

# Wisconsin Public Psychiatry Network Teleconference (WPPNT)

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# WPPNT Reminders

## How to join the Zoom webinar

- **Online:** <https://dhs.wi.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.
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# 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

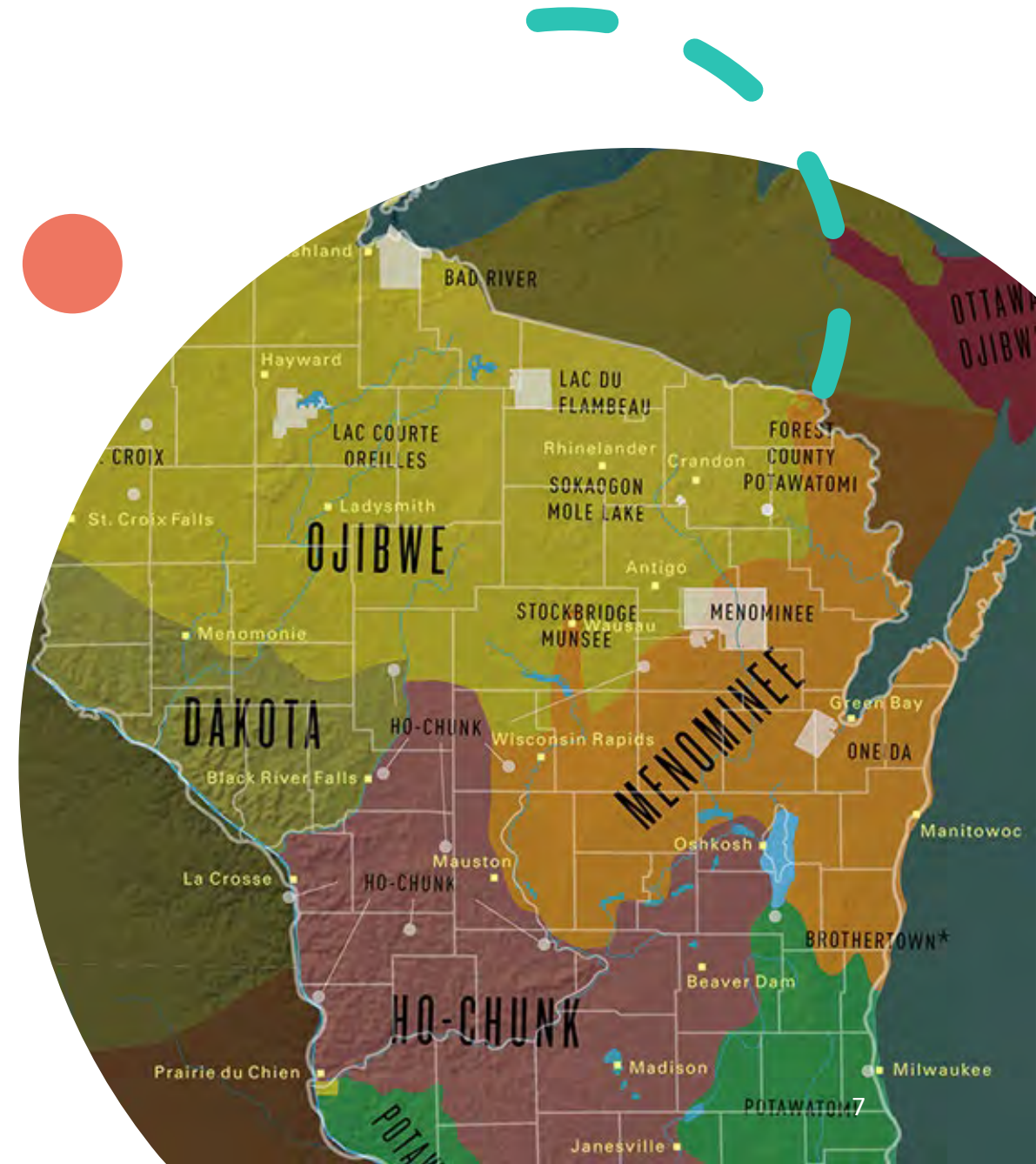
- Daniela Guerrero, MA, LPC
- Bilingual Trauma Therapist and Senior Executive
- Reflections Mental Health
- Bachelor's in Psychology at UW-Madison
- Master's in Clinical Psychology at Cardinal Stritch University






