



# Attachment as a Practice-Focused Lens: Supporting Relational Security

**Two days of foundations and active interventions for specific developmental periods.**

**Day 1: Attachment Across the Lifespan.** Attachment consists of diverse lifespan phenomena. Studies have now expanded including all age cohorts: younger and older children, adolescents, adults and older adults. Both understanding and responding to attachment needs of each group requires knowledge of important differences and similarities, continuities and discontinuities. This seminar provides a unique overview of practical interventions applicable across the full attachment lifespan. For each age group, one evidence-based approach will be engaged whereby specific skills and activities are explored with a focus on applicability for practice. Although fewer practitioners work with every lifespan age group, awareness of the full spectrum remains valuable for understanding clients, their families and their relations. After an initial introduction to Attachment Theory, the seminar focuses on six specific age groups. **(1)** The initial glance takes in earliest pre-language attachments where implicit patterns of interaction dominate. Some of the greatest clinical progress in the attachment world has occurred in supporting first attachments with key caregivers. **(2)** The emergence of goal-corrected partnerships between ages 2 and 5 has historically received less attention than earlier attachments. Indeed, we have only recently been able to fully measure. But social work home visit interventions are producing valuable evidence for shifting less optimal attachments. **(3)** Middle childhood attachment includes greater integration within the family system and new attachments possibly formed with key mentors such as teachers and sports coaches. The practical value of promising combinations of attachment and system interventions will be considered, especially as regards school performance. **(4)** Adolescence sees the emergence of an individual's first peer or symmetrical attachments as adulthood beckons. This period remains the most challenging as our grasp of these immense changes remain only partially understood. Again, a look at the more efficacious interventions for the world of the adolescent will be explored: both parent-child and peer. **(5)** Adulthood sees the emergence of new long-term relationships, both romantic and close friendships. The application of attachment to couples work as depicted in Susan Johnson's important work with Emotionally Focused Therapy [EFT] for couples takes the next focus. **(6)** Finally, the seminar concludes with a vital glimpse of emerging research on shifts in attachment in later life. Existential and familial considerations will also be taken up for this period.

In summary, Day 1 seeks to skill up mental health workers by providing a relatively focussed but still comprehensive picture of the most current research and available practical interventions by lifespan period.

## Learning objectives of Day 1.

1. Understand attachment across each phase of development.
2. Develop a more comprehensive understanding of client's relational world.
3. Apply most recent evidence-based interventions.
4. Coach clients struggling with parental responses to their children.
5. Envision the emerging and complex world of adolescent relationships.
6. Assist clients in enhancing their attachment relationships.
7. Develop attachment informed strategies with client's whose parents or loved ones may suffer with Alzheimer's and dementia.

**Day 2. Working with Disorganised Attachment.** The concept of attachment difference within Attachment Theory has offered a truly valuable framework to understand many of the serious mental health care risks associated with childhood difficulties. This second 2020 attachment seminar extends this focus to addressing a relatively new set of adult differences identified as 'attachment disorganisation', something potentially influenced by 'early and ongoing' trauma and associated with adult personality disorders. In addition to clarifying current knowledge of 'attachment disorganisation' into adulthood, the seminar will also introduce more integrated approaches to treatment that include attachment and might also provide greater direction to our work. The first half of the seminar will focus on updating current empirical understandings of 'attachment difference' and identifying manifestations of 'disorganised attachment' in adulthood. The aim is to provide an informative picture of adult disorganization that will enhance initial assessment and evaluation of ongoing clinical progress. Historically, the traditional adult identifications of maladaptive attachment—Unresolved/Disorganized/Cannot Classify Attachment (categories from the ground-breaking Adult Attachment Interview (AAI)) and Fearful-Avoidant Attachment (a continuum quadrant emerging from well validated self-report tools in Social Psychology)—have proven too broad to adequately inform clinical concerns; the two measures have also proven difficult to integrate. However, researchers have begun to identify greater specificity in the more disordered adult 'disorganised attachment' through the employment of new and expanded measures. Participants will be introduced to currently proposed specifics for 'disorganised attachment' in adulthood, drawing on important updated measures of attachment difference. Groups will consider these perspectives in light of their work with clients who are confronted by longer-term mental health challenges. 'Disorganised attachment' will also be considered in light of early and ongoing experiences of trauma and dissociation. The second part of the seminar focuses on clinical skills for addressing 'disorganised attachment'. Focus on the clinical alliance and ongoing development of attachment will be addressed. Attachment Theory has greatly contributed to

