

# Attachment Based Teaching

2/18/19

Early Childhood Training



# Goals for Today



- Understand the types of attachment children come to us with and what that means in terms of needs and behaviors
- Understand our own attachment styles
- Review ways to support healthy attachment in our work
- Develop a plan of action for meeting children's attachment needs

*-Think of one child you are close to / bonded with, as well as a child you struggle more to connect with.*

# + Attachment T/F Quiz....

- 1. Young children bond easily with a wide variety of caregivers in the first two years of life.
- 2. The type of attachment relationship a parent forms with a young child has little effect on how the child's brain forms.
- 3. Infants in the first six months who cry for food or comfort should not be picked up every time because they'll be "spoiled."
- 4. Young children really enjoy interaction but parents need to be careful not to "overstimulate" them.
- 5. Young children who have not formed healthy attachments often can overcome this challenge through intensive and caring attention.
- ([www.ucy.ac.cy/nursery/documents/attachement\\_3.pdf](http://www.ucy.ac.cy/nursery/documents/attachement_3.pdf) answers- FFF'TT)

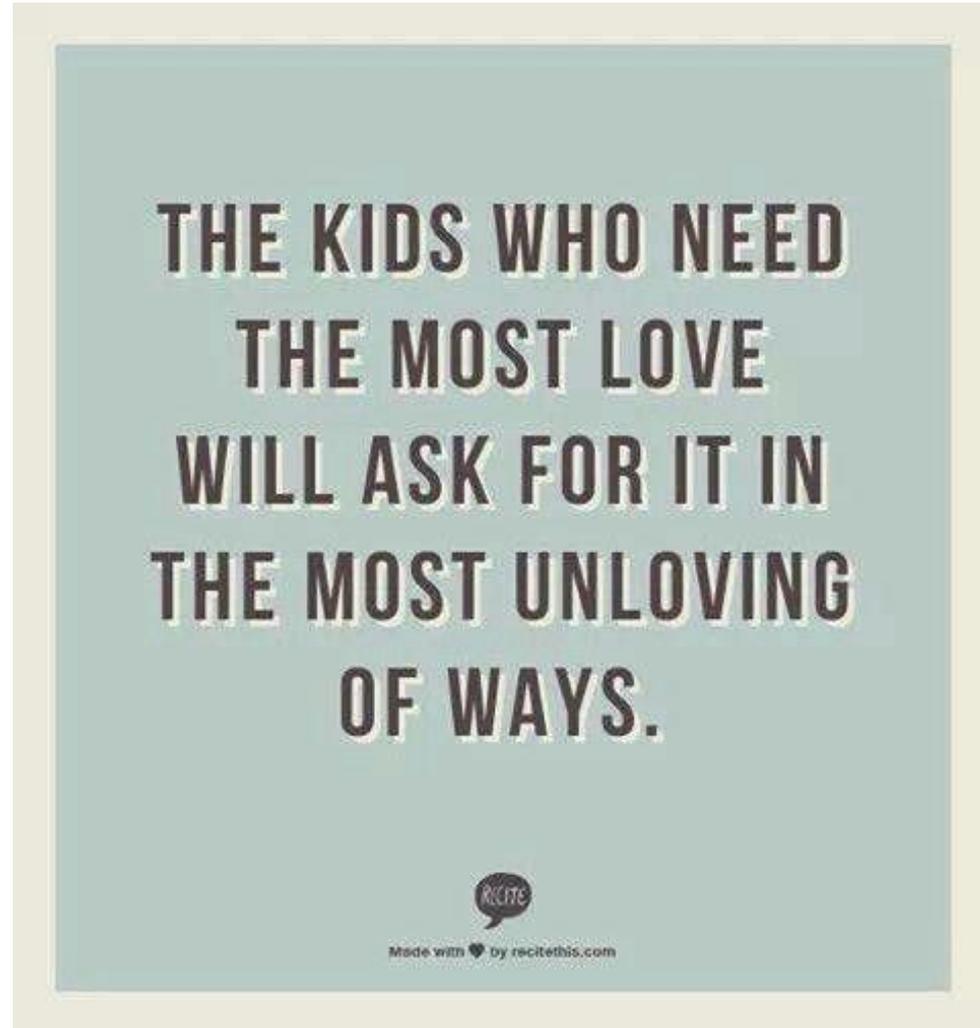
# Basic needs for all people

## Dr William Glasser's *Basic Needs*

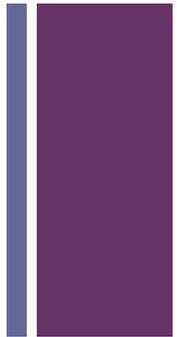
				
<b>Love &amp; Belonging</b>	<b>Power</b>	<b>FUN</b>	<b>Survival</b>	<b>Freedom</b>
<ul style="list-style-type: none"><li>✓ belonging</li><li>✓ being loved</li><li>✓ being respected</li><li>✓ friendship</li><li>✓ sharing</li><li>✓ cooperation</li></ul>	<ul style="list-style-type: none"><li>✓ recognition</li><li>✓ success</li><li>✓ importance</li><li>✓ achievement</li><li>✓ skills</li></ul>	<ul style="list-style-type: none"><li>✓ enjoyment</li><li>✓ laughter</li><li>✓ learning</li><li>✓ change</li></ul>	<ul style="list-style-type: none"><li>✓ health</li><li>✓ relaxation</li><li>✓ sexual activity</li><li>✓ food</li><li>✓ warmth</li></ul>	<ul style="list-style-type: none"><li>✓ choices</li><li>✓ independence</li><li>✓ freedom from</li><li>✓ freedom to</li></ul>



