

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 387R	Instructor:	Christine Winston, LCSW-S
Unique Number:	59695	Email:	christinewinston@utexas.edu
Semester:	Fall 2020	Office:	N/A
Meeting Time/Place:	Wed 5:30-8:30pm	Phone:	512.289.5802
Room:	ZOOM via Canvas	Office Hours:	Wed 5:00-5:30 and by appt.

Child and Adult Attachment in Clinical Social Work Practice

I. Standardized Course Description

The concept of attachment has gained increased recognition as the scope of brain research has grown. While attachment theory initially focused on early childhood relationships with caregivers, current literature includes the impact of disrupted attachment through the lifespan. This course will focus on attachment dynamics across developmental stages, including child, adolescent, and adult relationships. Both theoretical and treatment applications will be emphasized, and particular attention will be given to the impact of child maltreatment and parental/family functioning.

II. Course Objectives

Upon completion of this course, students will demonstrate the ability to:

1. Identify various elements of attachment disruption using a biopsychosocial framework.
2. Critically assess differential diagnoses in children and adults who might have attachment-related issues.
3. Evaluate the ethics and effectiveness of treatments available for attachment-disordered individuals.
4. Apply attachment theory in assessing and treating the individuals and families who interface with social work practice.
5. Develop relational skills considered effective in working with children, families, and adults who have experienced attachment disruption.
6. Discuss the interconnection of current brain research and interpersonal neurobiology on attachment theory and practice.
7. Discern cross-cultural and global attachment issues and practices with particular emphasis on increasing cultural awareness and sensitivity.

III. Teaching Methods

This class will be taught using a variety of methods with an emphasis on clinical applications via an active, learning-centered model. Teaching methods might include role-plays and simulations, case examples, student presentations, videos, class discussions, small breakout room interactions, collegial consultation, lectures and guest lectures. The assignments will provide the opportunity for "learning by doing" in role-play, small groups, and individual and group projects. To achieve success in learning in this course, you must stay current with course readings and materials. In addition, you must participate in discussions and small group work, risk yourself, stretch your creativity, and attend class! You are encouraged to ask questions as well as provide the professor with information and feedback along the way.

IV. Required Texts

Brown, D. & Elliott, D. (2014). *Attachment Disturbances in Adults: Treatment for Comprehensive Repair*. NY: W.W. Norton.

Perry, B. & Szalavitz, M. (2008). *The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love, and healing*. NY: Basic Books.

Siegel, D. & Hartzell, M. (2003). *Parenting from the inside out*. NY: Penguin Putnam, Inc.

Solomon, M. F. & Tatkin, S. (2011). *Love and war in intimate relationships: Connection, disconnection, and mutual regulation in couple therapy*. NY: W. W. Norton.

Wallin, D. (2007). *Attachment in psychotherapy*. NY: Guilford.

Any additional course readings will be located on Canvas, offered in handouts, or provided via internet and downloads.

V. Course Requirements

Assignments

1. The Clinician's Own Attachment - Self Assessment (25 points)

Self-awareness is one of the keys to effective clinical practice. When working with issues of attachment, it is important to reflect on one's own experiences, the impact of these experiences, resilient qualities, and predominant ways of healing. You will complete a reflective narrative about your own primary and secondary attachment figures and your subsequent attachment qualities and characteristics. Self-Assessment detail sheet is under this assignment canvas and will be discussed in class. (Due by 5:30pm on Canvas)

2. Attachment Presentation and Paper (25 points)

Students will research a focused area of attachment that interests them and create and in class presentation to offer material in an engaging and educational way. You will complete and distribute via email and bringing a few copies to class (fact sheet will be made available electronically to students) of a 4-5 page fact sheet that summarizes the literature you researched and provides any pertinent details to assist fellow students to apply the material you have presented. The fact sheet will go beyond what the presentation slides include and should be organized in a publication-oriented, informational format. Presentation topics might be focused on identified populations, specific treatment options, or particular problem areas. Topic areas require approval from the professor in order to meet the expectations for this assignment. (presentations in class and fact sheets and slides emailed to discussion board by 5:30pm)

3. Attachment Final Exam (25 points)

This case based, take home exam will offer you the opportunity to apply what you have learned from the course material, including readings, lectures, guest presentations, class presentations, and discussion material. The test will consist of both content and application-oriented material. (Due by 5:30 pm on canvas)

4. Class Participation (25 points)

It is important to attend class on time, keep audio and video active on Zoom, remain for the entire class, and be actively and meaningfully present for effective learning and demonstration of professional behavior. Because you are graduate level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and contributions to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well. Please challenge yourself to participate.

