

## Training News & Updates

In August Andy Sexton and I completed a wonderful week of training at the International Christian College in Glasgow, Scotland. Andy is more than half way through writing the street children's module of the Crisis Care Training Curriculum, which we hope to have published by the end of this year. *Pray!*

September 21-24 I conducted a training seminar in Charlotte along with Dr. Daniel Sweeney and Joel Holms. Daniel and I covered topics from the core module of the Children in Crisis curriculum. Joel spoke on creativity in ministry and getting the local churches involved in ministry to children in crisis. Participants registered from a dozen mission organizations coming from Brazil, Viet Nam, Korea, Sudan and Estonia.

Another exciting piece of news is that Dr. Gisela Schneider (WEC) and Jean Webster (nurse working with HIV/AIDS / Zimbabwe) have agreed to write the HIV/AIDS module of the curriculum. *Keep them in your prayers, too.* Putting material into curriculum format is not easy.

For the rest of 2005 I plan to continue with writing tasks for the curriculum and the upcoming book focused on children with disabilities. This, of course, will mean that Marj will have a heavier load of editing and layout. Do pray for health and strength for her to continue in her vital role within CCTI. I am also looking at various ways to make Crisis Care Training International more effective for those who are working with children in difficult circumstances. Do let me know how I can better help you with your training needs.

*Phyllis Kilbourn*



## UNDERSTANDING ATTACHMENT AND BONDING

Phyllis Kilbourn

The basis of a child's (or anyone's) survival is the capacity to form and maintain relationships. Such relationships are necessary for one to survive, learn, and give or receive love. A bond is a connection between one person and another. For an infant such attachment refers to a special bond characterized by the unique qualities of maternal-infant or primary caregiver-infant relationships.

This attachment is nurtured by responding to babies' cries for protection, care and nourishment. Eye-to-eye contact also provides meaningful communication at close range. Touch becomes an early language as babies respond to skin-to-skin contact. By repeated assurances that emotional and physical needs will be met, the baby begins to develop a sense of basic trust.

The attachment bond has several key elements:

- It is an enduring emotional relationship with a specific person.
- The relationship brings safety, comfort, and pleasure.
- Loss or threat of loss of the person evokes intense distress.

When parents are consistent in their patterns of care and pay attention to the particular signals of their baby, they provide a favorable environment for the child to experience the parents (and the world) as reliable and responsive to its individual needs.

While there continues to be a lot of studies on the effects of attachment and bonding, psychologists know that the strong ties between parents and their child provide the baby's first model for intimate relationships and foster a sense of security and positive self-esteem. A parent's responsiveness to an infant's signals will positively affect the child's social and cognitive development.

### Why Is Bonding Important?

This maternal relationship and bonding is vital for the future development of the child, including conscience formation. Such attachment provides the working framework for all subsequent relationships that the child will develop. Therefore, a solid and healthy attachment with a primary caregiver is associated with a high probability of healthy relationships with others, while poor attachment with the mother or primary caregiver is associated with a host of emotional and behavioral problems.



Securely attached infants are more cooperative, less aggressive and/or avoidant toward their mothers and other less familiar adults. Later on these children emerge as more competent and more sympathetic when they interact with peers. In free-play situations, they have longer times of exploration and display more intense exploratory interest; in problem-solving situations, they are more enthusiastic, more persistent and better able to elicit and accept their mothers' help. They are more curious, more self-directed, more ego-resilient, and they usually tend to achieve better scores on developmental tests and measures of language development.

A well-attached child is generally—

- Affectionate
- Caring
- Helpful
- Remorseful after doing something wrong
- Agreeable
- Positively interactive
- Properly wary of strangers
- Willing to exert effort to accomplish things
- Takes age-appropriate responsibility for actions
- Developmentally on-target

## EFFECTS OF ABUSE AND TRAUMA ON ATTACHMENT

Some of the most severe attachment disorders are found in abused and neglected children. Symptoms of posttraumatic stress disorder are routinely observed in the child with attachment disorder. When young children respond to trauma-produced loss, a somewhat predictable sequence of behavior follows. First, the child protests with anger and rage; second, the child becomes depressed and shows despair and finally, the child becomes detached from people and the environment. With attachments to a loving caregiver broken, children are left without the most important foundation for healthy development: cognitive, emotional, behavioral, physical and spiritual.

The trauma of abuse and broken attachments create formidable hurdles for children to overcome. The behavior of unattached (or poorly attached) children can be defined in a number of ways including:

- Manipulative
- Controlling
- Defiant
- Avoids eye contact
- Rage-filled
- Unaffectionate on parents' terms but often affectionate with strangers
- Incessantly questioning
- Acts incapable
- Lies and/or steals
- Mean to pets
- Destructive

- Interested in blood/gore
- Responds poorly to discipline/responsibility
- Lacks appropriate physical boundaries
- Lacks guilt and remorse
- Hoards
- Lacks cause/effect thinking

Although all parenting or caregiving is a challenging (and rewarding) task, caring for a child with attachment disorder is especially difficult. Caring for such children requires firmness in setting limits, the ability to remain calm and centered when a child is expressing extreme anger and at the same time showing flexibility to meet the child's unique needs.

