

Attachment In The Classroom The Links Between Childrens Early Experience Emotional Well Being And Performance In School

This book provides teachers and teaching assistants with new perspectives, practical tools and the confidence for supporting children with attachment difficulties within the school environment.

Understanding Why describes behaviours and feelings that are common among many children and young people who have experienced a major loss or trauma early in their lives - these are known as 'attachment difficulties'. Written for teachers, teaching assistants, lecturers, school nurses, education support staff for looked after and vulnerable children, foster and other carers, residential child care workers, and parents of children and young people, it will help teachers and others in education settings recognise attachment difficulties and consider how to help a child or young person achieve their full potential. It is also useful for parents, carers and others with care responsibilities recognise attachment needs and to work together with schools to support the child or young person's successful learning.

Attachment: New Directions in Psychotherapy and Relational Psychoanalysis is a leading edge journal for clinicians working relationally with their clients; it is a professional journal, featuring cultural articles, politics, reviews and poetry relevant to attachment and relational issues; an inclusive journal welcoming contributions from clinicians of all orientations seeking to make a contribution to attachment approaches to clinical work. It includes up to date briefings on latest developments in neuroscience relevant to psychotherapy and counseling and is an international journal with contributions from colleagues from different countries and cultures. Articles - David Cameron Should Measure Mental Health, not Happiness by Oliver James - Attachment as a Sensorimotor Experience: The Use of Sensorimotor Psychotherapy by Janina Fisher - Touch as Relational Affirmation by Angela King - Supervision of Work with Trauma and Dissociation: An Attachment-based Perspective by Sue Richardson - Fairbairn's Thinking on Dissociative Identity Disorder and the Development of his Mature Theory by Graham Clarke and Paul Finnegan - British Upper-Class Complex Trauma Syndrome: The Case of Charles Rycroft, Psychoanalyst and Psychotherapist by Simon Partridge - Learning from Factors that Make for a Successful Childhood: Why the Design and Organization of our Schools Needs to Change by James Wetz - A 'Springy Tornado': Therapy with a Child Refugee with Disorganized Attachment by Laura Bennett-Murphy

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contributions from clinicians of all orientations seeking to make a contribution to attachment approaches to clinical work; an international journal open to ideas and practices from all countries and cultures; and a cutting-edge journal with up-to-date briefings on latest developments in neuroscience relevant to psychotherapy and counselling. Articles - Emerging Narratives of Historic Abuse: Is this a Watershed Moment? by Sue Richardson - The Child Sexual Abuse Accommodation Syndrome –Thirty Years On An Introduction to the Republication of Professor Roland Summit's Article from 1983 by Kate White - The Child Sexual Abuse Accommodation Syndrome by Roland C. Summit - Fear Free Exploratory Care-giving: A Challenge for Therapists in the Present Social, Political, and Cultural Environment by Una McCluskey - Hidden Trauma Within the Care-giver Relationship An Account of Clinical Work with a Client Labelled as Having a "Borderline Personality Disorder" by Catherine Mitson - Early Boarding: Rich Children in Care, Their Adaptation to Loss of Attachment by Anne Power - Boarding School Syndrome: Disguised Attachment-deficit and Dissociation Reinforced by Institutional Neglect and Abuse by Simon Partridge

Every day, teachers and other school staff have to deal with children who present challenging behaviour during their learning process at school. This book combines the fundamental principles of attachment theory with teacher-based examples, and practical 'how-to' interventions.

"Nine central issues relevant to attachment theory and research constitute this volume: Defining attachment and attachment security, Measuring the security of attachment, The nature and functioning of internal working models, Stability and change in attachment security, Influence of early attachment, Culture and attachment, Separation and loss, Attachment-based interventions, and Attachment, systems, and services. This is a time of widening interest in attachment theory, and this book exists alongside others that provide perspective on the field as a whole. The authors of these chapters have synthesized their views into fresh perspectives that, juxtaposed with others addressing the same questions, offer novel and useful insights into the current status of attachment theory and research, and perspective on its future"--

This Exciting New Book Provides Everything Nurses, Physicians, And Educators Need To Develop A Family-Centered Maternity Program In Their Practice Or Facility. It Offers A Complete Look At Family Centered Maternity Care (FCMC), Covering The History And Evolution, And Antepartum And Intrapartum Care For Normal And At-Risk Pregnancies.

