

# The Attachment Network of Manitoba

May 2010  
**Newsletter**



## HELLO MEMBERS!

The Attachment Network of Manitoba is pleased to share with you this edition of our newsletter which we've timed for distribution at our second AGM. The intent of our newsletter is to capture the voices of members and the public at large. We invite you to share your reflections on attachment theory and the lens it provides, the impact it has on the work you do, the attachment-based resources and services that you see as promoting growth in your community, and any stories on a more personal level that you may wish to share. There is such a positive energy in this network! It's a feeling that anything is possible when we pull together and support each other as we "travel around the circle", to frame it in Circle of Security language. So, enjoy the newsletter and please visit our website for updates on activities, trainings and events!

*Julia Wellwood, Newsletter Committee*

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Network of Manitoba, and who directed their energy towards ongoing capacity building in our communities. As part of this work, Mary focused her energy into the development of the "Listening to Baby" DVD. Her vast teaching and clinical experience includes a long-standing interest in cue reading based in large part, on the work of Paul Ekman who was a pioneer in the study of linking emotion to facial expressions. While teaching the Couple Therapy class in the Masters of Marriage & Family Therapy at U of W, she tells the story of how she made a videotape of facial expressions "because I got tired of making them myself!" She then ensured that the important concept of cue reading would be included in the DVD project, which went on to take the form of the now familiar vignettes with the speaking-for-baby voiceovers.

## SALUTE TO... MARY WARBROD



The Attachment Network would like to pay tribute to Mary who has been an important participant in the work of the network from its earliest days. Indeed, Mary contributed to its creation in the wake of excitement following Diane Benoit's conference on attachment and Modified Interaction Guidance (MIG) in 2002 by helping to obtain grant money for MIG training here in Manitoba. It was this first

working group that later emerged as the Attachment

Mary was born, raised, and educated in the USA. She moved to Canada with her husband who had accepted a posting here. Speaking of this move, she describes coming to Winnipeg willingly, "because I figured half a million people couldn't be crazy!" Mary has taught at both the U of M and the U of W, and recollects how the emerging research in attachment gave voice and form to her work with children's experience of grief, loss and bereavement and with maternal depression. She notes that she began incorporating John Bowlby's work into her course material because she valued how he organized the observations and existing literature into a useful framework. Mary felt that there were limitations to individual child therapy practices, and saw that Bowlby placed the child's experience into the context of relationship which in turn addressed the need for dyadic work. She summarizes his work in a nutshell with "It's not good to be alone!" She also goes on to say that "Women are in the business of producing people, and

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that takes a long time to do” and that infants and toddlers need relationships and attentiveness at times of distress as well as non-distress, and that as a society we need to give careful consideration to our practices regarding childcare.

The Attachment Network would like to celebrate Mary for her many contributions and to say that we are lucky to have her among our ranks. Thank you, Mary!



**Welcome to little baby Teagin!**

**Our congratulations go out to our fellow board member Patti and her husband Rob as they celebrate Teagin's arrival in their family.**

**Best wishes to you all!**



**PUTTING IT INTO PRACTICE**

**Relationship Development Intervention**

*By Rosanne Papadopoulos*



RDI® is a program for educating and coaching parents/caregivers of children with neurological disorders that impede social and cognitive development (ie) ASD, ADD, RAD, etc. RDI® is based upon the latest information from developmental psychology and brain-based research. It is specifically designed as a program for systematic long-term remediation of the specific deficits which impede these individuals from achieving quality of life including marrying, living independently, contributing to their families, pursuing

meaningful careers and developing reciprocally satisfying friendships.

RDI® empowers families. The bulk of resources are invested in preparing parents to act as participant guides, creating daily opportunities for their child to respond in more flexible, thoughtful ways to novel, challenging and increasingly unpredictable settings and problems. Both fathers and mothers are essential participants in the treatment process.

Parents engaged in RDI® overwhelmingly report significant improvement in their own quality of life, as well as the lives of their “non-affected” children.

Real-world competence for the child emerges from participating as an active but junior partner; an “Apprentice,” carefully guided by parents and other adults to master complex problems and settings, despite increasingly greater levels of uncertainty and unexpected change. Guides help the child capture and stockpile critical memories that build an experiential repository of success in gradually more complex environments. Parents are taught to re-think their daily lifestyle, structuring activities throughout the day to provide safe, but challenging opportunities for discovery.

