

Attachment-based Practice with Adults

Understanding strategies and promoting positive change

A course for professionals who work with people in distress or who are at risk of harm to themselves or others

Facilitated by Clark Baim and Lydia Guthrie



In association with

change point 
training and development

“(The...) best training I have had in years, very powerful and so worthwhile. I got so much out of it – worth every penny”

2007 participant

“This was the best training I have EVER been on and a must for all people involved in mental health.”

Clinical Psychologist, 2013 participant

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Attachment-based Practice

Understanding strategies and promoting positive change

Programme

Part One:

Introduction to attachment-based practice - 4 days

Four days: (three days plus one follow-up day six weeks later to look at results of practical implementation). This part of the course is based on chapters 1–8 of the course text, 'Attachment-based Practice with Adults,' by Clark Baim and Tony Morrison

Day One: By the end of day one, you will understand ...

- The essential aspects of the Dynamic-Maturational Model (DMM) of Attachment and Adaptation across the lifespan.
- The family and systems perspectives on how attachment strategies are formed.
- The developmental factors that contribute to the development of secure and insecure attachment strategies.
- Attachment theory as a strengths-based, non-labelling and non-pathologising approach.

Day Two: By the end of day two, you will understand ...

- The five key memory systems relevant to understanding how attachment strategies develop and function.
- How to identify attachment strategies in speech and behaviour.
- How to apply theory in practice through discourse analysis of several case study interviews.
- How the DMM connects with the emerging fields of interpersonal neurobiology and narrative medicine.

Day Three: By the end of day three, you will understand ...

- The LEARN Model for promoting narrative integration and improving psychological functioning.
- The impact of unresolved loss and trauma and the implications for assessment and intervention.
- What it means to be psychologically integrated, and what it means to re-organise one's mind in relation to perceived dangers.
- How to begin to apply the learning to your own cases.

Follow-up day: Six weeks later

- This day partly serves as a refresher, as we re-visit key themes and learning from the first three days.
- Course participants also report back on an assignment completed during the interim. Assignments are chosen from a list of options, and participants can also devise their own assignment to best fit with their working practice.
- Where participants bring written transcripts of sessions they have conducted, which is one of the assignment options, we read and discuss the transcripts, considering aspects of interviewing, discourse, and possible implications for understanding the client and formulating plans.

Part Two:

Techniques and exercises for attachment-based practice - 3 days

In this segment, we focus on chapter 9 from the course text, looking at practical techniques and exercises for working in an attachment-informed way with clients. This is a highly experiential segment of the course, and most of the learning takes place in small group activities.

By the end of this segment, you will understand how to deliver a range of attachment-based exercises with clients, including:

- Identifying and using my strengths.
- My social and cultural world – what's important to me?
- The life timeline.
- My family tree and its hidden legacies.
- Conducting my internal orchestra.
- Attachment-based problem solving.
- Other techniques aimed at improving self-understanding, building social connections and practising life skills.

Part Three:

Attachment-based supervision: supporting, supervising and sustaining practitioners - 2 days

In this segment of the course, we focus on chapter 10 from the course text, which addresses attachment-based supervision. This two-day workshop is for supervisors and people who are on track to become supervisors. It is also suitable for supervisees who wish to become better informed about the process of supervision and the supervisor and supervisee roles.

By the end of this segment, you will understand ...

- The four functions of supervision.
- Morrison's '4 x 4 x 4' model of supervision.
- The reflective learning cycle (Kolb) and how it relates to the Dynamic-Maturational Model of Attachment.
- How the attachment strategies of supervisor and supervisee impact on the process of supervision.
- The 'cascade effect' of supervision.
- The crucial role of attachment-informed supervision in helping practitioners to notice, process and make use of powerful feelings that emerge during work with clients.
- How to undertake a 'bridging interview' with supervisees who are underperforming.

Part Four:

Consolidating and embedding the learning: integrating attachment-based practice in the long-term - 1 day

It is recommended that delegates attend this one day follow-up, between four and six months after the earlier parts of the course have been completed. A key aim of the review day is to offer course members an opportunity to reconnect and share their stories of how the attachment-based approach has impacted their work.

The overall purpose is to consolidate and further embed the learning, to improve the course, and to consider any next steps that would help to further develop and embed the learning.

On this one day workshop, we cover the following topics:

- **Re-visiting and refreshing** key theory from the course. For example: The DMM Model, memory systems, discourse markers, The LEARN Model, techniques for interviewing.
- **The What:** What has changed in my practice? What if anything am I doing differently? We will discuss experiences and consider case examples.
- **The How:** How has the change occurred? How is it going? Are there any barriers I am encountering? Any further input needed?
- **The Why?** Why is this significant or important? Why is attachment-based practice relevant, based on my own experience?
- **What impact?** What difference has the training made to individual practice and also to the experience of clients and their families? We will consider case examples and various forms of qualitative and quantitative evaluation to assess the impact of the training.
- **What's next?** Next steps in integrating the attachment-based approach.