## EFFECTIVE CARING TECHNIQUES FOR THE UNATTACHED CHILD

1. Take care of yourself first; your patience will be tried!
2. Establish mutual respect.
3. Create and maintain a heart-to-heart connection.
4. Teach self control.
5. Set limits; help your child accept limits.
6. Raise your expectations of responsibility.
7. Expect restitution for damages.
8. Remove barriers between you and your child.
9. Avoid wrong battles and win the war against rage.
10. Teach your child to think for him/herself.
11. Guide the processing of feelings.
12. Build self-esteem within your child.

## RESOURCE

### *Attachments*

by Dr. Tim Clinton and Dr. Gary Sibcy

No emotional connection? Unable to give or receive love? Clinton and Sibcy take the reader back to look at childhood days and explain how and why early bonding—or lack of it—with parents or caregivers affects current behavior and relationships. Although aimed primarily at adults, the book has a lot to offer those who work with at-risk or in-crisis children. Its definition of the "attachment behavioral system" and how it plays out in the lives of children give insight into relationship/behavioral problems. Besides being personally helpful to the caregiver (few of us are wholly exempt from attachment hang-ups), this book gives valuable information on how to be a "sensitive, secure parent [caregiver] to your children."

Currently out of print, quality paperback copies will be available in Spring 2006 from your local bookstore or from Integrity Publishers, 5250 Virginia Way, Suite 110, Brentwood, TN 37027 or call 1-800-524-3240.



# MOSES' ATTACHMENT ISSUES

Sylvia Johnston (Used with permission)

**W**hen we think of Moses, what do we see? Images from *The Prince of Egypt*? A baby floating in a basket? A vigorous leader taking his people through the parted sea? An elderly prophet descending from the mountain of smoke and fire bearing two tablets of stone on which the foundations for the world's legal system are written? A man of prayer?

Moses was all these things, of course, and more. But what did God see as He watched Moses growing up? How did Moses feel about his unusual background? What were the foundations of his life?

Moses' experiences in the womb and infancy were not good (Exodus 1:1-2:9). In the womb he experienced the negatives of fear, uncertainty, terror, poverty, anger, even resentment. The only positive factor was that his parents prayed, which many today would view as irrelevant. Moses, born in a time of persecution and slavery, was hidden away for three months. Did he experience shame, solitude, attempts to enforce his silence? Imagine his feelings as he was cast adrift in a reed boat, with no one to comfort him or provide for his needs. How long did he drift? Did he really sleep peacefully as suggested in the cherubic paintings by children's artists? Thankfully, he was rescued and fostered for 21 months by his birthmother. He received love and some stability, albeit his family's knowledge that they would lose him again causing some distancing in their bonding.

Exodus 2:10 briefly describes Moses' move to an adoptive family. There were no phased introductions, no ongoing contact; the early attachments were destroyed and negated. Earlier securities—people, home, language, customs, toys, food, smells, routines, games, religion—were removed and changed. He moved from poverty and slavery to riches and power. At two years old did he appreciate the materialism or miss his mum? When he moved the language changed from Hebrew to Egyptian at an age crucial to his language development. As an adult he never felt comfortable with speech.

**D**id Moses' adoptive family love him for who he was, or as a cute plaything? What rows took place between Pharaoh, who decreed he be killed, and Pharaoh's daughter (probably a teenager) about whether Moses should be allowed to grow up as one of the family (becoming "part of the family" would be impossible). How did Moses feel as he listened to these rows? Was every childhood misdemeanor reported as evidence that he was "trouble" and would "never be any good anyway"? Did bonds of attachment ever form in this adoptive family? Judging by their subsequent relationships, bonding is doubtful.

As we follow the adult Moses, already a leader, through the Pentateuch, we see a man who bears the scars of his troubled childhood. The effects of early attachments are evidenced in his relationships and behaviors. We see a man struggling with poor problem-solving skills (Ex. 2:11-14); uncontrolled anger (2:11-13; 3:19-35, Num. 20:9-13); murder (Ex. 2:12); fear (2:14-15; 17:4); poor family relationships (2:15) which resulted in his running away from home (2:15) and becoming a refugee who entered an inappropriate, hasty marriage (2:21) and marriage problems (4:24-26; 18:2-27). Moses, the young man, has chronically low self-esteem and no confidence in his own efficacy (3:11-4:17). He cannot trust even God. Instead, he is scared of Him, with no intimacy in their relationship—hardly surprising given the model of fatherhood offered to Moses by Pharaoh. Is Moses' kindness and hard work (2:19; 3:1) an attempt to earn some love, or at least approval?

In spite of despair and depression (Ex. 1:15), doubt in both God and himself (5:22-23), workaholicism (18:13-27) and unpopularity (5:20-21), we also see a man in and through whom God worked: leading others to worship (Ex. 4:31; 13:1-15), obedient to God (7:10, 20; 8:5-6), a prayer warrior (8:12, 30-31; 15:22-26), a man able to delegate and discuss (8:26-27; 10:9-11, 25-26), and with restored family relationships (18:5-8; 15:20; 16:9-10). He was a clear leader (Ex. 11:4), responsible (16:27-30) and a man who heard God and exercised faith (14:13-14; 16:15-16).

