



feeling loved



developing attachment and socialization with children



A Guide for Workshop Facilitators
Ready for Life





credits

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The development of **Feeling Loved: Developing Attachment and Socialization** has been made possible by The Meadows Foundation for Texas.

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getting started

using this curriculum module

Since the Texas debut of the documentary **Ready for Life**, KERA has received numerous requests for short video segments of the intimate family scenes shown in **Ready for Life** that could be used by parent educators and others who work directly with families.

The first curriculum module, **Who is My Child? Understanding Children's Temperaments**, is our first response to those requests. The second curriculum module, **Feeling Loved: Developing Attachment and Socialization**, addresses in-depth issues covered in the documentary. The third module, **Read to Me: Early Literacy**, will also address the important role of parents and caregivers in raising emotionally healthy children.

For **Feeling Loved: Developing Attachment and Socialization**, KERA, in collaboration with the University of North Texas Center for Parent Education, has created materials designed to give parents and caregivers a better understanding of children and their attachments and social development, and to provide workshop facilitators with all the tools needed to conduct a workshop on this topic. This module consists of print and video materials.

Included in this package are:

Facilitator's Guide

- An overview of the workshop.
- A complete guide to leading this workshop, including suggested scripts.
- PowerPoint® slides.
- A resource section with the latest research and additional ideas for activities and ways to adapt the workshop for your group.
- Information on how to facilitate a session.
- A copy of **You Are Important to Me**, a bilingual picture book for caregivers and children.
- An interactive participant guide, **Feeling Loved**.

Videotape

- One video of the segments to be used during this workshop.

This curriculum video is a critical and unique part of the presentation, and we urge you to use all of the segments when teaching the workshop.





getting started

using this curriculum module

These materials reinforce and expand on the content presented in this workshop and are excellent take-home materials for your participants. Additional materials may be ordered at www.readyforlife.org.

This guide also includes specific dialogue that you can use when presenting your workshop. This, however, is optional. We encourage you to follow the content and objective outline. The information is organized in a sequential manner and presenting it this way will help participants understand and apply the information. The video can also be used in other types of workshops when teaching similar information.

Your input is invaluable to us. As you work with this curriculum, please make note of any questions or concerns you have regarding the material and how to use it. Your feedback will help us improve and modify this workshop in subsequent editions.

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curriculum overview

one 3-hour session: *feeling loved*

Page	Topic and Objective	Time	Method	Materials
Pre-session				
	Prepare the room and materials for the workshop			Laptop computer and LCD projector PowerPoint® Slides Door prizes Name tags Markers Sign-in sheet
Section 1: Introduction				
18	Welcome Welcome and Introduction Purpose: Participants will receive an overview of the session.	10	Lecture	Markers Participant Guide Slide #1: Welcome Slide #2: Agenda Handout #1: Feeling Loved
20	Activity #1: Magic Candy Store Purpose: Participants will begin to know and feel comfortable with each other and recognize the importance of attachment and socialization.	5	Demonstration	Magic Candy Store Story Candy Small Prize
21	Activity #2: My Expectations Purpose: Participant interests and needs will be identified.	5	Discussion	Participant Guide page 1 Flip chart Pens, pencils Slide #3: My Expectations
22	Activity #3: Strings of Attachment Purpose: To demonstrate the link between quality interactions and attachment	5	Demonstration	Yarn, string, ribbon or rope Interaction statements for narrator to read Small prizes for volunteers
23	Activity #4: <i>You Are Important To Me</i> Purpose: Participants will develop an understanding of attachment and socialization.	10	Partner Discussion	<i>You Are Important To Me</i> book Slide #4: <i>You Are Important To Me</i>

curriculum overview

one 3-hour session: *feeling loved*

Page	Topic and Objective	Time	Method	Materials
Section 2: What is Attachment				
24	Video Segment #1 Purpose: Participants will gain a better understanding of attachment.	10	Video, Discussion	Video Segment #1
25	Activity #5: What is Attachment? Purpose: Participants will understand the definition of attachment.	7	Individual or Group Work	Participant Guide page 2 Slides #5-6: What is Attachment?
Section 3: Positive Interactions				
26	Activity #6: <i>What are Interactions?</i> Purpose: To understand what behaviors are defined as interactions	5	Individual Work, Group Discussion	Participant Guide page 3 Slides #7-8: What is an Interaction?
26	Video Segment #2 Purpose: To gain information on behaviors that effect attachment.	6	Video	Video Segment #2
27	Activity #7: Interaction Commercial Purpose: To reflect on ways that participants' behavior affects attachment with children.	15	Group Presentation	Participant Guide page 4 Slide #9: What Affects Attachment?
28	Activity #8: <i>Encouragement</i> Purpose: Participants will develop an understanding of attachment and socialization.	5	Group Discussion Individual Work	Flip chart Markers Participant Guide page 5 Slide #10: Encouragement
29	Activity #9: A Day in the Life Purpose: To help participants understand the power of positive and negative interactions on attachment.	7	Discussion	Handout #2: Gingerbread Man Cutouts Day in the Life story
	Break	10		
Section 4: Barriers to Attachment				
31	Video Segment #3 Purpose: To identify some common barriers to attachment.	5	Video	Video Segment #3
32	Activity #10: Overcoming Barriers Purpose: To identify some barriers to attachment and ways to overcome these barriers.	18	Group Work Discussion	Flip chart Markers Participant Guide page 6 Slide #11: Overcoming Barriers

curriculum overview

one 3-hour session: *feeling loved*

Page	Topic and Objective	Time	Method	Materials
Section 5: How Does Attachment Affect Development?				
34	Video Segment #4 Purpose: To recognize ways that attachment affects a child's social, emotional, physical and cognitive development.	10	Video, Discussion	Video Segment #4 Participant Guide page 7
35	Activity #11: Attachment and Learning Purpose: To understand how attachment affects a child's academic success.	5	Discussion	Participant Guide page 8 Slide #12: Success in School
36	Activity #12: Draw a Friend Purpose: To explore the qualities of friendship that build quality social relationships.	18	Group Activity	Flip chart Markers
37	Activity #13: Friendship Discussion Purpose: To help participants understand the development of friendships and the role adults play in helping children develop good social skills.	7	Discussion	Participant Guide page 9 Slide #13: Friendships
38	Activity #14: Discussion – Television Purpose: To help participants understand active viewing and the View/Read/Do Model.	7	Discussion	Participant Guide page 10 Slide #14: Television
Section 6: Summary and Closing				
40	Activity #15: Balloon Toss Purpose: To encourage participants to identify a high point of learning for themselves and to celebrate this learning with other participants.	5	Group Activity	Balloons Markers CD Player Music
41	Activity #16: Evaluation Purpose: To evaluate the usefulness and effectiveness of the workshop.	5	Individual Work	Handout #3: Evaluation Door prizes (optional)

