

Parent Session:

Building Strong Attachments

EWEL Team

Advisory and Inclusion Teachers

Aims for today:

Understand

Understand attachment

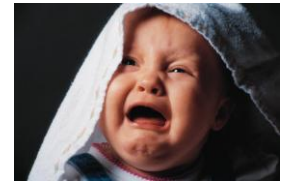
Understand

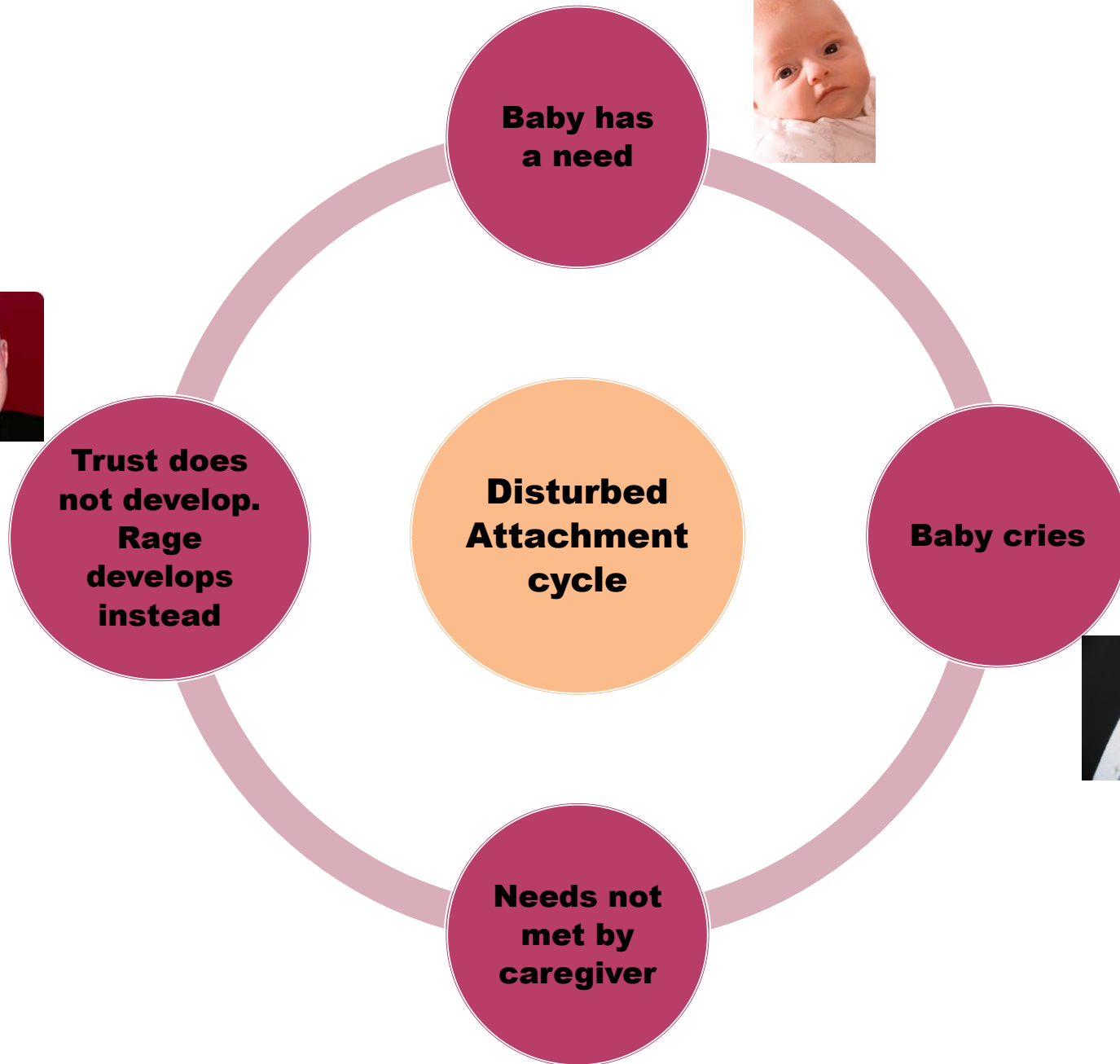
Understand your child's brain better

Explore

Explore ways to attune with your child and build stronger attachments

What is Attachment?

