

„Why can't you love me? Attachment in the context of CKD 5 in newborns “

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What is attachment?...



<http://www.dailymail.co.uk/news/article-1017839/Pictured-The-baby-monkey-thinks-mums-teddy-bear.html>

Attachment is...

- ...a strong emotional bond between people.
- ...the bond formed between a newborn and the relevant carer (i.e. attachment figure).
- ...the prerequisite to find trust, comfort and shelter.
- ...the groundwork for psychological and emotional stability

Requirements

1. A child's need for safety, comfort, tender, love, and care
2. The **sensitive, loving, adequate, timely, and reliable response of the relevant other to the child's needs**

-> mirroring

Summary of Challenges re newborns with CKD

parents

1. emotions

- grief / depression / refusal / fear / anger / frustration / guilt
- > reduced emotional availability
- > „zooming out“ / alienation

2. communication / interaction

- hindered intuitive parenting
- over-structuring
- avoidance of negative reactions rather encouragement of positive reactions
- misinterpreting child behaviour

child

1. Acquiring information

- perceptual disturbance (tactile, proprioceptive, visual)
- pain
- > insecurity / fear / stress

2. Communication / interaction

- separation
- little prompt responses
- lot of crying
- difficulties to self-regulate
- numbness
- emotional & interactional deprivation
- > withdrawal

Consequences of „unsetteled“ attachment

Avoiding (esp. if parents are physically or emotionally unavailable)
-> child reacts by refusing closeness

Ambivalent (esp. if parenting is inconsistent / unpredictable)
-> child does not know reliability and shows a behaviour marked by uncertainty and anxiety

Disorganised (esp. if the child's needs are ignored and if the child suffers violence)
-> child has troubles regulating emotions and shows difficulties in communication, social interaction, cognition and many more

Consequences of chronic distress and over-activation of HPA-axis in early childhood

Brain Development

“The years before five last the rest of their lives.”

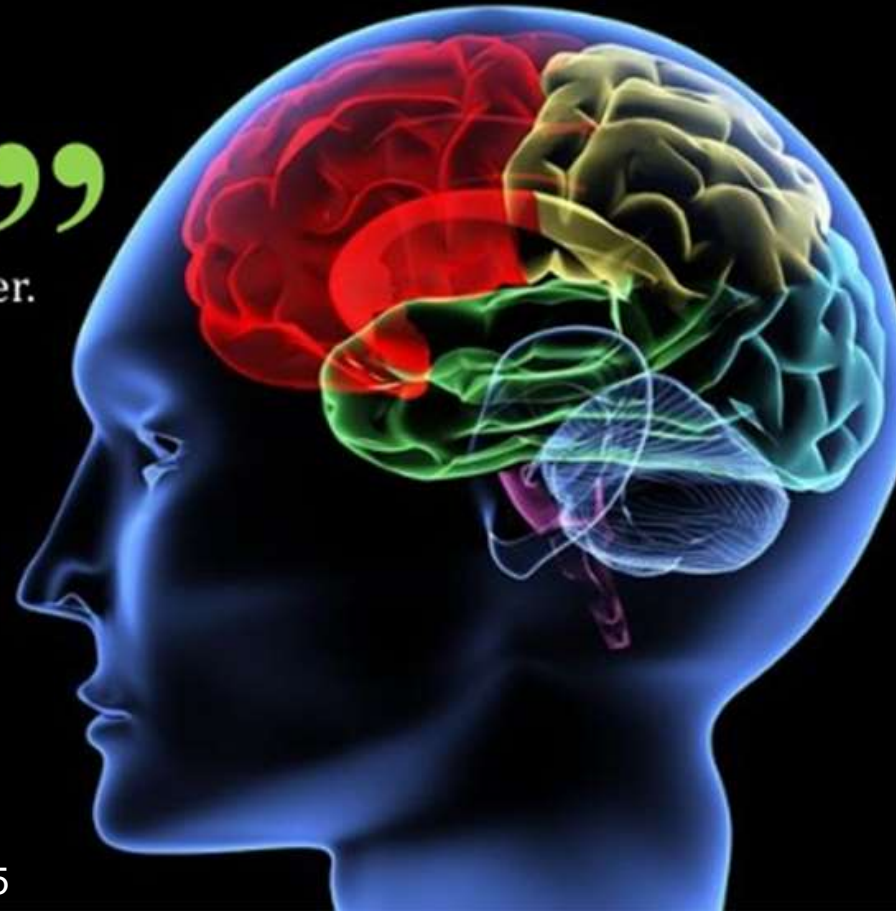
DECREASED volumes of grey matter.

