

A photograph of two women sitting and talking. The woman on the left has dark hair and is wearing a green cardigan over a black top. The woman on the right has short reddish hair, wears glasses, and a colorful floral patterned top. They are both smiling and looking towards each other. The background is a plain, light-colored wall.

THE IMPORTANCE OF ATTACHMENT IN PEOPLE WITH INTELLECTUAL AND DEVELOPEMENTAL DISABILITIES

PROF. DR. PAULA STERKENBURG

Bartiméus:

Voor alle mensen
die slechtziend of blind zijn

VU  UNIVERSITY
AMSTERDAM

LOOKING FURTHER

Bartiméus:

What makes you
happy?



Bartiméus:

What makes you
happy?

'Close relationships, more than money or fame,
are what keep people happy throughout their lives'.



Bartiméus: Why are warm caring relations important?

Woman placed in a MRI

- 1) With partner holding hand
- 2) With stranger present
- 3) Alone



Coan, (2011). Adult attachment and the brain. *Journal of Social and Personal Relationships*, 27(2), 210-217

Bartiméus: Why are warm caring relations important?

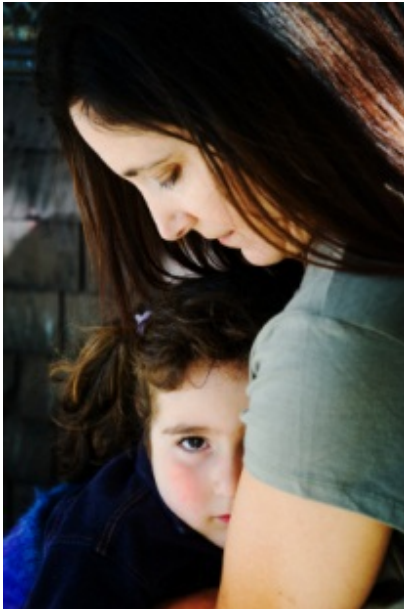
- Important others:
 - Help with regulation of stress
 - Experience less stress as others will help if needed
- The caring relationship brings the other back to the baseline



Bartiméus:

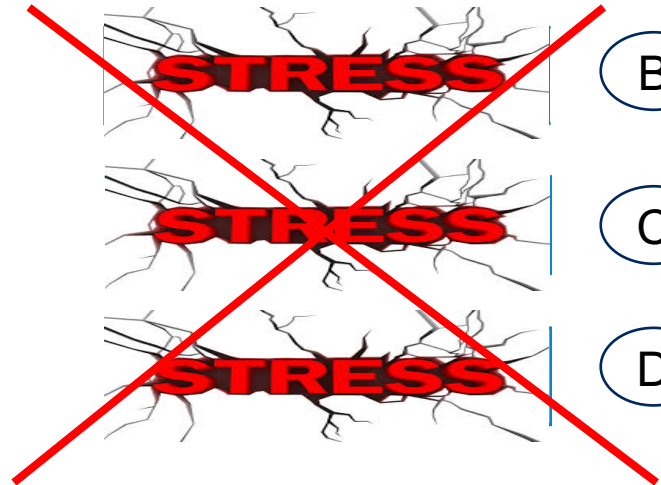
Sociale Baseline Theory

Danger



Secure important other

Vigilance
outsourced



Bartiméus:

Sociale Baseline Theory

Danger



Well-known other

Vigilance
outsourced



A



B



C



D



Bartiméus:

Sociale Baseline Theory

Danger



Unknown other

Vigilance
outsourced



A



B



C



D

Bartiméus:

