

Aprender seguros: El apego como clave del aprendizaje en la escuela

**INSTITUTO
UNIVERSITARIO
DE LA FAMILIA**



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Teoría del apego

EL APEGO es una NECESIDAD

- Biológica
- Universal
- Primaria
- De supervivencia
- De desarrollo
- Modulable

Claves

SEGURIDAD
CONEXIÓN
PATRON

... Clave al principio de la vida
... Nos acompaña “de la cuna a la tumba”



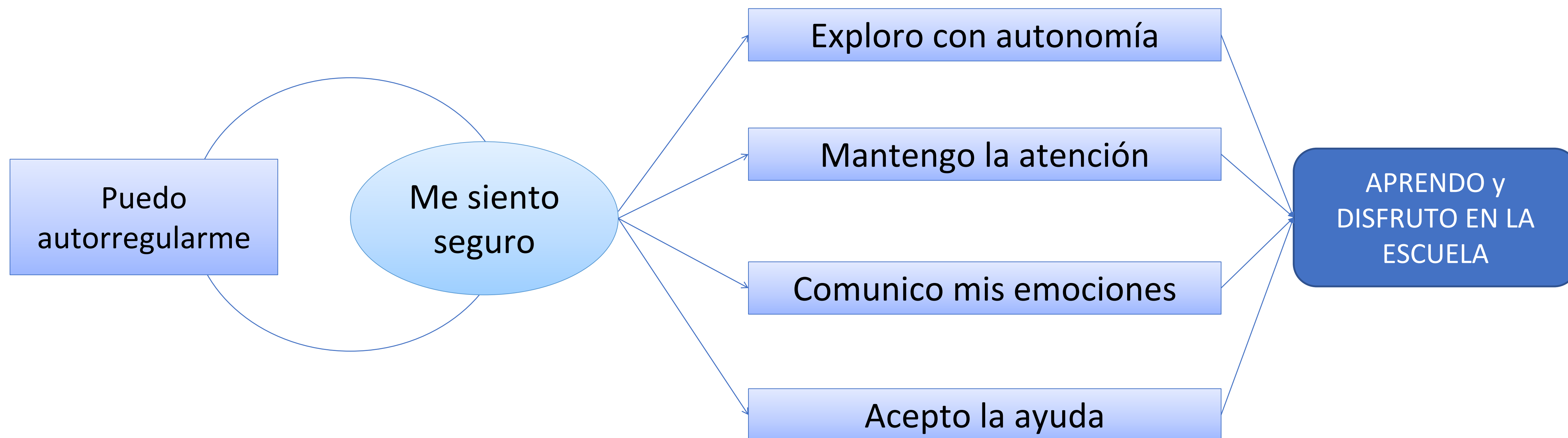
John M. Bowlby und Mary D. S. Ainsworth

Una relación segura está en los cimientos del aprendizaje



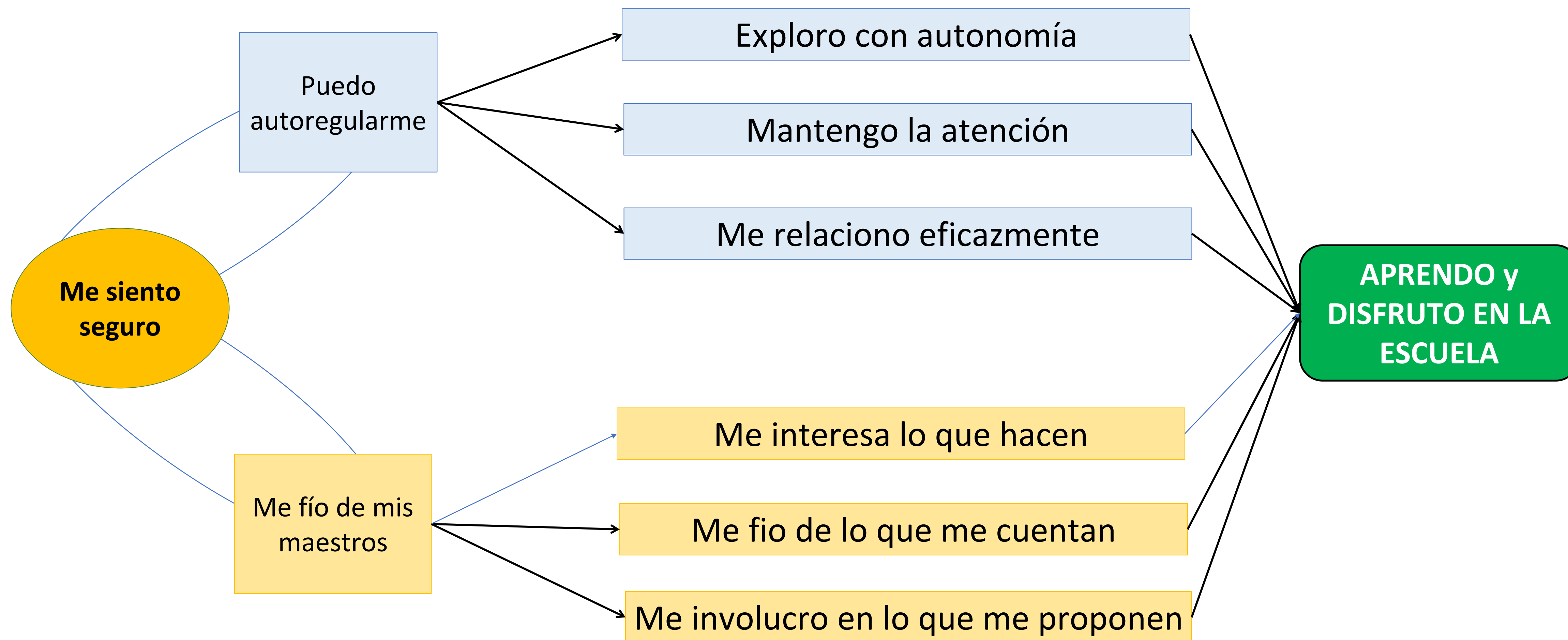
Una relación segura es el marco de posibilidad del aprendizaje



