

INTRODUCTION TO ATTACHMENT THEORY.
PROFESSIONAL DISCUSSION WORKBOOK RECORD.

EXEMPLAR: 4



Foster carer/Staff member's Name:

Assessors/Social worker/Line Manager's Name:

Areas to be covered by the discussion	Units/element ref	Knowledge specification
Date of discussion		

1. Define what is meant by theory?

2. Define what is the meaning of bonding with babies and children?

3. What does socialisation mean?

4. In what ways can you encourage bonding?

5. What actions do you take related to parenting or fostering babies, children and young people that encourages bonding?

6. What ideas do you have that may support babies and children to develop secure relationships?

7. Why do you think play is important to children?

8. In promoting a child's development, give three examples of how an adult may engage in play activities with children, with consideration given to the child's age and stage of development. For example, a baby, toddler, a primary school aged child, and a teenager.

9. What is child development?

Social worker/Assessor
signature

Date

Staff or foster carer's
signature

Date

ETC[©] Assessment and attachment Case Study

Tracy and Winston

Tracy and Winston have been fostering for over ten years. They have lived together for the past 13 years and have 2 children, Carol aged 12 and Michael, aged 6 years.

Tracy works full-time as a project leader, at a youth centre. Winston is at home full time. Winston was a painter decorator but gave this up when Michael was born so that Tracy could return to work soon after giving birth.

Carol is known to be doing very well at school, whilst Michael has a statement for dyspraxia, some developmental delays and some behavioural concerns. Michael has been bullied, at school and for a while. Tracy took time out of work to act as a classroom helper to make Michael feel more secure at school. Winston is also on the Parents Teacher Association.

Some of the tensions about Michael's circumstances have had a slight impact on the couple's relationship.

Fostered children Leon, aged 10 and Beverley, aged

4, presently live with the fostering family. Beverley is a very active child; she attends nursery and has contact 3 times a week with various family members. Beverley also has severe eczema and is very attached to Winston. Beverley's social worker has linked Beverley's very close attachment to Winston with the relationship Beverley had with his previous main caregiver, her father. Beverley's father died 2 years ago.

Leon has been having difficulties at school. He has been excluded on several occasions for what teachers describe as his rude behaviour to them and his peers, as well as refusing to do his classroom work, and being disruptive in class.

Leon has said to his social worker that he feels that his carers are always watching him, because they think he may hit the other children who live in the fostering household. Before Leon moved in with the carers, some 3 years ago, his mother accused him of hitting his younger brother, Moses. Leon's younger brother, Moses, is living with his mother.



1. Can you identify any needs that Beverley and Leon may have that may conflict with the needs of Winston, Tracy, Carol, and Michael?

2. If you were the foster carers' supervising social worker - what more would you like to know about the foster carers' relationship?

3. If you were in Tracy and Winston's circumstances, what would you do about your own personal circumstances?

4. What issues can you relate to attachment and loss and why?

5. List three examples about how a child's care plan can contribute to promoting a child's attachment (Bonding) needs?

TSD Standards Easy Pack extracts

Standard 5: Understand the development of children and young people

Main Area 1: Attachment and stages of development
Outcome/s a: Understand the basic principles of how children of all ages form attachments, how these attachments affect their development, and the impact of interrupted development, trauma, separation and loss.

The process of attachment between adult and child during early psychological development and socialisation

The concept of attachment theory became more widely known following a report to the World Health Organisation, in 1951, when John Bowlby suggested:

“What is believed to be essential for mental health is that the infant and young child should experience a warm, intimate and continuous relationship with his mother... The long period of helpless infancy of the human species entails serious risks, so it is of crucial

importance to survival, that the child and its mother should become attached.”

Attachment is thought to be “an affectionate bond between two individuals which endures through space and time and serves to join them together emotionally”. (Klaus and Kennell, 1976) The work of John Bowlby during the 1950s originally concentrated on the relationship between the child and the mother, but later he and others came to accept that significant others, extended family members and primary care givers could also be ‘attachment figures’.

Whenever a child or adult is faced with traumatic life events, particularly the loss of a loved one, the ability to survive the emotional and physical pain associated with the event will be influenced by the individual’s level of personal resilience.

Working with bereaved children: a guide.
Chapter 1 – Attachment and emotional resilience p,2. http://www.essex.ac.uk/armedcon/unit/projects/wwbc_guide/wwbc.chapter.1.english.pdf Accessed 24/09/2010

How do you think the experiences of ‘being’ a looked after child could affect such a child’s ability to form attachments?

Standard 5: Understand the development of children and young people

Main Area 4: Supporting play, activities and learning
Outcome/s a: Know how to encourage children and young people to participate in activities

'My foster carer really helped me. I used to struggle with my schoolwork, and I was shy, but she got me

into youth clubs and helped me with my coursework. She helped me so that I passed my GCSEs and I'm now in college doing a youth work and photography two-year course. I plan to be a youth worker and a photographer.'

