

The Role of Attachment in --- Behavior

The Relationships we
have make all the
difference in the world.

It doesn't make
difference what kind of
caregiver you are...Bio,
foster, guardianship or
adoptive parent.

Think about the first
time you met someone
that means a lot to you.

How did you get their
attention?

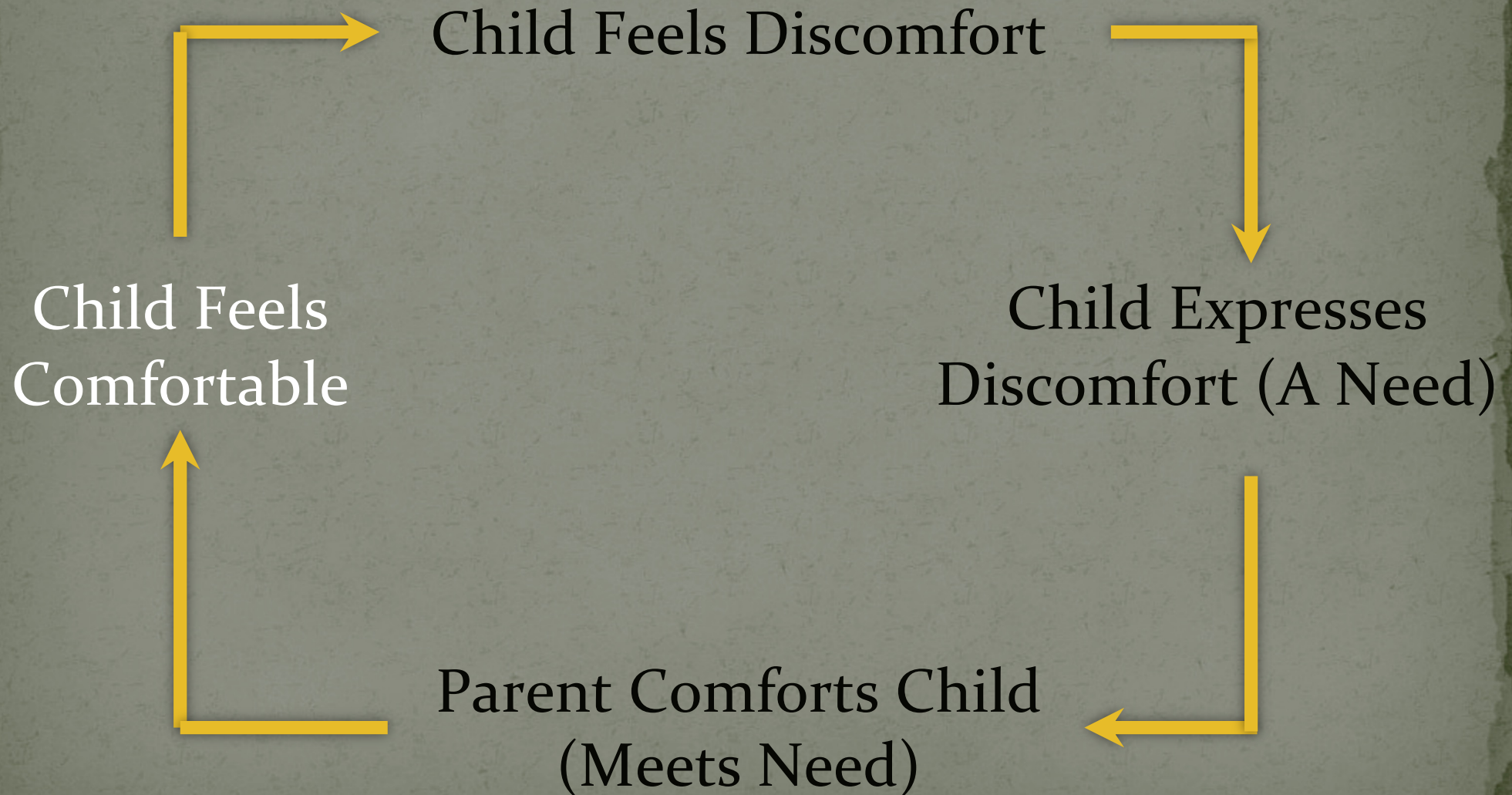
How did they get yours?

