

Clinical Applications of the School-aged Assessment of Attachment

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Steve Farnfield, Ph.D. is Senior Lecturer and Coordinator of the MSc Attachment Studies, University of Roehampton, UK. Dr. Farnfield has over 40 years of experience working with children and families in a wide range of settings. He has served as university lecturer and senior lecturer for 17 years. He established and leads the DMM based MSc in Attachment Studies at the University of Roehampton, UK. Dr. Farnfield also is an expert in attachment assessments, covering infancy through to adulthood and a founder member of IASA. He has more than 10 publications and with Paul Holmes is co-editor of the 3 volume Routledge Handbooks of Attachment. He has developed a DMM based system of analysis for use with the established Narrative Story Stem procedure with 3 to 11 year old children (The Child Attachment and Play Assessment CAPA).

Katrina Robson, M.S.W. is Director, Love Barrow Families Project (Cumbria Partnership NHS Foundation Trust, UK). She is a licensed social worker (CQSW and Advanced Award) in the UK. She also has received credentials in training child protection workers and as a play therapist. She has published several papers and book chapters. Ms. Robson developed and leads the 'Love Barrow Families' project, which works closely with child protection, mental health services, and the school system to provide an intensive support team for multi-problem families. Attachment (Crittenden's DMM theory) is the central organizing approach to the project. Ms. Robson is also a founding member of IASA.

Louise Atkin (MB, ChB, MRCPsych, MSc) is a Consultant Child and Adolescent Psychiatrist in Manchester, UK. She works in district CAMHS and with a specialist team for looked after children. She has trained in the AAI, Parents Interview and SAA over the last 9 years and uses the assessments clinically and for assessments for the family courts.

Shari Kidwell, Ph.D. has been a faculty member at Morehead State University, Morehead, Kentucky, USA, for more than 15 years, primarily teaching in the MS Clinical Psychology program. She has numerous posters and presentations and five publications, including two papers in Child Clinical Psychology and Psychiatry's special issues on Dr. Crittenden's Dynamic Maturation Model. Like Dr. Farnfield, she has training in attachment assessments throughout the lifespan.

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Troubled school-age children present problems in their families and at school that are often more complex to treat than at younger ages and less accessible to treatment than in adolescence. The School-aged Assessment of Attachment (SAA) both illuminates children's needs and provides

clinicians with unique, child-and-family specific information around which they can design treatment plans. This symposium will present validating evidence and clinical applications of the SAA. The validating papers will address normative versus clinical comparisons (Crittenden, et al., 2015; Crittenden, et al. 2010; Kidwell, et al., 2015; Nuccini, et al, 2015), special risk groups (prematurely born school-aged children, maltreated children, children in foster placement, and children with psychiatric disorders), longitudinal comparisons from 5-6 years and 5-12 years. The applications will involve treatment planning and implementation with school-aged children and their families (including both siblings and parents). A particular focus will be identifying information that is needed to give depth and understanding to the SAA; one presenter will discuss imaged information drawn from Family Drawings whereas another will consider information about maternal functioning, especially as it impacts on treatment.

Objectives

1. To offer clinicians a new tool for working with school-aged children and their families.
2. To explore the applications and limitations of the SAA.
3. To encourage further research on the SAA.