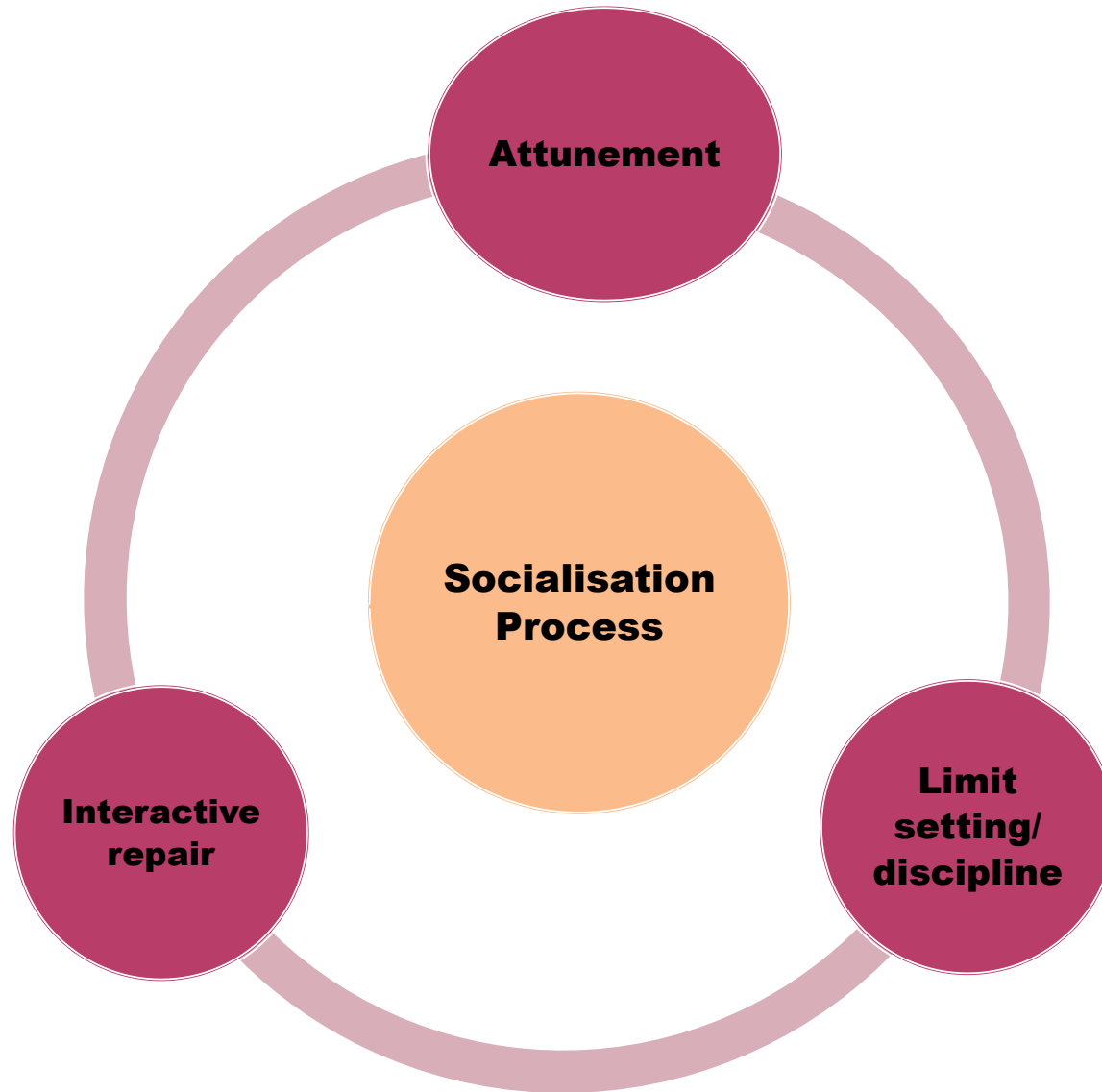




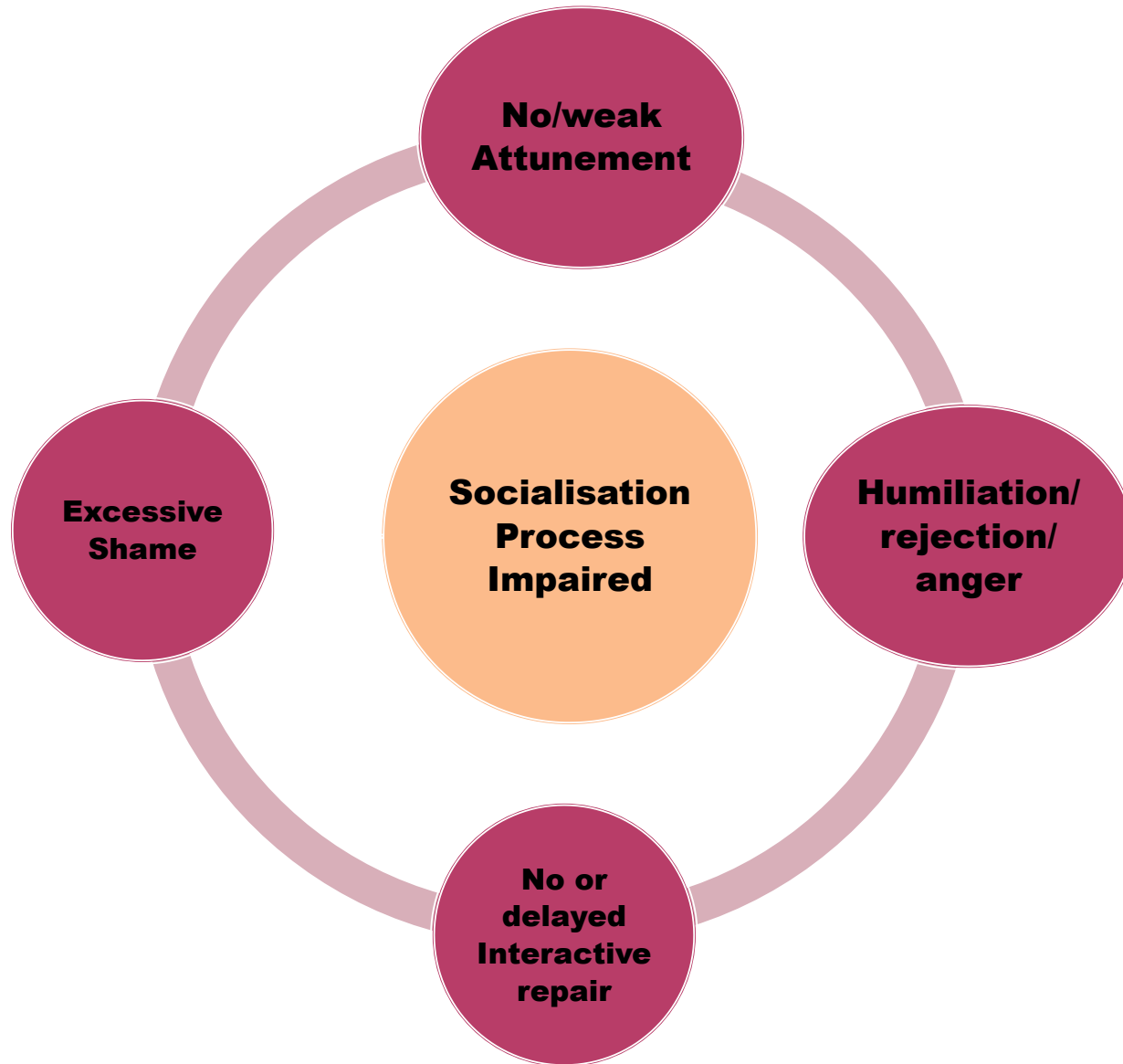
Shame



Shame Cycle



Shame Cycle

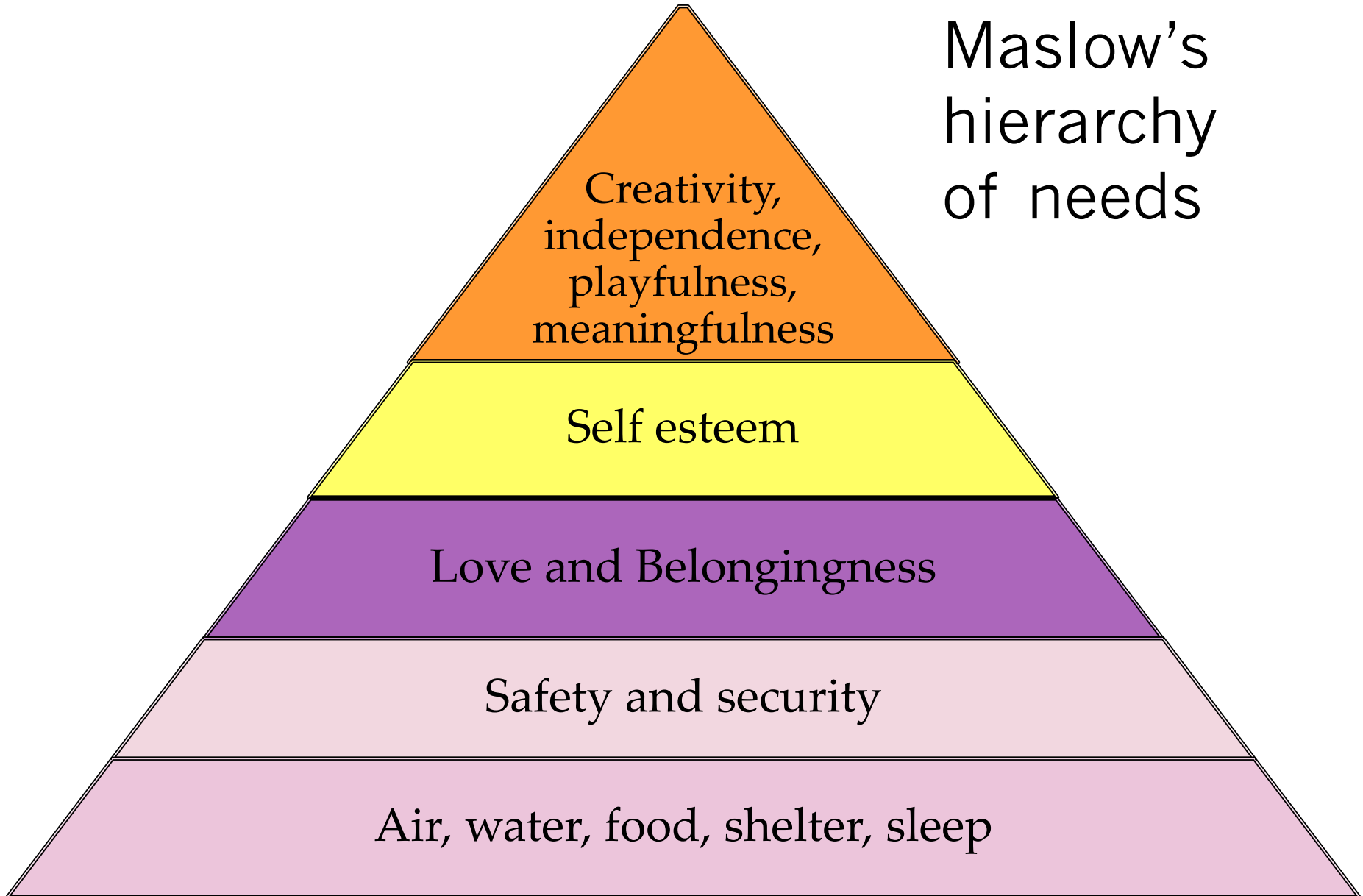


Lie Blame Minimise

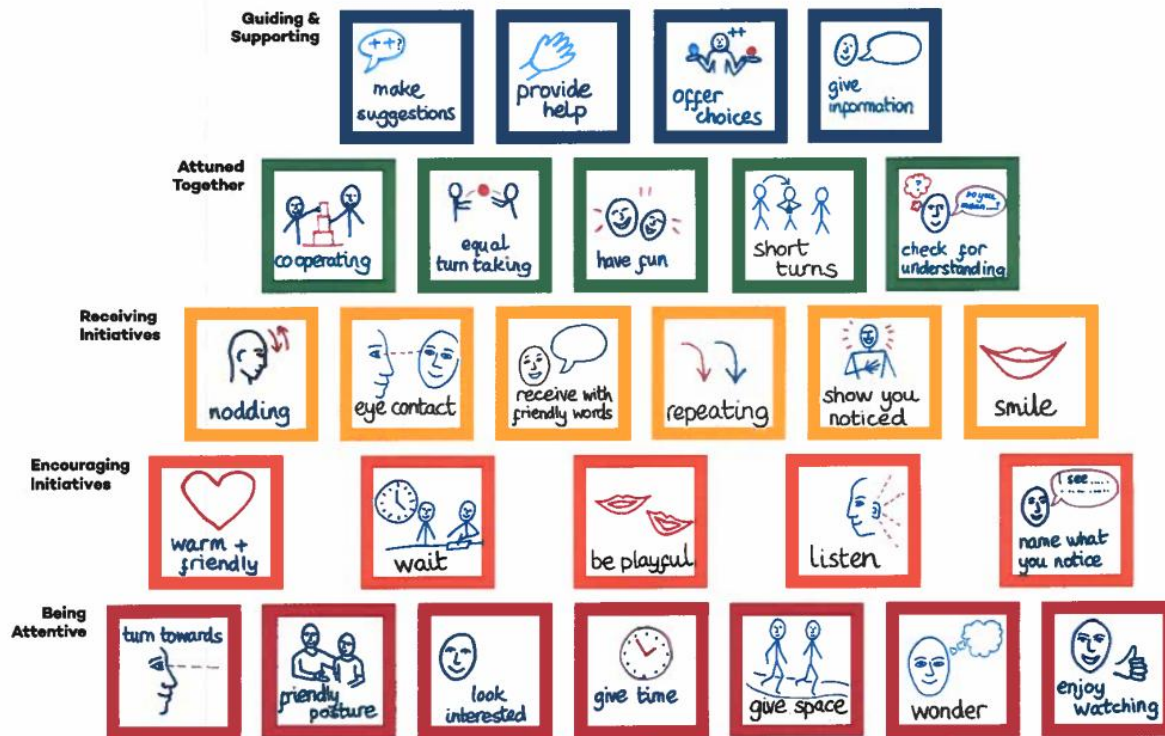


Rage

Maslow's hierarchy of needs



Principles of Attunement

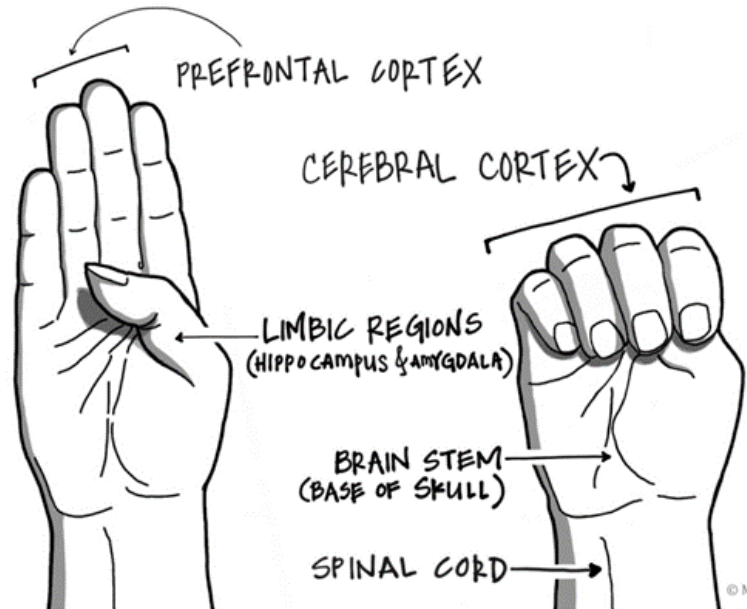


Self-Regulation



Lid-Flipping Model– Fight/Flight/Freeze/Flop response

Hand Model of the Brain



Arousal/Anxiety/Regulation Curve:

Peak anxiety: Typical fight/flight/freeze behaviour sequence:

Triggers?

Peak anxiety adult response