Sociale Baseline Theory

Danger



No other / alone

Vigilance
outsourced



A



B



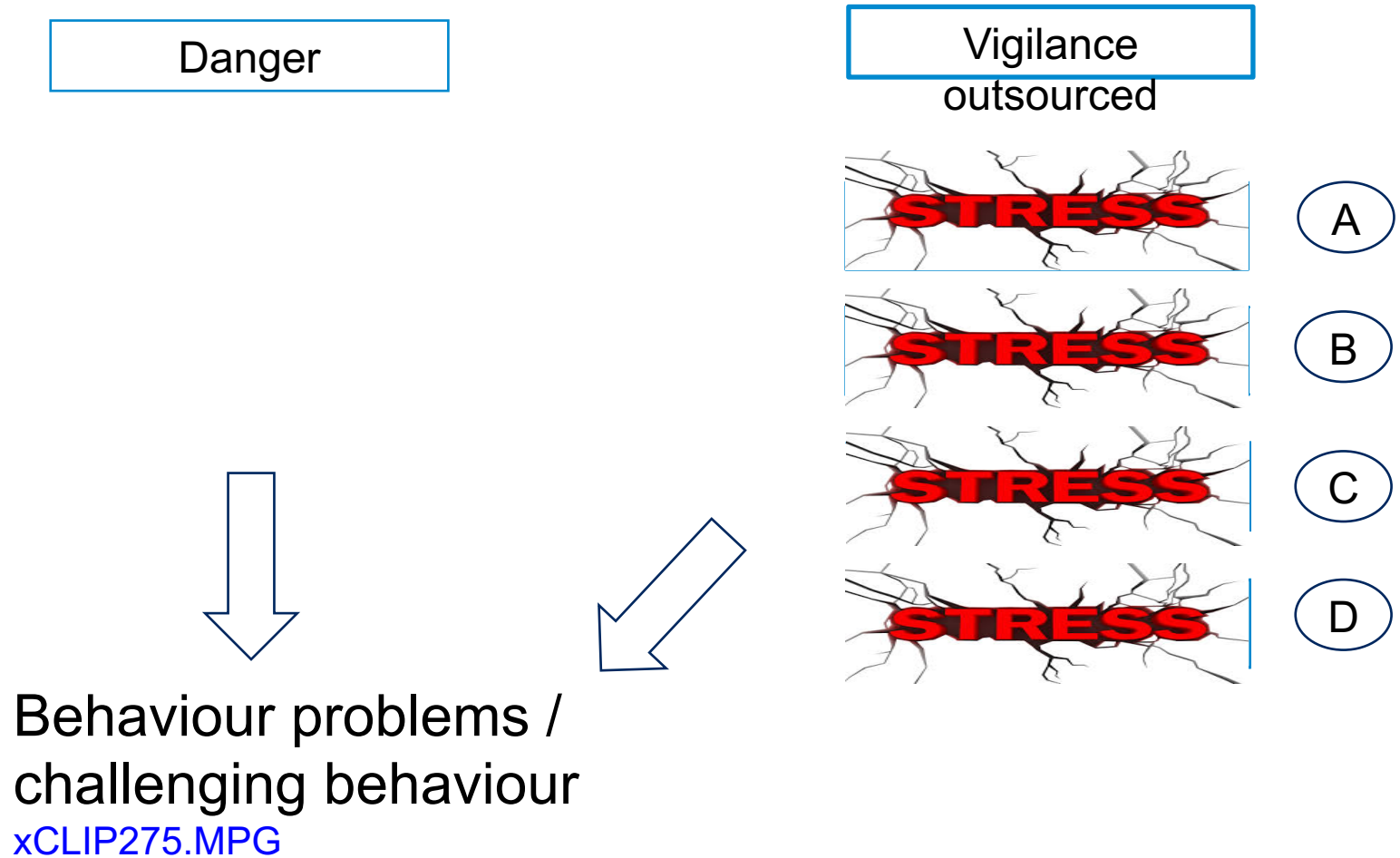
C



D

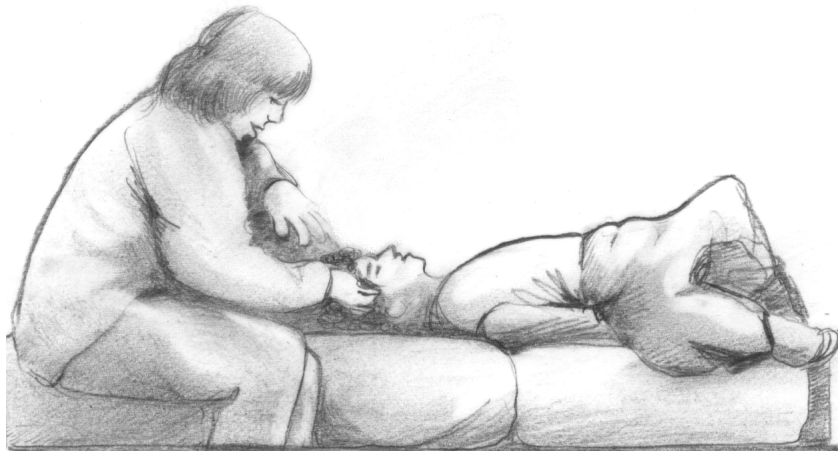
Bartiméus:

Sociale Baseline Theory



B:

Stress



B: What do you notice during moments of stress?

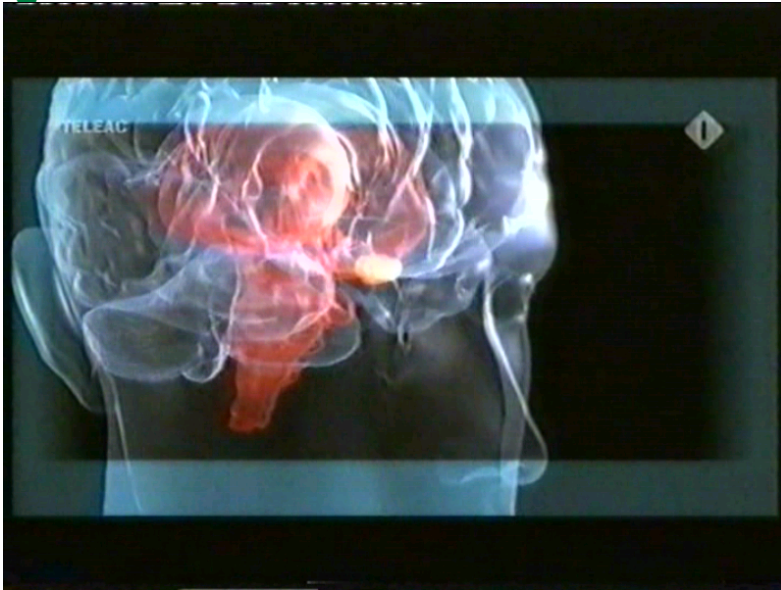


B:



- What happens during continual / persistent stress?

B:



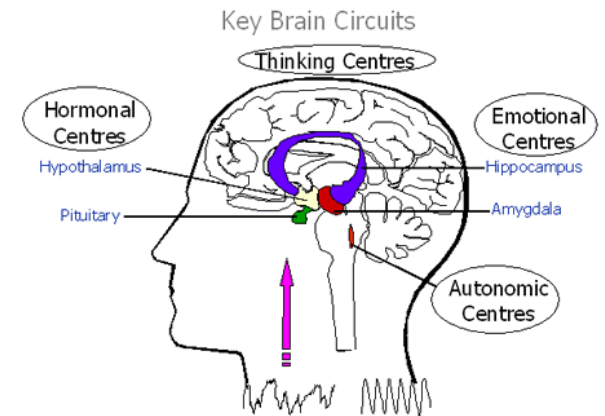
Angst.avi

Where do these reactions come from?