## Learning objectives of Day 2.:

1. Identify important and emerging dimensions and measures of disorganised attachment and how they differ from more functional attachment styles, including a confirmatory factor, dimensionally coded AAI (Haltigan et al 2014), the Hostile-Helpless States of Mind Coding in the AAI (Lyons-Ruth et al 2005), Goal-Corrected Partnership in Adolescence Coding Scale (Lyons-Ruth et al 2005) [also now validated with young adults], and the recent Adult Disorganized Attachment for Romantic Relationships measure (Paetzold et al 2015).
2. Differentiate the more reliable depictions of disorganised attachment, trauma, dissociation personality disorder from less helpful oversimplifications.
3. Understand possible dynamics in disorganised adult romantic relationships, including risk of abuse.
4. Clarify clinical responses for working with disorganised adult attachment, esp. in context of trauma and personality disorders.
5. Assist clients in enhancing their emotion regulatory skills.
6. Evaluate options for longer term work that may sit outside 10 session models.



**Kevin Keith, PhD** is a counsellor, psychotherapist and supervisor. He splits time between private practice and education/academic activities. He is a lecturer in the Jansen Newman Institute (JNI) and Australian College of Applied Psychology (ACAP). In 2017, he completed his PhD at the University of Sydney (History and Philosophy of Science Unit) with primary research interests in Attachment Theory. His thesis—The Goal-Corrected Partnership: A Critical Assessment of the Research Programme—brings focus on attachment development post-infancy. This work rearticulates Attachment Theory in light of advances in the lifespan developmental sciences, especially approaches to biological complexity. Kevin presents regularly on Attachment Theory to a wide range of audiences, including a May 2016 paper at the International Society for Philosophy of Psychiatry in Atlanta GA USA [on attachment within the NIMH Research Domain Criteria, an alternative model to the DSM-5]. He is acclaimed as an engaging and inspiring presenter whose seminars change the way therapists perceive and work with their clients in ways that surprise and delight.

**This training may qualify for Focused Psychological Strategies (FPS) CPD. Please refer to the Dept. of Health <http://www.health.gov.au/internet/main/publishing.nsf/content/mental-ba-focus#cpd> for more information.**

**MELBOURNE: 7<sup>th</sup>-8<sup>th</sup> October 2020**  
MANTRA ON RUSSELL

**SYDNEY: 20<sup>th</sup>-21<sup>st</sup> May 2020**  
UTS SHORT COURSE ROOMS

Our continuing professional development events meet the quality standard recognised by many relevant professional associations including psychology, social work, occupational therapy, mental health nursing, community work, counselling, psychotherapy and more.

*We recommend checking with your association for the correct calculation of points for this event.*

A certificate of attendance for 14 hours of face-to-face training is issued in the week following attendance at this event.

### DAY ONE

#### Morning Session

Includes a short morning tea break.

Attachment Introductory Basics; Understanding development and current interventions for infancy, pre-school and middle childhood.

### DAY TWO

Exploring Disorganised Attachment: (1) early and ongoing development, (2) current measures, (3) newly identified behaviours and manifestations.

Understanding overlapping concepts: Disorganised attachment, trauma, dissociation and personality disorder.

How to assess attachment in clinical setting without specific measures.

Practicum 1: Exploring the therapeutic relationship as a vehicle for traversing hope and despair.

Practicum 2: Identifying and working within an integrated therapeutic model.

Practicum 3: Longer-term psychotherapy work [the big picture] - integrating attachment within a case-based approach. Finding ways to work within and beyond time-limited therapy?

Evaluation and closing.

#### Afternoon Session

Includes a short afternoon tea break.

