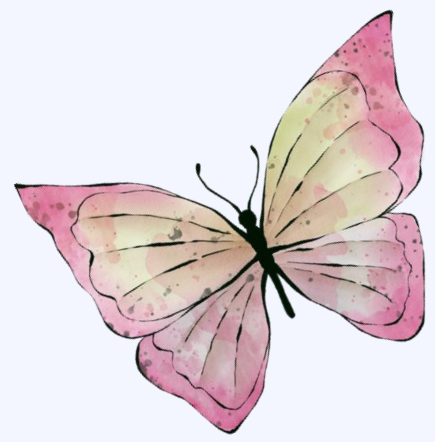




Case study: Supporting Amira, a 3-year-old child, using attachment theory.

Name: Mariah Dujon

Lecturer's name: Farah Wiita

Module: LCHS4010: Psychology in Health and Social Care

Declaration of non-use AI but did use Grammerly for checks





Learning Aims

- Describe the attachment theory and its main principles as proposed by Bowlby.
- Use the attachment theory to explain the behaviors of Amira.
- Prepare effective measures that can make Amira feel secure and confident.
- Discuss the way in which the progress will be observed and reviewed.
- Consider the strengths and weaknesses of the theory of attachment.



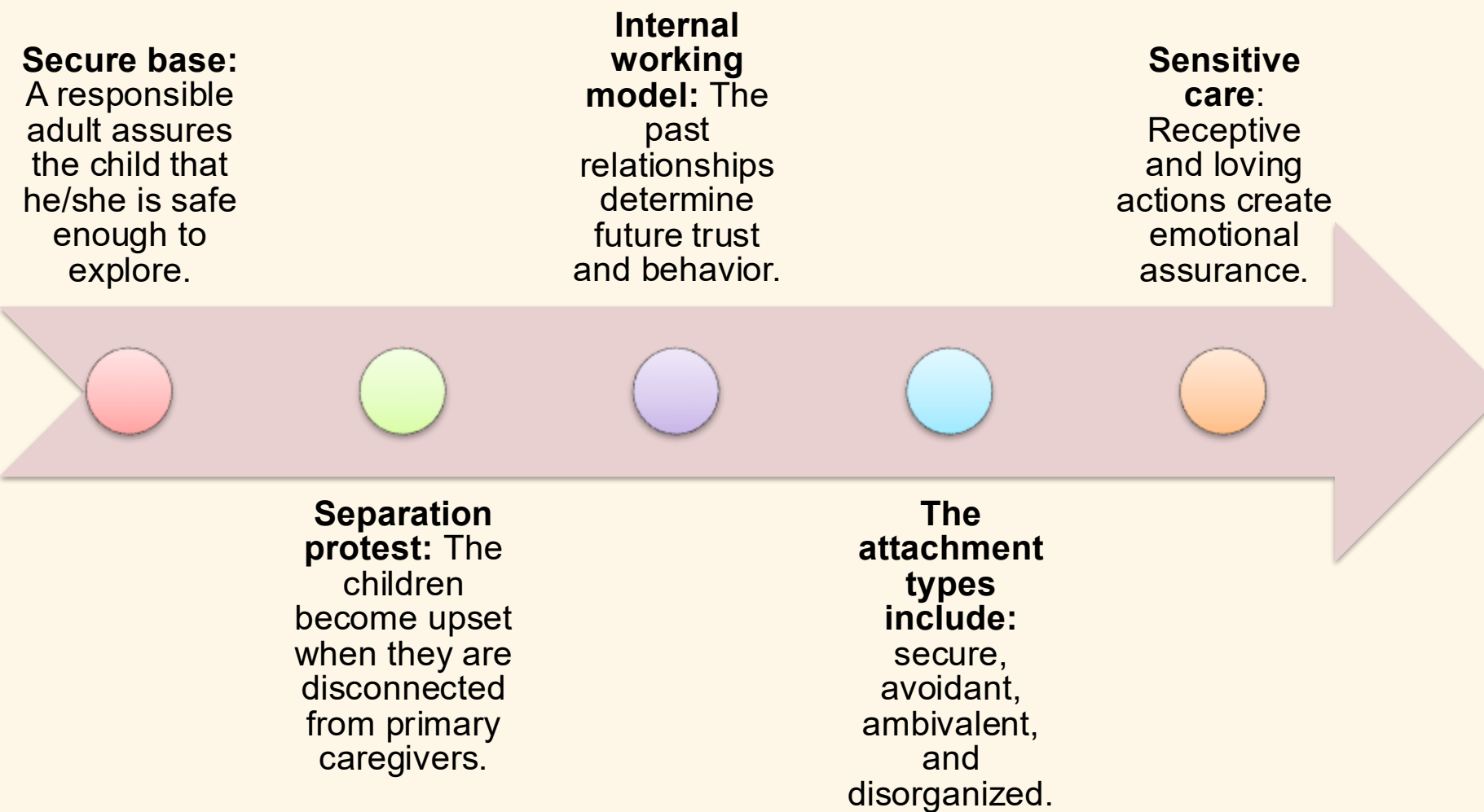
Attachment Theory Overview

- According to Bowlby's theory, children develop strong emotional attachments with caregivers.
- The bonds are secure and comforting and create a safe foundation of learning.
- Early attachment experiences create expectations for relationships.
- Healthy attachments assist children to explore and communicate as well as develop confidence.
- The theory is very popular in early-year education and social care.
- (Bowlby, 1969)