Ofsted (2008 – 2009) Key Themes Improving Outcomes for Looked After Children www.ofsted.gov.uk/publications/annualreport0809 accessed 4/10/2010

Give examples from your fostering practice of how you encourage babies, children and/or young people to take part in:

Activities at home?

Sporting and outdoor activities:

Activities with friends?

Standard 5: Understand the development of children and young people

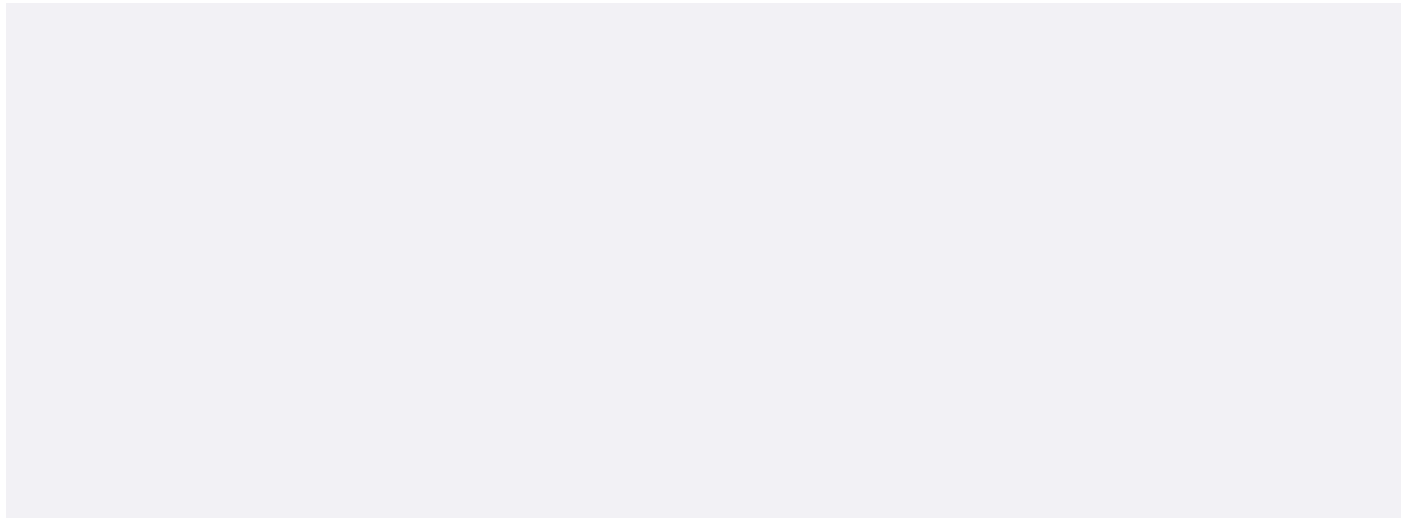
Main Area 6: Understanding contexts.

Outcome/s a: Understand children and young people in the context of their wider family, caring or social network.