Please note that you will not earn credit for graduate courses if your grade falls below a 'C'. You must earn a 'C' or above for credit to be given for the course.

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

Professional Conduct in Class.

Students are expected behave as professionals in class. This means arrive at class on time, be prepared to participate in the class discussion, and show respect for one another's opinions. The class will not, and should not, always agree with one another. In this environment it is a goal to be exposed to diverse ideas and opinions, and sometimes agreement with the ideas expressed by others will not occur. It is required, however, that you engage one another with respect and professionalism. Professional behavior is expected of all students in the classroom.

Attendance and Participation

The skills of leadership, assertiveness and critical thinking are an integral part of effective social work practice. All students are expected to participate fully in class activities and class discussion. Since the overall goal of this course is to help students apply knowledge and theory to practice, the success of the course is dependent upon students assuming an active role in class discussion. Attendance and participation for two-and-one-half hours of class is expected of all students. Missing more than two classes may require a Level Review, and absences can lead to a lowered grade. If you are going to be absent or tardy, please contact the professor via cell phone or email message prior to the absence or tardy. This exhibits professionalism.

Maintaining Confidentiality

Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics re: the sharing of information for educational purposes. However, discussion outside of class with individuals outside of the course regarding information shared in class about clients, supervisors or agencies is a breach of confidentiality. Breach of confidentiality is grounds for disciplinary action within the School and/or possible expulsion from the program.

Time Management

Students will lose 5 points **per calendar day** that an assignment is late. Assignments are due at the beginning of class. Papers turned in after class begins are considered late. On subsequent days, papers must be submitted by 8:30 a.m. via email to avoid an additional 5-point penalty (out of 100 points or proportionally adjusted for point totals less than 100).

Professional Communication and Conflict Resolution

The student is expected to bring any concerns directly to the professor on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, with willingness to accept feedback, and offer possible solutions.

Email will be a frequently used mode of communication between the professor and class. All students are responsible for checking their email and Canvas on a regular basis for class updates. Students are also responsible for alerting the instructor about any changes to their email addresses. Students can use email to ask the instructor questions between class meetings.

Campus Carry Policy

The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

APA Guidelines and Crediting Sources

When using information from other sources, references and bibliography should conform to current APA style. Instances of plagiarism will be dealt with according to University policy.

Special Learning Needs

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations. Students with learning challenges are encouraged to discuss special needs with the professor within the first two weeks of the semester.

Concerns about grades

Students with concerns or questions about grades are invited to discuss these with the professor. Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before** the assignment is due.

Use of Computers/Cell Phones/Smart Phones/ PDAs in the Classroom

This is a clinical course, and class participation is essential. Electronic note-taking is generally considered useful to some students but is only permitted during lecture portions of the course. Minimizing the use of computers/electronic devices ensures an environment that is conducive to group learning.

Cell phones should be silenced when class begins and remain this way throughout the duration of the class. This is considered an issue of professionalism. Text messaging during class times is disruptive to the professor and your peers and is therefore prohibited. Please step outside of class to surf the web, make calls, send or read texts, send or read emails, and/or post electronically in any way unless we are on an official break during regular class time.

Course-Instructor Survey

Students are encouraged to use their professional social work skills to discuss issues related to class. It is helpful to know of concerns in or about the class before the course-instructor survey results, and the input students provide is very beneficial to planning for the course each week. Students are encouraged to participate in the course/instructor survey at the end of the semester as well, but if issues can be addressed prior to that time, it is usually time well spent. Students are also invited and strongly encouraged to provide ongoing feedback to the professor during office hour visits throughout the semester.

VII UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes,

among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School’s website.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may

use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

IX. COURSE SCHEDULE

8/26 1	Course Overview/Syllabus Review Introduction to course material <i>Attachment experience exercise</i>	PLEASE NOTE: Readings are due to be read on the dates listed. Schore and Schore article
9/2 2	History of Attachment Theory Infant Attachment strategies/styles Bowlby to Ainsworth <i>Small group child attachment exercise</i>	Wallin, Chapters 1-2 Brown and Elliott Chapters 1-2 Optional Deeper Reading: van IJzendoorn & Sagi-Schwartz article SES and Attachment article
9/9 3	Adult States of Mind with Respect to Attachment: The Adult Attachment Interview (AAI) Mary Main and forward <i>AAI experiential exercise in class</i>	Wallin, Chapter 3-6 Brown and Elliott 3-4 Optional Deeper Reading: Brown and Elliott Chapter 5 Hesse and Main article Hesse article
9/16 4	Real world implications of interrupted attachment: Impact and treatment of trauma and Severely Disordered Attachment Discussion of Perry book Second half of class: Guest Speaker Professor Sarah	The Boy who was raised as a Dog- Perry

