

### A CLASH OF BELIEF SYSTEMS

#### Child with Secure Attachment

- Adults can be trusted
- Adults are available when needed
- Adults are interested in what you do and will help
- Adults will provide safety and protection.
- Adults respond to my feelings.
- Adult’s reactions are predictable
- I am free to explore
- I can take risks safely

#### Teachers’ Beliefs

- Children feel safe within a relationship.
- Children want relationships.
- Children trust adults to care for them and keep them safe.
- Children want adults to be in control and to be guided by them
- Children expect shame and rejection to be followed by

#### – Child with Dysfunctional Attachment

- Adults cannot be trusted
- Adults may not be available when needed
- Adults are not interested and can’t help.
- The world is a dangerous place.
- Showing feelings is not safe
- Adult’s reactions are not predictable
- I need to look after myself
- I must be in control to survive.

#### Child with Dysfunctional Attachment’s Beliefs

- Relationships are painful, unrewarding and confusing
- Relationships are dangerous
- Adults cannot be trusted
- Adults are unpredictable and unreliable
- The world is unsafe I must be in control to survive
- Shame and rejection happen because I am unlovable.

reconciliation

DOS AND DON'TS FOR THE BEHAVIOUR

MANAGEMENT OF

CHILDREN WITH DYSFUNCTIONAL ATTACHMENT

- Don't expect them to believe what you believe.
- Don't expect these children to respond to behaviour management strategies based on your belief system.
- Give them structure which is constant and repetitive so they know what to expect but expect them to try to impose the chaos they understand and expect.
- Let them know *in advance* what the consequence of their action will be so they can see it as their choice.
- Impose consequences unemotionally framed as a result of the *child's* choice.
- Don't use shame or rejection as a management technique.
- Separate the child's actions from their sense of self.
- Consequences should be based on *the act* not the “victim's” reaction to it.
- RECOGNISE DYSFUNCTIONAL ATTACHMENT AS AN EMOTIONAL AND LEARNING DISABILITY.