# 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.”

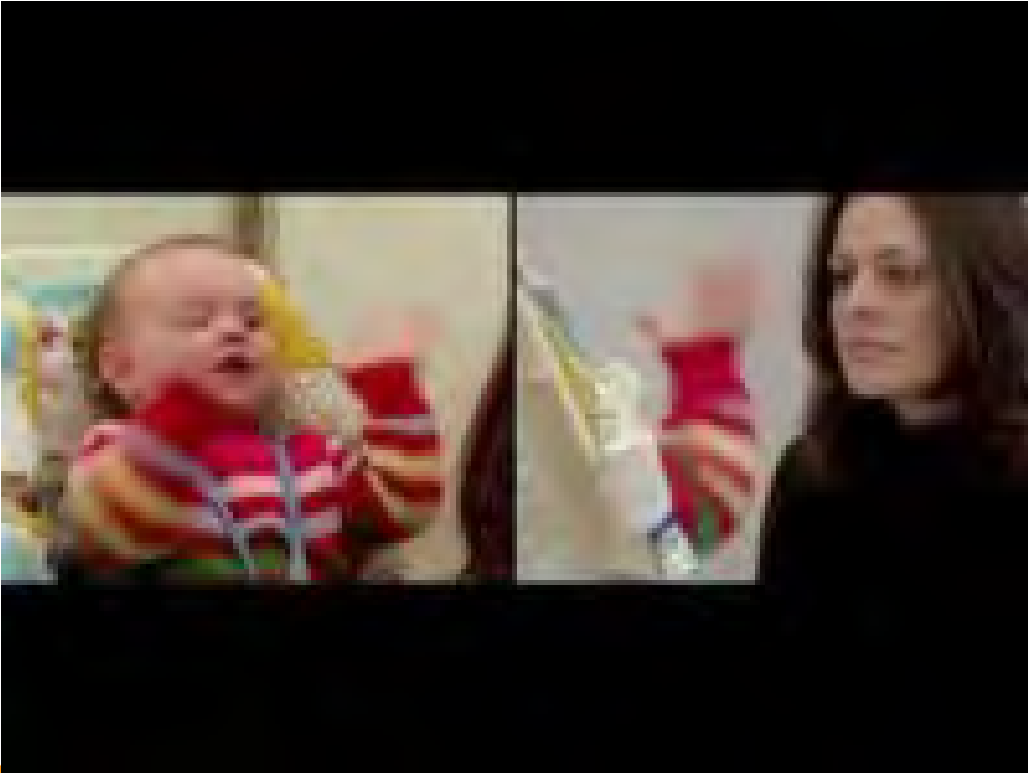
Sarah Benamer, Trauma and Attachment





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

## Secure (Seguro)

- Distress when caregiver leaves
- Greets when they return

## Avoidant (Evitativo)

- Does not seek caregiver when they return
- Focuses on other things

## Ambivalent (Ambivalente)

- Distressed when caregiver leaves
- Difficult to console
- Does not focus on environment

## Disorganized (Desorganizado)

- Fears close proximity to caregiver
- High emotions
- Dissociation



# Attachment Styles in Adults

## Secure (Seguro)

- Secure in relationships
- Seek support from partner

## Dismissing (Evasivo)


- Autonomous
- Emotionally unavailable
- Keep partner's at a distance emotionally

## Preoccupied (Ansioso)

- Fear of rejection
- "Needy"
- Requires a lot of attention

## Disorganized (Desorganizado)

- Difficulty with emotional regulation
- Combination of dismissing and preoccupied
- Does not handle stress well
- Erratic behavior

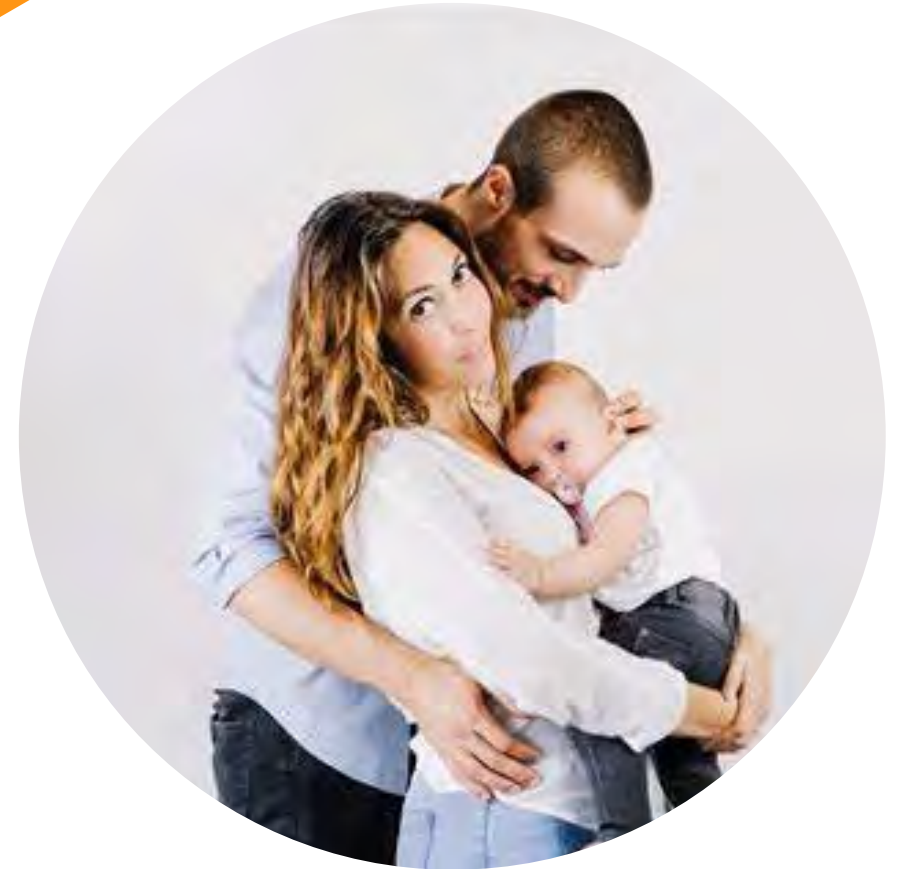


Enhancing  
Caregiver/Child  
Relationship



# 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



1/5/2023

The background is an abstract painting featuring a central face rendered in dark, muted tones. The face is surrounded by swirling, organic shapes in shades of olive green, teal, and dark brown. In the bottom right corner, there are several short, thick, teal-colored dashes arranged in a curved pattern.

# Conclusion

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



Thank you

Daniela Guerrero, MA, LPC

[dguerrero@reflections mhwi.com](mailto:dguerrero@reflections mhwi.com)

[reflections mhwi.com](http://reflections mhwi.com)

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