More information about RDI® is available at [www.rdiconnect.com](http://www.rdiconnect.com), or contact Rosanne Papadopoulos OT Reg. (MB), RDI® Program Certified Consultant at 254-3146 or [kidsandteens@mymts.net](mailto:kidsandteens@mymts.net)

**The Attachment Network: Next Steps**

*By Julia Wellwood*



**Strategic Planning Day in Steinbach...  
It was worth the trip!**

The Attachment Network Board of Directors has been reflecting on past activities and discussing future directions for putting our goals into practice, most specifically with respect to meeting the education and training needs of the community. The Network



undertook to gather information and feedback from the membership and the public at large including conference and training event evaluations and feedback from the Brown Bag Lunch held in November. The most comprehensive results emerged from a survey that was recently posted on our website. We are grateful for the time and effort that Kristen Hreno put into developing the survey and then compiling the results. Her summary is as follows:

### Attachment Network Survey Results

By Kristen Hreno

This winter The Attachment Network of Manitoba developed and circulated a short survey to allow all of our members the opportunity to express their thoughts on our past seminars and workshops. Our goal with the survey was to find out how our workshops are meeting the need of the members and where the gaps in learning lie. Although we did come across some challenges with respect to the accessibility of our survey (mostly due to firewalls) we are very excited about all the great comments and ideas we did receive. In total 93.7 % of survey participants agreed that the information they received at seminars/workshops was relevant to their work, and 46% felt it was relevant to their personal lives. It was also indicated by some that although the information and materials received at the workshops was effectively incorporated into their work/personal life there were some barriers to applying that information and many felt additional support or follow-up is a need (56.4%). In using the provided comment boxes members also took the opportunity to give specific feedback regarding the strengths and weakness of the sessions they attended and even future seminar/workshop topics and speakers. Overall the survey was very informative and gives us some great feedback and directions for planning upcoming events. Thank you to all our members for helping us work towards a successful future!

What has come into focus for the Network is that there is consistent feedback about a need for bridging the gap from knowledge and understanding to application. A Strategic Planning Day was planned for April 13, 2010 and was kindly hosted at the office of Eastman Child and Family Services in Steinbach. At this meeting, the issue of gaps and barriers was addressed as we set our goals.

In addition to the information gathered as outlined, a small group of Board members had the opportunity to meet with Dr. Gabor Mate, when he presented at a conference in Winnipeg in March. He generously and without hesitation offered his time and weighed in for us on the issue of bridging this gap. Some of his points were as follows:



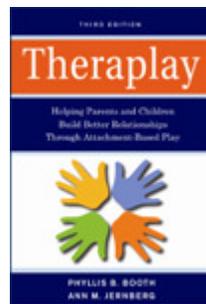
- Revisit the material. Revisit it over and over again. This includes reviewing the DVD's; rereading the literature; revisiting your training; reconnecting with your teachers; and "going back to the source"
- Practice. Practice it over and over again. We often get it on the intuitive level when we hear it, but in practice it seems to go against what we have been previously taught or what we "know" from early experiences.
- On the personal level, he encourages us pay attention to our emotional reactions which are often automatic, unconscious coping strategies. When we bring them into awareness, we can begin to make changes in the way we respond when emotionally stressed..
- At the Network level, he recommended developing practical workshops where practice is available and the opportunity to work through struggles in a focussed and supported setting.

Thanks again, Dr. Mate, for agreeing to meet with us. Your wisdom and guidance is much appreciated!

## LITERATURE REVIEW

### An Interview with Phyllis Booth

**Theraplay: Helping Parents and Children build Better Relationships Through Attachment Based Play**  
by Linda Perry



Third Edition (2010)

Authors: Ann M. Jernberg and Phyllis B. Booth

[www.theraplay.org](http://www.theraplay.org) (\$54 us)

Author and Clinical Director of The Theraplay@Institute, Phyllis Booth discussed her new book, highlighting the changes and additions that have been made in this edition.

Hot off the press is the third edition of *Theraplay: Helping parents and children build better relationships through attachment-based play!* Phyllis Booth stated that several factors led her to write the third edition of *Theraplay*, including new research on brain development, and the importance of compiling outcome research on Theraplay. As well, the practice of Theraplay has evolved over the years, and significant changes have occurred even within the last 10 years since the second edition was written. This edition builds on the foundation of the earlier editions and provides a great deal of important and exciting new information.

#### What is New in this Edition?

Some highlights are:

Core Concepts of Theraplay. A new chapter in this book discusses the theoretical underpinnings of



Theraplay, and new developments in brain research and attachment. It provides a clear understanding of the core concepts that are important to the development of healthy social-emotional development, and the research that supports these concepts. For the reader who is familiar with Theraplay, these concepts are not new, but what is new and exciting is the discussion of the research that supports the core concepts and the implications for Theraplay practice.