What made that
relationship grow?

How attachment develops



Same Process With A Child



6 Core Strengths of Brain Development

Excerpts from Dr. Bruce Perry, M.D, PH.D

Attachment vs Bonding

self-regulation

Affiliation

Awareness

Tolerance

Respect

Attachment

What...capacity to form and maintain healthy

emotional connection with another person. First relationship

Why...attachments allow a child to love, become a good friend, positive model for future relationships.

Signs...a hard time making friends and trusting adults. They may show little empathy for others and may act in what seems to be remorseless ways.

Self-Regulation

What...ability to notice and control primary urges - hunger and sleep, and feelings - frustration, anger, and fear.

Why...Putting a moment between an impulse and an action is an essential

Signs...problems sustaining friendships, and in learning and controlling behavior. May blurt out a thoughtless and hurtful remark, express hurt or anger with a shove or by knocking someone down. Children who struggle with self-regulation are more reactive, immature and impressionable.

Affiliation

What...to join others and contribute to a group.

Why...We are biologically designed to live, play, grow, and work in groups.

Signs...afraid or unable to join in, they may be likelier to be excluded and may feel socially isolated. Distant, disengaged, or impulsive child--one who is also weak in the other core strengths—isn't easily welcomed in a group. When part of a group, may act in ways that lead others to tease or actively avoid. The excluded, marginalized child can take this pain and turn it on them self, becoming sad or self-loathing. Or can direct the pain outward, becoming aggressive

Attunement/Awareness

Recognizing the needs, interests, strengths, and values of others.

Why...awareness allows them to learn about the needs and complexities of others by watching, listening, and forming relationships with a variety of children, becomes part of a group

Signs...developing prejudicial attitudes. Having formed ideas about others without knowing them, they may continue to make categorical, often destructive and stereotypical judgments

Tolerance

What...capacity to understand and accept how others are different from you.

Why...It's natural and human to be afraid of the new and the different. To become tolerant, a child must first face the fear of difference.

Signs... likelier to lash out at others, tease, bully, and if capable, will act out their intolerance in violent ways. Children who struggle with this help create an atmosphere of exclusion and intimidation for those people and groups they fear.

Respect

What...Appreciating the worth in yourself and in others.

Why...will belong to many groups, meet many kinds of people, and will be able to listen, negotiate, compromise, and cooperate. Having respect enables a child to accept others and to see the value in diversity.

Signs...not able to respect others is incapable of self-respect, will be quick to find fault with others, but can also be own harshest critic

This begins with our first
experiences with another person

What happens when that is
interrupted?

How can we replace the negative
or missing experiences?

Each day children need ONE meaningful eye to eye conversation with a parent.

A minimum of 8 touches a day to feel connected (12 if they're going through challenging times)

9 minutes with the greatest impact.
3 min. right after they wake up, 3 min. after they come home from school, 3 min. before going to bed

Challenges that hinder the relationship

- Higher expectations
- Trauma and inconsistencies in child's life
- Extreme behavior
- Diverse and special needs

What Motivates Behavior

- Basic needs (food, shelter, safety)
- Belonging
 - Attention and recognition
 - Power and control
 - Enjoyment Freedom

Discipline By Taking Time and Giving Time

- ❑ Behavior is the voice of a child with no voice.
- ❑ Take a moment to reflect on what the child might be trying to tell you.
- ❑ Time in – Instead of time out

Things to Remember

Understand to be understood
Emotional age NOT chronological
Humor & Sense of Perspective
Consistent, Predictable, Repetitive
Patience
Appreciating Small
Accomplishments
Modeling

**Kids don't care how much you
know**

Until they know how you care.