B: Body Responses – “fight or flight”

- Increase in blood pressure and cardiac output.
- Increase blood flow to brain, heart and skeletal muscles.
- Decrease blood flow to skin and organs not needed for “flight”.
- Increase in glycogen for energy, mental activity, muscle strength, blood coagulation, respiratory rate, pupil dilation to aid vision, and increase in sweating.

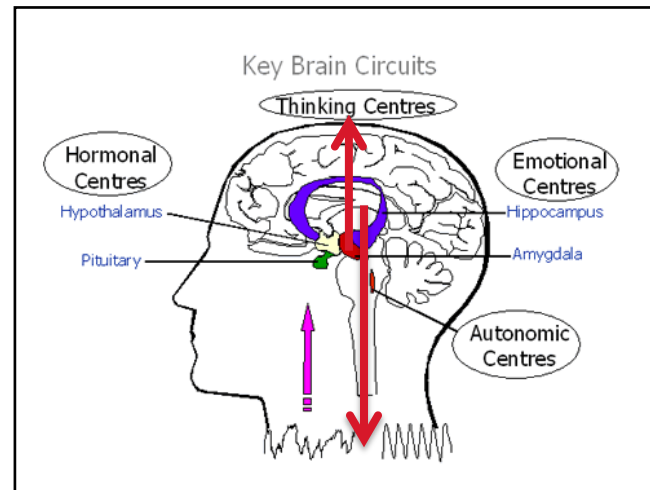


Schuengel, C., Oosterman, M. & Sterkenburg, P.S. (2009). *Child and Adolescent Psychiatry and Mental Health*.

<http://www.capmh.com/content/3/1/26>

B:

Central control of the Autonomic NS

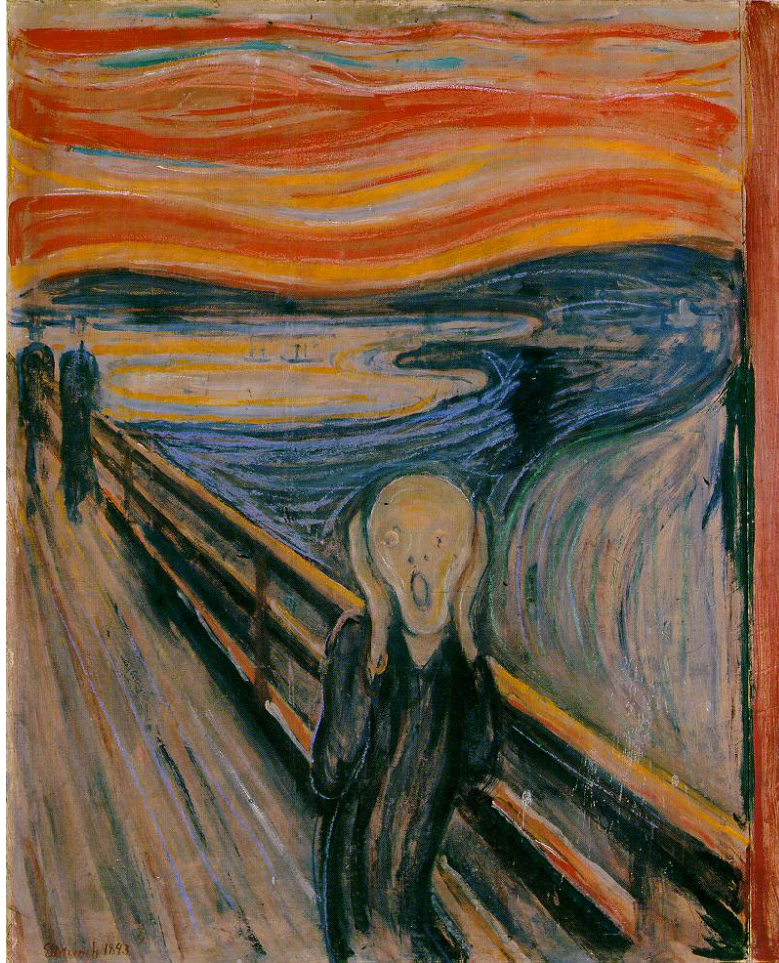


[Dr Daniel Siegel presenting a Hand Model of the Brain.wmv](#)

B.



B:



‘The scream’ Edvard Munch (1863-1944)

Stress and attachment



B:

Attachment theory

(1)

Seeking comfort from a specific person in times of anxiety, tiredness or illness
(John Bowlby, 1907-1990)



B: Attachment theory (2)

The attachment figure stimulates the child's exploration and the child starts to explore (Ainsworth, 1973).



Risk Factors



B:

Children with disabilities

- Attempts to communicate are different
- Absence of reciprocal smiling
- Absence of head movement following the parent as the parent moves around
- Child is unresponsive due to absence of emotional expressions
- Slow speed of processing information and reaction

(Howe, 2006, Tröster & Brambring, 1992)

B: Children with disabilities

B:

Children with disabilities

- Difficult to interpret child's needs and behaviours
- Parental stress may increase
- Parent less emotional available and consequently less responsive
- Learn to attune



B:

Can children with ID develop secure relationships?