	McCafferty: Parenting an adopted child with attachment trauma	
9/23 5	Using Attachment theory and research to guide intervention Considering the continuum of attachment The importance of Reflective Functioning/Mentalizing/Metacognition <i>Groups will meet and decide on topics for presentations</i>	ATTACHMENT SELF-ASSESSMENT DUE BY 5:30 PM Wallin Chapter 7-8 Brown and Elliott Chapters 6, 7 Optional deeper reading: Fonagy et al, Ch 1. Attachment and Reflective Functioning: Their role in Self Organization
9/30 6	Child/Parent focused Interventions: Parenting from the Inside Out—The Whole Brain Child Impact of implicit memory on the generations <i>Small group attachment and parenting exercise</i>	Wallin Chapter ch 9 Brown and Elliott ch 9 Siegel & Hartzell—Parenting from the Inside Out (read whole book, skimming ch 5-6 and closely read 7,8,9) Hughes Chapter 2
10/7 7	Midterm course evaluation Child/Parent focused interventions: Theraplay and the importance of play Playfulness, Acceptance, Curiosity and Empathy --Attachment Based Family Therapy Bringing attachment to life in the session <i>Small group PACE exercise</i>	Wallin Chapters 10-11 Brown and Elliott Chapter 10 Hughes Chapters 3-4
10/14 8	Adult Intervention Applications: Dismissive/Avoidant clients Transference/countertransference <i>Small group case exercises</i>	Wallin Chapters 12,15 Brown and Elliott Chapters 11 and 14
10/21 9	Adult Intervention Application: Preoccupied/Anxious Adults Transference/countertransference <i>Small group case exercises</i>	Wallin Chapters 13,16 Brown and Elliott Chapter 12 Stern et al article
10/28 10	Adult Intervention Application: Disorganized states of mind Affective co-regulation Somatic interventions <i>Small group case exercises</i> <i>Sliver of memory & other Ogden worksheets</i>	Wallin Chapters 14, 17 Brown and Elliott Chapter 13 Ogden Readings

11/4 11	Attachment Application: Adult Intimate Relationships Psychobiological Approach to Couples Therapy <i>Tracking exercise</i> <i>PAI demonstration</i>	Solomon and Tatkin (book), review all, focus on chapter 4, 6-13 Optional Deeper Readings: Shaver readings
11/11 12	Attachment Application: Adult Intimate Relationships, continued Attachment in Same-Sex Relationships <i>Small group case exercises</i>	Solomon and Tatkin (book) continued Optional Deeper Readings: Josephson chapter S. Johnson readings Mohr Chapter RECEIVE TAKE HOME EXAM
11/18 13	Out of the box interventions: EMDR and Attachment <i>EMDR Video presentation</i> Ideal Parent Figure Protocol <i>IPF partner exercise</i>	TAKE HOME EXAM DUE AT 5:30 PM Brown and Elliott Ch 8
11/25	NO CLASS	HAVE A HAPPY THANKSGIVING!
12/2 14	Attachment Projects Presented and Discussed in Class	Presentations in Class Post Fact Sheets and slides to discussion board by 5:30pm

*Any additional information not listed on the course schedule will be provided in class as a handout, posted on Canvas with notification, or emailed directly to the student. Professor reserves the right to make changes to the course schedule as needed.

X. Bibliography

Badenoch, B. (2008). *Being a brain-wise therapist: A practical guide to interpersonal neurobiology*. NY: W.W. Norton & Company, Inc.

Badenoch, B. (2011). *The brain-savvy therapist's workbook*. NY: W.W. Norton & Company, Inc.

Becker-Weidman, A. & Shell, D. (Eds.). (2005). *Creating capacity for attachment*. Oklahoma City, OK: Wood 'N' Barnes Publishing and Distributing.

Brandell, J. & Ringel, S. (2007). *Attachment and dynamic practice*. New York, NY: Columbia University Press.

