

What is Reactive Attachment Disorder?

RAD is a condition in which individuals have difficulty forming loving lasting relationships. They often have a nearly complete lack of ability to be genuinely affectionate with others. They typically fail to develop a conscience and do not learn to trust. They do not allow people to be in control of them due to this trust issue. They can be surface compliant for weeks if there is no loving relationship involved. With strangers they can be extremely charming and appear loving. Uneducated adults misinterpret this as the child trusting or caring for them. If they cannot trust and love their own family that loves them, they will not trust and love a casual acquaintance " They do not think and feel like a normal person. Some famous people with RAD that did not get help in time: Hitler, Saddam Hussein, Edgar Allan Poe, Jeffrey Dahmer and Ted Bundy. One famous person with Attachment Disorder who did get help in time (in 1887!), and became one of our greatest humanitarians, is Helen Keller.

The sub types of Attachment Disorder according to Elizabeth Randolph, PhD

Isolated type, Predominant feeling is Sad

1. no friends
2. no touch
3. verbally compliant actually defiant

Evasive type, Predominant feeling is Fear (of Abandonment)

1. clingy
2. fake
3. charming
4. chatter
5. chameleon

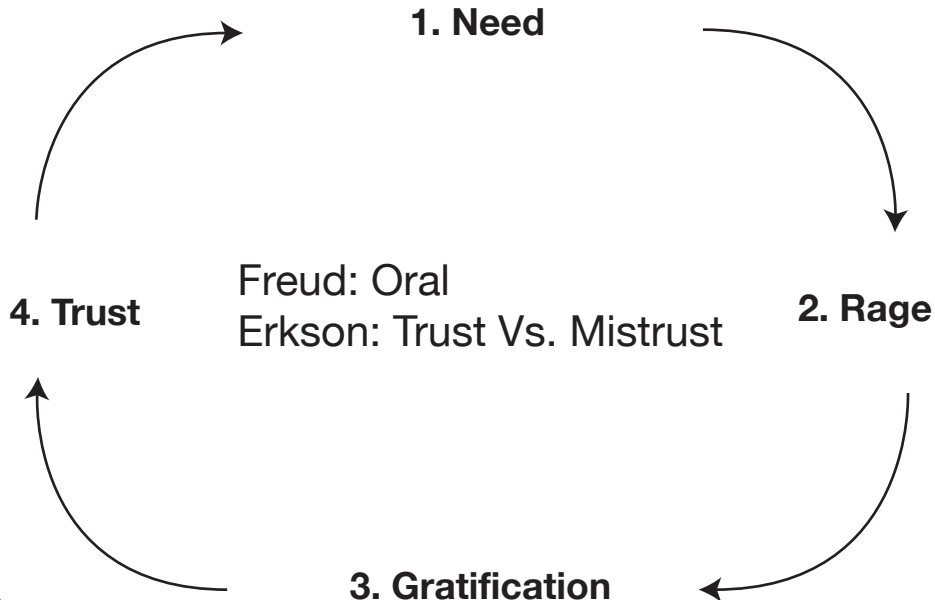
Defiant type, Predominant feeling is Rage

