

Halton Schools Nurture Network Meeting

Attachment in schools -Refresher

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Attachment is the relationship/bond between a care giver and child

The **blueprint** from which a child learns to view and understand themselves, others and their environments is known as a child's '**internal working model**.'



This develops from a child's **relationship with their main caregiver**.

Affect Regulation: Recognising, understanding and acting upon how we feel.

Attachment shapes how the brain develops

In the first year of life the brain grows quickly making lots of connections.

Followed by pruning (use it or lose it) **keeping useful connections and getting rid of non useful ones**
 Once connections are formed they can be used to organise experience and make interactions with others more predictable.

Brian = anticipation machine!
 Uses past experiences to make predictions

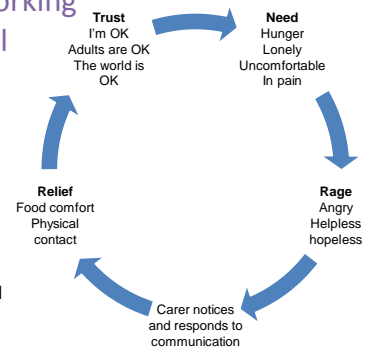
Development of 'internal working model'



Internal Working Model

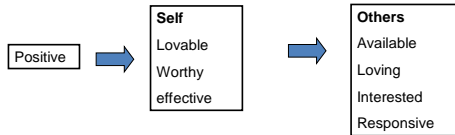
Secure Base: The caregiver provides a secure and dependable base for the child to explore the world.

Attunement- the emotional need of the young person and responding to their emotional state.



How do children present in school: emotionally secure

Securely attached children can have a positive internal working model.

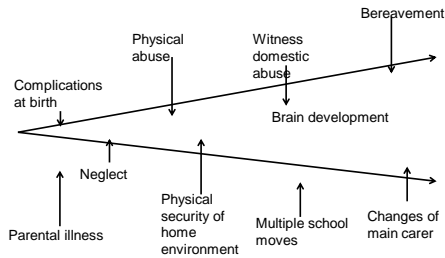


Expectations of themselves and others are guided by these positive beliefs and shape how they see the world.

How do children present in school: Emotionally secure

Amy's Scenario	Amy's interpretation	IWM
Amy sat in group of 4 children. CT asks Jill to give papers out and Sam is asked to go first in the activity.	I hope I will be chosen for something next, I'm going to try my best so the teacher picks me next.	I am worthy. CT is interested in me. CT will notice and rewards my efforts. School is a place where I am happy
CT "Amy I know you have 5 minutes left but I need you to stop the computer now and let James have a turn while you start the work with TA"	I was really enjoying the computer but I will also like to have time with TA and Miss will see that I am being good and kind by moving quickly.	TA values my time and values me. I am worthy. I know CT will be responsive to my needs. The classroom is safe.

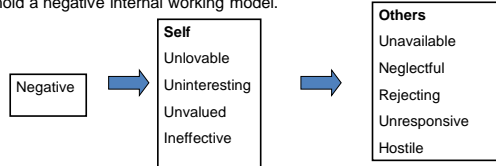
Risk Factors



Early relational trauma can alter neurological encoding and impair the ability to self regulate and monitor your own feelings (Schore, 2001).

How do children present in school: disruption to attachment?

Children who have experienced disruptions to attachments can hold a negative internal working model.



How will their emotional needs influence their expectations about themselves and others? Impact on behaviour?

How do children present in school: disruption to attachment?

Amy's Scenario	Amy's interpretation	IWM
Amy sat in group of 4 children. CT asks Jill to give papers out and Sam is asked to go first in the activity.	I'm always last. The CT likes the other children better than me. The CT wants me to feel left out.	I am not worthy. CT is not interested in me. The classroom is full of threats.
CT "Amy I know you have 5 minutes left but I need you to stop the computer now and let James have a turn while you start the work with TA"	I was really enjoying the computer. CT wants to ruin my fun. CT likes James more. I'm being punished by having to be with TA. I am now upset.	I don't matter. CT does not value me or want me to be happy as she lied. CT doesn't respond to my needs I cannot trust her or any adults. The classroom is not safe.

Hidden needs



Chronological Age



I only told him to put his book away?



Developmental Age

Sometimes 'nothing seems to work' as we are working with hidden needs.