curriculum overview

three 1-hour sessions: session one: *feeling loved*

Page	Topic and Objective	Time	Method	Materials
Pre-session				
	Prepare the room and materials for the workshop			Laptop computer and LCD projector PowerPoint® Slides Door prizes Name tags Markers Sign-in sheet
Section 1: Introduction				
18	Welcome Welcome and Introduction Purpose: Participants will receive an overview of the session.	10	Lecture	Markers Participant Guide Slide #1: Welcome Slide #2: Agenda Handout #1: Feeling Loved
20	Activity #1: Magic Candy Store Purpose: Participants will begin to know and feel comfortable with each other and recognize the importance of attachment and socialization.	5	Demonstration	Magic Candy Store Story Candy Small Prize
21	Activity #2: My Expectations Purpose: Participant interests and needs will be identified.	5	Discussion	Participant Guide page 1 Flip chart Pens, pencils Slide #3: My Expectations
22	Activity #3: Strings of Attachment Purpose: To demonstrate the link between quality interactions and attachment	5	Demonstration	Yarn, string, ribbon or rope Interaction statements for narrator to read Small prizes for volunteers
23	Activity #4: <i>You Are Important To Me</i> Purpose: Participants will develop an understanding of attachment and socialization.	10	Partner Discussion	<i>You Are Important To Me</i> book Slide #4: <i>You Are Important To Me</i>

curriculum overview

three 1-hour sessions: session one: *feeling loved*

Page	Topic and Objective	Time	Method	Materials
Section 2: What is Attachment				
24	Video Segment #1 Purpose: Participants will gain a better understanding of attachment.	10	Video, Discussion	Video Segment #1
25	Activity #5: What is Attachment? Purpose: Participants will understand the definition of attachment.	7	Individual Work	Participant Guide page 2 Slides #5-6: What is Attachment?
41	Activity #16: Evaluation Purpose: To evaluate the usefulness and effectiveness of the workshop.	5	Individual Work	Handout #3: Evaluation Door prizes (optional)

curriculum overview

three 1-hour sessions: session two: *feeling loved*

Page	Topic and Objective	Time	Method	Materials
Pre-session				
	Prepare the room and materials for the workshop			Laptop computer and LCD projector PowerPoint® Slides Door prizes Name tags Markers Sign-in sheet
Section 3: Positive Interactions				
26	Activity #6: To understand what behaviors are defined as interactions	5	Individual Work, Group Discussion	Participant Guide page 3 Slides #7-8: What is an Interaction?
26	Video Segment #2 Purpose: To gain information on behaviors that effect attachment.	6	Video	Video Segment #2
27	Activity #7: Interaction Commercial Purpose: To reflect on ways that participants' behavior affects attachment with children.	15	Group Presentation	Participant Guide page 4 Slide #9: What Affects Attachment?
28	Activity #8: <i>You Are Important To Me</i> Purpose: Participants will develop an understanding of attachment and socialization.	5	Group Discussion Individual Work	Flip chart Markers Participant Guide page 5 Slide #10: Encouragement
29	Activity #9: A Day in the Life Purpose: To help participants understand the power of positive and negative interactions on attachment.	7	Discussion	Handout #2: Gingerbread Man Cutouts Day in the Life story
Section 4: Barriers to Attachment				
31	Video Segment #3 Purpose: To identify some common barriers to attachment.	5		Video Segment #3
32	Activity #10: Overcoming Barriers Purpose: To identify some barriers to attachment and ways to overcome these barriers.	18	Group Work Discussion	Flip chart Markers Participant Guide page 6 Slide #11: Overcoming Barriers
41	Activity #16: Evaluation Purpose: To evaluate the usefulness and effectiveness of the workshop.	3		Handout #3: Evaluation Door prizes (optional)

curriculum overview

three 1-hour sessions: session three: *feeling loved*

Page	Topic and Objective	Time	Method	Materials
Pre-session				
	Prepare the room and materials for the workshop			Laptop computer and LCD projector PowerPoint® Slides Door prizes Name tags Markers Sign-in sheet
Section 5: How Does Attachment Affect Development?				
34	Video Segment #4 Purpose: To recognize ways that attachment affects a child's social, emotional, physical and cognitive development.	10	Video, Discussion	Video Segment #4 Participant Guide page 7
35	Activity #11: Attachment and Learning Purpose: To understand how attachment affects a child's academic success.	5	Discussion	Participant Guide page 8 Slide #12: Success in School
36	Activity #12: Draw a Friend Purpose: To explore the qualities of friendship that build quality social relationships.	18	Group Activity	Flip chart Markers
37	Activity #13: Friendship Discussion Purpose: To help participants understand the development of friendships and the role adults play in helping children develop good social skills.	7	Discussion	Participant Guide page 9 Slide #13: Friendships
38	Activity #14: Discussion – Television Purpose: To help participants understand active viewing and the View/Read/Do Model.	7	Discussion	Participant Guide page 10 Slide #14: Television
Section 6: Summary and Closing				
40	Activity #15: Balloon Toss Purpose: To encourage participants to identify a high point of learning for themselves and to celebrate this learning with other participants.	5	Group Activity	Balloons Markers CD Player Music
41	Activity #16: Evaluation Purpose: To evaluate the usefulness and effectiveness of the workshop.	5	Individual Work	Handout #3: Evaluation Door prizes (optional)



quick curriculum

overview

Pre-session Checklist

- **Arrange all handouts in the order in which you will use them and place them on a table near you.**
- **Try to have no more than 4-6 participants at a table.**
- **Put up Slide #1 before participants arrive.**
- **Greet everyone as they come in the room.**
- **If you notice participants who seem nervous or uncomfortable, spend some extra time talking with them. You can ask them how old their children are and reassure them that the information they receive will be helpful.**
- **Have refreshments available.**
- **Have the Participant Guide Handout #1 at each place.**



Section One: Introduction (35 minutes)

Welcome and Introductions

Activity #1: Magic Candy Store

Activity #2: My Expectations

Activity #3: Strings of Attachment

Activity #4: You Are Important to Me

Section Two: What Is Attachment? (17 minutes)

Video Segment #1: What Is Attachment?