1. cruel
2. charming
3. self absorbed
4. destructive

Bizarre type

1. act crazy
2. constant noise

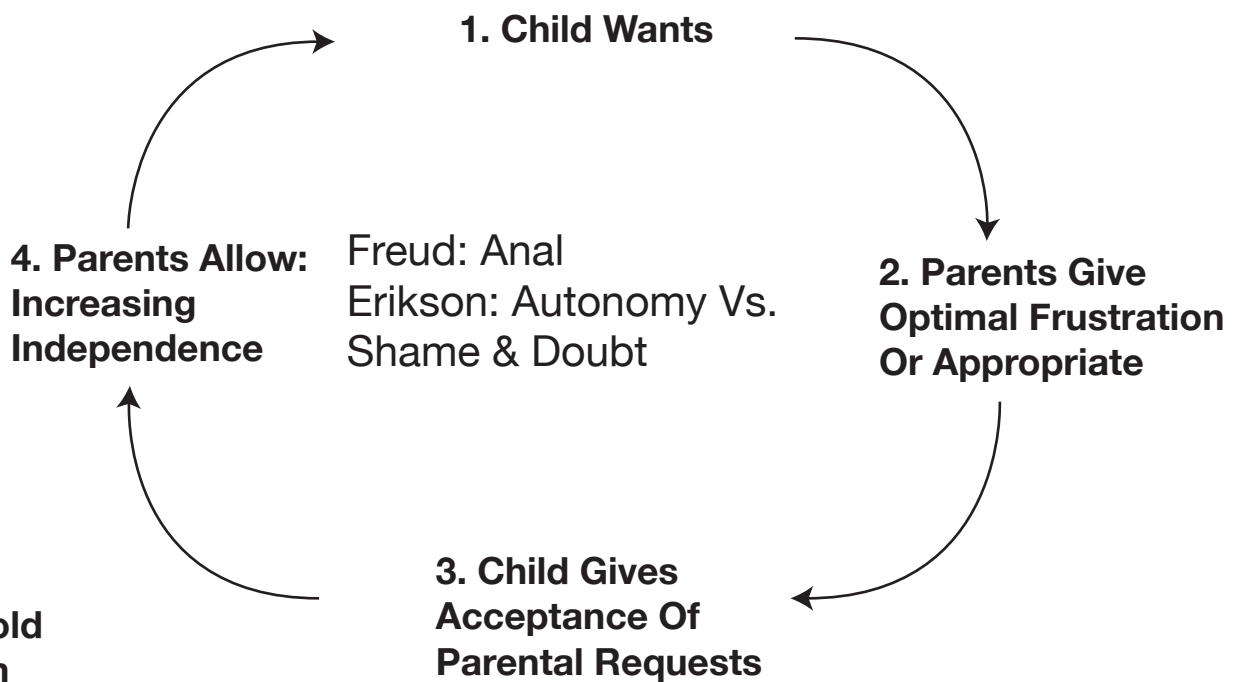
First Year Of Life Cycle



Necessary Input

- (a) Eye Contact
- (b) Touch & Labyrinthine Stimulation
- (c) Lactose
- (d) Smiles

Second Year Of Life Cycle



Causes

Any of the following conditions occurring to a child under 36 months of age puts a child at **high risk for developing RAD**:

- Maternal ambivalence toward pregnancy '
- In-utero trauma, drugs, alcohol exposure
- Abuse (physical, emotional, sexual)
- Neglect
- Sudden separation from primary caregiver
- Undiagnosed or painful illness such as colic or ear infections
- Inconsistent or inadequate day care
- Chronic maternal depression
- Several moves and/or placements (foster care, failed adoptions)
- Unprepared mothers with poor parenting skills

Attachment Disorder Symptoms in Children

- Superficially engaging & charming
- Lack of eye contact on parents terms
- Indiscriminately affectionate with strangers
- Not affectionate on Parents' terms (not cuddly)
- Destructive to self, others and material things (accident prone)
- Cruelty to animals
- Lying about the obvious (crazy lying)
- Stealing
- No impulse controls (frequently acts hyperactive)
- Learning Lags
- Lack of cause and effect thinking
- Lack of conscience
- Abnormal eating patterns
- Poor peer relationships
- Preoccupation with fire
- Preoccupation with blood & gore
- Persistent nonsense questions & chatter
- Inappropriately demanding & clingy
- Abnormal speech patterns
- Triangulation of adults
- False allegations of abuse
- Presumptive entitlement issues
- Parents appear hostile and angry

Attachment Disorder Symptoms in Infants

Does not use crying appropriately to get someone to address needs
Often does not settle when needs are met by Mom (primary caregiver)
Overreacts or often startles to touch, sound and/or light
Listlessness with no medical reason (infant depression)
Limited holding onto or reaching for caregiver
Lack of appropriate stranger anxiety between 6 and 9 months of age
Shows minimal interest in interacting with people
Does not smile back or respond with activity to smiles or baby talk
Often does not follow human movement with their eyes
Avoids eye contact
Self abusive behavior (head banging- self biting- hair pulling)
Is resistant to cuddling (stiff)

Keys to Bonding High Risk Babies-Every minute you invest holding your child, smiling into their eyes is ONE HOUR less pain when they are teens

