Wisconsin Public Psychiatry Network Teleconference (WPPNT)

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WPPNT Reminders

How to join the Zoom webinar
• **Online:** [https://dhswi.zoomgov.com/j/1606358142](https://dhswi.zoomgov.com/j/1606358142)
• **Phone:** 669-254-5252
• Enter the Webinar ID: 160 635 8142#
   – Press # again to join. (There is no participant ID)

Reminders for participants
• Join online or by phone by 11 a.m. Central and wait for the host to start the webinar. Your camera and audio/microphone are disabled.
• **Download or view the presentation materials.** The evaluation survey opens at 11:59 a.m. the day of the presentation.
• Ask questions to the presenter(s) in the Zoom Q&A window. Each presenter will decide when to address questions. People who join by phone cannot ask questions.
• Use Zoom chat to communicate with the WPPNT coordinator or to share information related to the presentation.

• **Participate live to earn continuing education hours** (CEHs). Complete the evaluation survey within two weeks of the live presentation and confirmation of your CEH will be returned by email.
• A link to the video recording of the presentation is posted within four business days of the presentation.
• Presentation materials, evaluations, and video recordings are on the WPPNT webpage: [https://www.dhs.wisconsin.gov/wppnt/2023.htm](https://www.dhs.wisconsin.gov/wppnt/2023.htm)
Culturally-Sensitive Approaches to Attachment Work with Families and Individuals

Daniela Guerrero, MA, LPC
Agenda

Acknowledgements

What is attachment?

Enhancing caregiver/child relationship

Cultural considerations

Conclusion
About Me

• Daniela Guerrero, MA, LPC
• Bilingual Trauma Therapist and Senior Executive
• Reflections Mental Health
• Bachelor’s in Psychology at UW-Madison
• Master’s in Clinical Psychology at Cardinal Stritch University
Acknowledgements
• We acknowledge that we are on native land of the Ho-Chunk and Menominee nations.

• We acknowledge that the content of this presentation is based on the presenter’s individual experience working with families and individuals of different cultures. It is not generalizable to every individual.
“Complexly traumatized children need to be helped to engage their attention in pursuits that do not remind them of trauma-related triggers and that give them a sense of pleasure and mastery. Safety, predictability, and "fun" are essential for the establishment of the capacity to observe what is going on, put it into a larger context, and initiate physiological and motoric self-regulation.”

Sarah Benamer, Trauma and Attachment
What is attachment?
Attachment

- Psychological connection between humans
- Caregivers and children together when working with a family
- Caregiver education and modeling
## Attachment Styles in Children

<table>
<thead>
<tr>
<th>Secure (Seguro)</th>
<th>Avoidant (Evitativo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distress when caregiver leaves</td>
<td>• Does not seek caregiver when they return</td>
</tr>
<tr>
<td>• Greets when they return</td>
<td>• Focuses on other things</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ambivalent (Ambivalente)</th>
<th>Disorganized (Desorganizado)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distressed when caregiver leaves</td>
<td>• Fears close proximity to caregiver</td>
</tr>
<tr>
<td>• Difficult to console</td>
<td>• High emotions</td>
</tr>
<tr>
<td>• Does not focus on environment</td>
<td>• Dissociation</td>
</tr>
</tbody>
</table>
## Attachment Styles in Adults

<table>
<thead>
<tr>
<th>Secure (Seguro)</th>
<th>Dismissing (Evasivo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Secure in relationships</td>
<td></td>
</tr>
<tr>
<td>• Seek support from partner</td>
<td></td>
</tr>
<tr>
<td>• Autonomous</td>
<td></td>
</tr>
<tr>
<td>• Emotionally unavailable</td>
<td></td>
</tr>
<tr>
<td>• Keep partner’s at a distance emotionally</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preoccupied (Ansioso)</th>
<th>Disorganized (Desorganizado)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fear of rejection</td>
<td></td>
</tr>
<tr>
<td>• “Needy”</td>
<td></td>
</tr>
<tr>
<td>• Requires a lot of attention</td>
<td></td>
</tr>
<tr>
<td>• Difficulty with emotional regulation</td>
<td></td>
</tr>
<tr>
<td>• Combination of dismissing and preoccupied</td>
<td></td>
</tr>
<tr>
<td>• Does not handle stress well</td>
<td></td>
</tr>
<tr>
<td>• Erratic behavior</td>
<td></td>
</tr>
</tbody>
</table>
Enhancing Caregiver/Child Relationship
Direct Care Sessions

- Family-sessions that include caregiver are best
- Attachment-focused activities
- Caregiver education through modeling and psychoeducation
- Meet families where they are
- Modeling
  - Play
  - Setting boundaries
  - Coregulation
Attachment-Focused Activities

- Coregulation
  - Staying calm
  - Having fun
  - Following child’s lead
- Jenga or Kerplunk and tolerance for “no”
- Red light, yellow light, green light, purple light
  - Physical activity or drawing
- Collaborative board games
- Patty-cake
- Simon Says
Understanding of the Child Brain

• Age-appropriate behaviors
• “Upstairs/Downstairs” Brain
• Bilateral Stimulation (BLS)
• The Whole Brain Child by Daniel Siegel and Tina Payne Bryson
• Beyond Behaviors by Mona Delahooke
Cultural Considerations
Cultural Differences and Meaning

- Use of interpreters
- Cultural match
- Cultural-humility (cultural-competence) trainings
- Adult play
- Trauma experience
- Expectations of child/caregiver relationships
- Setting boundaries
- Collectivism vs. Individualism
Cultural Differences and Meaning (continued)

- Warmth and affection
- Inclusion in attachment work
- Expression of emotions
- Discipline
- Generational trauma
- DO NOT GENERALIZE! Do your research
Conclusion

- Moving towards secure attachment
- Meeting families where they are
- Attachment-focused activities
- Inclusivity in resources
- Cultural-humility
Thank you

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References