#### CORE CONCEPTS

1. **Interactive and relationship based.** Theraplay is modeled on the interactive dance of a mother with her baby. It is through this interaction that they can synchronize their actions and co-regulate their emotions, which leads to healthy brain development.
2. **Direct, here and now experience.** In Theraplay the relationship between a child and her or his parent is created or repaired in a direct, hands-on manner. Through moments of intense connection ("now-moments") the child can experience herself as lovable and capable, and her parents as loving and trustworthy.
3. **Guided by the adult.** While Theraplay has always emphasized the importance of structure, recent research has confirmed the importance of an in-charge, caring adult in creating resiliency in children.
4. **Responsive, attuned, empathic and reflective.** When a child's underlying needs emerge in an interactive moment, and they are met by an attuned, responsive adult, this lays the foundation for a secure attachment.
5. **Preverbal, social, right brain level.** Theraplay interactions replicate the early attachment experiences that shape the child's developing brain.
6. **Multisensory.** Theraplay involves all the senses. Sensory stimulation is necessary for healthy development, and in particular, to help children to learn to regulate.
7. **Playful.** Theraplay introduces fun, surprise and playfulness, which not only help children to learn to share and expand joyful experiences, but also to modulate them so they do not become overwhelmed.

Regulation. Theraplay has always emphasized engaging, playful interactions as a way to help children regulate. However, exciting new research in recent years has placed affect regulation at the center of human development, and has helped us to better understand the role of the parent in supporting their child's brain development and capacity to self-regulate. As a result, Theraplay practice now places much more emphasis on regulation, and helping parents to learn to read their child's cues and to be responsive, attuned, empathic and reflective. The concept of regulation not

only has a whole new chapter in the third edition, but it is also integrated throughout the book.

Trauma. When Theraplay was first being developed, it was thought to be an inappropriate intervention for children who had experienced trauma. However, the second edition of Theraplay reversed this decision and began to explore how this treatment could be helpful to a traumatized child. Now the third edition provides a new chapter on complex trauma that explores the research on the impact of trauma and brain development, and a much more comprehensive discussion of how Theraplay can be modified to be helpful to traumatized children.

Autism. Another new chapter discusses the use of Theraplay with children with autism spectrum disorders. This chapter provides information on autism, summarizes the research in this field, and discusses how Theraplay's relationship-based model is uniquely suited to enhancing the relationship skills of children with autism.

Outcome research. There is an increasing body of research demonstrating the efficacy of Theraplay in a variety of clinical situations, including attachment disorders, autism, and features of personality and language disorders. A new chapter in this edition is the first attempt to pull together this body of research.

Comparison with other attachment based therapies. While other attachment based therapies also emphasize the same concepts as Theraplay, the authors describe the uniqueness of the Theraplay approach. A key factor that makes Theraplay unique from other approaches is that it includes the children and the parents in every session, and focuses directly on the relationship. Most other interventions work only with the parents.

New case examples. Interesting and instructional case examples are included throughout the book, three-quarters of which are new.

#### Phyllis Booth

Theraplay has an interesting history, and Phyllis Booth has been involved since its inception. In 1967 Ann Jernberg recruited Phyllis to be part of her team at the Head Start Program in Chicago. This led to a long collaboration that resulted in Theraplay as we know it today. Phyllis is still an active Theraplay therapist, supervisor and trainer.

She is the Director of The Theraplay® Institute in Wilmette, Illinois, USA. Theraplay is now practiced in 29 countries. The Fins are celebrating their 10th Theraplay anniversary, and more than 600 people in England have attended Theraplay training programs.

#### **Article written by:**

Linda Perry, MA, MSW is a certified Child and Play Psychotherapist and Supervisor with the Canadian Association for Child and Play Therapy, and she is working on her certification in Theraplay. She works at



the Elizabeth Hill Counselling Centre, which is a training facility for the Faculty of Social Work, University of Manitoba in Winnipeg Manitoba.

#### Where to purchase a copy:

*Theraplay: Helping Parents and Children build Better Relationships Through Attachment Based Play.* Third Edition (2010) is available from the Theraplay Institute [www.theraplay.org](http://www.theraplay.org) (\$54 us)

## Hungry for Love

### The Feeding Relationship in the Psychological Development of Young Children

an article by Charles W Slaughter and Alike Hope (Bryant) Despotopoulos

as featured in Winter 2004 issue of the [Permanente Journal](http://www.permanentejournal.com).



**Charlie Slaughter** is a dietician in Hartford, CT who uses attachment as a means to facilitate secure caregiving around mealtimes. Through his contact with Joanne Brown and the **Attachment Network**, he has linked with dieticians at **Healthy Start for Mom and Me** here in Manitoba. He has graciously permitted us to link to his article, *Hungry for Love*, in our newsletter.

#### Abstract

At a time of increasing concern about childhood obesity, health care practitioners can exert pressure on parents and other caregivers to view meals and snacks primarily as opportunities to control children's caloric intake and thus prevent or control childhood obesity. Yet feeding is about much more than the amount and kinds of food offered: Feeding can have a powerful influence not only on the physical health of children but also on their social and emotional health. The feeding interactions used by parents can support or hinder their children's healthy development and can affect parental satisfaction with parenting. By incorporating basic knowledge of child development into the feeding interactions used by parents, health care practitioners can have an even greater impact on the health of children and parents.