Teaching teachers the importance of social connection in the classroom. Human brains are social, and a student's ability to learn is deeply influenced by the quality of his or her attachment to teachers and peers. Secure attachment relationships not only ensure our overall well-being, but also optimize learning by enhancing motivation, regulating anxiety, and triggering neuroplasticity. This book presents a classroom model of secure attachment, exploring how teacher-student rapport is central to creating supportive, "tribal" classrooms and school communities.

As part of preparation for the classroom, it's key for trainee teachers to understand the

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emotional needs of students. This book provides a clear introduction to emotional development and attachment, offering advice and guidance from a diverse range of professional perspectives including psychology, health and education.

Attachment in the Classroom The Links Between Children's Early Experience, Emotional Well-being and Performance in School Worth Publishers

Building the teacher-student relationship -- Teaching children how to be friends -- Building the community -- Meeting students needs for competence and autonomy -- Managing mistakes and misbehavior : taking a teaching stance -- Managing mistakes and misbehavior : when teaching and reminding aren't enough -- Competition in the classroom -- Showing students how to compose a life -- Finding the conditions for success.

The book takes a look at the contribution homes and schools in South Africa make in either reducing or increasing the prevalence of violence in rural and urban schools. Violence is a serious deviance that teachers and policy makers cannot ignore as it impacts heavily on the children's right to an education. South Africa is in the top ten list of countries with the highest reported crime statistics in the world. Learners continuously drop out or lose the purpose of learning in great numbers every year. Apartheid has traditionally been blamed for all the social violence and no one has ever suspected and identified the impact attachment has on children's behaviour at school. In explaining the findings of a three year extensive positivist research in the Eastern Cape in South Africa, the book bases its argument on the attachment theory as a regulatory theory which can explain the decrease and increase of violence in the schools.

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Articles - All Words Make a Life Sentence: Attachment and Narratives in Forensic

Psychotherapy by Gwen Adshead - When the Victim Forgets: Trauma-Induced Amnesia and its Assessment in Holocaust Survivors by Onno van der Hart and Danny Brom - Shades of Sex by Emma Starck - Antigone Revisited: Greek Mythology Through an Attachment Lens (Or what did the Ancient Greeks ever do for us?) by Kate Brown - Still Being Hurt: The Vicious Cycle of Dissociative Disorders, Attachment, and Ongoing Abuse by Adah Sachs - Disorganised and in Care: Working in the Here and Now With Children in Care Who Display Disorganised Patterns of Attachment by Cathie O'Brien

How teachers form and maintain classroom and staffroom relationships is crucial to the success of their work. A teacher who is able to accurately interpret the underlying relationship processes can learn to proactively, rather than reactively, influence the dynamics of any class. These are skills that can be taught. This invaluable text explains how adult attachment theory offers new ways to examine professional teaching relationships, classroom management and collegial harmony: equally important information for school leaders, teacher mentors and proteges. Attachment Theory and the Teacher-Student Relationship addresses three significant gaps in the current literature on classroom management: the effects of teachers' attachment style on the formation and maintenance of classroom and staffroom relationships the importance of attachment processes in scaffolding teachers' and students emotional responses to daily educational tasks the degree of influence these factors have on teachers' classroom behaviour, particularly management of student behaviour. Based on recent developments in adult attachment theory, this book highlights the key aspects of teacher-student relationships that teachers and teacher educators should know. As such, it will be of great interest to educational researchers, teacher educators, students and training teachers.

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Emotional difficulties in children aged 5-11 can display themselves in a range of different behaviours, and it is important for staff in schools to be able to identify and address these problems, and to provide appropriate help. This easy-to-use tool provides an observation checklist which enables staff to identify behavioural patterns in children with social and emotional difficulties, analyse the emotional difficulties underlying these behaviours and establish what kind of help and support the children need. Behavioural responses are categorised within clearly outlined topics, including behaviour, play and relationship with peers, attachment behaviours, emotional state in the classroom and attitude to attendance.