Co-morbidity of autism and ID is associated with attachment insecurity

(Van IJzendoorn & Van Berckelaer-Onnes, 2004)

Neurological abnormalities may increase likelihood of disorganized behaviour

(Van IJzendoorn, Schuengel, & Bakermans-Kranenburg, 1999)



B:

Risk factors for children with ID

Child characteristics

- Children with ID have less efficient coping skills
- More diffuse attachment signals

Parental factors

- Emotional problems
- Challenging childrearing situations

(Janssen et al., 2002; Schuengel & Janssen, 2006)

B:

Attachment development

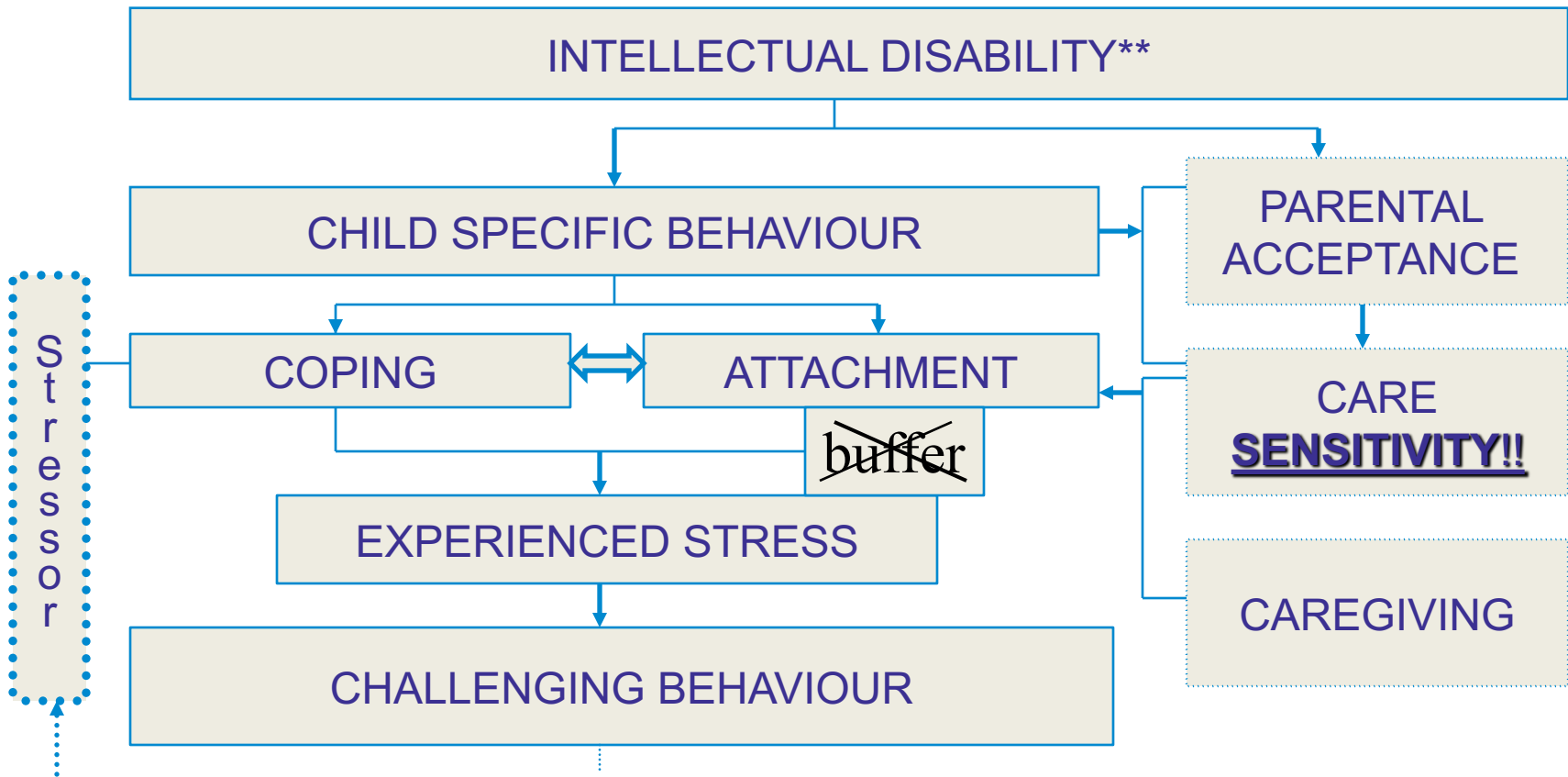
- Distinction between well-known persons and strangers
- Separation anxiety
- Object permanence
- Exploring the environment
- Internal representations: person permanence
- Individuation

B:

Attachment development

- Development is different for blind children: first person permanence then object permanence (Fraiberg, 1977, 1979)
- Development is delayed for children with intellectual disabilities (Hellinkckx, 1980)

B: Attachment and ID



Schuengel & Janssen (2006) IRRMR

30 Attachment and Disability VU & Bartiméus: Sterkenburg

A photograph of two women sitting and talking. The woman on the left has dark hair and is wearing a green cardigan over a black top. The woman on the right has short reddish hair, wears glasses, and a colorful floral patterned top. They are both smiling and looking towards each other. The background is a plain, light-colored wall.