Activity #5: What Is Attachment?

Section Three: Positive Interactions (38 minutes)

Activity #6: What Is An Interaction?

Video Segment #2: Positive Interactions

Activity #7: Interaction Commercials

Activity #8: Encouragement

Activity #9: A Day in the Life

Section Four: Barriers to Attachment (23 minutes)

Video Segment #3: Barriers to Attachment

Activity #10: Overcoming Barriers

Section Five: How Does Attachment Affect Development? (47 minutes)

Video Segment #4: How Does Attachment Affect Development?

Activity #11: Attachment and Learning

Activity #12: Draw a Friend

Activity #13: Friendship Discussion

Activity #14: Television Discussion

Section Six: Summary and Closing (10 minutes)

Activity #15: Balloon Toss

Activity #16: Evaluation



planning sheet

for facilitators

Use this sheet as a guide to plan your workshop. You may wish to check off each item as you complete it.

Date of Workshop: _____ Time: _____
Phone: _____ Number Expected: _____
Location: _____

Goal of Workshop:

- To help parents and caregivers understand and apply information on children's attachment and socialization.

Overall Workshop Objectives:

- Participants will recognize the role of attachment in their child's socialization.
- Participants will receive information about ways to form a positive attachment.
- Participants will understand the reciprocal nature of attachment.
- Participants will understand the importance of positive interactions on attachment.
- Participants will be able to identify barriers to attachment.
- Participants will learn ways to overcome barriers to attachment.
- Participants will be able to identify the impact of attachment on child development.
- Participants will identify methods for handling specific attachment issues.

Room Setup:

Draw a diagram of the way you would like to set up your room.

Checklist of Needed Materials:

- Items for the tables such as paper, Post-its, pens, markers, quiet toys such as play dough, pipe-cleaners, stress balls
- Charts, markers, pencils, name tags, crayons
- Large pad or chart paper and easel
- Refreshments
- Paper ware
- Overhead projector or laptop computer and projector





planning sheet

for facilitators

One to Two Days Before the Workshop:

- Make enough copies of handouts for each participant.
- Make sure audiovisual equipment is available and working.
- Make sign-in sheet.

One Hour Before the Workshop:

- Set up room.
- Set up and turn on all audiovisual equipment.
- Check to be sure everyone can see.
- Set up sign-in table with a sign-in sheet, copy of handouts, etc.
- Place at each chair a name tag, Handout #1 and Participant Guide.
- Set out refreshments.
- Find the location of restrooms, telephones and water fountains so that you can direct participants to them.

Marketing/Advertising Plan:

- Where will I advertise?
- Identify specific places such as: schools, local businesses, radio/TV, social service agencies, churches, apartment buildings and housing communities.
- Use newspapers, meetings of interested organizations, local magazines, direct mailings and flyers to get the word out.

Personal Workshop Evaluation

(Fill this out after the workshop to assist you in planning for next time!)

Number of Participants: _____

How would I rate this workshop? Poor Okay Great Best I Ever Did

How did participants rate the workshop? Poor Okay Great Best I Ever Did

How would I rate my preparation? Poor Okay Great Best I Ever Did

What can I do next time to improve the workshop, participation or attendance?

What do I want to remember next time?



section one:

introduction

Time: 35 minutes

Materials Needed for Section One:

- Pencils or Pens
- Laptop computer and LCDProjector
- Slide #1: Welcome
- Slide #2: Agenda
- Slide #3: My Expectations
- Slide #4: You Are Important to Me
- Handout #1: Feeling Loved
- Participant Guide
- Small Book: You Are Important to Me
- Candy
- Small prize (optional)
- Flip chart
- Yarn, string, ribbon or rope in eight foot lengths

Section One Objectives:

- To provide an overview of the workshop.
- To assist participants in getting to know and feeling comfortable with each other.
- To identify participants' interests and needs in regard to attachment and socialization.

Note to Facilitators: A script has been created for you to use as an example of what you might say. If you are less familiar with the content of this module, you may want to use the script a few times until you become more comfortable presenting the information. However, feel free to substitute your own ideas, stories and analogies.

Also, when playing the video segments throughout the training, leave the room lights on as long as the video can be seen adequately. This will prevent participants from getting drowsy in a darkened room.

Instructions for Facilitators:

1. Show Slide #1: Welcome on the overhead projector or laptop screen.
2. Model introductions by introducing yourself first. Share a little about yourself, why you are teaching this workshop and something about your family if you like.
3. Give directions to water, restrooms, etc.
4. At each table have paper, pens, markers, quiet toys such as stress balls, play dough, pipe cleaners, sticky notes, candy and water.
5. Be sure the video is rewound and ready at the beginning and that the TV/VCR, overhead projector and/or laptop computer are working.





section one:

introduction

Materials Needed:

- Pencils or pens
- Laptop computer and LCD Projector
- Slide #1: Welcome
- Slide #2: Agenda
- Handout #1: Feeling Loved
- Participant Guide

Welcome

Time: 10 minutes

Purpose of Activity:

- Participants will receive an overview of the session.
- Participants will begin to reflect on their own views about attachment and socialization.

Instructions for Facilitators:

1. Welcome participants and introduce yourself.
2. Ask participants to fill out Handout #1: Feeling Loved.
3. Give participants an overview of the workshop.

Welcome to **Feeling Loved: Attachment and Socialization**. During this workshop, you will learn about attachment and developing a loving relationship with your child or the children in your care. By creating a strong relationship with your child, you will give him the skills to build relationships with others. This will be a practical and interactive session, and we will discuss things in small groups, watch video segments, complete activities and play games. Each one of these will help you better understand your child and his or her behavior and ways in which you can build your relationship with your child.

Please take a few moments now to fill out the handout titled **Feeling Loved** if you have not done so already. This information will help you begin to think about attachment and socialization and will be valuable to us as we continue to improve this workshop to meet the needs of our participants.