Checklists and diagrams identify different 'styles' of relating (secure, avoidant, ambivalent), to help school staff who work with children and their families to respond appropriately to the individual needs of each child. A range of handouts include activities designed to provide emotional support, to focus and regulate behaviour and enable the child to develop important social and emotional skills. Suitable for use with children aged 5-11, this tool will be an invaluable resource for teachers, teaching assistants, learning support staff, school counsellors and educational psychologists.

Offering teachers and other education staff guidance on how to work with children who have experienced trauma, this practical book is full of hands-on tips and guidance as to the most effective ways they can offer support. It covers a wide breadth of topics such as behavioural issues and home and school co-operation.

The story of how one teacher, guided by attachment theory, creates a caring, learning community in her ungraded primary classroom. *Learning to Trust* chronicles the teacher's interactions as she guides her students to becoming good people and good learners. Student reflections seven years later reveal significant, positive long term effects on the students.

"The purpose of this synthesis project was to design a professional development workshop targeted towards preschool teachers and administrators that focused on the importance of building secure teacher-child attachments and how those attachments can aid in children's social cognitive development. With teacher turnover rates at an all time high, many young children are experiencing multiple caregivers each year and are left feeling insecure in their environments (Commodari, 2012). The review of literature discussed the benefits of secure attachments for children, while examining both attachment theory and social cognitive theory. An emphasis was placed on teacher-child relationships with a focus on connection between attachment style and children's development. The two-hour professional development was implemented with three preschool teachers who also completed a survey and focus group about the effectiveness of the professional development. All the participants found the professional development to be beneficial and provided ideas for further development."--Abstract, p. 1.

"The focus of this paper is how a child's attachment affects a child's success or

failure in schools"--Page 4.

The Importance of Play in Early Childhood Education presents various theories of play and demonstrates how it serves communicative, developmental, and relational functions, highlighting the importance and development of the capacity to play in terms useful to early childhood educators. The book explicitly links trauma, development, and interventions in the early childhood classroom specifically for teachers of young children, offering accessible information that can help teachers better understand the meanings of children's expressive acts. Contributors from education, psychoanalysis, and developmental psychology explore techniques of play, how cultural influences affect how children play, the effect of trauma on play, factors that interfere with the ability to play, and how to apply these ideas in the classroom. They also discuss the relevance of ideas about playfulness for teachers and other professionals. The Importance of Play in Early Childhood Education will be of great interest to teachers, psychoanalysts, and psychotherapists as well as play therapists and developmental psychologists.

Acclaimed teacher/therapist Louise Bomber takes professionals on a guided journey through the school day for pupils with attachment difficulties; from making the transition to school in the morning to leaving at the end of the day.

Providing an accessible introduction to attachment thinking, this practical book offers early years practitioners' advice on translating attachment principles into practice in their settings. It clearly explains how knowledge about attachment theory underpins everyday practice and highlights the crucial role of secure attachments in young children's learning and development. Developing Attachments in Early Years Settings examines the importance of emotional, 'holding' and the nurturing of individual relationships within group childcare. The book aims to help you make a real difference to young children's sense of self and emotional security by being 'tuned in', available, responsive and consistent. With a strong focus on facilitating secure attachments from the beginning and guidance on how to observe young children effectively, this new edition has been thoroughly updated and revised to include: How to make a positive contribution to good practice for Government funded 2 year olds A new chapter on the Emotional Environment and the Developing Brain Expansion of material on the importance of the outdoors, as well as Nurture group practice Additional material about working in partnership with parents and developing positive relationships Each chapter includes a personal reflection exercise and a positive contribution to good practice section. With its accessible approach, this book is essential reading for both practitioners and students looking for guidance on how to nurture secondary attachment relationships in group care settings.