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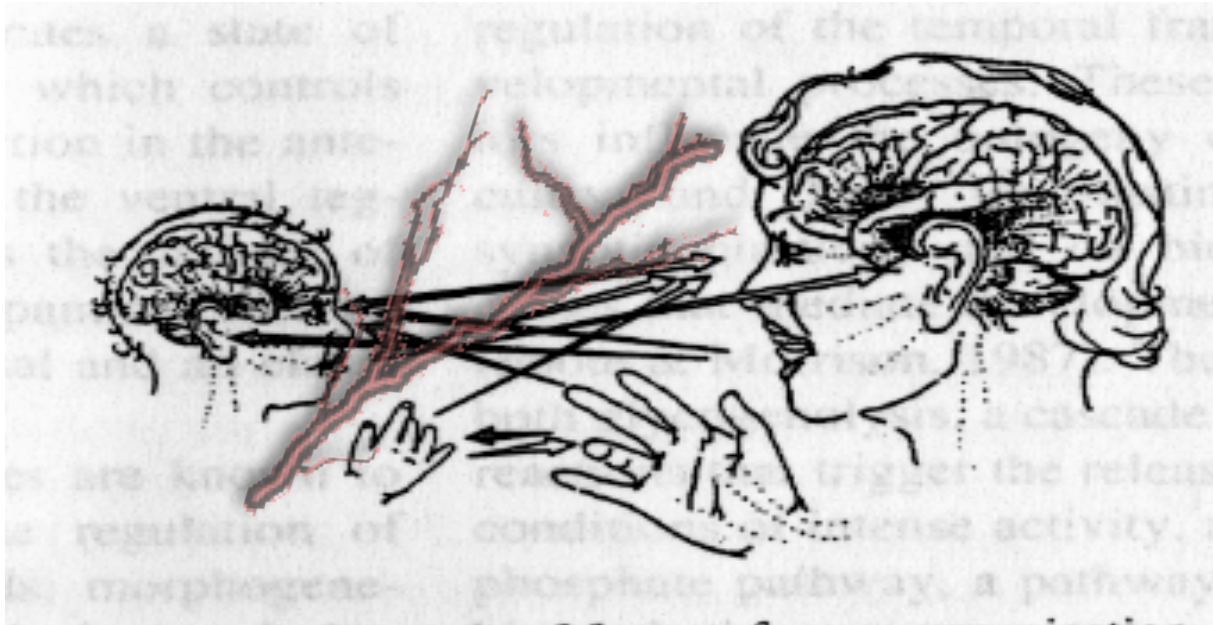
Bartiméus:

Voor alle mensen
die slechtziend of blind zijn

VU  UNIVERSITY
AMSTERDAM

LOOKING FURTHER

B: Developing an internal working model



Schore, 1999

B:

Interventions / treatment



JARID
Journal of Applied Research in Intellectual Disabilities

Journal of Applied Research in Intellectual Disabilities 2013, 26, 34–46

bild

Published for the British Institute of Learning Disabilities

Attachment, Intellectual Disabilities and Mental Health: Research, Assessment and Intervention

Carlo Schuengel, Johanna Clasien de Schipper, Paula S. Sterkenburg and Sabina Kef

Department of Clinical Child and Family Studies and EMGO+ Institute for Health and Care Research, VU University Amsterdam, Amsterdam, The Netherlands

B:

Interventions (1)

- Safe environment with caregivers who are able to develop a secure attachment relationship with the child / client.



B:

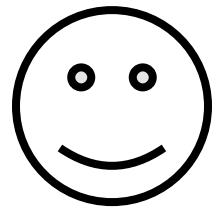
Interventions (2)

- An intervention using physical restrictions does not contribute to the development of attachment and is dangerous.

~~• Examples:
Holdingtherapie, re-birthing,
regressieve therapie Levy & Orlans
(2000)~~

B:

Interventions (3)



Psychotherapy / systemtherapy and coaching of parent-child interaction / caregiver-client interaction (working with the cliënt)

- Shared attention
- Movement, Gesture and Sign / learning together
- Relationship- or contact therapy (Došen)



B:

B:

Geteilte Aufmerksamkeit

Stimulate sensitive
mirroring and thus
attachment

Research Article



**For happy children with a visual or
visual-and-intellectual disability:
Efficacy research to promote
sensitive caregiving with the
Barti-mat**

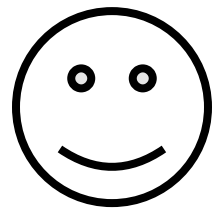
British Journal of Visual Impairment
1–20
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sagepub.com/journals-permissions
DOI: 10.1177/02646196211047733
journals.sagepub.com/home/jvi



Dyzel, V., Dekkers, P., Toeters, M., Sterkenburg, P.S. 2021

B: Attune and Stimulate checklist

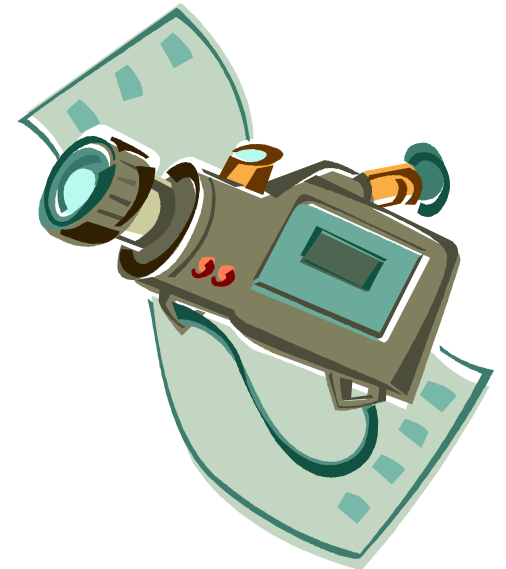
Stimulate observation of behaviour and stress experienced.
Gives advice on how to react in a sensitive and responsive way.
- For parents and caregivers of persons with severe ID