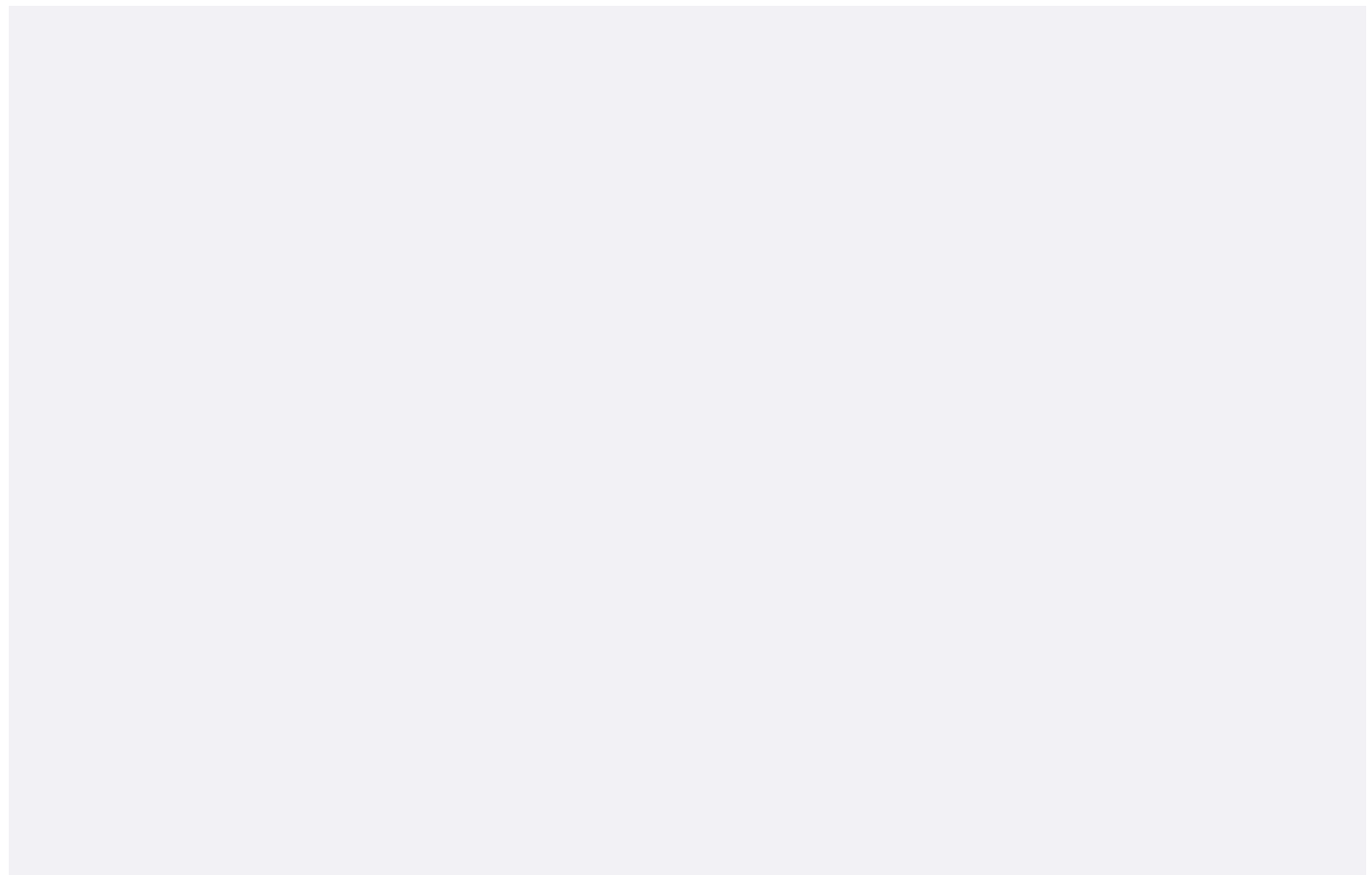
Who?

Child: Age: Gender: Ethnicity:

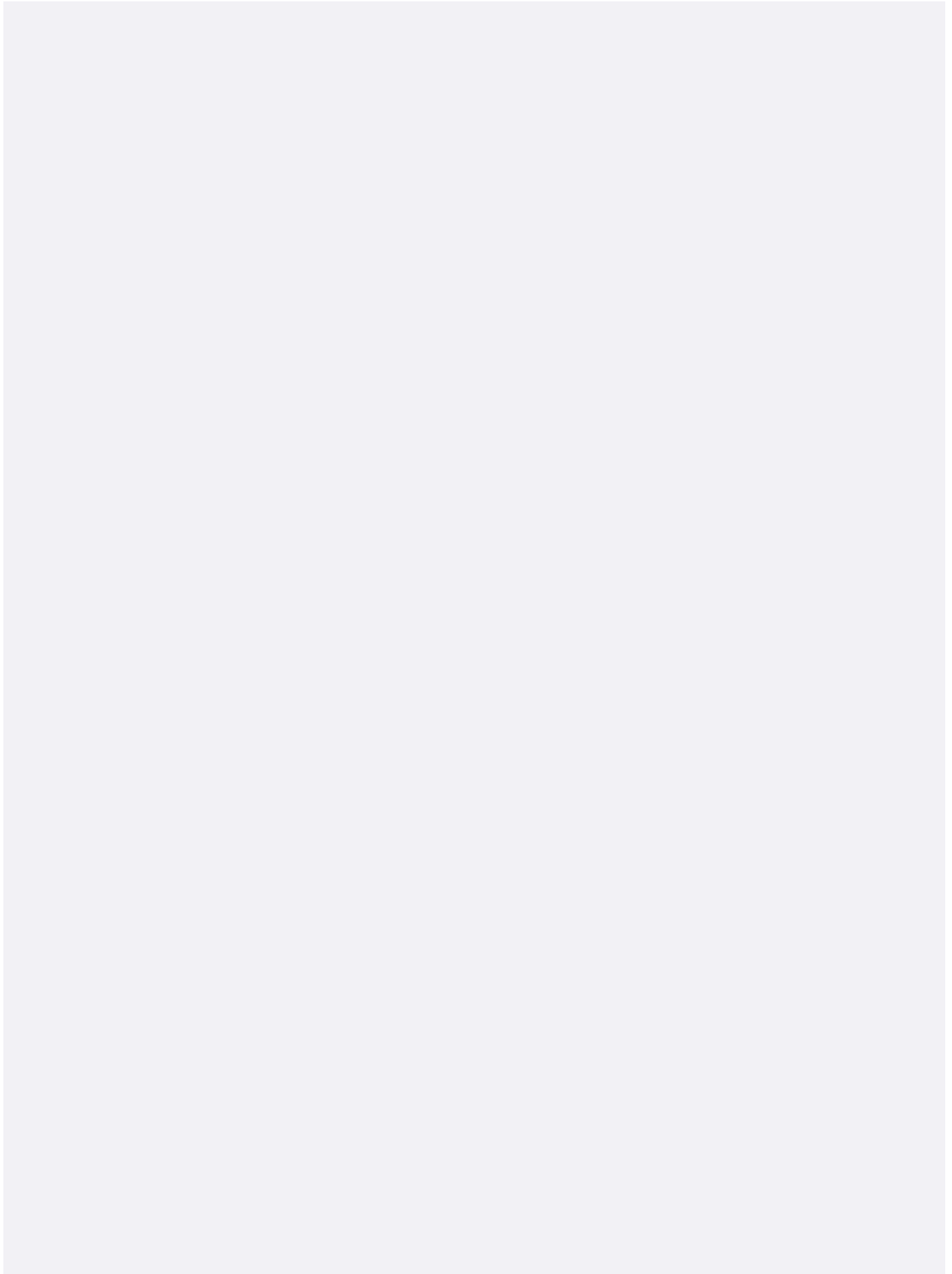
Who were the wider family members and/ or social and caring networks involved?