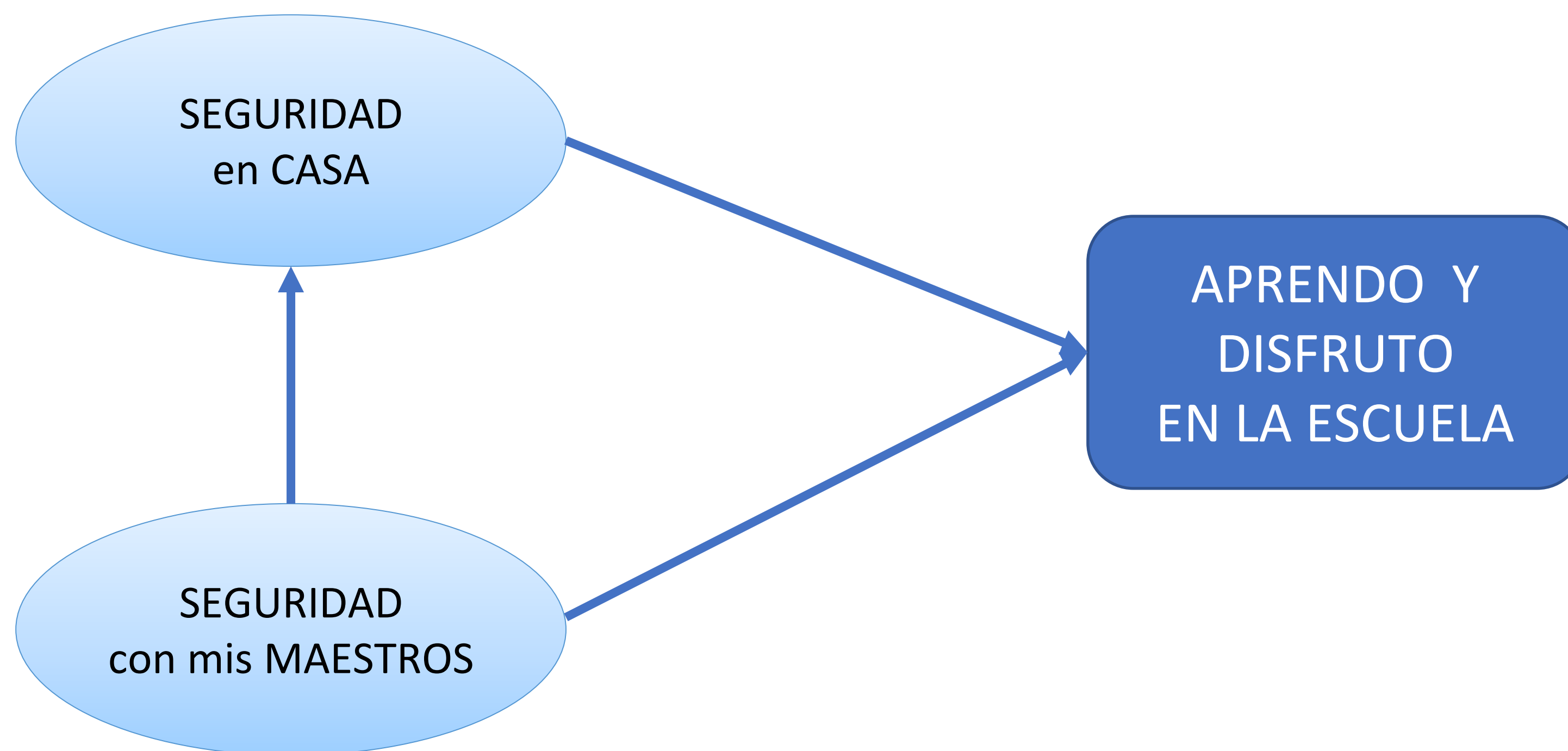


Una relación segura es seleccionador