One of the things that we have provided for you is a **Guide to Attachment and Socialization** that will give you information on attachment and socialization as well as tips for developing attachments and helping your child make friends with others. Look through your guide. Notice in the guide there is information about attachment, characteristics of attachment and socialization for different age groups and tips for working with children at different ages that will help you develop your relationship with your child. At the end you will also find lists of Web sites and books that can help you gain more information. This guide will be used throughout the workshop and is yours to write in and take home.





section one:

introduction

Please make yourself comfortable. Get up and stretch or move around during the session if you need to. Please take care of yourself. There are items on the table for you to play with and keep your hands busy if this is helpful for you. During the workshop, please express your opinions and questions, please allow others to express theirs, and please understand that since we have only so much time, I may have to stop you before you are finished and ask you if we can talk more about this at the break or after the session if we are running low on time. If you do not wish to be involved in sharing during an activity, you can say, "I pass." However, participating will give you a chance to learn and take home some skills that will help you have a better relationship with your child.

*This workshop is part of the **Ready for Life** project produced by KERA. If you have not seen the original video, we encourage you to view it. Contact information is provided near the end of your **Guide to Attachment and Socialization**. During this workshop, we will watch a video on attachment that highlights the families seen in the original video.*

We will be working in small groups for much of the workshop. Your group consists of the people at your table. You will be sharing information, values and ideas with each other. Since you will be working together, the next few activities will help you get to know one another.





section one:

introduction

Materials Needed:

- Candy listed in story (Bite-size or full-size)
- Small prize (optional)

Activity #1: Magic Candy Store

Time: Five minutes

Purpose of Activity:

- To develop a comfortable relationship with others in the group and begin to understand the importance of attachment and socialization.

Note to Facilitator: You may use this icebreaker activity or you may use another icebreaker of your choice.

Instructions for Facilitators:

1. Ask for a volunteer.
2. Lay out assorted candy on a table.
3. Explain that you are going to read a story about the importance of attachment and socialization. Each of the candies on the table is in the story. Every time the volunteer hears the name of a candy, he must quickly pick it up and put it back down.
4. Read the story to the group. (You may pause slightly if needed when you come to the name of a candy).
5. Thank the volunteer and/or give a small prize.
6. Note: You may give away the candy or keep it for future trainings.

The Magic Candy Store

Once upon a time, there was a magic candy store. One day, a very stressed out mother named **Tootsie Rolled** into the store. But alas, she tripped! Down she went **beTwix** the aisles, hitting her head as she fell.

There - 'round and round' her brain swirled and **Starburst** before her eyes. Suddenly, a vision appeared! Her family was going down the tubes, she dreamed. They were losing control. There was a bounty on her head. "Woe is me!" she thought. "What will I do?" Suddenly, the entire candy store **Kracked** to life. "We will help you!" they shouted. "We will tell you about attachment and socialization! We will save the day for our **Sugar Babies**, said **Mr. Goodbar**. "I will need some help," he cried. "**Now and Later**, we will help, shouted the **Three Musketeers**. So, off they went on a **Spree**.

At first there were **Snickers** and **Skittles**. But as they began to tell the story of wonderful attachments between adults and children and the increased level of quality of relationships, everyone was impressed. Everyone wanted to discover **Tootsie's** secret. They lined up side-by-side: the **Runts**, the **Nerds**, the **Kit Kats**, the **Airheads**, and even the **Sweet Tart** from Atlanta. **Tootsie's** family was saved!

Now, all fairy tales have a moral. So what is the moral of this story? I will tell you! If you get off your **Whatchamacallit** and learn about attachment, if you feel needed, and you know how important it is to make children your first priority, then you too will hit **Payday!** You will get **100 Grand Hugs** and **Kisses** from your child and more. You will be walking on **Fifth Avenue**. As a little **Mento** of my story, I would like to leave you with my good wishes for success and lots of **Kisses**.

*All names of candies mentioned in story are registered trademarks.

feeling loved

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section one:

introduction

Materials Needed:

- Participant Guide page 1: My Expectations
- Slide #3: My Expectations
- Pens and Pencils
- Flip chart
- Markers

Activity #2: My Expectations

Time: Five minutes

Purpose of Activity:

- To share information on participants' expectations for the workshop.

Instructions for Facilitators:

1. Show Slide #3: My Expectations.
2. Ask participants to fill out page 1 of their Guide.
3. Ask for a few volunteers to share some of the expectations they wrote down.
4. Tell participants which of the expectations they wrote down you will be covering during the workshop.
5. Some participants may ask for things to be discussed that are unrelated to this workshop.
6. You may want to post a list of expectations on a piece of chart paper and cross them off as you cover them during the workshop.

Let's review the things you would like to learn from this workshop. We will try to cover as many of these things as we can during this session. At the end of this workshop, I will check to see if we were able to cover all the things you have listed. If we don't get to everything, or if you have more questions, I will be glad to suggest some additional resources on that topic after our session.

Now we are ready to move on to our discussion of attachment and socialization.





section one:

introduction

Materials Needed:

- Yarn, string, ribbon or rope: eight lengths of 5 feet each
- Interaction statements for narrator to read
- Small prizes for volunteers (optional)

Activity #3: Strings of Attachment

Time: Five minutes

Purpose of Activity:

- To demonstrate the link between quality interactions and attachment.

Instructions for Facilitators:

1. Ask for three volunteers: a narrator to read out loud, an “adult,” and a “baby.” Let volunteers know that the narrator’s reading will be short and simple.
2. Write or photocopy narrator statements to give to narrator.
3. Ask the “Adult” and “Baby” to stand in the center in front of the group about five feet apart.
4. Ask the narrator to read the first statement aloud. Then take a piece of string and give one end to the “Adult” and one to the “Baby.”
5. This continues as all the cards are read and all the strings are “tied” between the “Adult” and the “Baby.”
6. Using the cords between the adult and baby, show participants how attachments are built and strengthened over time.
7. Give each volunteer a small door prize.

Narrator statements to read out loud:

1. Adult holds baby.
2. Baby gazes at adult.
3. Adult smiles at baby.
4. Baby smiles at adult.
5. Adult sings to baby.
6. Baby stops crying when adult holds him.
7. Baby snuggles closer to adult.
8. Adult reads to baby.

Attachment usually begins with a mother and a child. Dads or other caregivers can create these same loving relationships. Everything that the adult and the baby experiences with each other builds a bond — a tie between Adult and Baby.