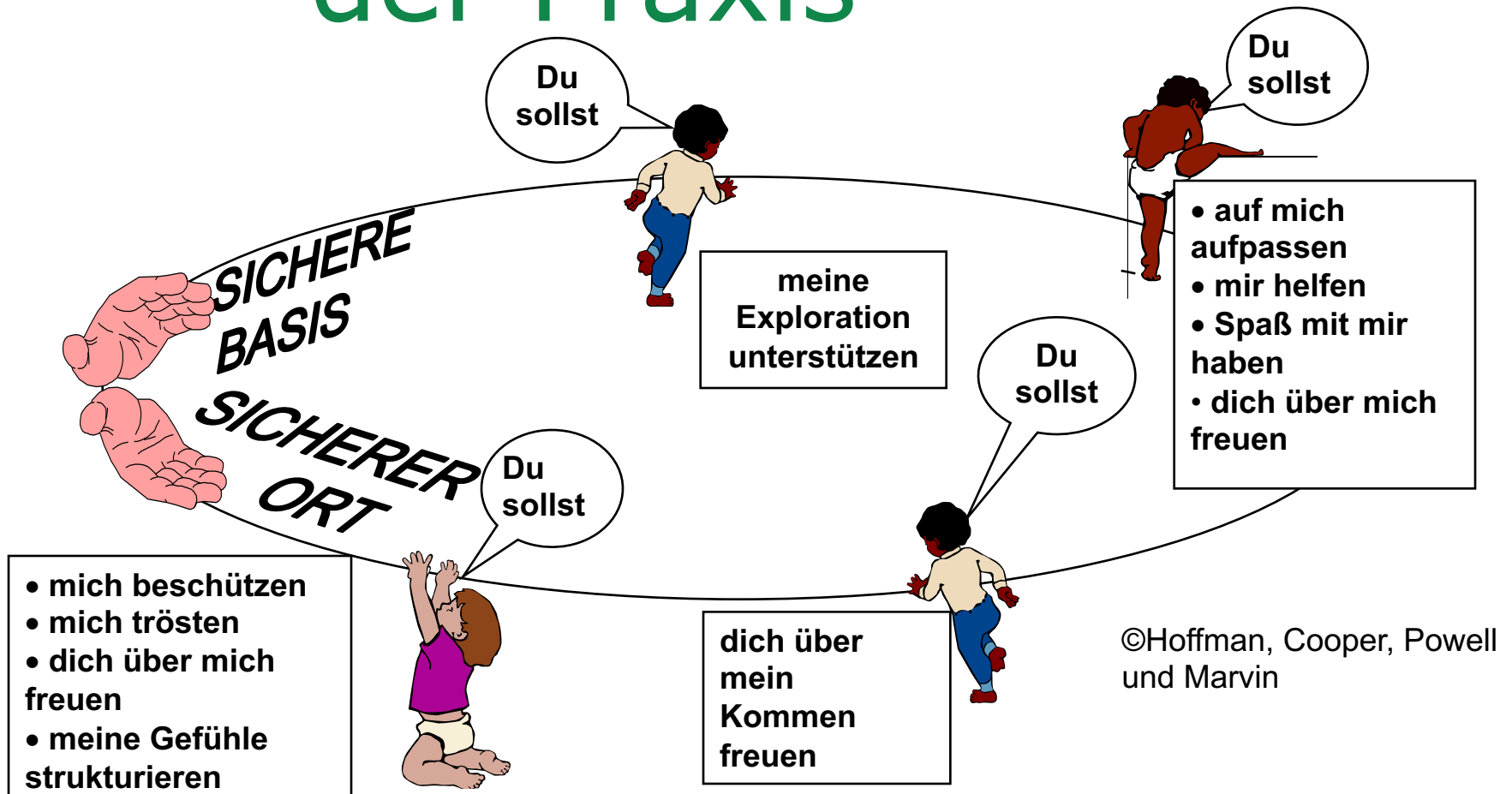
Interventionen (4)

Psychotherapie / Systemtherapie und Eltern-Kind-Interaktion / Betreuer-Klienten-Interaktion
(Arbeit mit dem Klienten)

- Heykoop
- KONTAKT
- Sicherheitskreis - Marvin et al.
- Video Interaction Positive Parenting (VIPP) / VIPP-V

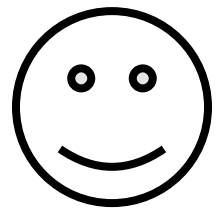


B: Sicherheitskreis in der Praxis



[Circle of Security Parenting - DVD Excerpt.wmv](#)

B: Promoting Positive Parenting



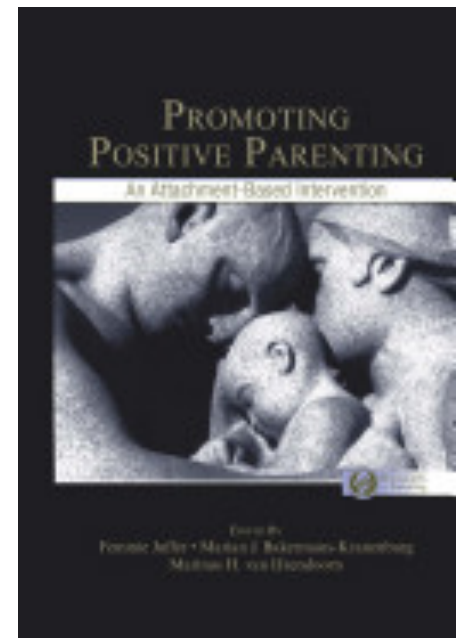
- Promoting Positive Parenting (VIPP): An Attachment-based intervention (2008). F. Juffer, et al.
- Für visuelle und intellektuelle Behinderungen (VIPP-V)