Signs of heightening behaviour:

Triggers?

Adults respond:

as co-regulators: Divert/
distract and model calming
techniques

Increasing calming approaches
and activities. What?
when? Where? For how long?

Calming

Which activities? Where? For how long?

Review and re-evaluate as a team

Keep going—LEARNING
ZONE

- Continue with approaches which work well
- Adults adapt environment and demands by....
- Targeted emotions intervention

- What has worked well?
- What needs tweaking?
- Communication with home and shared approaches

Personal Zones Table

What can others do to support me and what can I do to support myself?

	How I feel	What Helps?
	<i>Calm Happy Joy Playful Ready to <u>learn</u></i>	I can: - Feeling comfortable with people around me Others can: - check in with my understanding at the start of a <u>task</u> - give me visual instructions and <u>prompts</u>
	<i>Awkward Fidgety Zone out Shut down</i>	I can: - writing in my planner - thoughts of good things - fidgeting – bounce legs - being on my own Others can: - check-in – do you need a moment outside? - Allow me to use my time out pass
	<i>Angry Swearing Bad language Stressed Mumbling</i>	I can: - Use time out <u>card</u> - Warm up cold things in my pocket - Go to my <u>room</u> - On phone Others can: - Let me go to Achievement Centre - Don't speak to me until I am <u>calm</u> - Ask me if I'm ready to chat
	<i>Tired Cross with myself Still a bit angry</i>	I can: - Be in touch with <u>friends</u> - Tick Tock - Call Nicole Others can: - Be <u>calm</u> - Work with me to figure out what went <u>wrong</u> - Give me chocolate (at home)



Playfulness

- Playfulness in interactions can diffuse conflict and promote connection
e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud.)



