

Assignment Sheet

The assessment assignment is a structured opportunity to look at examples of live work using the frameworks for attachment and interview analysis taught on the course. Previous participants have found this task very useful in making the theory to practice link.

You are asked to undertake a piece of attachment informed assessment work. This could be an interview with an adult in which you help them reflect on their own history and how it impacts on them now, or a piece of direct work with a child or young person.

Please make sure the transcript of the interview or direct work is in a format that can be shared so you can work together when we come back together for the follow up days. The purpose will be to look at discourse markers and the process of the interview, discuss the strengths shown by the interviewer and the challenges they faced in the interview. This can lead on to looking at ways that interviewers can improve their techniques as well identifying therapeutic issues to explore with clients.

Some general points about the transcripts:

- Please listen to the interview and identify a particular section that you would like to share and get feedback on. This should be the section of the interview that you transcribe.
- *Please provide only 3 – 5 pages of transcript.* This may represent approximately 5 to 10 minutes of interview time only, so it is important that you choose a section that you are particularly interested in gaining feedback about.
- Also important: The transcribed section should be one where the attachment responses of the interviewee have been activated (i.e. there is some moderate stress generated by the questions in that they touch on early memories, significant early / family / intimate relationships, stressful memories, troubling events, difficult or painful emotions, etc.). On pages 139-140 of *Attachment-based Practice with Adults* (the course text) you can find a list of sample topics that touch on attachment-related themes, or you can use the suggested format below. If you are undertaking direct work with a child, use a story based interview technique or a family drawing or sculpt.
- When doing the transcription, please use square brackets and specify non-verbals, including coughs, gestures, laughs, grimaces, staring, standing up, shifting in chair, sudden raising or dropping in voice, angry expression or other marked expression on face. Please include any other explanations of the

process that will help us understand what was happening. Silences should be indicated by one full stop for each second of silence. Rounded brackets should be used for paraphrasing what the person said which might have been unclear on the tape, or an intended meaning that was clear to you but which would otherwise not come across in the transcript.

- In the transcript, please transcribe your questions in the same way, so we can better understand the process between you and the interviewee.
- Please put your words in bold font and the interviewee's in regular font. Please use 12 point font, double spaced.
- If you have an administrator or other person type the transcript from the audio recording, please be aware that you will have to review the transcript to ensure that the non-verbals are properly noted and that the transcript has not been 'tidied up.'
- If at all possible, it is useful to do the transcription within one or two days of the interview, as you will remember far more of the non-verbal communication.

Confidentiality and consent

- You will need to obtain the person's permission to record the session. You will also need to anonymise any identifying details in the transcript (e.g. names, specific locations).
- Please follow your agency's protocols for seeking a service user's consent for the recording and sharing of the interview for training purposes. We suggest that, after having obtained initial consent to record the session, you re-check afterwards in case the service user feels that parts of the discussion should not be used.
- When explaining the purpose of the recording, it should be explained that the purpose is to help us to improve our skills and sensitivity. Please do not promise to offer the person feedback about what was said about them in the small group. It should be characterised as an opportunity for feedback / training for you.