Widely regarded as the state-of-the-science reference on attachment, this handbook interweaves theory and cutting-edge research with clinical applications. Leading researchers examine the origins and development of attachment theory; present biological and evolutionary perspectives; and explore the role of attachment processes in relationships, including both parent-child and romantic bonds. Implications for mental health and psychotherapy are addressed, with reviews of exemplary attachment-oriented interventions for children and adolescents, adults, couples, and families.

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Contributors discuss best practices in assessment and critically evaluate available instruments and protocols. New to This Edition *Chapters on genetics and epigenetics, psychoneuroimmunology, and sexual mating. *Chapters on compassion, school readiness, and the caregiving system across the lifespan. *Chapter probing the relation between attachment and other developmental influences. *Nearly a decade's worth of theoretical and empirical advances.

The authors draw on their experiences as a developmental psychologist and as a teacher educator to provide ways for teachers to create positive child-teacher relationships and classroom climates. This forward-looking volume applies attachment theory to child-teacher relationships...explores strategies that teachers can use to foster positive student behavior...provides narrative examples from early childhood classrooms serving primarily low-income children of color...and uses stories from exemplary classrooms as well as those in which teachers are struggling with relationships.

Attachment theory is among the most popular theories of human socioemotional development, with a global research community and widespread interest. This book re-examines the work of key laboratories that have contributed to the study of attachment, along with the individuals who have contributed to its intellectual development

This practical guide provides a robust positive-parenting framework for professionals coaching parents of infants, toddlers, and primary school children. The first half of the book explains behaviorist and attachment theories of parenting, comparing, contrasting, and synthesizing them into an effective, research-informed approach to practice. The second half shows these guidelines in action, using play therapy as a means to improve disruptive child behaviors, correct harsh parenting practices, and address root causes of adversarial parent-child relationships. Throughout these chapters, vivid composite cases demonstrate not only common parent-child impasses but also therapist empathy, flexibility, and self-awareness. This innovative text: Makes a rigorous case for a combined behavioral/attachment approach to parent coaching. Reviews current data on behavioral and attachment-based parenting interventions. Details the use of an attachment-informed approach to providing behavioral interventions such as Parent-Child Interaction Therapy and Helping the Noncompliant Child. Illustrates how parent coaching can be tailored to match different patterns of attachment. Includes tools for evaluating coaching sessions. Integrating Behaviorism and Attachment Theory in Parent Coaching is an essential guide for professionals, graduate students, and researchers in clinical, child and school psychology, social work, pediatrics, mental health counseling, and nursing.

An observational tool designed to help structure observations of children 11+ with attachment issues in school. Simple checklists and diagrams help to identify emotional and behavioural problems, and hand-outs with activities are provided to provide emotional support and identify appropriate interventions.

This book reviews recent work in psychology which sheds new light on important areas of concern to primary school teachers, providing clear guidelines for good practice. The Psychology of Teaching and Learning in the Primary School details the current controversies regarding the effective teaching of reading and numeracy, how to deal with emotional and behavioural difficulties, the best methods of assessing learning, as well as teaching children to think and develop their creativity. It is a useful text for tutors

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and students on initial teacher training courses, and to teachers involved in professional development. Each chapter contains an editor's summary, a list of further reading, a full list of references and activities to develop and deepen the readers' understanding in each area. At the same time, the book is written in an accessible style ideal for the non-psychologist and is well illustrated with practical classroom examples.

How do past relationships shape who we are today? Attachment theory offers a powerful model for explaining how our earliest relationships affect not only our development as children, but also our feelings and behaviour as adults. This succinct and highly readable book offers the perfect introduction to a fascinating and fast-growing field. It explains the key concepts in attachment theory and describes how the main attachment types play out both in childhood and later life. It identifies some of the intriguing questions being explored by research, such as: What part do individuals' attachment histories play in adult relationships? What scope is there for attachment styles established in infancy to change later in life? Students and professionals alike from across the fields of psychology, counselling, health and social work will find this an illuminating and thought-provoking guide to the rich complexity of human behaviour.