Empathy

- Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Sarah Wong

**‘Connect
then
Redirect’**



What we see

What might be
underneath

Context

CONTROL
WETTING
HOARDING
RAGE
Swearing
Hitting
LYING
Refusal
Smearing
Biting
Tears
ANGER
SHOUTING

COMMUNICATING DISTRESS

Stress at home
Sensory Overload
Anxiety

STRESS in School
TIRED

Past trauma
triggered
SHAME

Disempowered
BORED

Discomfort

Anticipating rejection
feeling threatened

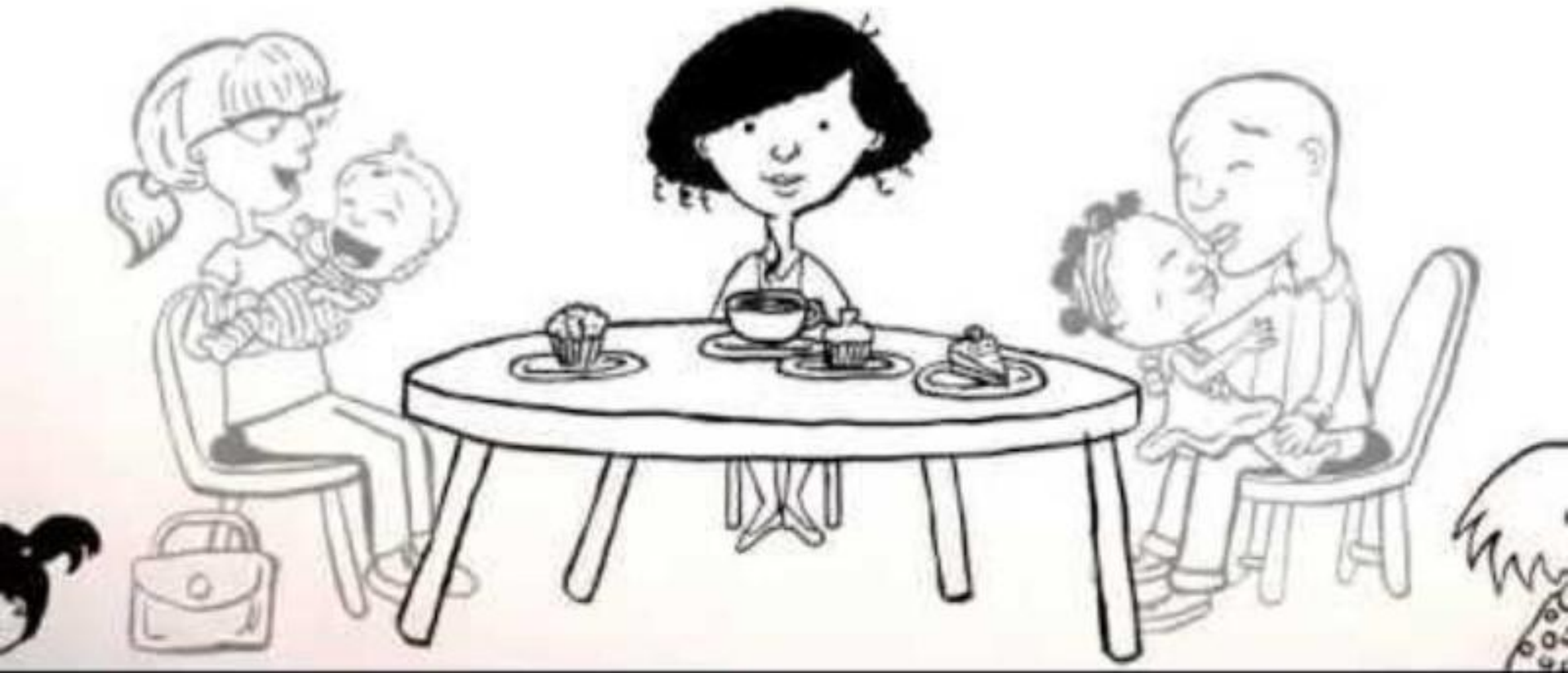
Sadness
Hunger



@creative.clinicist
psychologist



"PERFECT PARENTING"



SEND & Inclusion Service



Training From:

EWEL

Training:

Parent session

Date:

23.09.26

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