

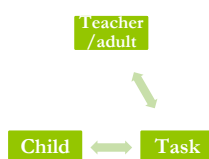
# Attachment Style Behaviours

(with Geddes' learning triangle)

## General

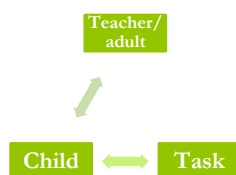
Behaviour	What the child could be communicating	Supportive interventions
Difficulty accepting praise	I am not worth your love or praise, I am a bad person.	Specific praise. Private praise. Think about rewards that stimulate other senses.
Physical or verbal aggression	I am working in my fright, flight or freeze zone.	Avoid the threat of rejection or removal. Depersonalise consequences. Verbalise what misunderstanding could have happened. Consider earning time in rather than time out.
Ignores instructions	There is too much going on in my head to listen to complicated instructions.	Keep the format the same each day. Use visual timetables. Break instructions down so the child only has to remember/do one at a time. Use positive phrases "when you have done that are you going to do x or y?"
Sulks, avoids eye contact	I am protecting myself. I don't care what other people think, I know how I feel about myself.	Find ways of making non-verbal eye contact and positive signs, like thumbs up, hand on shoulder. Encourage games that make children laugh. Sit side-by-side at tables. Avoid face to face contact and "look at me when I'm talking to you" situations.
Difficulties with unstructured times	I do not have the skills to cope, I do not know how to play, I panic. I feel rejected and cannot cope when I am stressed.	Reduce times. Invest time teaching structured play games. Create a safe place with resources for the child to access to avoid flash moments.
Lying or vivid fantasies	I am safe in my own world. I want to make things up how they should be.	Do not engage in it, simply state the facts and empathise with the child.
Stealing	I am jealous. I know I won't get it anyway so will just take it. If you feel hurt or angry it empowers me.	Try to identify why. Make sure the child apologises. Teach ways of asking for things. Think of ways to avoid peer rejection.
Sudden deterioration	Something has changed in my world that makes me anxious. There is an anniversary coming up or it reminds me of something that has happened before.	Be sensitive to anniversaries and feelings. Try to avoid taking the child back there through their senses. Offer time away from the classroom to explore these feelings.

## Avoidant style



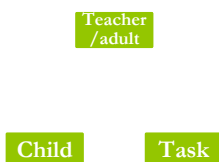
Behaviour	What the child could be communicating	Supportive interventions (through the task)
Bullies other children, unable to make or keep friends, withdraws into self	I think people shouldn't like me, I only have myself to rely on.	Introduce a buddy/peer mentor system. Consider special jobs/activities for the child and a peer.
Pushes those that try to help away, does not seek help	I only rely on myself therefore I will prove I can do it.	Empower the child to help a child who is struggling. Work in small groups/pairs.
Careless with possessions, loses or destroys things	I don't need to value anything, I will take things or destroy them as I am alone in the world.	Acknowledge the child's feelings. Acknowledge the owner of special objects for the child to look after. Manage reparative work.
Easily attaches to people, possibly intensely	I control this relationship and will make the most of it before it ends.	Teach the child that they will not be rejected. Remind them of appropriate boundaries. Develop relationships through structured games.
Avoids contact with adults	I know I need to survive on my own.	Use tasks to develop a secure relationship with the child.

## Resistant/Ambivalent style



Behaviour	What the child could be communicating	Supportive interventions (through the adult's relationship with the child)
Talks lots, asks trivial questions	I have something to tell you, but I don't know how so I will keep talking until I do. I am nervous of silence.	Use a set routine, visual timetable and step-by-step instructions. Seat the child close to you, use positive containment. Teach structured turn taking games.
Demands attention all of the time	All attention is good, you aren't thinking of me if you aren't working with me.	Use a transitional object for the child to look after. Keep the child in mind and remind them you are doing so. Special jobs. Use of timer for activities.
When frustrated becomes hostile	I am embarrassed and ashamed that you have found a weakness.	Simple step-by-step instructions/tasks. Use a timer to give a definite end to activities.
Fidgets, difficult to concentrate	If I relax something bad may happen, I need to be aware of everything that is going on.	Encourage laughter with the child on activities. Sit the child close to you in a safe place. Prepare the child for changes of adults or children.
Confident to work alone	As you are not here I will just get on.	Praise for times the child accepts adult help or works with a group.
Hyper vigilant to location of adults	I need to know who's coming and leaving. I need to know how others are feeling.	Prepare the child for changes of adults or children. Use a visual timetable. Use a transitional object for the child to look after whilst an adult is away.

## Disorganised style



Behaviour	What the child could be communicating	Supportive interventions (through inconsistent means)
Refuses to engage with tasks	I will only get it wrong. I dread the fear and the failure.	Offer closed range of choice of activities. Ensure a ready supply of materials for the task. Use step-by-step instructions/lessons with clear outcomes for each stage.
Tries to create chaos or confusion	My mind is chaotic, if I control the world and make it chaotic then my mind matches the world.	Recognise the child's (and yours) emotions. Focus on changing one behaviour at a time.
Defiant towards others	I am in control as I can only trust myself, you don't control me.	Be the emotional thermostat in confrontations, depersonalise the situations and ensure the boundaries remain.
Inappropriately aggressive, swearing or sexualised	I know that these actions cause a strange reaction and I get power.	Record incidents as appropriate. Consider others' reactions to such behaviour.
Seeks closeness and then rejects the friendship	I want a friendship, but am scared of anyone getting close enough to hurt me.	Build relationships through structured tasks and activities. Teach skills for unstructured times.