



HAVE YOU SEEN ME IN YOUR CLASS?
MY BRAIN PROTECTED ME BY
DEVELOPING AN AVOIDANT
ATTACHMENT PATTERN.

I BELIEVE IF I SHOW MY FEELINGS, OTHER PEOPLE WITHDRAW OR THEY HURT ME. THE BEST THING I CAN DO, IS TO HIDE MY FEELINGS AND PRETEND EVERYTHING IS OKAY. YOU MAY NOTICE THAT I:

- Am withdrawn and quiet
- Rely on information and ignore feelings
- Am too self-reliant for my age
- Am reluctant to ask for help
- Deny my distress by saying "I'm fine"
- May try to take care of others
- Can appear happy and bright most of the time
- Am a model pupil
- Might show sudden outbursts of anger or upset
- Avoid getting close to others
- Focus on what I can't do rather than what I can do
- Fear failure and need to be the best
- Zone out or shut down when stressed

YOU CAN HELP ME FEEL SAFE AND HAPPY IN YOUR CLASS
SO THAT I CAN LEARN, YOU CAN DO THIS BY:

- Finding opportunities to nurture me
- Gently show me that feelings are safe to share
- Help me name my feelings by saying "I wonder if..."
- Help me to feel good about myself regardless of achievement
- Organise me into small groups and encourage 1:1 relationships
- Remain physically close to me even when I'm in trouble
- Arrange for older children to be buddies
- Show me that you hold me in mind (I thought about you on the weekend and...)
- Using questions which are clear and precise
- Using characters, films, videos to help describe emotions
- Using writing frames (filling in boxes etc) to prevent anxiety about spilling out into a blank page
- Avoiding activities which are about winning/ losing all the time, encourage playfulness, taking part



HAVE YOU SEEN ME IN YOUR CLASS?
MY BRAIN HAS PROTECTED ME BY
DEVELOPING A PRE-OCCUPIED
ATTACHMENT PATTERN

I BELIEVE TO GET OTHERS' ATTENTION, I MUST EXAGGERATE MY FEELINGS AND MY BEHAVIOUR. WHEN I HAVE THEIR ATTENTION, I MUST HOLD ON TO IT FOR AS LONG AS POSSIBLE AS I DON'T KNOW WHEN I'LL HAVE IT AGAIN. YOU MAY NOTICE THAT I:

- Am disruptive, loud and dominant in class
- Am clingy or possessive in relationships
- Am very demanding of your time and attention
- Am more concerned with getting attention than with learning
- Find it difficult to settle by myself
- Talk excessively or act like the clown
- Have concentration problems
- Am very focussed on feelings
- Find it hard to follow rules and structure
- Have poor understanding of cause and effect
- Cannot take responsibility for my actions
- Am coercive, controlling, & confrontational
- Am under performing academically
- Become stressed or angry when things change

YOU CAN HELP ME FEEL SAFE AND HAPPY IN YOUR CLASS
SO THAT I CAN LEARN, YOU CAN DO THIS BY:

- Finding opportunities to nurture me
- Seeing the hidden feeling of fear behind my behaviour
- Showing empathy even when I'm raging at you
- Providing a highly predictable, structured routine
- Using visual timetables and instructions
- Breaking down tasks into small chunks
- Providing transitional objects 'please look after this for me for a while'
- Noticing and keeping me in mind (I thought of you when...)
- Gently ask questions to get me to thinking rather than feeling
- Increasing any separation very slowly
- Offering extra support for transitions
- Planning beginnings, endings and separations
- Giving me strategies to calm strong emotions
- Using permission cards to take time out
- Providing a physical space for me to retreat to
- Mediating and scaffolding peer relationships