Prior to this review day, we ask participants to prepare a brief summary in response to the above aims and topics of the day. The brief summary can be in the form of a short written summary, bullet points, or any visual or other means of sharing with the group your experience of the learning and how you are using the attachment-based approach. It will help if your summary focuses on one or more specific case examples or other specific instances from your practice. We will ask you to be willing to present and/or discuss your summary on the day.

“Thank you for an absolutely amazing training experience. It was most inspiring. I learnt so much and I am now paying particular attention to detail when talking to clients and making sense of their discourse.”

2013 participant

About the programme

Attachment theory is essential for understanding how human beings function in relationships and how people develop social and psychological difficulties. It is also fundamental for understanding what constitutes psychological well-being. While attachment theory is a fascinating field of study, busy front line practitioners and supervisors are best served with training that helps them to translate the theory into principles, tools and practical strategies for working. This course does just that. It is designed to increase the confidence of practitioners and supervisors to act as change agents with their clients and supervisees, and to understand and relate to people in an attuned way.

This training course introduces contemporary attachment theory, its links with child development, neurobiology and the emerging field of narrative medicine, which harnesses the powerful effects of personal stories on human development. The course uses powerful case studies to illustrate how and why people develop different attachment strategies.

The course is primarily designed for practitioners who work with adults. People who work with children and adolescents have also found the course relevant because it covers the development of attachment strategies and psychological self-protective strategies from birth across the lifespan, and also because professionals who work with children also work in the context of family systems and often with the adults who care for the child.

Course structure

(four segments of 4-3-2-1 days, totalling 10 days):

- **Part One:** Introduction to attachment-based practice (4 days)
- **Part Two:** Practical exercises for use in attachment-based assessment and intervention (3 days)
- **Part Three:** Attachment-based supervision – supporting, supervising and sustaining practitioners (2 days)
- **Part Four:** Consolidating and embedding the learning: Integrating attachment-based practice in the long-term (1 day)

Course duration – 10 days spread over 9 to 12 months.

Part One is a pre-requisite for attending the later segments, but can also be commissioned as a stand-alone course.

This programme is a mixture of presentation, audio playback of case study interviews, and participatory work, with a strong emphasis on the development of the practical skills of reflective practice, discourse analysis, assessment and motivational dialogue.

Who is this course for?

Practitioners and supervisors in:

- social work
- mental health
- psychological therapy services of all types
- medicine and palliative care
- adoption and fostering/children's and families services
- education
- criminal justice
- students on qualifying and post-qualifying courses.



Feedback from recent training courses on Attachment-based Practice, led by Clark Baim and Lydia Guthrie

Impact / outcomes of the training

“At a strategic level this training has contributed in a large measure to achieving [our] vision for adult social work and the requirements of the Social Work Reform Board following Professor Munro’s report. Attachment informed practice strongly enables staff to return to the relationship based social work Professor Munro has advocated. [...] The non-pathologising approach integrates very effectively with social work ethics and values and an empowering approach to supporting people to make positive change. This work supports reflective practice, continuous professional development and can be linked directly to the Professional Capabilities Framework (College of Social Work).”

(Executive Head of Service – Adults and Safeguarding, 2012)

Course content

“The development of active listening skills in this course and the focus on types of coping strategies used by people under stress will be invaluable in all social work interactions. I was encouraged to challenge my assumptions with regard to certain clients’ behaviour, particularly confrontational clients, and encouraged to work to understand the underlying reasons for the behaviour. I was also encouraged to balance task-led work with person-centred, relationship-based work on a human level. This was excellent and thought-provoking training – really enjoyable and informative. The presentations were given in a calm and clear way.”

(Social Worker)

Trainers’ style

“Very knowledgeable, and good interaction with the group – lots of opportunities to ask questions and have discussions.”