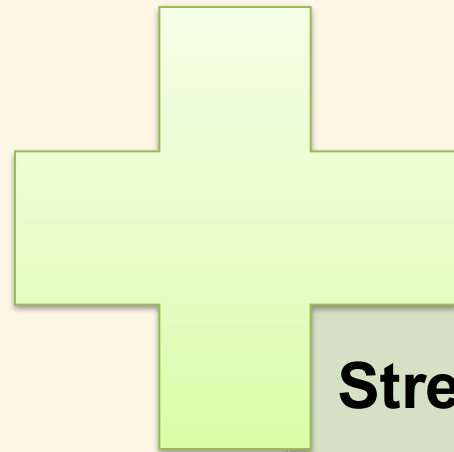
Key Concepts of Attachment



(Spilt and Koomen, 2022, n.p.)

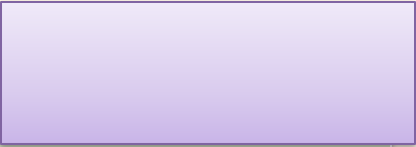


Strengths and Weaknesses of Attachment Theory



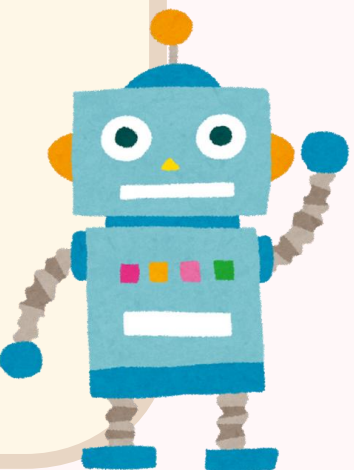
Strengths

- Applied in early education and family support (Gregory et al., 2020).
- Fosters empathy—views distress as an emotional necessity, rather than misconduct (Spilt and Koomen, 2022).
- Backed by effective studies on the sensitivity of caregivers and child outcomes (Kohlhoff et al., 2022).
- Promotes cooperation between parents and teachers (Arace et al., 2021).



Weaknesses

- Cultural difference in caregiving receive insufficient attention (Spilt & Koomen, 2022).
- Minimizes biological and temperamental factors (Wegemer and Vandell, 2020).
- Gives too much attention to the mother-child relationship and not much focus to social factors.





Case Summary: Amira

- Amira is a 3-year-old child who is a newcomer to the nursery.
- She becomes extremely upset when her parent arrives at drop-off time.
- Amira does not talk much and will tend to avoid talking when playing.
- She does not like to be closer to adults compared to the other children.
- All these indicators show that she is having a problem with separation and that she requires emotional support.





Applying Theory to Amira

- The unhappy response to the insecure attachment is evident in Amira (Bowlby, 1969).
- Her quietness may indicate a lack of confidence or anxiety.
- She requires a trusted adult who can be reliable enough to ensure she feels safe in the nursery.
- The routine and peaceful reactions will assist her in adapting (Kohlhoff and Morgan, 2022, n.p.).
- Development may be determined by less crying and increased group participation.





Relationship-Building Strategies

- Designate one key worker who will meet Amira every day and develop trust
- Adopt a consistent drop-off process using same process on a daily basis
- Ensure Amira always has a familiar object.
- Permit temporary separations, which become more frequent with time (Wegemer and Vandell, 2020, pp. 1360-1371).
- Always behave gently and comfort her when she is downhearted.





Supporting Social Skills and Working with the Family



- Have Amira play with one or two friendly classmates to develop confidence.
- Play with her and demonstrate easy conversation, turn-taking, and playing around.
- Be as brief and appreciative in every attempt she makes to communicate.
- Establish routines of obvious play, which would make her feel secure and at ease.
- Post good news and collaborate with parents in adopting some of them at home.

(Gregory, Kannis-dymand, and Sharman, 2020, pp. 109-122)



Nature, Nurture, and Theory Insights

- Her cautious nature could be a natural trait of Amira, yet her self-confidence can be developed with the help of nurturing (Kohlhoff and Morgan, 2022, n.p.).
- Attachment becomes secure with the help of biology and stable relationships.
- The environment and her everyday activities at home strongly influence her emotional development.
- Healthy development is encouraged by tailored care that achieves the right balance between comfort and simple expectations.
- Attachment theory makes staff aware of emotional needs and organizes helpful contacts (Spilt and Koomen, 2022, n.p.).