DECREASED frontal lobe.

DECREASED hippocampus.

DECREASED corpus callosum.

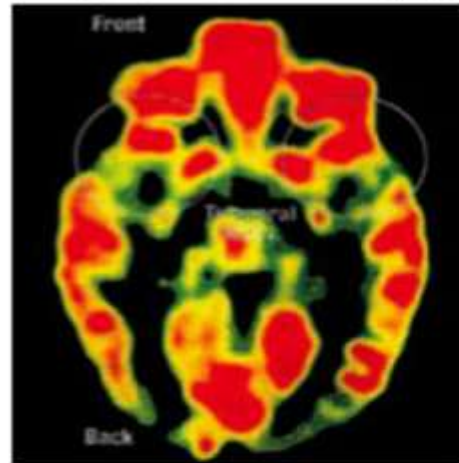
INCREASED limbic system.



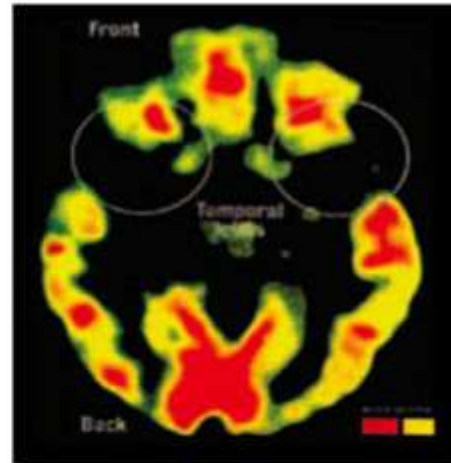
Yumna Sajid, Nida Fida, Sahifa Khan , 2015

Consequences of social-emotional deprivation

Comparison of the Developing Brain



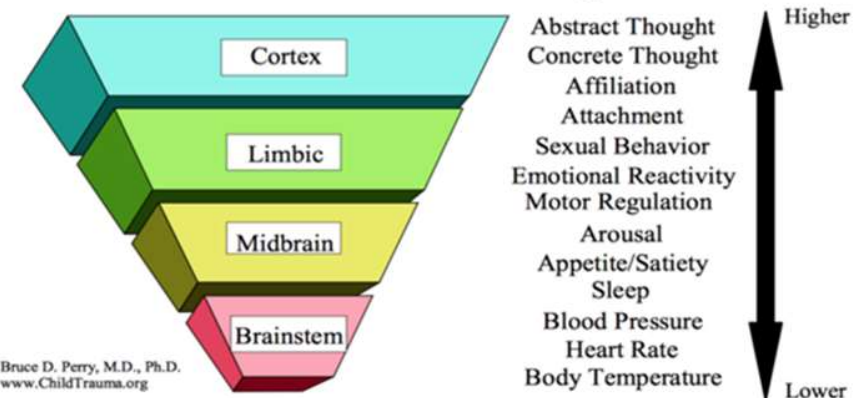
Healthy Development



Development Affected by Environmental Stress

Source: Dr. H. T. Chugani, Newsweek, Spring/Summer 1997 Special Edition: "Your Child: From Birth to Three," pp 30-31.

Exhibit 1 – Functions of Brain Regions



So, what can we do?

- Therapeutic approaches start with the parents!!!
- Support in reading and regulation emotions (concerns both parents and child)
- Creating a safe environment
- Providing structures
- Providing space for sharing experiences
- „reading“ and understanding the child



Thank you for your attention...