(Assistant Head Teacher, primary school)

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Facilitated by Clark Baim and Lydia Guthrie

Course Facilitators



Clark Baim, M.Ed., BPA, UKCP, is a Senior Trainer in Psychodrama Psychotherapy and Co-Director of the Birmingham Institute for Psychodrama. He and Lydia Guthrie are Co-Directors of Change Point Ltd., a training organisation focusing on the social care, mental health, voluntary and criminal justice sectors. In the 1980s, Clark was the founder and first Director of Geese

Theatre UK, using applied drama in prisons and probation. In the 1990s, he worked as a group psychotherapist for five years at HM Prison Grendon, and between 2000 and 2012 he was the Co-Lead National Trainer for Sexual Offending Groupwork Programmes run by the Probation Service. He has studied extensively in the Dynamic-Maturational Model of Attachment and Adaptation with Dr. Patricia Crittenden, and developed this course with Tony Morrison in 2002. He has trained several thousand practitioners from many disciplines in attachment-based practice. He is the co-author and co-editor of five books and author of numerous articles and chapters in journals and books.



Lydia Guthrie, MA Hons, MSc, Dip SW has a long track record of work in the criminal justice and voluntary sectors, including working with adults with disabilities and socially excluded young people. She qualified as a social worker in 1998, and worked for the Probation Service between 1998 and 2009. She has held a

wide variety of roles, including Treatment Manager of the Thames Valley Sexual Offending Groupwork Programme and Senior Probation Officer, supervising a busy urban team of Offender Managers in Oxford. This work focused on the risk assessment and management of high risk offenders, and on the delivery of programmes for sexual offenders, domestic abusers and their partners. Between 2009 and 2012 she was the Co-Lead National Trainer for the Probation Service's Sexual Offending Groupwork Programmes. Lydia has studied extensively in the Dynamic-Maturational Model of Attachment and Adaptation.

How to book

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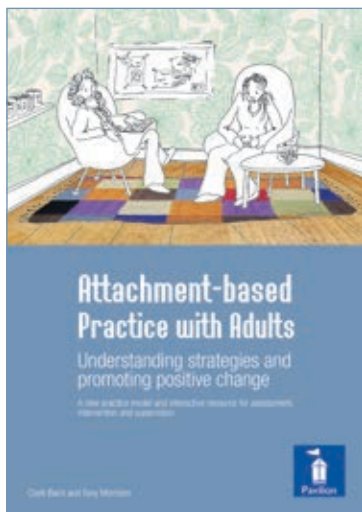


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The course text is
Attachment-based Practice with Adults
Understanding strategies and promoting positive change

by Clark Baim and Tony Morrison. Published in 2011 by Pavilion Publishing and Media



This illustrated, multi-media resource offers a theoretically coherent, practice-based model for the application of attachment theory in working with any adults, including those who pose a risk to themselves or to other adults or children. Illustrated, colour-coded print material with audio DVD, including: five audio and print-based case studies and interviews with guided practice exercises, a 42pp interviewing guide plus discourse marking sheets, 10 exercises for assessment and intervention with clients, and a wealth of background information and guidance. Based on a model which complements existing therapeutic methods; it includes powerful audio and written stories which

bring theory to life; provides frameworks and tools to enhance the capacity of practitioners and to inform supervision.

At the heart of the resource is the five-step LEARN model, a flexible interviewing strategy which helps practitioners work with confidence in an attachment-informed way. Having introduced contemporary attachment theory, its links with neurobiology and the importance of personal stories, the manual and audio DVD provide five powerful case studies to illustrate the three different attachment strategies, with audio interviews, commentaries and guided practical exercises. A detailed interviewing guide provides an invaluable framework for conducting and making sense of interviews, with examples of possible responses which might promote integration. Further exercises provide the basis for assessment and intervention with clients, and a final section shows how attachment-informed supervision can help to enhance practice.

This work-based resource increases the confidence of practitioners to act as change agents with their clients, and to relate to them in attuned and effective ways. It can be used by individuals, teams, co-workers, supervisors and teachers/trainers to reflect on and improve the preparation, use and support of attachment thinking in practice. It speaks to diverse professions and modalities and can be used in a multi-disciplinary environment by both adult and children's services.



Reviews:

“But what should I do?!” This is what clinicians ask me after every talk. Baim and Morrison have filled a crucial need in Dynamic-Maturational attachment theory: the translation of theory into practice. After two decades of theory development, accomplishing this is my personal goal for the next decade. This book marks a strong beginning – and it is aimed exactly where it is needed most: toward ‘feet on the street’ professionals who must resolve the problems of troubled families every day. The ideas are fresh and integrative; the language is clear. Bravo!”

Patricia M. Crittenden, PhD

Developmental Psychopathologist and Founding President of IASA (The International Association for the Study of Attachment)

Attachment-based practice has an integral place in work with individuals who have complicated lives. This is a wonderful resource that is nurturing and empowering in its approach. It makes complex theory understandable and useable. The clear frameworks, resources and step by step approach will build confidence in practitioners. In itself it is motivating and will make you believe ‘I can.’”

Lynda Regan

Children's Service Manager,
Cornerstone Project, Eccles

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