# Partner Shares...



# + Types of Attachment



Attachment Category	ORGANIZED <i>Child knows what to do to meet emotional needs</i>			DISORGANIZED <i>Child doesn't know what to do to meet emotional needs</i>
	Secure	Insecure/ Avoidant	Insecure/ Resistant	Disorganized
<b>Parenting Style When Child Is Distressed</b>	Sensitive, loving (pick up and reassure)	Insensitive, rejecting (ignore, ridicule, become annoyed)	Inconsistent, unpredictable, or self-centered (overwhelmed or wanting child to meet their needs)	"Frightening, frightened, dissociated, sexualized, or otherwise atypical" (Lyons-Ruth, et al., 1997)
<b>Child's Response</b> <i>Exhibited only when child is distressed and needs caregiver support</i>	Seek out and stay close to parent	Avoid interaction with parent, minimize emotion	Cry and seek out parent even before separation, then show anger and struggle when comforted; exaggerated response to get parent's attention	Inconsistent, contradictory responses; freezing; self-stimulating behavior (rocking, pacing, head banging, etc.)

# + Primary and Secondary Attachment Figures



- Primary- often parent/s
- Secondary- often teachers, extended family, friends
- Research Studies:
- Ainsworth Strange Situation  
<https://www.youtube.com/watch?v=QTsewNrHUHU>
- Harlow Monkey Studies  
<https://www.youtube.com/watch?v=hsA5Sec6dAI>
- Still Face Experiment  
<https://www.youtube.com/watch?v=apzXGEbZht0>

# + What Causes Attachment Difficulties?



- Adverse Childhood Experiences
- Changes / Transitions / Routine
- Infant Temperament and Emotional Regulation
- Inconsistent Caregiving, Caregiver Attachment
  
- \*Life Experiences (activity and surveys)  
<https://www.youtube.com/watch?v=y2-DMvcrTlk>

# + Pyramid Model



# + Positive Behavior Supports

- <https://www.pbisworld.com/>
- Tier 1, Tier 2, Tier 3 (we start at tier 1, moving up tiers with more challenges, documenting what we use with fidelity)





# Attachment Based Teaching

- What do you want your classroom to feel and look like? What do you want your students to experience?





The way we treat  
our children  
directly impacts  
what they believe  
about themselves.