Breast feed if possible
Always hold bottle (NEVER prop it)
Carry the baby in a snugli or fabric carrier on the front, facing mom 4 to 6 hours daily
Massage baby 20 minutes each day while smiling and using high voice.
Hold & rock infant with loving eye contact, smiles and singing or reading in happy "baby talk" each day
Feed sweet milk in Mom's arms with soft eye contact, touch (stroke baby's face, hold fingers) loving voice.
Baby should nap daily resting skin to skin on Dad's chest,
Baby sleeps with or near parents at night. Be careful to avoid falls.
Do not allow baby to self feed
No "baby carrier," baby is in arms
No stroller facing away from Mom
No one feeds baby except Mom
No one holds baby except for Mom and Dad unless less than 5 min/day
Baby must not be left to cry alone for longer than 3 minutes
Hold baby facing you-heart to heart
No exposure to TV for one full year
Delay painful medical procedures, if possible, until child is bonded
Play Mozart's music to soothe baby
Respond to baby's attempts to get your love and attention with joy"!

The following information was drawn from the research and writings of Daniel Amen, M.D., Clinical Neuroscientist, Bruce Perry, M.D., Ph.D. Baylor College of Medicine and Bessel van der Kolk, M.D., Harvard Medical School.

"When your brain works right, so can you. When your brain doesn't work right, neither can you." Daniel Amen, M.D.
www.brainplace.com www.amenclinic.com

"Experience changes the brain," Bruce Perry, M.D.

"Attachment is at the heart of all human endeavors," Bruce Perry, M.D.
www.childtruma.org

R - Complex (reactionary mind/brain stem)

Survival mode

Fight - Defensive, tantrums, argues, negative

Flight - Runs away, hypervigilant, stress-filled, anxious

Freeze- Shuts down emotions, shuts down learning, disassociates

R - Complex is activated by:

fear, threats, intimidation, criticism and negative input

Limbic System (emotional mind)

Emotions, love, kindness, caring, appreciation, compassion, attachment (this is the normal filter)

Limbic System is activated by:

feeling of safety, acceptance, up and down movement

Neocortex (thinking cap)

reasoning, planning speech, language, sight, hearing, creativity, analyzing, time, logic, most school work, reading, math, science, English and test taking)

Neocortex is activated by:

joy, laughter, oxygen and Mozart's music

Temporal lobes (memories and experience)

Left side damage - violence, learning problems, temper, aggression, irritability, language, listening and reading

Right side - mood stability, social cues, such as reading facial expression, rhythm and music*

Highly affected by:

caffeine and nicotine which decreases the blood flow, sleep deprivation show less activity in these lobes.

Optimize Lobe health with music, positive and complicated and positive input.
Children need to sleep ten-twelve hours a night, NO light on.

Basal Ganglia highly damaged by PTSD

Under Active - not enough dopamine, Attention Deficit Disorder, poor handwriting, Parkinson's disease, lack of motivation, tiredness,

Optimize by: ritalin increases dopamine, protein Increases dopamine, more oxygen, positive thoughts and exercise.

Over Active - too much Dopamine anxiety disorders, panic attacks, freezing during stress, Tourette syndrome, hypervigilance, heightened fear.

Optimize by: L-Tryptophan (5-HTP) at bedtime, improves sleep, decreases aggression, improves mood, Increases serotonin. St. John's Wort, no Ritalin

Cingulate-Gyrus (The gear shifter)

ODD- Oppositional Defiant Disorder

OCD- Obsessive Compulsive Disorder

inability to shift from the inner core to the outer cortex

Optimize by:

correct quickly (do not allow repeat of any behavior, especially arguing)

consequence the first time-

exercise increases oxygen to the brain

deep belly laughs

positive input

strong sitting (quiet, calm, open breathing, time to shift gears)

Research from

Bessel van der Kolk, MD

Left

Logic

Coping

Date

Time

Facts

Organize

Sequence

Identity

Language

Right

Emotions

“Traditional therapy is useless for severely traumatized people, but especially children because it does not reach the parts of the brain that were most impacted by trauma.”

Bessel van der Kolk. M.D.