The efficacy of VIPP-V parenting training for parents of young children with a visual or visual-and-intellectual disability: a randomized controlled trial

Evelien Platje, Paula Sterkenburg, Mathile Overbeek, Sabina Kef & Carlo Schuengel

To cite this article: Evelien Platje, Paula Sterkenburg, Mathile Overbeek, Sabina Kef & Carlo Schuengel (2018): The efficacy of VIPP-V parenting training for parents of young children with a visual or visual-and-intellectual disability: a randomized controlled trial, Attachment & Human Development, DOI: [10.1080/14616734.2018.1428997](https://doi.org/10.1080/14616734.2018.1428997)

To link to this article: <https://doi.org/10.1080/14616734.2018.1428997>



B: Stress: Intelligent Sock & Flower app




Received: 28 February 2018 | Revised: 25 January 2019 | Accepted: 4 February 2019
DOI: 10.1111/jar.12581

ORIGINAL ARTICLE

WILEY | JARID

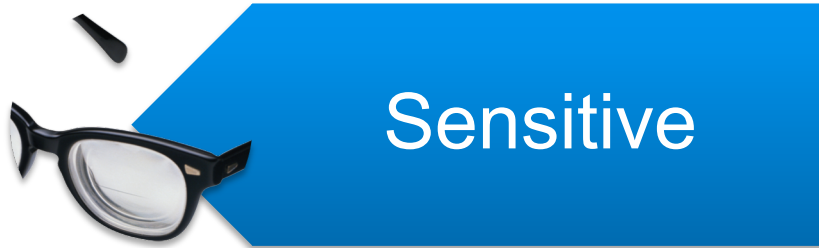
The effects of a bioresponse system on the joint attention behaviour of adults with visual and severe or profound intellectual disabilities and their affective mutuality with their caregivers

Kyra Frederiks^{1,2}  | Paula Sterkenburg^{2,3} | Emilia Barakova¹ | Loe Feijs¹



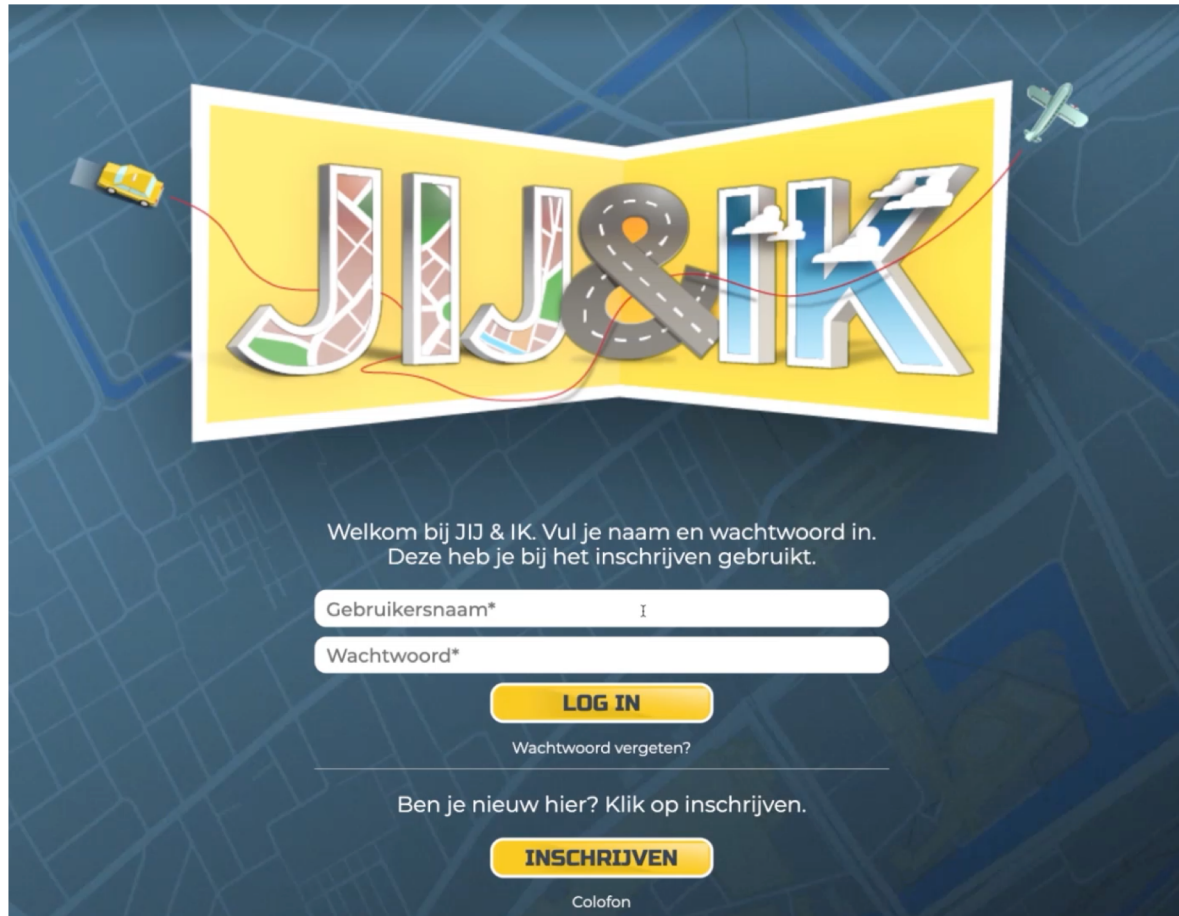
Sense - a biofeedback system to support the interaction between parents and their child with the Prader-Willi syndrome: a pilot study