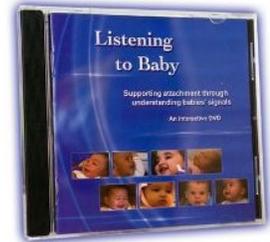
*What happens during the first months and years of life matters a lot, not because this period of development provides an indelible blueprint for adult well-being, but because it sets either a sturdy or fragile stage for what follows. --Shonkoff and Phillips1*

The full article is available online at <http://xnet.kp.org/permanentejournal/winter04/winter04.html>.

## RESOURCE HIGHLIGHT

### Listening to Baby

a Review by Users  
by Laurie Marcella



In 2009, the Attachment Network sent out a brief questionnaire to learn more about the way the Listening to Baby DVD is being used and whether or not it is a useful educational tool. From our respondents, both verbal and written, we learned it is a "great teaching tool" that can be used very effectively in prenatal classes, teen mom groups, foster parent training sessions, parent education/support groups and in facilitator training workshops. The DVD has made its way across the country and although it has been used in a variety of different cultural settings, one respondent wished that it could be translated into French.

Those who used the "program" section of the DVD used it to review the principles of attachment and as a means of describing attachment by parents, in their own language. The "scenes" are described as "practical", "interactive", with "good learning about what to say to a baby who is not talking yet".

All respondents loved the use of the baby's voice to imagine the world from a baby's perspective but teens reacted with particular interest. One facilitator of a teen group reported that she intended to use only a few of the scenes in a particular group session only to be overruled by the participants who insisted on seeing all of them! Another reported that a teen was just amazed at the feeling expressed by the baby gazing into his mother's eyes. She had no idea a baby could feel this way.

Thanks to the Network and especially to the Listening to Baby sub-committee for producing such a useful tool to demonstrate the importance of understanding and sensitive responding to what is in the hearts and minds of babies.

## THE ATTACHMENT NETWORK SEEKS OUT DR. BRUCE PERRY

by Joanne Brown

Recently a few practitioners from Winnipeg were lucky enough to hear Dr. Bruce Perry speak at the University of Minot and we began informal discussions with him to hopefully have him present in Winnipeg in the next year.

A child psychiatrist and a doctorate in neurobiology, Dr. Perry is a world leader in understanding the brain's physiological response to trauma and neglect and he pairs that knowledge with how to do effective repair. Throughout his work he talks about the importance of healthy attachment relationships as ways to create repair and he relies on therapies that have not been

given much legitimacy in the medical world, such as yoga, therapeutic massage, art and music therapy. He talks about the importance of culturally relevant programming too, such as Aboriginal drumming. He demonstrates that if the brain's functioning has been unable to mature, then the brain cannot possibly accommodate the traditional method of therapy- CBT. He says that working with traumatized people is not unlike doing cross cultural mental health in that one must understand the client's perspective.



*Joanne Brown and her colleagues, Monique Gougeon and Marla Fellner, set out on a road trip to Minot, North Dakota, to attend a conference with Dr. Bruce Perry. In true network form, contact was made with Dr. Perry, and an invitation to present in Winnipeg was extended!*

With a wonderful and easy to relate to use of humour, he presents us with the cost of not providing proper service to children who have been traumatized. He demonstrates how willing systems are to fund hospital stays, massive amounts of medication, high staffed placements versus making a proper assessment and moving to a logical treatment model that might include addressing barriers like transportation for impoverished families to access treatment, home care, respite services, and the therapies I mentioned above. On a dollar for dollar basis, his model usually comes out way ahead. He says that therapy isn't about "getting the bad stuff out, but is about creating new and better ways to deal with the trauma".

We look forward to the possibility to have Dr. Perry present here. It's exciting to see the research he has carried out over his career and how it marries well with the attachment models our Network has brought into Manitoba. Again, the importance of a safe and reliable caregiver gives relational stability and relational density and that is where we should place our emphasis in treating children. He reminds us of what goes into a planned approach to working with a child as opposed to a reactionary approach.

## THANK YOU JOANNE!

We would like to acknowledge the tireless energy and commitment of our out-going chair, Joanne Brown, and to thank her for working so hard to promote the vision and mission of The Attachment Network. Under her direction, the Network has undergone important changes at the structural level and has accomplished significant goals. Joanne is our good will ambassador, representing our network far and wide, forging connections, increasing awareness, and establishing partnerships. Thank you, Joanne! We look forward to your continued participation on the board.



Once again we offer our heartfelt thanks to Guy Dugas and [spright.ca](http://spright.ca) for the excellent service provided through both contract as well as volunteered time.

[spright.ca](http://spright.ca)