Understanding development and current interventions for adolescence, adulthood and later life.

***"Understanding lifespan attachment phenomena—both the similarities and differences by unique age period—, enables us to engage more effectively with our clients and their families. Recent research into Disorganised Attachment has provided valuable insights into how 'early and ongoing' attachment develops through adolescence and into adulthood, offering greater specificity from which to identify client difficulties and apply more informed responses"***

Kevin Keith

#### How will you benefit from attending this training?

- Gain a view of current research on the full lifespan of attachment phenomena and possess a more comprehensive perspective on evidence for interventions at each stage of the lifespan.
- Expand skills and practice interventions for age specific attachment.
- Gain a current understanding of adult 'disorganised attachment' and apply current findings on disorganization to enhance client assessment and ongoing case formulation.
- Expand skills and practice interventions for working with disorganization in the context of trauma and personality disorders.

#### Registration details:

Registration fee: **\$596**

A current PDP 'Student and New Graduate' discount code may be applied to this standard registration fee. (Apply online)

This seminar provides 14 hours for CPD points.

Morning tea, lunch and afternoon tea included.

We accept payment by Visa, Mastercard, Amex PayPal, cheque and EFT.

**N.B: These two days were previously taught as separate seminars. Based on attendee feedback, they have been combined with all repeated material removed. For those who may have taken Day 1 or Day 2 and wish to complete the series, the days can be attended individually in 2020.**

## Register at [www.PDPseminars.com.au](http://www.PDPseminars.com.au) or call us on 1300 887 622

This seminar is an updated version for 2020 of the Attachment Theory Seminar Series (4th Edition) which has been designed to extend the clinical knowledge and applied skill of Counsellors, Psychotherapists, Coaches, Psychologists, Hypnotherapists, Social Workers, Community Workers, Mental Health Nurses and Psychiatrists.

### **Here's what people have said recently about Kevin's training for PDP:**

*"Kevin is an empathic and concise educator who explains concepts and actions well, is genuine and honest about both strengths and weaknesses in current modalities and research. He is an enjoyable and supportive presence and (I) recommend him to both students of Attachment Theory and in particular to therapists in general."*

*"Great venue, food, snack, drinks etc. A lot of information covered which was fantastic for me and great value. Extra handouts a big bonus! Thank you Kevin."*

*"I really enjoyed the activities which included personal reflections on attachment – this really made the learning meaningful for me."*

*"Presenter is one of the most informed and enjoyable for me in a long time. Time went so quickly – a testament to the presenter."*

*"Wonderful – extremely engaging, riveting. The group discussions extended the learning and were so valuable."*

*"This has been one of the most enjoyable and informative PD days I have been to. Kevin is an engaging and passionate presenter."*

*"Really like the models and the handouts given to us which can be used in client sessions – wonderful!"*

*"Great to leave the training so up to date on research information to support my practice. Very relevant to my work so immediately applicable."*

*"One of the better presentations/seminars that I have attended in years. Well targeted, excellent pacing."*

*"Made it interactive and relevant to people attending."*

*"Very well done, valuable subject with application to today's profession."*

*"Thank you – I'd forgotten all the attachment stuff from formal study days – good new and helpful research, particularly dealing with 'difficult client groups', giving us and our clients hope."*

*"Very interesting, hopeful perspective."*

*"Very informative and stimulating! Made me want to explore the area of attachment more and more."*

*"Interesting references to the progression of this theory."*

*"One of the best seminars I have done! This seminar improved my understanding about attachment theory in a significant way. Kevin is an amazing presenter, he engaged participants from the beginning to the end of the seminar!"*

*"Always enjoy the high quality and clarity of Kevin's work. It is well researched, well structured, time is extremely well managed and consistent effort is made to meet the personal needs of all attendees. Gluten free food is good!"*

*"Kevin was an engaging and knowledgeable presenter who demonstrated an in-depth knowledge of his field."*

*"Great presenter, venue."*

*"PDP staff were amazing, useful, so friendly. Kevin was really great, loved his passion and knowledge. Interesting content."*