

TRANSITIONS: From childhood to adolescence



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Declaration on conflict of interest

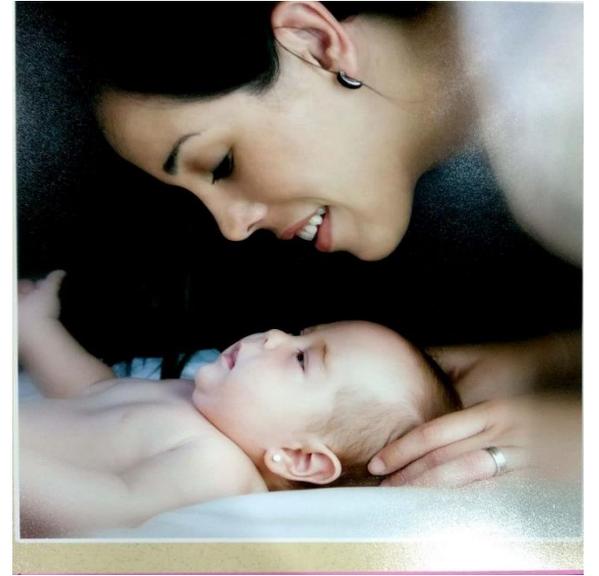
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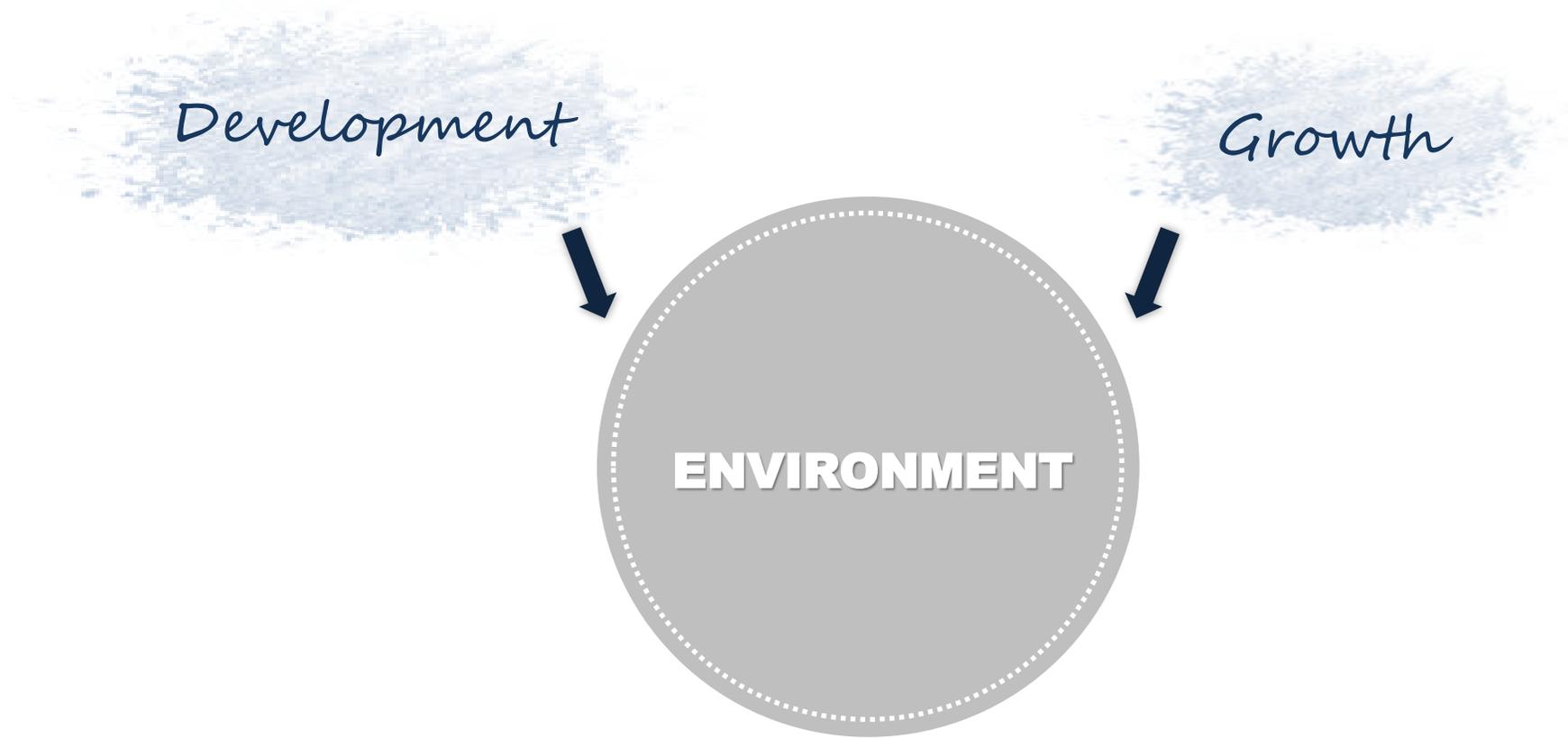
Declaration: **I HAVE NO CONFLICT OF INTEREST**



