

Attachment and bonding theories

Student name:

Student ID:

Date of Submission:

Contents

Literature Review: 3

 Theoretical framework:..... 3

 Bowlby’s attachment theory: 3

 Health visiting in Northern Ireland: 4

 Infant mental health: 5

 Healthy child, healthy future: 6

 Solihull approach: 6

References: 8

Literature Review:

Theoretical framework:

Attachment is known as the emotional bond that is present between two or more people. There are multiple theories that show the factors and the strengths of the bonds that people have with each other. Most of the attachment theories show the attachment and bonding that infants have with the people.

Bowlby's attachment theory:

There is one main attachment theory that is the Bowlby's Attachment Theory where there are four stages, and each stage shows the attachment that the infant develops with the passage of time (Crittenden, 2017). The first stage is of preattachments that is when a child is born till the time when he is 6 weeks old. This stage includes signals such as crying that brings them close with the caregiver. At this stage, the baby is attached with the smell of the caretaker, their voice and is comfortable with them. The attachment is formed when the caretaker picks and smiles at a child (Fonagy, et al, 2018). There is no complete attachment till now. The next step is attachment in the making that is when the child is 6 weeks old till he is 8 months old. Here attachment gets strong; infants develop connection with familiar people. They are comfortable with their parents or grandparents and not with a person they meet twice in their life. They face separation anxiety where they show tantrums and gets upset when their caregiver leaves. The third stage is of clear cut attachment that is from 8 months to 18 months where the toddlers try to be with their caregivers only. These people who are close to the child, their bond is further strengthened as they meet the basic needs of the child, answer his attention and play with the child (Stroebe, 2019). The last stage is of formation of reciprocal attachment that is from 18 months to 2 years.

Here the child develops the language growth and understand their parents presence; their coming and going. Their anxiety of separation in the child reduces at this stage. There are a number of studies that are conducted where the focus is on the attachment and bonding of the infant. A study conducted by Berth, (2021) focused on the Bowlby theory where it uses the theory to conduct the psychoanalysis. The study was responsible for the kind of changes in infant homes for children who were present right after the Second World War. This study showed the result in these children due to the increase number of orphans and the behavior of people towards single mother with children. Another study conducted by BALTACI and BASER, (2018) shows the relation and attachment of the maternal fetal at the time of pregnancy and nursing. The study evaluated the findings of the study on the basis of the attachment theory of John Bowlby (BALTACI and BASER, 2018).

Health visiting in Northern Ireland:

In the field of nursing, the use of the attachment and bonding is very wide, especially in the maternal wards. Statistics show that the Northern Ireland has the health visiting workforce but they do not have enough exposure and capacity to deliver and show the universal CHPP for all of the children that are pre-school. Their priority is limited towards giving the contacts that the children have in their first year of life where they have different family needs (Network, 2020).

The graph below shows the results of the study conducted by Walsh, Matthews and Brugha, (2018) shows the findings of the universal child health promotion and the contacts of these programs.

CONTACT	AGE	VENUE
Ante natal visit	Post 28 weeks of pregnancy	Home
New Birth Contact	between 10-14 days (age)	Home
6-8 week contact	6-8 week contact	Home
12-14 weeks	12-14 weeks	Home
6-9 months	6-9 months	Home, clinic or community setting
1 year	1 year	Home
2-2.5 years	2 year	Home
over 3 years	3 year	Home, clinic or community setting
4 year pre-school	4 year	Telephone call, clinic or home visit

The above graph shows that the contacts are present very frequently and they are being delivered in homes rather than on clinics. The study shows that in the year 2015, there were total 23,834 children that have the need that are provided by the social services and different other child care teams. Further there were total of 5875 people who were looking after themselves and were taking their care on their own, among them 593 children belong to the age of 0-4 years old.

Infant mental health:

There are also concerns related to the infant mental health that is about how the child develops socially and emotionally in the early years of life that is from the time they are born till the age of 3 years. Infant mental health is the cause of a number of issues that includes behavior of the parents and the society they are living in (Lyons-Ruth, et al, 2017). Study conducted by Goodman, (2019) was focused on the perinatal depression and also the infant mental health.

The perinatal depression is interlinked with the risk of the adverse child development that has affect on the infant and also on the mental health of the child when they are in early childhood. There are also other interventions that act as a barrier in the relationship of the mother and infant. The study entirely focuses on how the maternal perinatal depression has an impact on the early childhood and on the infant mental health (Woody, et al, 2017). Another study shows the Leeds

of the infant mental health service that how the early relationship of the children matter the most (Hunter, Glazebrook and Ranger, 2020). This study shows the experience of the infants towards the early care giving and care taker environment where it shows how the child is being developed, both positively social and also functioning emotionally. Slade, Sadler and Zeanah, (2018) explain in their studies that there is connection between the infant mental health and the pregnancy of the mother.