Simple and concise, *The Teacher's Introduction to Attachment* offers an easy way to understand children with attachment issues and how they can be supported. Author Nicola Marshall combines her expertise as an adoptive parent and schools trainer to describe in plain English what attachment is, how children develop attachment problems and how these problems affect a child's social, emotional and neurological development. She addresses some of the difficulties in identifying attachment issues in children - common among children who are in care or adopted, but which are sometimes mistaken for symptoms of ADHD or Autism Spectrum Disorder. Nicola also describes a range of helpful principles and practical strategies which will help children flourish - from simple tips for the individual on how to improve their communication to the changes a school can make to reduce a child's anxiety about changes and transitions. Ideal for teachers and support staff to pick up and use, this book is an essential addition to any school's staff library.

The research question addressed is, what are the implications of attachment theory upon student/teacher relationships and learning? This capstone sought to look at the teacher student relationship in the classroom and how the student's internal construct of trust is developed from their first relationship: the relationship with their parents. A baby's need for allies is an evolutionary survival mechanism affecting all future relationships and the capacity for resilience when facing adversity. Eight student participants were interviewed in this qualitative study. The author looks at their experience of school in light of both secure and insecure attachments. The results have ramifications for teachers as the need for early intervention and patience are addressed.

In an attempt to redress the research imbalance, this thesis reports on a study comparing pre-service and experienced teachers' attachment styles as measured by the Experience in Close Relationships (ECR) (Brennan, Clarke & Shaver, 1998) and the Experience in Close Relationships Questionnaire - Revised (ECR-R) (Fraley, Waller, & Brennan, 2000). Results show choice of teaching level (primary versus secondary) is affected by attachment style, and that five year's classroom experience reduces the levels of anxiety about, and avoidance of, intimacy and dependency in teachers. The implications for educational leadership and pre-service teacher education are discussed. Also reported is the implementation and preliminary evaluation of a new form of professional intervention to reduce teacher aggression (Contextual Insight-Navigated Discussion- CIND). Based on brief, integrated psychotherapy. CIND is designed to help teachers manage themselves and therefore their students more effectively, through a better understanding of the attachments and emotions that manifest in classrooms. Aims: Recent research showing complex interactions between personality, experience, expectancies, values and career choice indicate that a prospective psychodynamic approach,

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via attachment theory, may yield important complementary motivational information. In this study, an unconscious need for a corrective emotional experience (CEE) driving the choice to teach was investigated. It was hypothesised that insecure attachment style predicts: (a) motivation to teach, (b) the search for CEE, and (c) anger at students and staff. Method: Data were obtained from 514 (68.5%) pre-service and 236 (31.5%) experienced teachers, of whom 179 (23.9%) were principals and 464 (61.9%) were female (N=750). Each completed either the Experiences in Close Relationships questionnaire (ECR: Brennan, Clark, & Shaver, 1998) or a revised version for teachers (ECR-RT) based on Fraley and colleagues (2000) to compute attachment style. Pre-service teachers were also asked to report feelings of anger toward students and staff during practicum. Results: Multiple and logistic regressions assessed the choice of Teaching Type, Gender, Age and Experience, in relation to Attachment (Anxiety and Avoidance) and Anger. A number of significant associations were discovered. MANOVA found significant differences in attachment style by Principal Type and Age Group. Pre-service teachers' reported the highest levels of both Anxiety and Avoidance, Principals the lowest. For Anger at Students, secondary teachers reported higher frequencies. Only secondary teachers reported Anger at Staff. The combined results provide partial support for the hypotheses. Significance of the Research: If initial motivation to teach is predicted by an insecure attachment style, these teachers are vulnerable to student rejection. Adding psycho-education to pre-service courses would produce more resilience in teachers entering classrooms for the first time. (Contains 1 figure, 7 tables and 1 footnote.).

Teaching teachers the importance of social connection in the classroom.

A psychology professor and author investigates the different ways the human brain learns best at every age and uses social neuroscience and interpersonal neurobiology to demonstrate what good teachers do to maximize brain stimulation in difficult students.

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