del aprendizaje

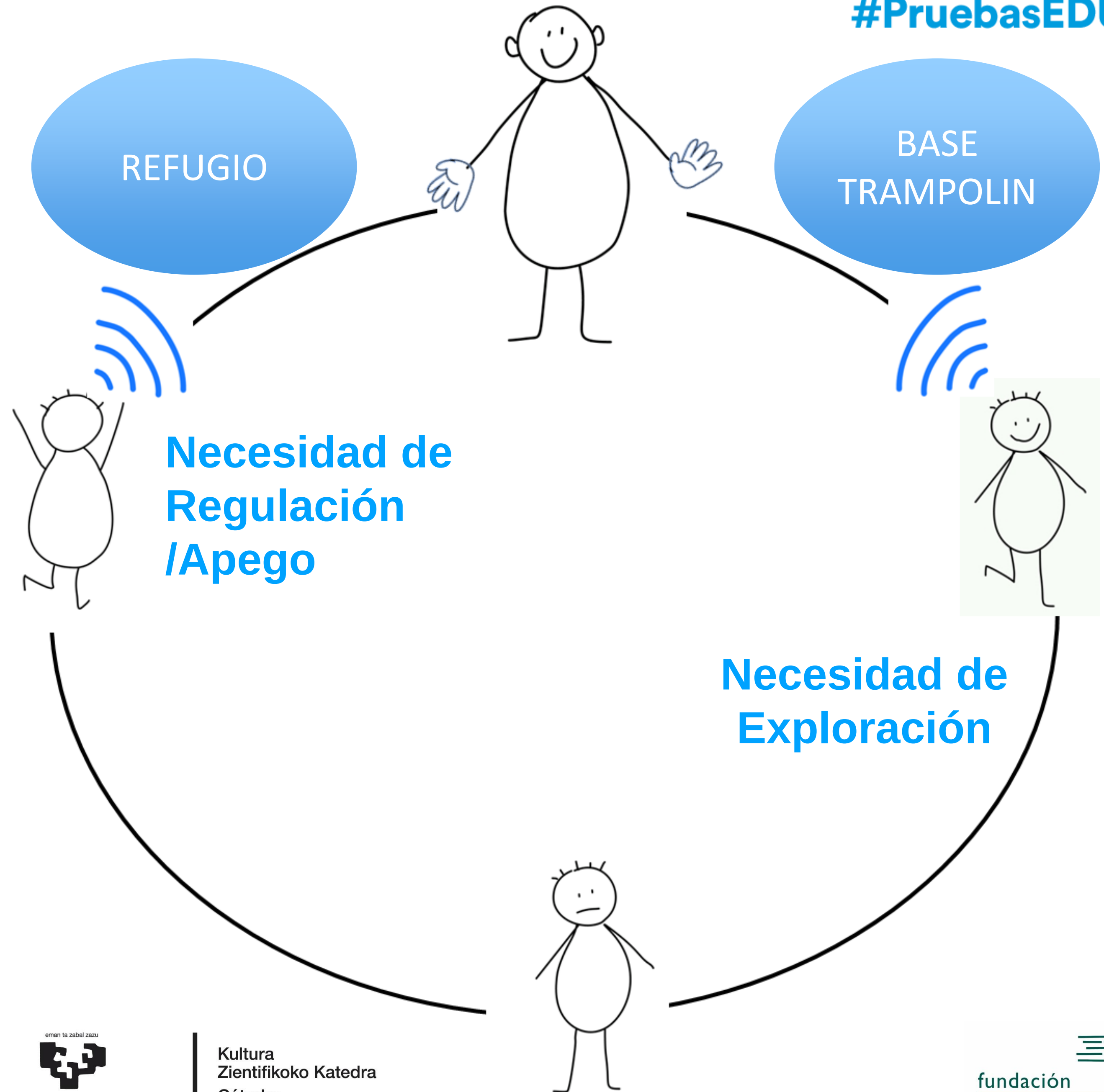