Healthy child, healthy future:

There is a framework of the healthy Child, healthy Future also referred to as the HCHF. It is a framework for the universal child health promotion programme that is present in Ireland. The framework is responsible for bringing improvement in the health of the child where they assess all the emerging and possible issues that provide the children to start their life perfectly (Rodgers, Waugh and McCluney, 2020). This program is followed by all the health care centers that are present in the Northern Ireland. The framework has 10 main goals that are the main outcomes of the program. These outcomes include the strong parent child attachments that will help in providing the far better emotional and social well being. The outcome is that particular care that is selected so that the child can remain safe and healthy (England and Kenford, 2017).

Solihull approach:

In Ireland, another main thing that is present for the children and parents is the Solihull approach. This is a framework and an approach that includes 10 week of the parenting group where the parents who have children who are of the age of 0-18 years. The model is based on the containment, reciprocity and also the management of the behavior where the focus is on learning the social theory that is present in the design of the entire parenting program (Johnson, 2018).

The entire course is provided by the professionals that belong to a very wide range of people and the professionals who understand the needs and resources of the parents with children in detail. Their model is entirely related to the fundamentals of the life, this shows how people relate with each other, the kind of emotions and processes that they need to have to make a difference and bring effective change. The Solihull approach is also gaining attention in UK and scholars are also working on evaluating this approach to see its effectiveness and their way of working (Doughlas and Johnson, 2019). Study conducted by Madigon, Paton and Mackett, (2017) was focused on the service provided that is evaluation of Solihull approach course that is targeted for the foster carers. For foster care, the approach is of 12 week program that is being tailored towards the demands that are present of the task. 83 participants filled the forms for the results that show the evaluation of the program. This course helped the people in understanding and determining the effects of the trauma, communication, containment and also the ability to understand the child and meet their demands. The results of the study also showed that the how the course help the parents in fostering their child and in understanding the kind of role that they play in the early experience of life in their child's life. They also get to know about how they need to appreciate their child and not blame them for their actions in the early age. All of the participants gain the effective knowledge and understanding of the course; they also understand the process of staying calm, being more confident and take care of their children along with themselves. The findings of the Solihull approach show that there was very strong sense within the participants and they showed that they have found the entire course to be very informative and helpful and the course has added a major value in their lives as well as their child's life (Madigon, Paton and Mackett, 2017).

References:

- BALTACI, N. and BAŞER, M., 2018. Maternal-fetal attachment during pregnancy and nursing. *Health Sciences Research in the Globalizing World*, p.123.
- Berth, F., 2021. Discovering Bowlby: infant homes and attachment theory in West Germany after the Second World War. *Paedagogica Historica*, pp.1-17.
- Crittenden, P.M., 2017. Gifts from Mary Ainsworth and John Bowlby. *Clinical Child Psychology and Psychiatry*, 22(3), pp.436-442.
- Douglas, H. and Johnson, R., 2019. The Solihull Approach 10-week programme: a randomised controlled trial. *Community Practitioner*, 92(7), pp.45-47.
- England, N.H.S. and Kennford, E., Child Health.
- Fonagy, P., Luyten, P., Allison, E. and Campbell, C., 2018. Reconciling psychoanalytic ideas with attachment theory. Guilford Press.
- Goodman, J.H., 2019. Perinatal depression and infant mental health. *Archives of psychiatric nursing*, 33(3), pp.217-224.
- Hunter, R., Glazebrook, K. and Ranger, S., 2020. The Leeds Infant Mental Health Service: early relationships matter. *Journal of reproductive and infant psychology*, pp.1-14.
- Johnson, R., 2018. Improvements in parenting achieved with innovative online programme: Preliminary evaluation of ‘Understanding Your Child—Online’(UYC-OL): A Solihull Approach course for parents and carers. *Educational and Child Psychology*.

- Lyons-Ruth, K., Todd Manly, J., Von Klitzing, K., Tamminen, T., Emde, R., Fitzgerald, H., Paul, C., Keren, M., Berg, A., Foley, M. and Watanabe, H., 2017. The worldwide burden of infant mental and emotional disorder: report of the task force of the world association for infant mental health.
- Madigan, S., Paton, K. and Mackett, N., 2017. The Springfield Project service: evaluation of a Solihull Approach course for foster carers. *Adoption & Fostering*, 41(3), pp.254-267.
- Network, N.B., 2020. Community Services benchmarking Deep dive report for Health Visiting.
- Rodgers, H., Waugh, I. and McCluney, J., 2020. Healthy Child, Healthy Future: Health Review Statistics for Northern Ireland 2018/19.
- Slade, A., Sadler, L.S. and Zeanah, C.H., 2018. Pregnancy and infant mental health. *Handbook of infant mental health*, pp.25-40.
- Stroebe, M., 2019. The Study of Security and Separation: An Unexpected Forerunner of Attachment Theory?. *OMEGA-Journal of Death and Dying*, p.0030222819880706.
- Walsh, A.M., Matthews, A. and Brugha, R., 2018. From Brain Drain to Brain Gain: Ireland's nursing and midwifery workforce.
- Woody, C.A., Ferrari, A.J., Siskind, D.J., Whiteford, H.A. and Harris, M.G., 2017. A systematic review and meta-regression of the prevalence and incidence of perinatal depression. *Journal of affective disorders*, 219, pp.86-92.