"Mother function"

The person who is responsible for the **care** and **protection** of the baby and child
(Regardless of sex or blood relationship).





“There is no animal or human function that can be satisfied without the surrounding environment”

(Perls, Hefferline, Goodman, 1951)

THEORY OF ATTACHMENT



John Bowlby 1907-1990

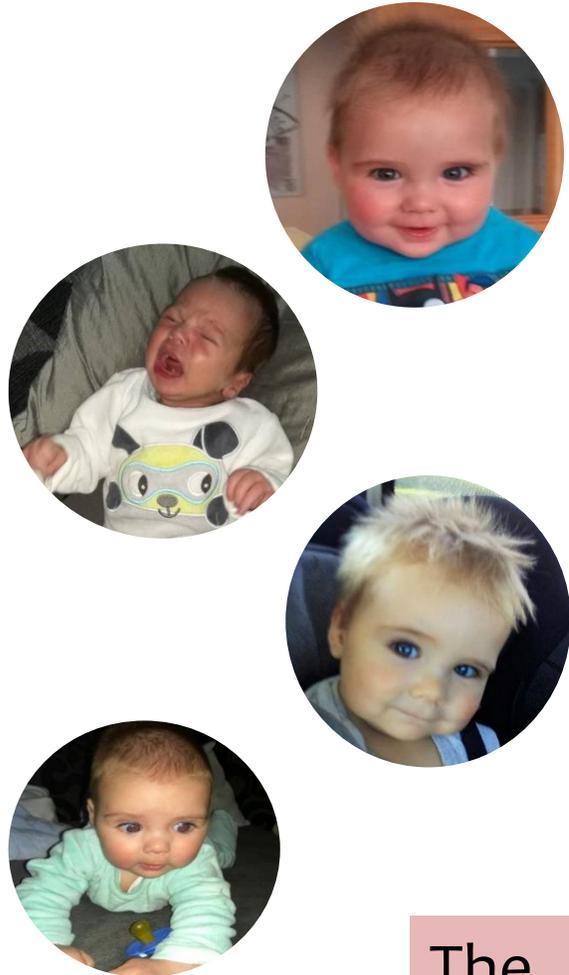


Mary Ainsworth 1913-1999

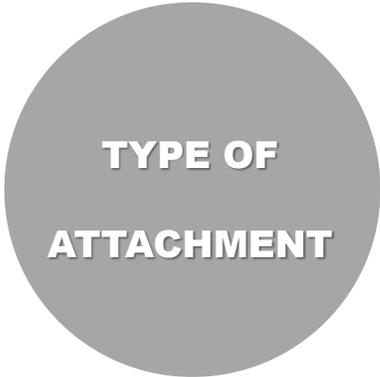
- The *most important* emotional bond at a very early childhood phase is **ATTACHMENT**.
- Attachment allows the dyad to maintain closeness and it enables the mother and the baby to maintain contact for **co-creating** the relational experience.

Baby's resources

(Ainsworth et al., 1978;
Main & Solomon, 1986,1990)



Depending on how the primary caregiver responds to these needs of proximity and contact



Secure

- Insecure
- Avoidant attachment
 - Ambivalent attachment
 - Disorganized attachment

The **quality of attachment** is determined by the care received in our early childhood, by our main caregiver.