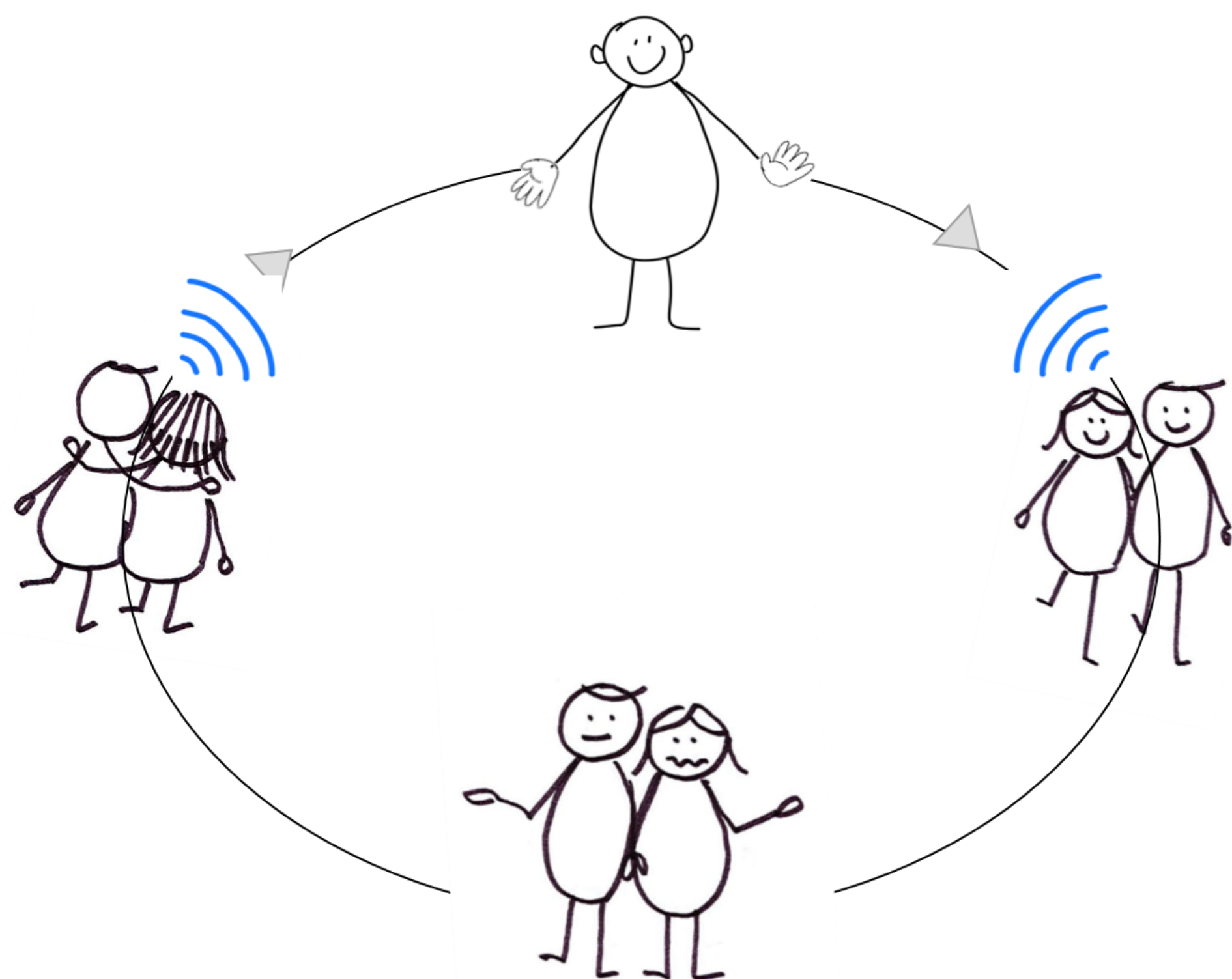
¿Cómo se consigue la seguridad en la escuela?