Draw a diagram of a baby's / child's or young person's family and wider social networks and explain these networks to your SSW: If in doubt, ask a social worker to show you ways of doing this.



How do you actively work with families, social workers and teachers to help children and young people achieve?



Standard 5: understand the development of children and young people

1 Attachment and stages of development

- a** Understand the basic principles of how children and young people of all ages form attachments, how these attachments affect their development, and the impact of interrupted development, trauma, separation and loss.
- b** Understand child development and the developmental needs of children and young people.
- c** Understand the difference between chronological age and stages of development and how this may affect a child or young person.

2 Resilience

- a** Understand how Foster Carers can help children and young people develop resilience and self-esteem.

3 Transitions (Transitions are milestones in children's lives – some are general, some are individual)

- a** Explain significant milestones which mark transition in the lives of children and young people, and the range of responses to them.
- b** Understand how to support individual children and young people through significant life changes and challenges.
- c** Be able to work with young people to develop skills, self-confidence and knowledge to prepare them for adulthood and independent living.

4 Supporting play, activities and learning

- a** Know how to encourage children and young people to participate in activities.
- b** Explain how play, hobbies and interests are important to social and personal development, and enjoyment of recreational activities.
- c** Explain the importance of adhering to appropriate routines for children and young people.

5 Supporting educational potential

- a** Show how you can encourage and support children and young people with their education (including early years education) and help them overcome setbacks.
- b** Be able to actively work with families, social workers and teachers to help children and young people achieve.
- c** Know how to support young people in their further education and training, and employment.
- d** Be able to advocate on behalf of children and young people to ensure their educational needs are met.

6 Understanding contexts

- a** Understand children and young people in the context of their wider family, caring or social network.
- b** Understand the contribution family, caring and social networks make to the development of children and young people.
- c** Understand the impact of abuse, separation and loss on the behaviour of children and young people.

7 Promote positive sexual health and sexual identity

- a** Understand how to promote good sexual health with children and young people.
- b** Understand how to enable children and young people to develop a positive sexual identity with regard to their own sexuality.

8 Supporting disabled children and children with special educational needs

- a** Understand the social model of disability and what it means in relation to your work as a Foster Carer.
- b** Have a broad understanding of the needs of children and young people who are disabled or have learning difficulties.
- c** Understand the need to adapt activities and experiences so individual children and young people can take part.
- d** Understand how you might support children and young people with special educational needs, and their families.

The Children Act 1989

Guidance and Regulations Volume 4:

3.15.

Arrangements for delegated authority should be given particular scrutiny when children are confirmed in long term or permanent placements, and attention given to how responsibilities are shared in order to reinforce and support the long terms bonds and attachments which foster carers will be expected to build with the child. In all placements, particularly those that are long term or permanent, what is appropriate to delegate to the foster carer, and what the parent(s) are prepared to delegate to the local authority, may change. Agreements about delegation of authority should therefore be regularly reviewed through care planning and review meetings, taking into account the views of birth parent(s), the child, the foster carer and the legal status of the placement; any changes should be recorded in the placement plan.