**G**od was not daunted by Moses' past, his current behavior nor even his inability to trust and engage in meaningful relationships. He had a plan, a destiny for Moses, and in choosing the "disqualified," he demonstrated His love and power.

God is patient with Moses, yet He is firm. He loves Moses enough to require obedience and to heal him.

Moses: troubled, abandoned, suffering attachment disorder, rejected, homeless, persecuted, a refugee and a slave child. Yet Moses: "the man who talked with God face to face, as a man talks to his friend" (Ex. 33:12-33; 34:33)—and one of the greatest leaders the world has ever known.

Let's give the children hope by telling them the whole story of Moses—an example of the miracles God can work in our lives. Whatever their origins, whatever their present circumstances and needs, with God they were and are and can be miracles who bless the world and their Heavenly Father.

*Sylvia is a trained social worker who has worked in a variety of missions and served as an adoption specialist for 15 years. She now serves as a Rainbows of Hope trainer in the UK.*



## Caregiver's Time Out



### Grace in Abundant Supply

—Adrienne Pilkey

**A**fter a long day of counseling, giving others direction in response to their "I just don't know what to do!" I came home and found myself before the Lord in tears, uttering those familiar words: "I just don't know what to do!" Why are some situations so obvious and others very muddled? Do you, as I, sometimes wish someone would just come and tell you clearly what the next course of action should be?

At times the needs of the children confronting us can be overwhelming. On the busy city streets many disabled people look to anyone for just a little something. Perhaps, as I, you've cried out to God "I just wish I could give them all a bag of rice!" But, to whom of all these will you give today? Should you have just taken another route? And yet, here you are.

Of all people, why you? Why are you here in this particular location and situation? You know God has planned each one of your days, but do you ever wish you knew what the outcome of the day was going to be?

Two words I love are *lavish* and *abundant*. Imagine that after a day of questions you arrive home and on your doorstep sits a great big package. It's neither Christmas nor your birthday. You wonder where the package came from and how it arrived so intact. Strange the postman didn't keep it for himself! You can't wait to open it.

God has sent each of us such a gift—a lavish gift in the form of His

Son, Jesus Christ. He has given us favor which we absolutely don't deserve. God's gift to us is grace. "Amazing Grace," "Wonderful Grace,"—many songs have been written in thanksgiving for this marvelous gift.

Grace is also the ability to do what I otherwise couldn't do on my own. Some decisions I couldn't make on my own. Some tasks I just couldn't do on my own. I am reminded of a time when I was driving on a rural "road" in Uganda with an open truck full of people. A baby in her mother's arms was badly cut by some thorns we passed through. Why was I expected to remedy the situation? I had to perform emergency "surgery" to extract huge thorns from the baby's ear with what seemed like the entire village looking on. And I had only a first-aid background at the time. Why do I get myself in these situations?

Time and time again, when I'm considered the "expert" I am ever so grateful for the gift of grace. Grace to proceed in a situation, grace for protection, grace for wisdom.

Exactly when we are weak God's grace becomes sufficient for us (2 Cor. 12:9). When I feel particularly confident, a little warning bell goes off in my head. I don't want to miss the grace that could be mine in the situation. I want to rely on His strength. He works so perfectly when I am weak. Don't despise your weakness, your lack of knowledge, your lack of funds.

These apparent deficiencies are opportunities for grace.

We often hear that God loves a cheerful giver mentioned in relation to tithing. Actually, as missionaries this verse is for us in our daily tasks. God loves it when we give cheerfully to the children, to the difficult coworker or to the impossible licensing clerk.

Second Corinthians 9:6-15 became very meaningful to me in Sierra Leone and remains one of my favorite Scripture passages. Verse 7 says that we must decide what we are going to give or do. It begins with a decision. Part of that is the decision we make to be on the field in the first place. It continues on to each program or child with whom we decide to be involved.

Then verse 6 tells us to sow generously. Once the decision is made, be generous. Give of yourself; you won't run dry if you are connected to the source. The promise in verse 9 is that God gives *all* grace in *all* things and at *all* times.

What is your store of seed? What do you need or use in your ministry? What is it you've decided to give? Whatever it is, HE supplies it (verse 10). And not just a little, but He makes you rich to do what you need to do (verse 1)! You won't lack anything as you, by grace, give generously to those in need.

I get excited when I think about God supplying everything in abundance! Not only is God's grace extended to us in every situation but it is also extended to those around us. We are the conduits of God's grace to the children and those with whom we work. To live by grace is to live in obedience in our service to Him (verse 13). Additionally, when we live by the grace of God, people pray for us and people thank God (verses 12-14). Everyone is blessed!

May the grace of the Lord Jesus Christ be with you all.

*Adrienne is an associate member of WEC/Rainbows of Hope, living and serving in British Columbia, Canada. She also ministered short-term with ROH in Sierra Leone, West Africa.*



Crisis Care Training International is a ministry of WEC International.

Phyllis Kilbourn, Director <crisiscare@comporium.net>