



Enhancing Early Attachments: Theory, Research, Intervention, and Policy (Duke Series in Child Development and Public Policy)

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Synthesizing the latest theory, research, and practices related to supporting early attachments, this volume provides a unique window into the major treatment and prevention approaches available today. Chapters address the theoretical and empirical bases of attachment interventions; explore the effects of attachment-related trauma and how they can be ameliorated; and describe a range of exemplary programs operating at the individual, family, and community levels. Throughout, the authors consider cross-cutting issues such as the core components of effective services and appropriate outcome measures for attachment interventions. Also discussed are policy implications, including how programs to enhance early child-caregiver relationships fit into broader health, social service, and early education systems.

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Editorial Review

Review

"This is the first serious, empirically grounded integration of attachment-focused interventions in the first years of life. It is authoritative, comprehensive, and balanced--not surprisingly, as it is authored by the acknowledged leaders in the field. By far the best available synthesis to date, and one that is likely to guide practice over the next decade."--Peter Fonagy, PhD, FBA, Department of Clinical Psychology, University College, UK; and Anna Freud Centre, London, UK

"This highly readable volume from leading experts in attachment research and intervention has much to offer to students, practitioners, and researchers. It provides key overviews of various approaches to attachment-based interventions and discusses the theory and research underlying the programs. The book also identifies useful directions for the next generation of attachment-based intervention and prevention programs."/m-/Byron Egeland, PhD, Institute of Child Development, University of Minnesota

"The essential engine of human growth and development lies in relationships, starting with the interactions between infants and the important adults in their lives. While the basic science of attachment behavior is well established, this volume moves on to applying this knowledge to strengthening early relationships in at-risk populations. The editors have assembled a stellar group of scholars to present the finest thinking on effective attachment interventions. Their ideas will enrich the thinking of scholars, graduate students, and practitioners in the early childhood field."--Edward Zigler, PhD, Department of Psychology (Emeritus), Yale University

"In a nutshell, exceptional!...It is one of the first books to offer researchers, practitioners, and policymakers a collection of efficacious, theoretically, and empirically grounded interventions to enhance attachment relationships between at-risk parents and their infants or young children, and the policy, political, and logistical strategies to help them succeed. One of the exciting features of this book is that the rigor and integrity to attachment theory in these intervention programs is clearly evident even though the language used to present these complex concepts to parents is sometimes stunningly simple and clear. From the attachment purists to the lesser initiated who share similar goals of affecting change in relationships between parents and young children, this book is a must read. The chapters resonate with attachment theory's propositions and conceptual complexity while also leaving the reader with the knowledge and framework for change in these attachment relationships. This merger of the integrity to attachment theory with efficacious, but often common-sense interventions is what makes this book so valuable....The book is outstanding....Several chapters are written by 'the best of the best' that the attachment field has to offer, an opportunity few books provide....Indeed, this book will appeal to any reader who ventures into its pages because it represents real hope and potential to effect change."

(Child and Adolescent Social Work Journal 2007-01-11)

"Represents a pioneer step forward in describing attempts to prevent disturbances in the parenting of very young children by applying principles of John Bowlby's attachment theory....One of the special contributions of this volume is the description of programs to build attachment relationships in particularly difficult situations....This volume gives us a glimpse into the complexities of providing services to multiproblem families in which insecure attachments urgently need to be prevented or changed."

(PsycCRITIQUES 2007-01-11)

"This is a valuable resource for any organization, program, group, or individual who is using a preventative orientation to working with children and their families."

(Child and Family Journal 2007-01-11)

About the Author

Lisa J. Berlin, PhD, is a Research Scientist at the Center for Child and Family Policy at Duke University. Her work focuses on early development and programs and policies for young children and their families; she is especially concerned with child abuse prevention. Currently she is directing two studies, with funding from the National Institute of Mental Health, addressing the intergenerational transmission of problematic parenting.

Yair Ziv, PhD, is a Senior Study Director at Westat. He has conducted research on attachment-based early intervention and on parent-child relationships in infancy, childhood, and adolescence. Dr. Ziv's research program focuses on cognitive models of self and others and the mechanisms through which these models guide social perception, information processing, and behavior in close relationships.

Lisa Amaya-Jackson, MD, MPH, is Associate Professor in Psychiatry and Behavioral Sciences at Duke University Medical Center. She is Associate Director at the UCLA-Duke National Center for Child Traumatic Stress and Co-Director of Research and Training at the Center for Child and Family Health in North Carolina. Dr. Amaya-Jackson is a clinician-researcher known for her research in the assessment and treatment of children exposed to traumatic life events and her expertise in implementing evidence-based treatment for child trauma in community settings.

Mark T. Greenberg, PhD, holds the Bennett Endowed Chair in Prevention Research at Pennsylvania State University's College of Health and Human Development. He is also the director of the Prevention Research Center for the Promotion of Human Development. Since 1981, Dr. Greenberg has been examining the effectiveness of school-based curricula (the PATHS Curriculum) to improve the social, emotional, and cognitive competence of elementary-age children.

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This *Enhancing Early Attachments: Theory, Research, Intervention, and Policy* (Duke Series in Child Development and Public Policy) is great book for you because the content which is full of information for you who always deal with world and get to make decision every minute. That book reveal it data accurately using great organize word or we can point out no rambling sentences inside. So if you are read that hurriedly

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