Attachment Therapy

- Why traditional therapies fail with RAD kids:
 - Establishing relationship with client not possible
 - Brain structure (Bessei van der Kolk, MD)
 - Con, manipulate, lie, control
- Must utilize mother as the change agent, Mother is an essential part of the bonding (not in the waiting room).
- Empower the mother with right techniques/skills. Parenting and therapy must go hand in hand.
- Instant availability (commitment) the covert message "You are important!"
- Time is based on needs of child/family not on 50 minute hour. Session is over when child **is** calm never in mid-rage.
- Attachment therapists are highly trained and skilled in dealing with rage-filled children. Heart surgeons don't read a book then cut!
- Confrontational techniques are used to deal with issues. "Waiting until they are ready" does not work with this level of pathology.
- Success is based on behavior in the home not in the therapist's office.

Ancient Water Tortures

Talking: This is the first area that a child must gain self control to begin the heating process.

- Lies _____
- Dumb questions _____
- Unclear Speech _____
- Jabbering _____
- Swearing _____
- Not answering _____
- Why? _____
- Arguing _____
- I don't know _____
- Not accepting responsibility _____
- Interrupting _____
- Whining _____

Consequences vs. Punishment

Punishment turns thoughts to the outside of the child. Consequences turn their thoughts inside.

Dramatic Displays: Children need to be kept in close until they no longer need an audience to manipulate.

- Flipping the bird _____
- Overdramatic _____
- Pity Parties _____
- Fit Throwing _____
- Aggression _____
- Eye Rolling _____

Excretions: It is essential that the child be 100% responsible for clean up of their own excretions after the age of five.

- Urine _____
- Feces _____
- Flatulence _____
- Vomit _____
- Nasal Discharge _____
- Spitting _____

Food Issues: You can't make them eat it and you can't make them stop. They have to learn to control themselves. A parent's obligation as the nurturer is to provide nutritious meals three times a day for each child.

- Hiding food _____
- Eating too much _____
- Not eating _____
- Picky eating _____
- Eating rudely _____
- Eating weird things _____

Friends and Family: Relationships must begin between the mother and child and then generalize to the father, to the family, to the community, to the world.

- Peer relationships _____
- Siblings rights _____
- Abusing other kids _____
- Setting up _____
- Tattling _____
- Pets _____

Prescribing the Problem: When it's not harmful to the child and there is no way you can physically stop them, one avenue of intervention is prescribing the problem,

- Chewing clothes _____
- Chewing hands _____
- Thumb sucking _____
- Biting nails, lips, toes _____
- Cracking knuckles _____
- Picking boogers _____
- Picking scabs _____
- Masturbating _____

Medical Issues' Crying wolf, 9 very common occurrence, and sometimes there is a wolf. We need to be careful we do not become callous or conned.

- Medical exams _____
- Illness denying _____
- Claiming fake _____
- Refusing medication _____
- Nutrition _____
- Allergies _____

Bedtime Issues: Children need to sleep 10 to 12 hours a night with no light on. Adults need to sleep 8 hours a night with no light on.

- Setting alarm off _____
- Not going to bed _____
- Noise at night _____
- Getting them up in the am and dressed _____

Restitution /Respite/Responsibility

Restitution for stolen or intentionally stolen items should be double the replacement value of the item. It is the child's responsibility to fill in the hole they dig with their inappropriate behaviors. The way they fill it in is by paying back with their time, their talent or their energy-

- Stealing _____
- Running away _____
- Knives/weapons _____
- Destroying property _____
- Sabotaging fun _____
- Hygiene _____

From Others Toward Parents: Sometimes we have to say No I Won't and You Can't Make Me to members of the community who do not understand our special needs children- No I won't put my child in harm's way by giving them freedoms they can't handle. No I won't let you sabotage the bond my child needs to establish to have a healthy heart and a life filled with love. No I won't let you sabotage and undermine my confidence in doing what is right for my child. And you can't make me stop doing all I can to help my child,

- Parenting too tough, Nazis _____
- Not strict enough _____
- Munchhausen, Histrionic, Borderline, etc. _____
- Bad parent _____
- Don't like/love child _____
- Scape-goating child _____
- Try harder _____
- Just love him more _____