¿Cómo se ofrece seguridad a los niños?

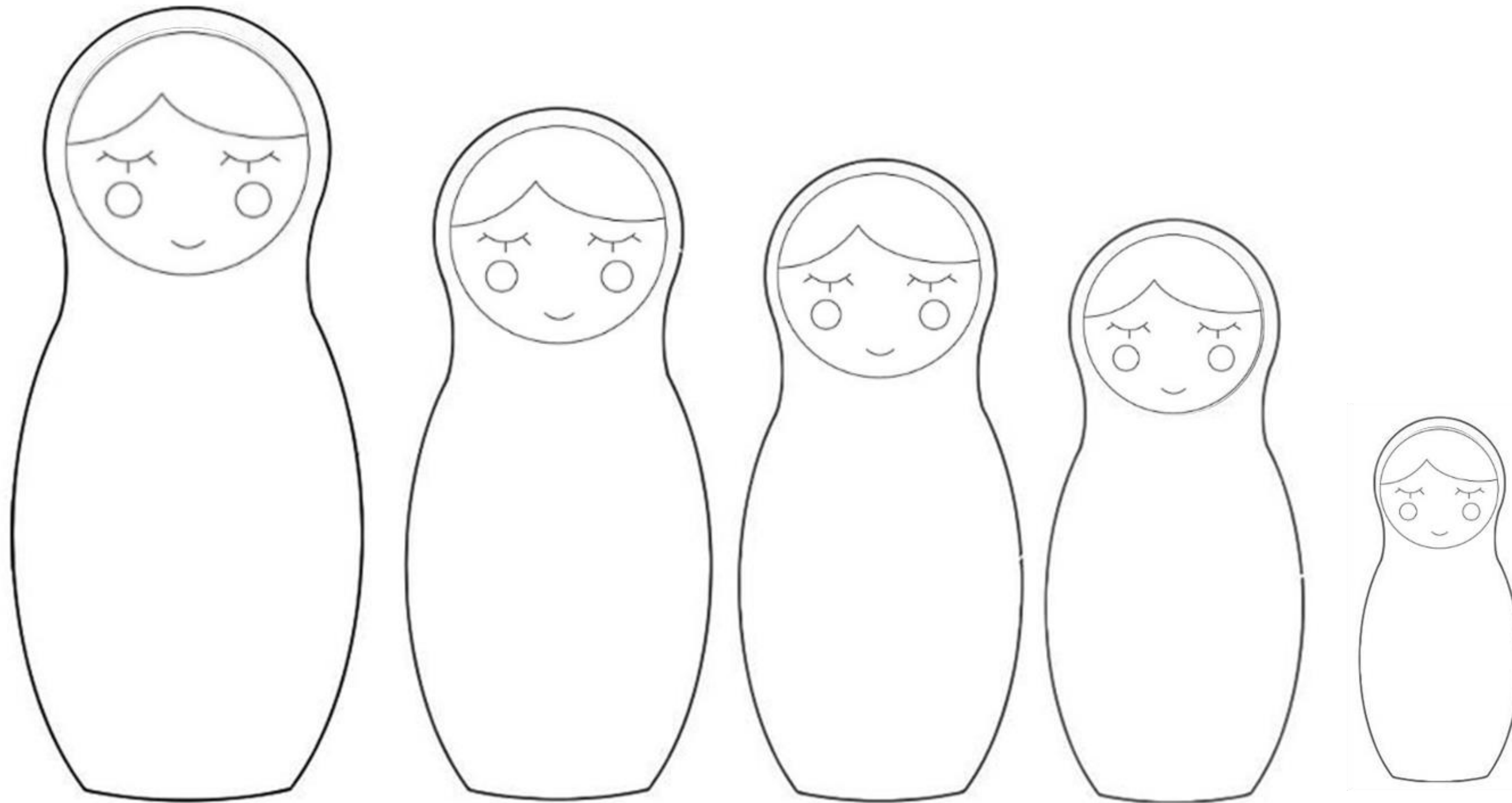


¿Cómo se ofrece seguridad a las familias?



- a De la inaccesibilidad a la disponibilidad
- b De la insensibilidad a la sensibilidad
- c De la interferencia a la cooperación
- d Del rechazo a la aceptación

Construir cadenas de seguridad



¿A qué me ayuda esto?

A mirar

- ¿Qué les da seguridad a los alumnos?
- ¿Qué les provoca inseguridad?
- ¿Cómo lo manifiestan?