Do you see how the bond is built? The more ways that a baby and an adult interact, the stronger the tie becomes. When a baby smiles up at Mom, when Dad changes his diaper, when he gazes into his caregiver’s eyes and sees a smile, attachment is furthered and the tie is made stronger. Suppose a baby was doing things, such as smiling and responding, but the adult was not—the tie would not be as secure.





section one:

introduction

Materials Needed:

- *You Are Important to Me* books for each participant.
- Slide #4: *You Are Important to Me*.

Activity #4: You Are Important to Me

Time: 10 minutes

Purpose of Activity:

- Participants will develop an understanding of attachment and socialization.

Instructions for Facilitators:

1. Give each participant a copy of the book *You Are Important to Me*.
2. Ask participants to look at the book with a person next to them and identify several things:
 - a. How do adults create attachments with children?
 - b. How do adults show children how to be good friends?
 - c. How do the adults and children interact with one another?
3. After giving participants a few minutes to discuss the books with one another, ask the group to share some examples of what they found in the book or what made an impression on them.

I am going to give each one of you a book. Please look at the book with a partner. Take a few moments to notice how the adults interact with the children in the book. What do you see about developing attachments with children?

- *Did you notice ways to create strong attachments with your children?*
- *Did you see adults showing children how to be good friends?*
- *What did you think about the interactions between the adults and the children?*

This book is yours to keep and use with your own children or families that you may work with as a tool to help parents understand just how important attachment is for children. This book will also show how attachment can be built through very simple everyday interactions between an adult and a child.





section two:

what is attachment

Time: 17 minutes

Materials Needed for Section Two:

- Training Video
- TV/VCR
- Laptop computer and LCD Projector
- Slides #5-6: Attachment Defined
- Participant Guide

Materials Needed for Video Segment:

- TV/VCR
- Video Segment #1: What is Attachment?
- Slides #5-6: Attachment Defined

Section Two Objectives:

- Participants will recognize the role of attachment in their child's socialization.
- Participants will receive information about ways to form a positive attachment.
- Participants will understand the reciprocal nature of attachment.

Video Segment #1: *What Is Attachment?*

Time: Five minutes video, Five minutes discussion

Purpose of Video Segment:

- To gain a better understanding of what attachment means.

Instructions for Facilitators:

1. Introduce the first video segment.
2. Play the video segment.
3. Show Slides #5-6: Attachment Defined

The video we are about to see is about attachment and developing relationships with children. The first section we will view defines attachment.

How does the video define attachment? Do you agree with this definition? Why or why not? What was the most important thing you heard during this segment?

Learning to be a good friend and get along with others is called "socialization." From the moment your child is born, she is a social creature. She needs you to talk to her and play with her. When you spend time with your baby and respond to her needs, you are helping her learn to love you. When she gets older, she will be better able to make good friends and play well because of the solid foundation you have created.

Attachment can be with a mother, father, sibling, childcare provider, grandparent or any other consistent caregiver. Attachment and socialization begin at birth and continue throughout life. The way a parent responds to a baby's cries, the way a childcare worker speaks to the baby, the way their room is organized, the toys a child is given, the people the child spends time with, all contribute to a young child's socialization. In the early years, the family assumes the primary role. Caregivers and then (later) peers become important as a child gets older.





section two:

what is attachment

Materials Needed:

- Participant Guide page 2
- Slides #5-6: Attachment Defined

Activity #5: What is Attachment?

Time: Seven minutes

Purpose of Activity:

- Participants will understand the definition of attachment.

Instructions for Facilitator:

1. Ask participants to turn to page 2 in their Guide.
2. Ask participants to complete the fill-in-the-blank section. Tell them that the answers are provided for them on the page.
3. Give a few minutes for participants to work on this.
4. Go over answers, showing them on the slide or overhead.
(Answers are bolded.)

Attachment:

- Is a special **relationship** between a child and another person.
- Begins with a child's **birth** and continues throughout his childhood and lifetime. Usually occurs in a child's first relationships with his parents.
- Develops when an adult **responds** to a baby's cries, snuggles with him, laughs and plays, and holds him close. This special relationship grows stronger as the baby responds by snuggling close to his parents, smiling, gazing, and becoming calm when held.
- Does not happen magically in one moment. By having many **interactions** over a period of time, children and adults form attachment relationships that will last a lifetime.

Please turn to page 2 in your Guide. We will take a few minutes to complete the fill-in-the-blank portion of this page. All of the answers to the questions are provided for you on the page below the statements. We will go over the answers as a group in a few moments.





section three:

positive interactions

Time: 38 minutes

Section Three Objectives:

- Participants will identify behaviors that build attachment and socialization.
- Participants will understand the importance of positive interactions on attachment.

Activity #6: What are Interactions?

Time: Five minutes

Purpose of Activity:

- To understand what behaviors are defined as interactions.

Instructions for Facilitators:

1. Ask participants to turn to page 3 in their Guide and look over the list of phrases and words.
2. Ask participants to draw a line through everything on the list that is NOT an interaction between an adult and a child.
3. Instead of using this page in the Guide, you may instead just use Slides #7-8 and do this as a group exercise.
4. Ask participants to share – how many interactions did they come up with from the list? Participants should answer that all items on the list are interactions. Share with participants that every single thing we do or say with children, positive or negative, verbal or nonverbal, is an interaction.

Let's look at what interactions are. Please turn to page 3 in your Guide and take a moment to look over the list. Now, I would like you to draw a line through everything on the list that is NOT an interaction between an adult and a child.

As you have probably noticed, everything on the list is an interaction with a child. Every single thing that we do or say, positive or negative, verbal or nonverbal, is an interaction (with children).

Not all interactions are positive. It is the positive interactions that will build our relationships and attachments with the children in our lives. The video segment we are about to watch will take a look at what kinds of positive interactions children need from the adults in their lives.

Video Segment # 2: Positive Interactions

Time: Six minutes

Purpose of Video Segment:

- To gain information on interactions with children that build attachment.

Instructions for Facilitators:

1. Play the video segment.

feeling loved

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Materials Needed for Section Three:

- Video
- TV/VCR
- Slides #7-8: What Is An Interaction?
- Slide #9: What Affects Attachment?
- Slide#10: Encouragement
- Participant Guide pages 3-5
- One gingerbread man cutout for every participant
- "Day in the Life" story
- Flip chart
- Markers

Materials Needed for Video Segment:

- TV/VCR
- Video Segment #2: Positive Interactions?





section three:

positive interactions

Materials Needed:

- Participant Guide page 4
- Slide #9: What Affects Attachment?

