL →→→→→ to PRESENT and current home (if unsafe choose a safe location in present time)
The fifth batch of sessions might begin at the sitting unaided stage (because the earlier states are already lovingly connected) - with plenty of coaching of the adult self towards loving interactions with the older baby, at both ends of the protocol, and as many repetitions as necessary. Thus →					→	→	→	→	→	→	→	→	→	→	→	→	And on through the TL →→→→→ to PRESENT and current home (if unsafe choose a safe location in present time)
The sixth batch of sessions might begin at the toddling stage (because the earlier states are already lovingly connected) - with plenty of coaching of the adult self towards loving interactions with the toddler, at both ends of the protocol, and as many repetitions as necessary. Thus →						→	→	→	→	→	→	→	→	→	→	→	And on through the TL →→→→→ to PRESENT and current home (if unsafe choose a safe location in present time)
The seventh batch of sessions might begin at the exploring stage (because the earlier states are already lovingly connected) - with plenty of coaching of the adult self towards loving interactions with the child, at both ends of the protocol, and as many repetitions as necessary. Thus →							→	→	→	→	→	→	→	→	→	→	And on through the TL →→→→→ to PRESENT and current home (if unsafe choose a safe location in present time)
The eighth batch of sessions might begin at the talking / emergence of self stage (because the earlier states are already lovingly connected) - with plenty of coaching of the adult self towards loving interactions with the child, at both ends of the protocol, and as many repetitions as necessary. Thus →								→	→	→	→	→	→	→	→	→	And on through the TL →→→→→ to PRESENT and current home (if unsafe choose a safe location in present time)

## CHILD -DEVELOPMENT NOTES (Not an exact science!)

**Birth – 1 month** - An alert, calm newborn will stare intently at Mum when placed in her arms. Infants can imitate facial expressions - if Mum opens her mouth wide or sticks out her tongue, the baby will copy. Voices also attract attention and a newborn will turn in their direction. Newborns exhibit the sucking reflex when their cheeks are gently stroked. They turn towards the touch and purse their lips, then start sucking when their lips are touched. Newborn babies will grip at anything that touches their palm until they develop the ability to reach for things. Babies also 'take steps' in their first week when held upright with feet on a firm surface but this reflex quickly disappears, as does the 'crawling reflex' that occurs when newborns are put on their stomachs. Another reflex relates to a fear of being dropped, causing newborns to flex their limbs frantically when being picked up or put down. By the end of this stage they will smile their first real smile.

**2 – 3 months** - These babies are still near-sighted, but gaining control of eye muscles and can see more distant objects. They can fixate on a face and touch it when being held and follow with eyes when you move away. They can lift their heads up and may roll over when placed on their tummies. They'll begin to kick and wave arms when excited. By 3 months, they may have lost the reflex grasp entirely and be reaching for objects. Now they discover their hands and their mouths. The babies' fists are uncurling more and grasp shows more control and may hold things for a moment and will lift them to their mouth to suck. They will smile a lot, coo and gurgle and may laugh out loud by 3 months. The world is becoming a bit more predictable and they begin to anticipate routine happenings. They will respond to very simple games as they anticipate a climax.

**4-6 months** - They are now playful and curious about everything. They want to see what is going on wants to be in the thick of things and prefer to sit up and will squirm around on their bellies to get to where they want to be. They love looking into mirrors and are fascinated by faces. Holding things and making a noise is enjoyable. They can copy some sounds. They carefully examine fingers, toes and toys. Objects are turned upside down and containers are looked into. They want to touch, turn, hold, shake and taste everything that is available. Playing games that focus on fingers or toes, like *This Little Piggy* and *Round And Round The Garden* are enjoyed. Noises made with small objects such as squeaky toys, whistles, bells etc. will have them giggling loudly.

**7-9 months** - They find ways to move across the floor i.e. pulling themselves along on hand and knee rocking and finally crawling. Others decide to do it their way and shuffle on their bottoms or on their backs or even, as mine did, walking on her knees. They begin to pull themselves up to a standing position by holding onto furniture. They can pick up very small items with finger and thumb, pass objects from hand to hand, claps hands and poke fingers into holes. They can eat finger-foods and hold a drinks cup. They want to know how things work and - more importantly - how to make things happen. They are learning what makes adults tick and can pick up on moods and display a wider and more complex range of emotions. At this stage, babies put the things they see together with the sounds they make. The infant will shake a rattle over and over again to confirm this hypothesis. They'll pull strings, push buttons, shake or throw it, to see 'what happens if...' Memory increases so they can keep a series of simple ideas in mind and remember the sequence of events that causes things to happen, repeating and repeating it. As toys are retrieved it is thrown down for the umpteenth time. Discovering control equals excitement. 'Peek-a-boo' reinforces the idea that things can go away and then come back.

**10-12 months** - At this stage they can sit upright e.g at the table. They recognise their names and simple commands and begin to say words. Some infants prefer to come up with their own words. Understanding outstrips what can be said and they can follow simple instructions. They respond to phrases with a babble of gibberish, spoken like a sentence. They are into everything and the world is fascinating. They can reach for objects with one hand when standing or walking with support and twist round to wave when crawling or climbing. They learn to pull themselves up and stand alone - some will take a few steps by themselves. They learn to climb up and down stairs and on to chairs - and sometimes out of their cots. Also adult gestures and sounds will be imitated. Mealtimes are messy as they will want to spoon their food.

**12-18 months** - By now the infant will get more upset at a separation of 10 to 20 minutes, obey a limited command, repeat more words and make lines on paper with a crayon. They can walk, crawl upstairs and even try to run and get pleasure from picture books. They can pull or push a toy or a trolley with ease. They can also be fearful e.g. of bathing. Infants at this stage will try to copy everything – imitating actions can be very amusing e.g. a toy phone will be held to the ear and they will 'talk' seriously. Water-play is enjoyed with splashing and pouring water from one container to another. Feeding is more independent now.

**18 months-2 years** - Runs, kicks a ball, builds a 6 cube tower. There's a capacity for bowel and bladder control and they begin to wear pants. Vocabulary grows daily and they have more than 200 words. 'Generally' they will sleep 12 hours at night and have a 1-2 hr nap in the day. They do the opposite of what is expected and have temper tantrums. There is a drive for creativity and they begin to use toys in very different ways from those intended.

**2-3 years** - Now they can jump off a step, ride a tricycle or scooter, use a crayon with greater dexterity and build a 9-10 cube tower. They can put shapes into the right holes and piece together simple puzzles. They begin to use short sentences and control and explore the world with language. 'Why' might become their favourite word! There is a greater fear of separation and can express negative or violent emotions. Often this stage is called, 'The terrible twos' as they can be quite determined to get their own way. They continue to resist parental demands and begin to give orders. From others they differentiate facial expressions of anger, sorrow, and joy. Uses "I" "me" and "you". They are clingy, possessive about toys, but enjoy playing alongside other children. There is a rigid insistence on sameness of routine and an inability to make decisions.