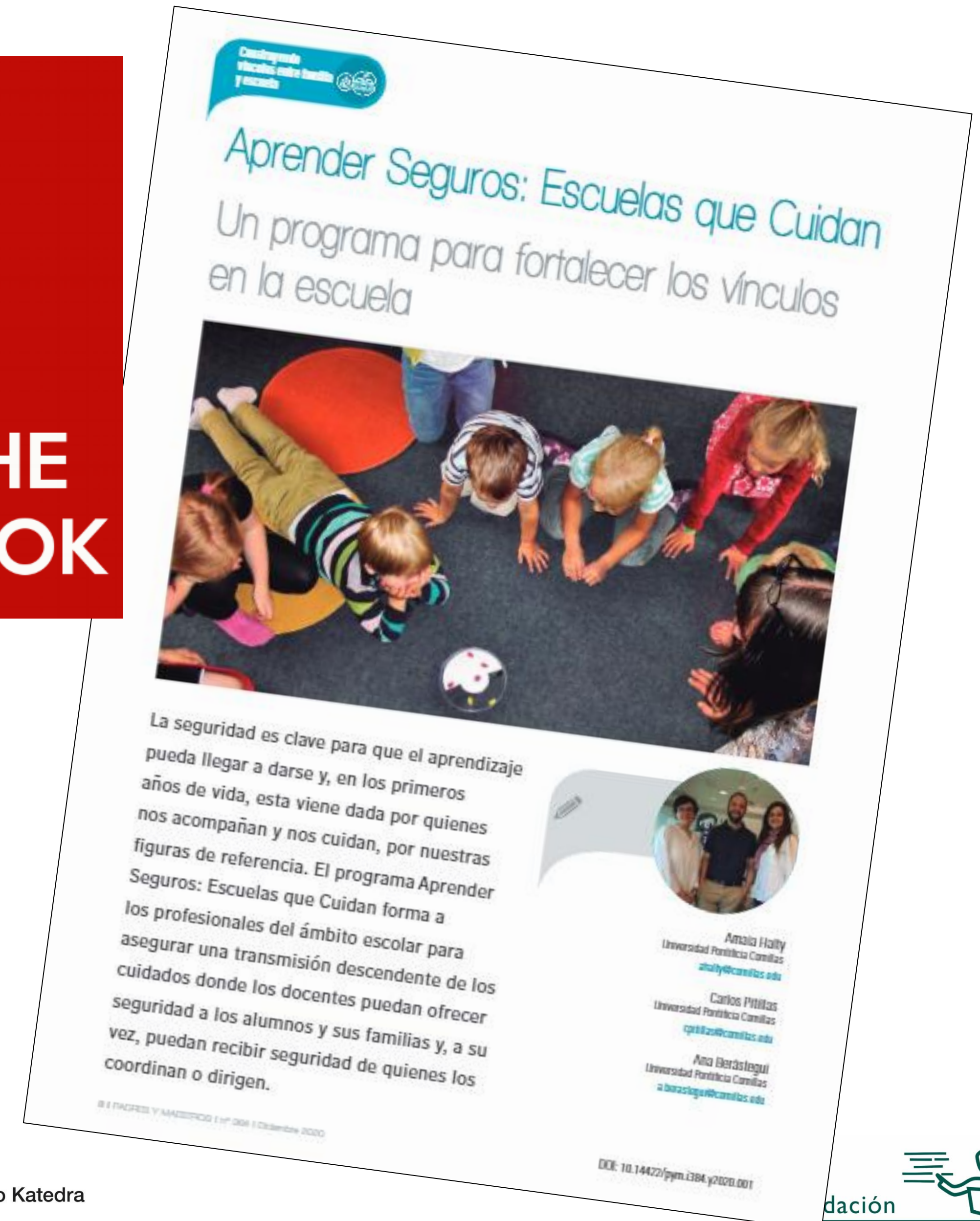
A entender

- ¿Hay otra forma de interpretar las conductas difíciles?
- ¿Hay otra forma de entender a los “niños difíciles”?
- ¿Hay otra forma de entender a las “familias difíciles”?

A actuar

- ¿Cómo puedo ser **base segura** para las familias/alumnos?
- ¿Cómo puedo ser **refugio seguro** para las familias/alumnos?







FAMILY PROCESS



Enhancing Caregiving in Traumatized Families: An Attachment-Centered Approach to Working with Parent Groups

CARLOS PITILLAS
ANA BERÁSTEGUI

This paper outlines a model of attachment-centered group interventions to enhance caregiving among parents suffering from early trauma and/or social hardship. Groups are understood as an essential source of experiences that may restore traumatized adults' relational security, and enhance their parenting capacities, in face of biographical and contextual factors that compromise caregiving. The model is especially suited for intervention within social service/child protection contexts and with families that struggle to establish trusting alliances with professionals and institutions. Proposed intervention strategies are oriented toward making the group function as an attachment figure that meets parents' attachment and exploration needs and enhances parental sensitivity. Group therapists facilitate two sets of group processes: on the one hand, a sense of togetherness, emotional containment, protection and comfort (related to attachment needs); on the other hand, the development of parental mentalization, the revision of parental representations of the child, and the consolidation of parenting competence (related to exploration needs). A theoretical rationale for working with parent groups from an attachment-centered perspective, the basic intervention principles and specific strategies of the model are presented and illustrated.

