

child \_\_\_\_\_\_\_\_\_\_\_\_\_\_ parent\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Episode** | **“Seeing”**  **(Observable behavior)** | **“Guessing”**  **(Conclusions)** |
| **Pre-separation** | P  B  S  G  A  QP | Did the child use the parent as a secure base for exploration? |
| **1st Separation**  **Leave taking** | P  B  S  G  A  QP | Did the parent give a plan?  What indicators of distress about separation did you observe?  How did the dyad manage distress about separation? |
| **Episode** | **“Seeing”** | **“Guessing”** |
| **1st Separation**  **During separation** | P  B  S  G  A  QP | What indicators of distress did you observe?  How was the child different than when the parent was in the room?    How did the child manage separation? |
| **Episode** | **“Seeing”** | **“Guessing”** |
| **1st Reunion** | P  B  S  G  A  QP | Was initial reunion smooth (first 30 seconds)? (i.e. was there an update and return to play?)  Did reunion eventually become smooth (balance between attachment and exploration)?  Were there behaviors indicating avoidance, resistance, disorganized, or controlling behavior during the reunion? |
| **Episode** | **“Seeing”** | **“Guessing”** |
| **2nd Separation**  **Leave taking** | P  B  S  G  A  QP | Did the parent give a plan?  What indicators of distress did you observe?  How did the dyad manage distress about separation? |
| **2nd Separation**  **During separation** | P  B  S  G  A  QP | What indicators of distress did you observe?  How was the child different than when the parent was in the room?  How did the child manage separation? |
| **Episode** | **“Seeing”** | **“Guessing”** |
| **2nd Reunion** | P  B  S  G  A  QP | Was initial reunion smooth (first 30 seconds)? (i.e. was there an update and return to play?)  Did reunion eventually become smooth (balance between attachment and exploration)?  Were there behaviors indicating avoidance, resistance, disorganized, or controlling behavior during the reunion?  Was this reunion similar to the first reunion or different from the first reunion?  What is their pattern for managing separations and reunions? |

**Summary**

What evidence of secure attachment did you observe? How is their relationship working?

Where do they struggle in their relationship? What *changes* in their relationship would lead to greater security? (i.e. what do they need for a more balanced relationship)

INSECURE SECURE INSECURE

A1 A2 B other B1 B3 B4 B other C2 C1

avoidant- avoidant- secure- very secure secure- dependent ambivalent- ambivalent-

ignoring neutral reserved secure-feisty immature resistant

secure-controlling

Focus on exploration Balance between Focus on relationship

& independence attachment & exploration

minimization of distress openly expresses distress heightening of distress

Characteristics of Attachment Patterns

* **Secure (B):** Child is interested in interacting with the parent. Child rarely shows extensive crying during separation but may exhibit muted exploration or search for parent. Child may exhibit no distress during separation – continuing to play until parent returns. Child displays relaxed pleasure at parent’s return and interaction picks up where it left off prior to separation.
* **Ambivalent/Resistant (C):** Child is very focused on interacting with the parent and displays little exploratory behavior. May be highly distressed during separation. During the reunions, both seeks and resists contact. During reunions, may “snub” the parent by turning away and avoiding interaction. May tantrum, whine, or hit the parent.
* **Avoidant (A):** Child is focused on exploration and displays little interest in interactions which indicate a special relationship with parent. During the reunions, child may avoid parent or may engage in interactions that appear civil but formal.
* **Disorganized/Controlling (D):** *Disorganized:* When caregiver is present, child displays (1) disordering of expected sequence of behavior, (2) incomplete or undirected movements, (3) confusion or apprehension, dazed or disoriented expression, or depressed affect. *Disorganized/Controlling:* During reunion, child takes control of the interaction.