Enhancing Emotional Availability to Promote Secure Attachment among 0-3 yrs. Children raised in the Institutions

Final Project: International MA Program in Child Development
Presenter: Rehema G.Kombe (Tanzania)
Instructor: Dr. Efrat Sher-Censor
Mentor: Shirlya Yerachmiel

INTRODUCTION

- The significance of capacity building to care givers has been emphasized by many researchers as it plays a great role in bridging the gap between theory and practice (Biringen et al., 2012).
- Attachment is a basic prerequisite for survival and protection for all children during childhood. Hence attachment behaviours are present to all children in cultures from early stages of development. Where a child is securely attached there is enhancement of social, emotional and cognitive development (Bowlby, 1969).
- Emotional Availability refers to the mutual understanding and sharing of emotions within a positive interaction between caregiver and child including in the context of distress and stress (Easter brooks & Biringen, 2000).
- Institutions in Tanzania: 11,216 children live in the 282 children’s homes 6,089 are boys and 5,127 are girls. There is inadequate number of required care givers and supporting staffs in the institutions and even the available care givers are deficient in the required professional qualifications (Tanzania Institutional assessment report, 2012).
- Studies have asserted that enhancing caregiver’s professional development improves relationship with children hence facilitate children’s social, emotional and cognitive development. However many institutions fails to provide children with appropriate stimulation and emotional support (Kranenburg et al., 2011).

METHOD

- **Participants**

Permanent and temporary employed workers in children homes being social workers, community development workers, nurses, teachers, psychologists, counselors, chefs/cooks, cleaners.

- **Procedure**

  - Department& stakeholder’s meeting to own the program
  - Courtesy-call and official logistics for preparations
  - Revision, translation of tools & paying courtesy call

- **Phase One**

  - Observation of care workers interacting with children
  - care workers will fill out standard questionnaire to assess their knowledge on emotional availability and attachment

- **Phase Two**

  - Training: 14 days training (depending on fund availability) will be conducted to caregivers to provide them with skills and knowledge on emotional availability and secure attachment.

- **Measures**

  - Care givers knowledge on EA & attachment

  - Assessment Questionnaire—self-report questionnaires will be used to measure knowledge of caregiver on EA and attachment as well as law and regulation relating to children home care and practices.

  - The Emotional Available Scales (EAS) will be used to measure the emotional availability of caregivers and children as well interaction at the dyadic level

  - The attachment Q-set will be used to measure quality of the attachment relationship between specific caregiver in specific natural setting

CONCLUSION

- The results of the current program will have a significance implication for policies implementation regarding institutionalizing children resulting in bridging the gap between theory and practise
- Cultural perception of how to relate, communicate and interact with children, emotional availability being a new concept may affect the quality of the program.

CONTACTS:
rehemas@gmail.com

OBJECTIVE OF THE PROGRAM

To Enhance care givers’ knowledge and skills on Emotional availability and attachment

INTERVENTION PROTOCOL

- SESSIONS 1&2
  - Si-Officiating, introduction, objectives, Ground rules
  - S2-Children home situation, Laws and regulations on CH.

- SESSIONS 3&4
  - Secure attachment, Insecure attachment; Attachment disorder
  - Emotional availability

- SESSIONS 5&6
  - Child social emotional and cognitive developments;
  - Care giver-child relationship

- SESSIONS 7&8
  - Child centered institution
  - Effective strategies for care giving
  - Role play feedback to measure interaction on child point of view
  - Closure, training evaluation, Recommendation/way-forward

- SESSIONS 9&10
  - Children, training evaluation, Recommendation/way-forward

- SESSIONS 11&12
  - Children, training evaluation, Recommendation/way-forward