Activity #7: Interaction Commercial

Time: 15 minutes

Purpose of Activity:

- To reflect on ways that participants' behavior affects attachment with children.

Instructions for Facilitators:

1. Ask participants to look at the Guide on page 4 entitled "What Affects Attachment?"
2. Talk about the four things that affect attachment. As you talk about each one, stop and allow participants time to respond to the statements about each one on page 4.
3. Divide participants into four groups. Give each group one of the four qualities listed on page 4 in the Participant Guide.
4. Tell the groups that they will present a commercial for this quality to the entire group. They can be as creative as they would like to be but they have only one minute to present to the group the importance of this quality.
5. Give groups a short amount of time to prepare their commercial.
6. Each group presents their commercial.

As you can see from this activity, the positive interactions that we have with children are very important to the development of our relationships with them. Responsiveness, consistency, gentleness and supervision are vital to whether or not a child can trust the adults in their lives. We are going to look now at how those positive interactions build on one another.





section three:

positive interactions

Materials Needed:

- Flip chart titled Encouragement
- Markers
- Participant Guide page 5
- Slid #10: Encouragement

Activity #8 Encouragement

Time: Five minutes

Purpose of Activity:

- To reflect on the value of encouragement and positive interactions between adults and children.

Instructions for Facilitators:

1. Show Slide #10: Encouragement.
2. Ask the participants to think of someone in their lives who has been encouraging and positive towards them.
3. Ask participants to share some of the things this person does that are encouraging and positive.
4. Write the responses on the flip chart.
5. Ask participants to turn to page 5 in the Participant Guide and list some ways they can be encouraging and positive with their children.

Children do better when they feel better. Encouraging children is a great way to show children the benefit of doing the right thing. When we interact with our children, we send messages that are either encouraging and build attachment or are discouraging. Can you name a few of them?

Look at page 5 of your Guide to Attachment and Socialization. Can you think of other ways to encourage strong attachment while showing your child how to be a good friend?

Every time you respond to your child's needs, you are teaching them to trust you. By using a positive approach, you are showing him how to act with others. If a child is cherished by his caregivers he cherishes himself and feels secure. A child who lives in a responsive home is likely to respect others. The way a child feels about himself affects how he will behave toward others.





section three:

positive interactions

Materials Needed:

- One gingerbread man cutout for every participant (use Handout #2)
- “Day in the Life” story

Activity #9: A Day in the Life

Time: Seven minutes

Purpose of Activity:

- To help participants understand the power of positive and negative interactions on attachment.

Instructions for Facilitators:

1. Photocopy Handout #2 and cut out enough copies of gingerbread man cutouts for each participant.
2. Give each person a gingerbread man cutout. Ask them to write the name Casey on their gingerbread man.
3. Explain to participants that you will be reading a story about Casey. Ask participants to tear off a piece of the gingerbread man (Casey) each time they hear something in the story that hurts relationships. The size of the pieces that they tear off is up to each participant.
4. Read a *Day in the Life* of a preschooler to the participants.
5. As you read the statements, watch for participant reactions and be prepared to give positive feedback.
6. Ask participants how they felt as they tore the pieces off of their gingerbread man. Ask them how they think children might feel when these things actually happen to them.

When we say something positive to a child, we create trust and build attachment. When we say something negative or don't respond, we take away from the attachment process.

I am going to read a few statements about the day in the life of a child. When you hear something positive, the child grows more attached. When I say something that hurts relationships, you must tear a piece off the child.

A Day in the Life of a Preschooler

Casey wakes up to a hug and kiss from her mother. Casey wants to put her own shoes on, but her mom tells her to stop dawdling and does it for her. At breakfast, Casey wants to have coffee like a grown-up. Her dad gives her a sip of his coffee and pretends that Casey's milk is coffee. When Casey gets to her childcare center, her mom leaves without saying goodbye. Casey's childcare provider, Annie, gives her a big hug and asks her how she's doing today. Casey gets to help pass out snacks to her friends. Annie gets in a hurry and forgets to let Casey be the line leader even though it's her turn.





section three:

positive interactions

Casey spills her drink on her lunch. Her friends call her clumsy. Casey's best friend Jessica, won't let Casey join in the play house fun she's having.

Annie intervenes and pushes Casey on the swing. When Casey's mom picks her up, she gives Casey a big hug and listens to Casey's stories. On the way home, Casey is feeling tired and hungry, but Mom stops and runs errands. At dinner, Casey and her sister fight until Mom yells at them about the bickering. Time for bed, Casey's dad reads her a story, making funny voices to go with the characters in the book. Both of Casey's parents kiss her goodnight and tell her to sleep well.





section four:

barriers to attachment

Time: 23 minutes

Section Four Objectives:

- Participants will be able to identify barriers to attachment.
- Participants will learn ways to overcome barriers to attachment.

Video Segment #3: Barriers to Attachment

Time: Five minutes

Purpose of Video Segment:

- To identify some common barriers to attachment.

Instructions for Facilitators:

1. Show the video segment.
2. Ask participants to turn to page 6 in their Guide and look over the barriers to attachment that are listed.
3. Allow a few minutes for discussion about these barriers.

Barriers to attachment may arise in many family or childcare settings. Sometimes it will be difficult for a child and an adult to attach and bond with one another. Barriers might arise in the case of adoption, divorce, special needs, post-partum depression or for many other reasons. Keep in mind that barriers will not occur in all of these situations, so we won't focus today primarily on situations that might be barriers, but rather what can be done to overcome those barriers.

Right now we will watch a video that begins to explore the issue of barriers and then we will talk more about what we can do to overcome these barriers.

Materials Needed:

- TV/VCR
- Video
- Flip chart
- Markers
- Participant Guide page 6
- Slide #11: Overcoming Barriers

Materials Needed for Video Segment:

- Video Segment #3: How Does Attachment Affect Development?
- TV/VCR





section four:

barriers to attachment

Materials Needed:

- Flip chart paper
- Markers
- Participant Guide page 6
- Slide #11: Overcoming Barriers
- CD/cassette player
- Soft, lively music

Activity #10: Overcoming Barriers

Time: 18 minutes

Purpose of Activity:

- To identify some barriers to attachment and ways to overcome these barriers.

