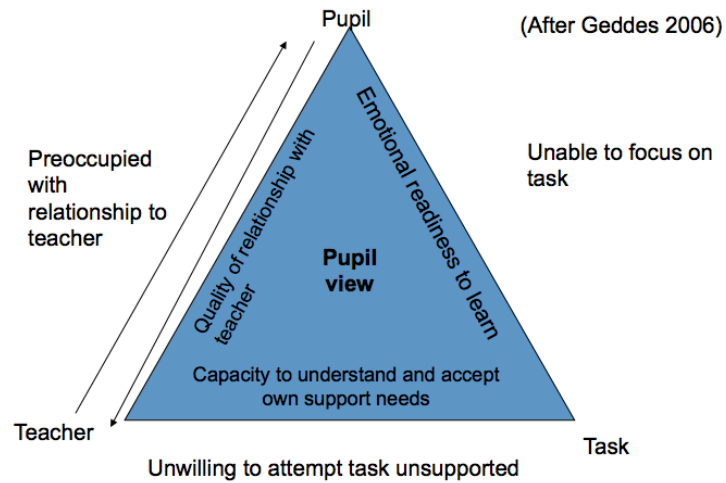




**Attachment & Bonding  
Based Needs  
In the Classroom Environment**

## A Strong Focus on the Relationship with the Teacher And Ambivalent of the Work Task



When a young person focuses on the relationship with the teacher and finds it hard to focus on a learning task. This might mean that the young person feels insecure adult relationships and needs the attention to feel safe and secure in the learning setting.

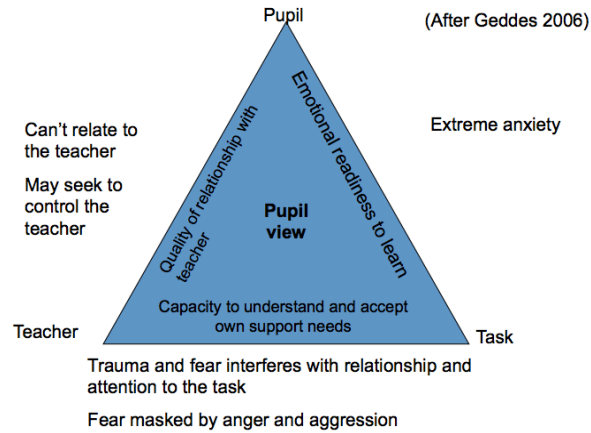
### What you might notice about the young person:

- Behaviour presented feels attention needing.
- They have challenges taking responsibility for their own behaviour/learning
- Can try to make others laugh at them.
- Difficulty concentrating and focusing on work.
- Can be hyper-vigilant to what adults are doing.
- Can behave in away that is hyper-aroused, such as loud voice, very talkative.
- Challenges following rules.
- Does not see 'cause and effect' which can make learning from consequences challenging.
- Poor understanding of cause and effect.
- Confrontation gets escalated.
- Be aware of 'splitting into all good and all bad as, *all good/all bad oscillates between loving and hating in response to the carers attention and withdrawal (Golding, 2006).*

### How to support young-people in the classroom

- Differentiate tasks into small independent steps.
- Use a timer to provide structure.
- Develop and provide turn-taking activities.
- Use transitional objects (looking after something for the teacher) to cope with times they are apart.
- Make a memory book for transition between classes and schools.
- Notice the young person frequently during the day and comment on something, say, "I see you..." "I notice that..."
- Offer frequent, specific, positive feedback (about achievement & behaviour) if the young person is able to receive positive comments. Use descriptive praise.
- Pay special attention to transition times and provide structure and a routine / ritual / pattern for changes of times.
- Provide reliable and consistent adult support.
- Plan facilitation of gradual increased separation.
- Make 'I Can' Books' and Achievement books with the young-person.

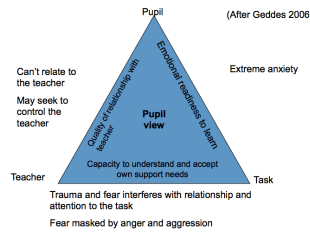
**Limited or no relationship with the Teacher,  
Non-engagement with learning task, anxiety leading to overwhelming  
feelings and disorganisation**



**What you might notice**

- The Teacher might feel overwhelming emotions when working with the young person.
- The young-person has challenges understanding, distinguishing, or managing emotions in self.
- The young-person does not understand emotions in others.
- The young-person does not appear to have joy or enjoyment.
- The young-person may behave in a violent angry or aggressive way towards self and others.
- The behaviour may be viewed as disruptive.
- The young person may find it hard to concentrate.
- The young-person might show hyper-vigilant behaviours to surroundings.
- May try to control others and use power in a destructive way.
- May try to behave in a controlling way in all relationships.
- Avoid closeness and intimacy.
- Relationships cause distress easily.
- The young-person may appear dissociated or hyper-aroused much of the time.
- The young-person might be socially isolated.
- The young-person might be attracted to a peer group who demonstrate destructive behaviours.
- The young-person may harm self and show compulsive behaviours.