Implementation and Evaluation

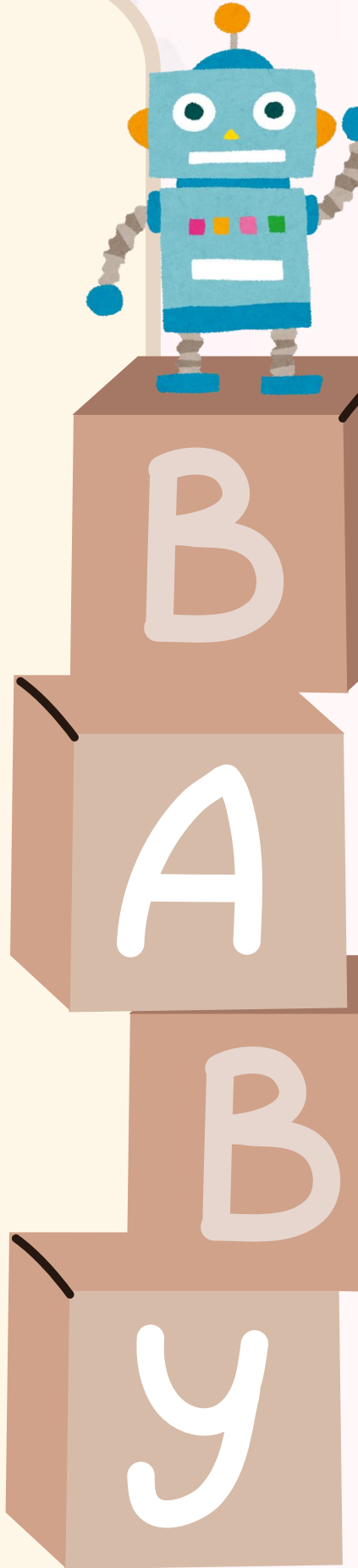
Establish a 6-week program under the key worker.

Measure the drop-off distress in track Amira on a 05 scale.

Evaluate both the length of playtime and the number of verbal contacts.

Evaluate the progress after 2 weeks and revise the strategies where necessary.

Discuss outcomes with parents and refer to SENCO in case the problems persist.



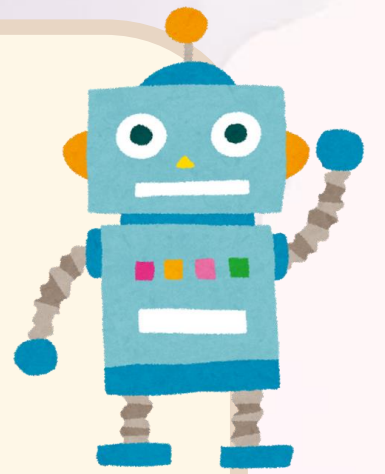


Conclusion

- Stable, delicate relationships are the basis on which Amira can feel that she is safe and has the right to explore. (Bowlby, 1969)
- Limited in duration, predictable routines and an identified key worker will minimize separation distress and assist in engagement.
- Language scaffolding through small-group play will boost her confidence and communication.
- Monitor progress using simple measures such as the drop-off scale, playtime, and vocal interactions, with follow-ups scheduled after 2 weeks and again after 6 weeks. (Wegemer et al., 2020)
- In-depth collaboration with parents and the nursery team; increase to SENCO in case of limited progress.



References



Arace, A., Prino, L.E. and Scarzello, D., 2021. Emotional competence of early childhood educators and child socio-emotional wellbeing. *International journal of environmental research and public health*, 18(14), p.7633.

Bowlby, J. (1969) *Attachment and loss: Volume 1. Attachment*. London: Penguin Books.

Gregory, M., Kannis-dymand, L. and Sharman, R. (2020). A review of attachment-based parenting interventions: Recent advances and future considerations. *Australian Journal of Psychology*, [online] 72(2), pp.109–122. doi:<https://doi.org/10.1111/ajpy.12270>.

Kohlhoff, J., Lieneman, C., Cibralic, S., Traynor, N. and McNeil, C.B. (2022). Attachment-Based Parenting Interventions and Evidence of Changes in Toddler Attachment patterns: an Overview. *Clinical Child and Family Psychology Review*, [online] 25(4). doi:<https://doi.org/10.1007/s10567-022-00405-4>.

Spilt, J.L. and Koomen, H.M.Y. (2022). Three Decades of Research on Individual Teacher-Child Relationships: A Chronological Review of Prominent Attachment-Based Themes. *Frontiers in Education*, [online] 7. doi:<https://doi.org/10.3389/feduc.2022.920985>.

Wegemer, C.M. and Vandell, D.L. (2020). Parenting, temperament, and attachment security as antecedents of political orientation: Longitudinal evidence from early childhood to age 26. *Developmental Psychology*, [online] 56(7), pp.1360–1371. doi:<https://doi.org/10.1037/dev0000965>.



Thank You