Support Ideas

1. Realize this is a very painful situation. If you are on the Mom's side, you are on the child's side. If you take the child's side against the Mom, they both lose.
2. Listen with open ears and hearts. Not judging, not being critical. Condemning, criticizing or blaming Dose Not Help to Lift the burden, don't load it down.
3. Make **short**, loving phone calls (occasionally) to listen and encourage, not to advise, not to gather information or "check on them"- Tell her she can chat whenever she needs an ear.
4. Take her to lunch or dinner.
5. Rent a funny movie and share it.
6. Send her flowers, chocolate or cards with love and a smile in it.
7. Bring her some dinner or baked goods,
8. Hugs are always heading. Moms need **12 a day** minimum.
9. Do **Not** give unasked for advice.
10. Take all information as confidential.
11. Pray for them.
12. It Is very helpful to educate yourself about Attachment Disorder.
13. Run errands to help lfi the load,
14. Take the kids somewhere for the afternoon. Be sure she knows it's because she deserves a break and not because she can't handle it,
15. Give her a gift certificate for a massage, hair salon, hot springs
16. Give her Mozart's music or some other calming or **uplifting** tunes.
17. Give her a stuffed animal filled with love for her inner child
18. Give her one of the Chicken Soup for the Soul books.
19. Scratch her back, pat her shoulders
20. Buy her bubble bath and watch the kids for an hour or so white she soaks to music.
21. Remind her of her special traits and talents.
22. Tell the child **often**, in front of her, how lucky they are to have a mom like this.
23. **Absolutely, never** show up without calling to check for an appropriate time to visit.
24. Never tell her to "Just love the child more". If you already have, beg forgiveness for not understanding.

**** Do not say. 'Let me know if I can help" Instead, do one or more of the above

Recommended Reading

Gregory Keck Ph.D. & Kupecky, *Adopting the Hurt Child*, Pinon Press 1995

Deborah Gray, *Attaching and Adoption*, 2002

Dr. Ken Magid and Carole McKelvey, *High Risk: Children Without a Conscience*, Bantam Books 1989

Foster Cline, M.D.

Understanding and Treating the Severely Disturbed Child, 1979

Parent Education Text "What shall we do with this Child", 1982

Hope for High Risk and Rage Filled Children, 1991

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Available through Institute for Attachment & Child Development, (303) 674-1910

Foster Cline M.D. & Kathy Holding, *Can this Child be Saved?*

Jim Fay and Foster Cline M.D., *Parenting with Love and Logic*

Martha Welsh MD, *Holding Time*, Simon and Schuster 1988

William Gibson, *The Miracle Worker*, Bantam Books/Perma 1962.

Thomas Verny M.D., *The Secret Life of the Unborn Child*, Dell publishing a division of Bantam 1981.

Robin Karr-Morse, *Ghosts from the Nursery*

Deborah Hage, *Therapeutic Parenting it's an Attitude*

Ashley Montagu, *Touchin (the human Significance of the skin)*, Harper and Row publishers

Hughes, D.A., *Facilitating Developmental Attachment*, Northvale, NJ: Jason Aronson Inc. 1997

Linda Kavelin Poopov, *The Family Virtues Guide*, Penguin Books

Levy and Orlans, *Attachment, Trauma and Healing*, CWLA Pub. 1998

Karen, *Becoming Attached*, Oxford, NY: Oxford University Press 1994

Elizabeth Randolph, MSN, Ph.D. *Broken Hearts: Wounded Minds*, available through Families by Design, 970-984-2222 / www.attachment.org

Levy, *The Handbook of Attachment Interventions*, Academic Press 1999, available through Families by Design, 970-984-2222 / www.attachment.org

Nancy Thomas, *When Love is Not Enough*, 1997, available through Families by Design, 970-984-2222 / www.attachment.org

Brita St. Clair, *99 Ways to Drive Your Child Sane*, available through Families by Design, 970-984-2222 / www.attachment.org

Greg Keck, *Parenting the Hurt Child*

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Change Your Brain, Change Your Life
Healing the Hardware of the Sou

Elizabeth Randolph, MSN, Ph.D., *Broken Hearts, Wounded Minds*