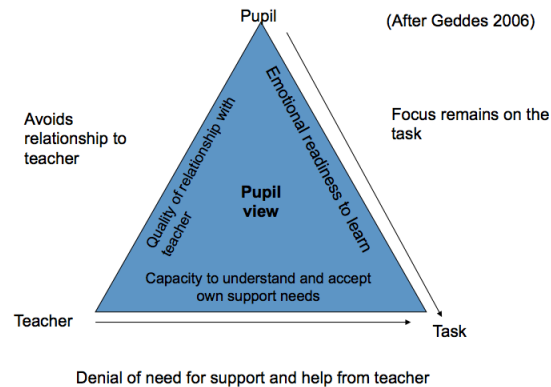
**Limited or no relationship with the Teacher,  
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**How to support young people in the classroom**

- Be consistent and provide unconditional-positive regard.
- Ensure you have support and therapeutic supervision built into your work.
- Notice when you need a break and ensure self-care.
- Provide reliable and predictable routines with visual timetables.
- Provide manageable choice so the young-person has a sense of control.
- Help the young-persons to feel safe and contained in the environment by providing safe spaces such as workstations.
- Provide high levels of calm in the classroom through environmental spaces, strategies and resources as well as adult presentation. For example: Calm spaces, calm box, sensory objects, visual prompts and soft music. Adults need to be non-confrontational with their responses and be empathic and attuned to the young-person.
- Let the young-person know the feelings they are experiencing are feelings that all people have.
- Use an Emotion Coaching Approach.
- Help the young person to experience being 'held in mind' and tell them that you thought about them when you were not with them. Give a concrete and descriptive, safe and appropriate story of when you were thinking about them and why.
- Support Emotional Regulation. You might need to teach the young-person about emotional arousal. This will include co-regulation and providing resources such as: emotional thermometers.
- Provide opportunities for mechanical and rhythmic activities to support regulation and soothing experiences.
- Provide rhythmical physical exercise and music in-line with what the young-person needs and wants.
- Provide opportunities for a young-person to have calming times in specific places.
- Provide and agree a safety routine with the young-person. This might include move to a safe place or space where the young-person can engage in activities that help them to calm. Activities might include sand-play, sensory objects, colouring, drawing, building structures, hiding under cushions
- Develop 'Time-Out' cards and when / how to use when there is a need to go to a safe place. Practice this routine when the young-person is calm so when they are in need of using this strategy they know what to do and how to do this.
- Develop and use social stories to learn and practice routines and situations the young-person finds challenging. Use these at safe and calm times and practice.
- Talk about and discuss 'what' happened and focus on restorative questions rather than 'why' as why questions can make young-people feel criticized and can lead to 'shame' or 'guilt' responses.

## A Strong Focus on the Work Task And Avoidance of a Relationship with the Teacher



### What you might notice

The young-person:

- Is often withdrawn or quiet.
- Appears emotionally self-contained.
- Hides distress or discomfort and it is not communicated.
- Is self-reliant, independent, and reluctant to ask adults for help.
- Behaves in a way some time that is mysterious or unfathomable. Be curious about what is happening and how you feel.
- Shows very limited emotional connection or engagement with other young-people.
- Shows very limited connection and curiosity about what is happening in the classroom.
- Appears isolated or limited quality in relationships with peers.
- Is much focused on learning tasks.
- Is much focused on cognition and learning with no or limited integration of emotions.
- Appears low in self-worth and self-confidence.

### How to support young-people in the classroom

- Use tasks, structure and routine to help the young-person begin to trust the relationship with the teacher or adult. Visual timetables, 'now and next' systems, task planning charts, can be helpful.
- Offer and plan opportunities for working in pairs or small groups to build proximity.
- Develop social skills groups with small, safe numbers and focus on relationship building through play and gentle activities.
- Older young-people can be trained to act as and be mentors for younger children. Ensure pairings are thought about and planned.
- Provide the young-person with opportunities for choice in content of work.
- Provide the young-person with choice of different activities and tasks.
- Gradually build young person's tolerance to seek and have help.
- Help the young person to experience being thought about and held in mind.
- Support emotional regulation.
- Develop a regulation, calm box for emotion understanding and regulation.