(Ainsworth et al., 1978)

How should this care system be in order to facilitate a secure attachment type?

(Aisworth, 1978; Betherton, 1985; Smith & Pederson, 1988)

MATERNAL SENSITIVITY

- Perceive the baby's signals.
- Interpret these messages properly.
- Have a consistent and appropriate response to them.

- ✓ Parent's attachment type.
- ✓ Innate characteristics of the baby (e.g. to born with Haemophilia)



Other skills...

The permanence in time of the figure of attachment, the mother's physical availability, her emotional receptivity and the balance between dependence and autonomy.

The exploration system

- Appears *six or eight months old*.
- The child feels **curiosity** and **interest** in the environment.
- **Secure attachment** promotes the baby's exploration system and **reduces his fear**. (Blatz, 1966; Ainsworth & Bowlby, 1967)
- Adequate **SUPPORT** to sustain this progressive differentiation.

growing

Progressive process that goes from the more or less undifferentiated “we” to a differentiated I-You.

(Winnicott, 1970; Stern, 1989; Mahler et al., 1978)



When hemophilia is present in the relational experience...

MATERNAL SENSITIVITY may be **affected** in some of its components:

- **Inconsistent** and or wrong perception of baby's signals.
- **Wrong** interpretation of these messages.
- **Inappropriate** support/ response.



Instead of support, there will be abandonment and/or overprotection.

Abandonment

- “The child is left prematurely alone”.
- Rarely trust another person will be able to support him.
- Uncomfortable to ask for help and receive it.



Overprotection

- “The parents will do for the child without counting on him”.
- Difficulty knowing what they want, who they are, what they like...
- Negative self-concept.





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“The needs of the child are not taken into consideration”.

There is no emotional synchronicity.

Support

"To give support is to offer the other, that what allows him to take the next step, it facilitates him to continue with his task". (Goodman, 1956)

- It facilitates **growth** and it helps children develop their own skills, confidence, an inner belief in their ability to solve problems and face challenges.
- It also enables their **creativity**.

(Simó, 2017)



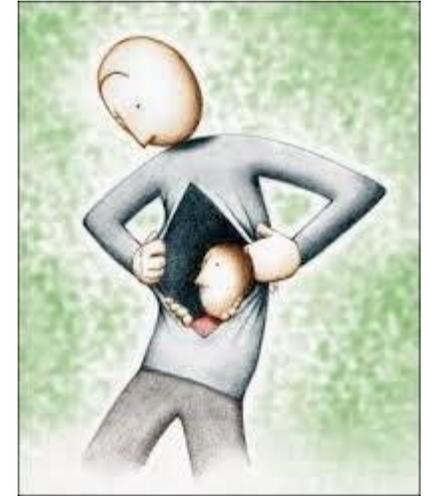
Support does not have to do with the absence of boundaries.

Intervention strategies

We must **SUPPORT** parents to:

- ✓ **Be aware** of their own feelings and emotions.
- ✓ **“Realize”** their own limitations and needs.

*Only then, parents can accompany in with the needs of their children,
because they will be aware of how to accompany their own needs.*



*Model of
self-care for
their
children*

Intervention strategies

Skills that will strengthen children's self-esteem:

- **Stimulate and intensify their senses: sight, hearing, smell, taste and touch.**
- Include body work, such as, breathing and the use of their voice.
- Provide experiences that they can master and experience mastery.
- Encourage that they have a chance to choose when it's possible.
- Practice statements about themselves.
- Encourage that they are incontact with their aggressive energy.



“Self-esteem” workshop, 2018.
ASHECOVA

(Oacklander, 2008)

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“Self-esteem” workshop, 2015, 2018.
ASHECOVA

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Parents should be aware of how they interact with their children, what experiences they provide them with, what kind of gaze they give to their children



It is not the same to grow on foundations that offer **security** and psychological and emotional **solidity**, than to grow on a foundation where mistrust, insecurity and restlessness is predominant.



“The right care of children is: let them **alone** and be **around**; where ‘be around’ means, to provide **safety**, **audience** for the exploit, **consolation** for the hurt, **suggestion** and **material** equipment for the next step, and the **answers** when asked”.

(Goodman, 1956)

¡ Muchas gracias !
Thank you !

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