-Ariadne Brill

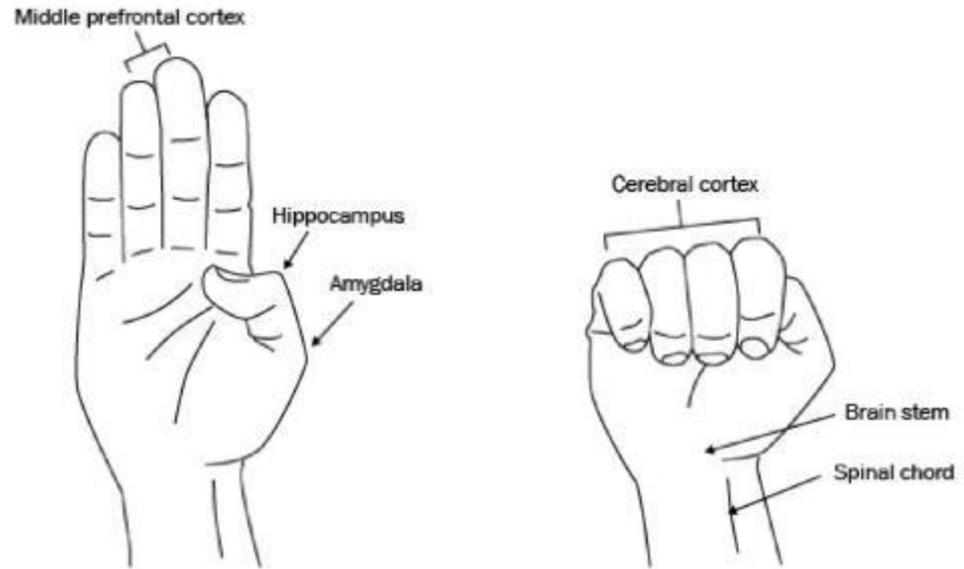


# + Classroom



- \*Review Basic Needs- how to help meet them in a developmentally appropriate way
- \*have conversations, talk gently with the children, greet each child in a special and individual way
- \*one on one time- during rest time, as waking up, during recess, once a week 'Lunch Bunch' party
- \*non-verbal communication- gentle touch, eye contact, smiles
- \*Extra focus on connection if disconnected or challenging
- \*quiet corners, options (stand or sit), special work highlighted for each child
- <https://www.youtube.com/watch?v=Pum938T14Hs>

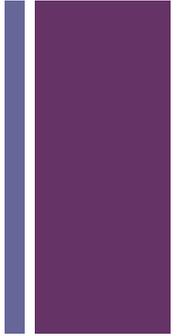
# + Lizard Brain vs. Wizard Brain (fight/flight) (learning, aware)



*Hand model courtesy of Dan Siegel*



# Returning to the Wizard Brain...



- Strategies—
- Connecting emotionally
- Decrease stimulation
- Teach basic meditative or calming techniques (including class space or personal space)
- Re-direct and give attention
- Acknowledge feelings and put to words

# + Earned Secure Attachment- Dr. Dan Siegel



STRATEGY #2  
INSTEAD OF DISMISS AND DENY...



...TRY NAME IT TO TAME IT



# + 4 S's (Dr. Siegel)



- **Seen** — this is not just seeing with the eyes. It means perceiving them deeply and empathically — sensing the mind behind their behavior, with what Dr. Siegal calls "mindsight"
- **Safe** — we avoid actions and responses that frighten or hurt them
- **Soothed** — we help them deal with difficult emotions and situations
- **Secure** — we help them develop an internalized sense of well-being

# + Resources



- Dr. Dan Siegel books: Whole Brain Child; No Drama Discipline
- The Kindness Curriculum <https://centerhealthyminds.org/join-the-movement/sign-up-to-receive-the-kindness-curriculum>
- My Child and I: Attachment for Life  
[https://www.beststart.org/resources/hlthy\\_chld\\_dev/pdf/parent\\_attachment\\_eng.pdf](https://www.beststart.org/resources/hlthy_chld_dev/pdf/parent_attachment_eng.pdf)
- Positive Behavior Intervention Support
- Pyramid Model and Pyramid Plus <https://www.pbisworld.com/>  
<http://csefel.vanderbilt.edu/> and <http://www.pyramidplus.org>



**SECURE ATTACHMENT  
WITH MY KEY PERSON**

**I DEVELOP A SENSE OF SELF**

**I'M ABLE TO MAKE  
NEW FRIENDSHIPS**

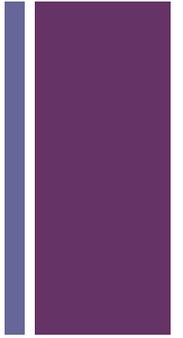
**I WANT TO EXPLORE THE  
WORLD AROUND ME**

**I GAIN CONFIDENCE TO TAKE ON  
CHALLENGES AND TO TAKE RISKS**

**I CAN LEARN NEW SKILLS**

**I AM ABLE TO SHARE MY FEELINGS**      **I HAVE HIGH SELF-ESTEEM**

**I'M TRUSTING AND HAPPY**



\*2 Week Action Plan- What will you do to facilitate attachment based teaching for your entire classroom? For a specific child in your class?

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