Instructions for Facilitators:

1. Post flip charts around the room, each with one of the following headings:
 - Nurture children
 - Model social skills
 - Listen and talk to children
 - Be patient
 - Take care of yourself
 - Use your resources
2. Explain to participants that there are many things that parents and caregivers can do to make a difference in the lives of children, even when there are barriers to the relationship. This section will focus on a few different ways to help children.
3. Pass out markers to participants.
4. Tell participants that you have posted flip charts around the room, each with a various technique used to help overcome barriers. Tell participants that they will be given an opportunity to brainstorm specific ways to do each of these techniques.
5. Ask participants to write ideas they have about how to use the specific technique on each flip chart. Go to as many flip charts as you have ideas for and jot your ideas down on the paper.
6. Play lively but soft background music as participants write on the flip charts.
7. After participants have finished writing, ask them to open their Guide to page 6. As you go over some of the highlights that participants wrote on the flip chart, they may write these good ideas in their Guide.





section four:

barriers to attachment

Note to Facilitator: Listed below are some ideas for each technique. If participants have a hard time coming up with ideas for a technique, you may highlight some of the following:

- Nurture children: Hold, rock, cuddle, engage in gentle physical contact
- Model social skills: Help children learn how to interact with other people by appropriate behavior through your own. Announce what you are doing: "I am going to wash my hands before dinner because..." Children will imitate what they see. Help children understand what is appropriate physical contact (when to hug, how close to stand, when not to pick your nose, etc).
- Listen and talk to children: When you listen to a child, she or he will talk to you. Practice being there for children and just listening to them. This can be an important time for adults and children to have teachable moments, especially about feelings.
- Be patient: Progress is slow. Don't be hard on yourself and remember that attachment may take time.
- Take care of yourself: Get rest and support. You cannot help a child if you are depressed, angry, overwhelmed or resentful.
- Use your resources: Tap into support groups and professionals with experience in attachment problems. Seek help early and aggressively.

Note to Facilitators: You may have questions from participants about children who have attachment problems. Although this is the focus of this workshop, additional information is provided here for you on severe attachment difficulties on page 102 in the Resource section. You may want to spend some time with the participants after the training and give them some of the suggested resources on this topic.

The consequences of weak attachment in early childhood can be different for each child. With severe emotional neglect in early childhood, the effect can be devastating. Children without touch, stimulation and nurturing may be unable to build relationships for the rest of their lives. Fortunately, few children suffer this degree of severe neglect. More than 65 percent of children form secure and healthy attachments with their mothers. Many others establish a bond with another caregiver. Unfortunately, there are many children who have not formed a secure attachment during infancy and early childhood. Normally, the severity of problems is related to how early in life, how prolonged and how severe the emotional neglect has been. This does not mean that children with these experiences have no hope to develop normal relationships.





section five:

how does attachment affect development?

Time: 47 minutes

Section Five Objectives:

- Participants will be able to identify the impact of attachment on child development.

Video Segment #4: How Does Attachment Affect Development?

Time: Six minutes video, Four minutes discussion

Purpose of Video Segment:

- To recognize ways that attachment affects a child's social, emotional, physical and cognitive development.

Instructions for Facilitators:

1. Show the video segment.
2. Tell participants that they may follow along in their guide on page 7.
3. After the video, ask participants what they saw that helped them better understand his or her child.

Materials Needed:

- TV/VCR
- Video
- Flip chart
- Markers
- Participant Guide pages 7-10
- Slide #12: Success in School
- Slide #13: Friendships
- Slide #14: Television

Materials Needed for Video Segment:

- Video Segment #3: How Does Attachment Affect Development?
- TV/VCR
- Participant Guide page 7





section five:

how does attachment affect development?

Activity #11: Attachment and Learning

Time: Five minutes

Purpose of Activity: To understand how attachment affects a child's academic success.

Instructions for Facilitators:

1. Ask participants to turn to page 8 in their Participant Guide.
2. Ask participants to share why they think securely attached children are better prepared for school. Allow a few minutes to share participant ideas.
3. Give other answers that participants might not have covered.

Children who are securely attached are more likely to:

- Do better in school and in future achievements
- Make friends more easily
- Be more flexible and resilient
- Spend more time with peers and have more positive relationships with them
- Have more positive self-esteem
- Be more compliant
- Be more comfortable with physical contact
- Form close friendships
- Be more positive and enthusiastic

Social and emotional competence is rooted in the relationships that infants and toddlers experience in the early years of life. During the first year, their major social and emotional milestone is the development of a secure attachment with their mother, father or other primary caregiver.

Relationships with friends contribute to both social and cognitive development and to the effectiveness with which we function as adults. Indeed, the single best childhood predictor of adult adaptation is not school grades, and not classroom behavior, but rather, the ability of the child to get along with other children. Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationships with other children, and who cannot establish a place for themselves in the peer culture are seriously at risk.

Let's talk about what makes a positive social relationship.





section five:

how does attachment affect development?

Materials Needed:

- Flip chart paper for each group
- Several markers for each group

Activity #12: Draw a Friend

Time: 18 minutes

Purpose of Activity:

- To explore the qualities of social relationships.

Instructions for Facilitators:

1. Divide participants into groups of three or four.
2. Give each group a piece of flip chart paper or a poster, and several colored markers.
3. Ask each group to think about what a friend looks like to them and to draw a good friend. Tell groups to be as creative as they want to be in their drawing.
4. After the groups have finished, ask for one group member to share the characteristics of their friend. You may want to ask questions to elicit more complete responses. Give positive feedback to the group members after each description.
5. Post the friend drawings around the room.

Take five minutes to draw a picture of a good friend. You can be as creative as you want. For instance, you may decide a good friend has an extra large heart. After five minutes I will ask one of the group members to tell us about what makes your person a good friend.

The two main themes in friendship are affiliation and sharing common interests. Preschool and younger school-aged children have expectations for friendship centered on common pursuits and concrete sharing. As children get older, their views about their friends center on mutual understanding, loyalty and trust. Your children also expect to spend time with their friends, share their interests and be able to share secrets with their friends. Because friends have fun with one another, they enjoy doing things together and they care about one another. Although school-aged children and adolescents never use words like EMPATHY or INTIMACY to describe their friends, in their thinking, these words distinguish friends from other children.





section five:

how does attachment affect development?

