

Preface

There is no shortage of attachment-based interventions, so there was inevitably a process of selection in determining which interventions are represented in the 21 chapters in this *Handbook of Attachment-Based Interventions*. The process was influenced by three considerations:

1. Does the theory informing the intervention rely in some significant way upon attachment theory?
2. Does the evidence base for the effectiveness of the intervention include reliable and previously validated attachment measures?
3. Is there a robust scientific inquiry (e.g., a randomized controlled trial) completed, under way, or planned?

Applying these three criteria yielded 12 chapters that report on interventions aimed at parents and their children ages 0–3 years; three chapters that report on interventions appropriate for preschool-age children (and their parents); one school-based intervention; four interventions aimed at adolescents, including one that focuses on adolescent parents and also addresses the young couple; and one intervention directly addressing adult couples, with a dedicated focus on involving fathers in the lives of their children. Notably, all the interventions reported on in this handbook are manualized, and clinicians whose aim is to become skilled in any of these approaches are required to pursue face-to-face training, including follow-up supervision, which can be arranged through direct contact with the authors.

Readers interested in early interventions that aim to help parents of infants and toddlers have much to consider in the first 12 chapters, including home-visiting programs, work with individual parent–child relationships (dyadic work) in the clinic, and therapy that is based on a group or multifamily model. Interestingly, the vast majority of these early interventions include video feedback as a central component

of the therapeutic work. There can be no doubt that seeing oneself on film, interacting with one's child, is a deeply evocative experience, ripe with opportunities to consider how one might like to change as a parent.

Readers who are primarily interested in how to help troubled adolescents will want to turn immediately to the four chapters that address this age group (Chapters 17, 18, 19, and 20). Autism is addressed in detail in Chapter 12. Working with parents (and children) who have been exposed to trauma is a common theme across many chapters.

We are grateful to all the contributing authors for their patience with us in the preparation of this volume. We owe a debt of thanks to C. Deborah Laughton, Senior Editor, Developmental Psychology, at The Guilford Press, who has been our main nonintrusive and supportive contact throughout preparation of this handbook. Editor-in-Chief Seymour Weingarten's steady hand in the background, offering support of this volume and all things attachment-wise, is greatly appreciated. Finally, we hope that this volume makes readers more aware of the rich range of attachment-based interventions with a significant and growing evidence base, meaning that the lives of children and adolescents at risk can be dramatically improved with the right investment that will have immediate and long-term benefits—psychologically, socially, and economically—in terms of reduced monies that would otherwise need to be spent on special education, health, legal, and prison costs.

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