Keywords: Attachment; Groups; Parents; Caregiving; Trauma

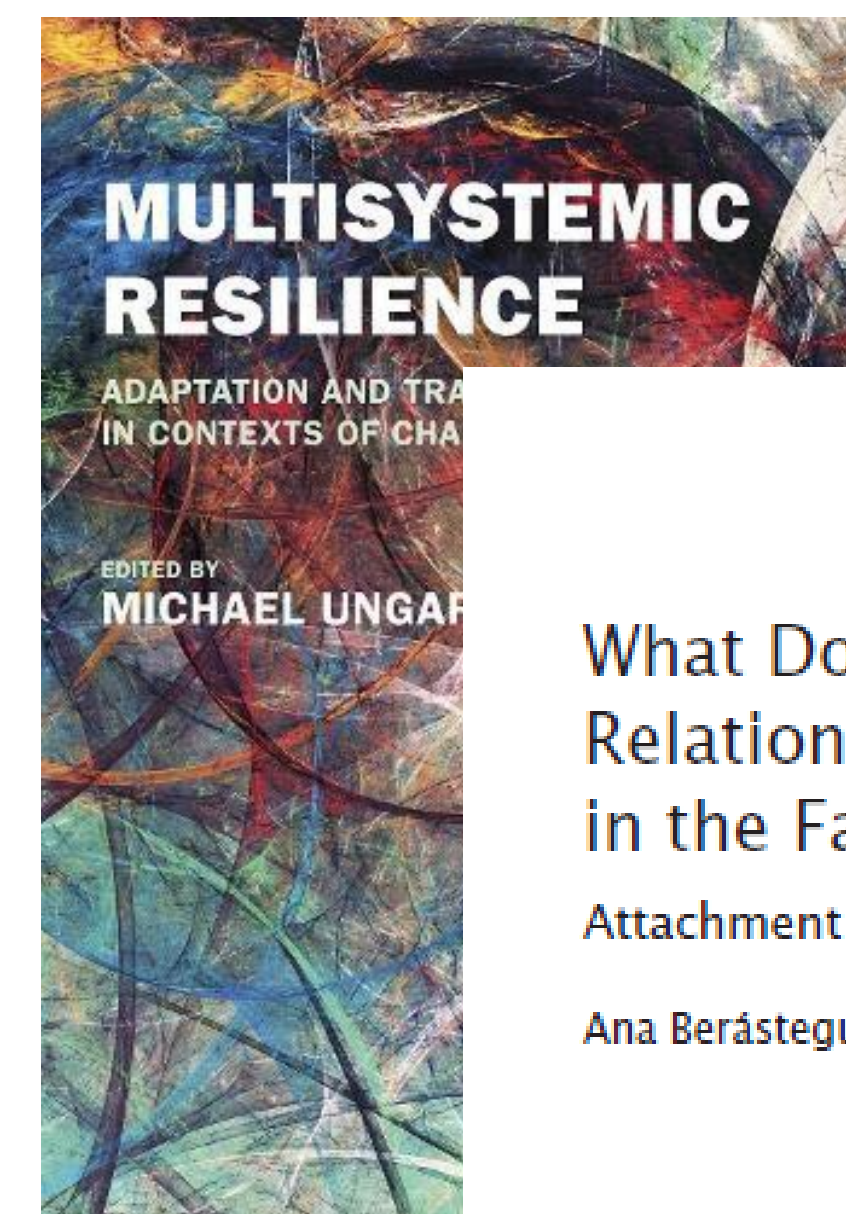
Fam Proc x:1–16, 2021

Attachment theory can have enormous potential value for family therapists and other professionals working within a framework of family/systems theory (Brassard & Johnson, 2016; Diamond, Russon, & Levy, 2016; Kobak & Mandelbaum, 2003; Whiffen, 2003). Professionals often struggle with helping families with young children to deploy their caregiving abilities, particularly in nonclinical community settings, social services and child care system facilities.

Intervention approaches are usually based on the teaching of child-rearing techniques or developmental concepts and cognitive reframing or structure modification (Brassard & Johnson, 2016), but they frequently find a deadlock in mutual distrust (Lawick & Bom, 2008). An attachment perspective not only helps us to understand the importance of parenting in development, or the origin of caregiving difficulties in parents suffering of early trauma and social adversity. It also offers a model for understanding the importance of security for therapeutic change (Diamond et al., 2016; Hughes, 2007; Whiffen, 2003).

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What Does It Take for Early Relationships to Remain Secure in the Face of Adversity?

Attachment as a Unit of Resilience

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Ana Berástegui Pedro-Viejo is a Professor of Psychological Intervention in social exclusion contexts and a family researcher at University Institute for Family Studies (Pontifical Comillas University). She is also the Family and Disability Chair at this university and co-founder of Primera Alianza, a brief, group intervention program to enhance parental sensitivity and early attachment for caregivers of preschool children, in the context of social exclusion. Her research interest is focused on family diversity and child welfare and development including adoption, disability, gender, and social exclusion issues. Berástegui has published five research monographs and over 50 journal articles and book chapters.

Carlos Pitillas Salvá is a professor, researcher, and therapist at the University Institute for Family Studies and the Human and Social Sciences Faculty at Pontifical Comillas University. His current teaching covers the general teaching of psychoanalysis, as well as specific training in psychoanalytic psychotherapy and child and youth psychotherapy. His research interests include the psychological consequences of extreme poverty, adoption, pediatric disease, or early trauma during childhood. He is co-founder and coordinator of the project Primera Alianza: Enhancing Early Attachments and has recently published this program's model of intervention in Spanish (with A. Berástegui, *Primera Alianza: Fortalecer y reparar los vínculos tempranos*, Gedisa, 2018).

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