- Cassidy, J. & Shaver, P. (Eds.) (2008). *Handbook of attachment: Theory, research, and clinical applications*. NY: Guilford Press.
- Curran, L. (2013). *101 trauma-informed interventions: Activities, exercises and assignments to move the client and therapy forward*. Eau Claire, WI: Premier Publishing and Media.
- Crittenden, P. M. & Landini, A. (2011). *Assessing Adult Attachment: A Dynamic-Maturational Approach to Discourse Analysis*. New York: Norton.
- Flores, P. (2012). *Addiction as an attachment disorder*. Lanham, MD: Aronson.
- Forbes, H. (2009). *Beyond consequences, logic, and control: A love-based approach to helping children with severe behaviors*. Boulder, CO: Beyond Consequences Institute.
- Forbes, H. & Post, B. (2006). *Beyond consequences, logic and control (vols. 1 & 2)*. Orlando, FL: Beyond Consequences Institute, LLC.
- Fosha, D. (2000). *The transforming power of affect; A model for accelerated change*. NY: Basic Books.
- Hughes, D. (2004). An attachment-based treatment of maltreated children and young people. *Attachment and human development*, 6(3), 263-278.
- Jernberg, A. & Booth, P. (1999). *Theraplay: Helping parents and children build better relationships through attachment-based play*, 2e. San Francisco, CA: Jossey-Bass.
- Johnson, S. (2008). *Hold me tight: Seven conversations for a lifetime of love*. NY: Little, Brown and Company.
- Johnson, S. & Whiffen, V. (Eds.). (2003). *Attachment processes in couple and family therapy*. New York, NY: The Guilford Press.
- Josephson, G. (2003) *Using an Attachment-Based Intervention with Same-Sex Couples* in Attachment Processes in Couple and Family Therapy: NY: Guilford Press.
- Lieberman, A. F. (2003). The treatment of attachment disorder in infancy and early childhood: Reflections from clinical intervention with later-adopted foster care children. *Attachment and human development*, 5(3), 279-282.
- Keller, H. And Bard, K. eds. (2017). *The Cultural Nature of Attachment: Contextualizing Relationships and Development*. MIT Press.
- Mikulincer, M. & Shaver, P. (2007). *Adult attachment: Structure, dynamics, and change*. New York: The Guilford Press.
- Montgomery, A. (2013). *Neurobiology essentials for clinicians: What every therapist needs to know*. New York: W.W. Norton & Co.
- Muller, R. (2010). *Trauma and the avoidant client: Attachment-based strategies for healing*. NY:

W.W. Norton & Co.

Ogden, P. & Fisher, J. (2015). *Sensorimotor psychotherapy: Interventions for trauma and attachment*. NY: W.W. Norton & Co.

Oppenheim, D., & Goldsmith, D. (Eds.). (2007). *Attachment theory in clinical work with children*. NY: The Guilford Press.

Renn, P. (2002). The link between childhood trauma and later violent offending: The application of attachment theory in a probation setting. *Attachment and human development*, 4(3), 294-317.

Ringel, S. & Brandell, J. (2012). *Trauma: Contemporary directions in theory, practice, and research*. Thousand Oaks, CA: SAGE Publications, Inc.

Schore, A. (2003a). *Affect dysregulation and disorders of the self*. New York: W.W. Norton

Schore, A. (2003b). *Affect regulation and repair of the self*. New York: W.W. Norton

Schore, A. and Schore, J.(2007) Modern Attachment Theory: The Central Role of Affect Regulation in Development and Treatment. *Clinical Social Work Journal*. 36(1):9-20.

Schore, A. (2011). Family Law and the Neuroscience of Attachment, Part I. *Family Court Review*, 49, 501-512.

Schore, A.N.(2019). *The development of the unconscious mind*. New York: W.W. Norton

Siegel, D. (2007). *The mindful brain*. NY: W. W. Norton & Co.

Siegel, D. & Hartzell, M. (2003). *Parenting from the inside out*. NY: Penguin Putnam, Inc.

Siegel, D.J., & Bryson, T.P. (2011). *The whole-brain child: 12 Revolutionary strategies to nurture your child's developing mind, survive everyday parenting struggles, and help your family thrive*. New York: Delacorte Press.

Smolen, A. G. (2001). Connecting with Sara: Facilitating attachment. *Smith College Studies in Social Work*, 72(1), 53-75.

Solomon, B. (2002). A social constructionist approach to theorizing child welfare: Considering attachment theory and ways to reconstruct practice. *Journal of Teaching in Social Work*, 22(1/2), 131-149.

Solomon, M. F. & Siegel, D. J. (Eds.). (2003). *Healing trauma*. NY: W. W. Norton & Company.

Steele, H. (2003). Unrelenting catastrophic trauma within the family: When every secure base is abusive. *Attachment and Human Development*, 5(4), 353-366.

Tatkin, S. (2011). *Wired for love: How understanding your partner's brain and attachment style can help you defuse conflict and build a secure relationship*. Oakland, CA: New Harbinger.

van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. NY: Penguin Group.