

**The girl who did not want to go to school**

**Attachment issues:** Anxious attachment, which had safe enough infrastructure to provide scaffolding for meeting developmental challenges until the age of six. Mother had her own abandonment issues, was wrapped in guilt feelings towards the child. Mother Could not see child's resources and strength projected on the child her sense of abandonment..

Bonding through neediness, and protection.

Attachment figure: healthy patterns of containing the child's anxiety, temporarily collapsed because of the trauma. She feels helpless and guilty whenever the child is overwhelmed.

**Neuropsychological considerations**

Danger signals –Any sign of separation will trigger a regressive reaction of collapse into freeze or avoidance.

Narrow window of tolerance of both child and caregiver.

**AIP Model**

Traumatic memories evoke regressive defenses in face of the developmental challenge of separation and coping. Early memory traces and present triggers of fear and abandonment issues keep the dyad in a state of deregulation, stuck in automatic reactions of clinging or **helplessness**.

Strengthening mother and child's ability to feel safe and competent, and separated, will allow the beginning of the reparative flow.

Therapist helps Child and Mother to widen their window of tolerance together.

Interventions are aimed at interrelation

Therapist  
Actively  
Contains  
And directs  
The  
Attachment  
Relationship as the child begins to open up to explore her fears.

**Treatment planning:--Short preparation.**

Preparation: Regression and then progression- allowing the child first to regain her confidence through, mimicking early attachment behaviors: massage, swinging, tracing movements. Revealing strengths: Positive mirroring, caring touch. Then inviting her to relate to her fears in a playful manner.

The mother as well as the child needs to accomplish confidence in her ability to separate.

Installing positive beliefs about child's competency.

**Present Developmental level of functioning**

Constantly keeping in mind the child's level of functioning which is now impaired due to trauma. This is an intelligent child who has achieved the appropriate ability to relate and to play with independence and initiative, and temporarily is regressing. Important to keep in mind the strengthening of trust in herself, and decreasing her sense of helplessness.