B: Relationship building



B:

Self - regulation



Stimulate
mentalizing and
stress regulation
through a game
'You & I' for
adults with ID
(IQ 50-85)

Derks et al. *Trials* (2019) 20:500
<https://doi.org/10.1186/s13063-019-3608-9>

Trials

STUDY PROTOCOL

Open Access

Effectiveness of the serious game 'You & I' in changing mentalizing abilities of adults with mild to borderline intellectual disabilities: a parallel superiority randomized controlled trial

Suzanne Derks¹, Suze van Wijngaarden², Mirjam Wouda³, Carlo Schuengel¹ and Paula S. Sterkenburg^{1,4*}



B:

Sensitive care-giving

Increasing knowledge on sensitive and responsive caregiving for parents and caregivers through multiple choice questions



Health and Technology (2019) 9:893–901
<https://doi.org/10.1007/s12553-019-00361-0>

ORIGINAL PAPER



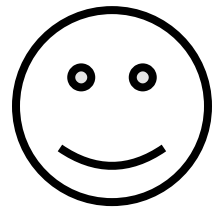
Effectiveness of m-learning HiSense APP-ID in enhancing knowledge, empathy, and self-efficacy in caregivers of persons with intellectual disabilities: a randomized controlled trial

Evelien van Wingerden¹  • Mirjam Wouda² • Paula Sterkenburg^{1,3}

Received: 5 April 2019 / Accepted: 14 August 2019 / Published online: 10 September 2019
© The Author(s) 2019



B: Interventionen / THERAPIE (5)



Therapie für das Kind / den Klienten

- Integrative Therapy for Attachment and Behaviour (ITAB)
- Technology assisted Therapy for Separation Anxiety (TTSA)
- Differenzierungstherapie, Phasentherapie
- Spieltherapie
- Mentalisierung

**Mentaliseren
kan je leren**

Introductie in Mentaliseren Bevorderende Begeleiding (MBB)



Francien Dekker-
van der Sande
Paula Sterkenburg
BARTIMEUS REEKS

B: Sociale Baseline Theorie

Danger

Vigilance
outsourced



A



B



C



D



B:

Sociale Baseline Theorie

Danger

Vigilance
outsourced



A



B



C



D



B:

Sociale Baseline Theorie

Danger

Vigilance
outsourced



A



B



C



D



B: Attachment therapy



Sterkenburg, P. & Andries, V. (ed). (2021). Attachment therapy: <https://www.bartimeus.nl/book-attachment-therapy>

Sterkenburg, P.S., Schuengel, C. & Janssen, C.G.C. (2008) *Disability and Rehabilitation*. 30(17), 1318-1327.

B:

B:



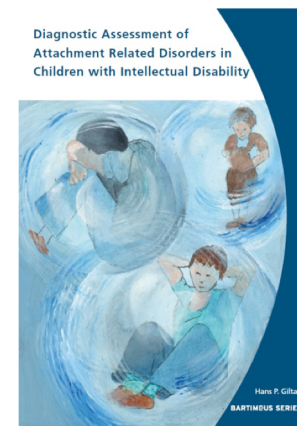
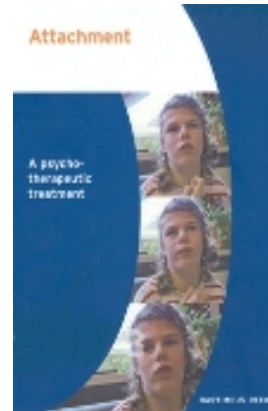
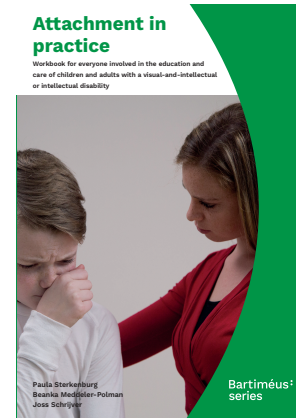
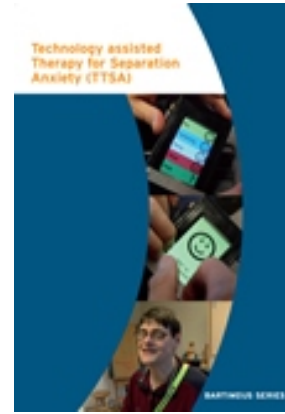
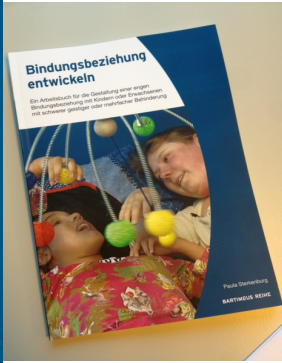
Schuengel, C., Oosterman, M. & Sterkenburg, P.S. (2009). *Child and Adolescent Psychiatry and Mental Health*. <http://www.capmh.com/content/3/1>

Thank you



p.s.sterkenburg@vu.nl

B:



www.bartimeus.nl/publicaties