Materials Needed:

- Participant Guide page 9
- Slide #13: Friendships

Activity #13: Discussion on Friendships

Time: Seven minutes

Purpose of Activity:

- To help participants understand the development of friendships and the role adults play in helping children develop good social skills.

Instructions for Facilitators:

1. Show Slide #13: Friendships
2. Ask participants to turn to page 9 in their Guide and look over the stages of friendship for children.
3. Ask participants to look around the room at the drawings of friendship that they just drew.
4. Ask: Do the drawings you made match up with how children develop the skills of friendships? If yes, how? If no, how not? Remind participants that children are very new at developing socialization and friendship skills and they need lots of time, patience and modeling to hone these skills.
5. Highlight the importance of play between adults and children. Not only does play help develop the bonds of attachment, it also helps children build social skills that they will use in other relationships. Stress the fact that play is not a waste of time; rather, it is the work of children as they learn skills they will use for a lifetime.
6. Ask participants to think of some ways they can play with their children on a regular basis and write them down on page 9 in their Guide. Give some examples if necessary (playing at bath time, singing in the car, playing with pots and pans while you prepare dinner, etc.).





section five:

how does attachment affect development?

Materials Needed:

- Slide #14: Television
- Participant Guide page 10

Activity #14: Discussion – Television as a Tool

Time: Seven minutes

Purpose of Activity:

- To identify proactive television viewing models for adults and children.

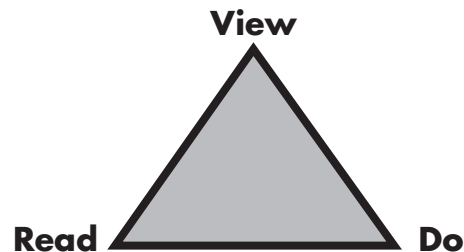
Instructions for Facilitators:

1. Discuss television viewing with participants.
2. Ask participants to turn to page 14 in their guide to use as a reference during the discussion.

Socialization does not occur in isolation. By its very nature, socialization is interacting with people and the world around you. Television is a very influential part of our culture and can play a dominant role in the lives of many children. By viewing positive educational television, children will enhance their positive social relationships.

Throughout your participant guide, you will notice references to television viewing habits for children. TV is a tool – and what children get from it will depend on how well it’s designed and how well children are guided to use it. Watching television should not make your job harder as a parent or caregiver! Know what your children are watching. What do they learn from these shows? Talk with them about the shows they watch. Not knowing what your children are watching is just like inviting a stranger into your home (who may or may not share your same values). Balance how much time your children spend watching television. Limit viewing to 10 hours a week or less, making sure that children have choices of plenty of other fun activities.

View-Read-Do Model



- **View** an educational children’s show with your child that introduces and explores a topic.
- **Read** a related book that reinforces literacy skills.
- **Do** something fun and active that extends the learning and helps children practice self-expression and listening skills. The View-Read-Do Model is an educationally sound way to use television with children.





section five:

how does attachment affect development?

Video Resources on Attachment and Socialization:

Angelina Ballerina 113: Angelina's Baby Sister

Anne of Green Gables 7: One True Friend

Arthur 106a: Locked in the Library

Arthur 113b: Buster's New Friend

Arthur 508b: Bitzi's Beau

Barney 710: A New Friend

Barney 718: My Family and Me!

Caillou 105: My Sister Rosie

Caillou 127: Friends

Caillou 132: Grown-Ups and Me!

Caillou 135: Getting Along

Clifford 106b: False Friends

Clifford 131b: Promises, Promises

Clifford 139a: Forgive and Forget

George Shrinks 2: Can We Keep Him?

Mister Rogers 1506-1510: Friends

Seven Little Monsters 22: Runaway Mom

*The View-Read-Do Model is an educationally sound strategy for families to use television that is recommended by the PBS Ready to Learn Department.





section six:

summary and closing

Time: 10 minutes

Section Seven Objectives:

- Participants will review and utilize the things they have learned about attachment and socialization.
- Participants will evaluate the workshop.

Activity #15: Balloon Toss

Time: Five minutes

Purpose of Activity: To encourage participants to identify a high point of learning for them and to celebrate this learning with other participants.

Instructions for Facilitators:

1. Instruct each group member to blow up his or her balloon and tie a knot on the end.
2. Ask each participant to think of something they learned during the workshop.
3. Have participants write what they learned on the balloon using the marker.
4. Ask participants to bring their balloons and form a circle. Tell the participants that they will be tossing the balloons back and forth across the circle. At the end of the music, each should have a balloon other than his own.
5. Give the start signal, turn on the music and allow participants to toss balloons for approximately one minute.
6. Signal the group to stop by turning off the music. Each participant should now be holding a balloon of a different color than the balloon he started with.
7. Ask participants to volunteer to read the balloon to the group.

Materials Needed:

- **Handout #3: Evaluation**
- **Participant Guide**
- **1 Balloon for each participant in a variety of colors**
- **Markers for each participant**
- **CD player or cassette player for music**
- **CD or cassette of lively music**
- **Door prizes (optional)**
- **Timer**





section six:

summary and closing

Materials Needed:

- Handout #2: Evaluation

Activity #16: Review: Practice and Evaluate

Time: Five minutes

Purpose of Activity:

- To evaluate the usefulness and effectiveness of the workshop.

Instructions for Facilitators:

1. Hand out the evaluations and ask each participant to complete one and return to facilitator. Encourage participants to provide feedback on the workshop and what they would like to learn more about on attachment and socialization for children.
2. Give out door prizes, if available.
3. Thank participants for attending and dismiss the group.

I have passed out an evaluation form that I would like you to complete. It is very important to us to know how useful this information is for you. It will help us make future workshops even more useful for parents and caregivers. Please make sure that I get your evaluation before you leave.

Thank you for your participation and for all your hard work here today.





additional workshop materials





additional workshop activities

This workshop is designed to be three hours long. On page 7 of this guide, you have an overview agenda for the three-hour session. If you are able to spend several sessions with your participants, you might want to consider doing three one-hour sessions instead. An overview agenda for what this might look like begins on page 10.

To shorten the workshop:

- Instead of the get-acquainted activity - Activity #1- have the parents introduce themselves in groups of three to five and tell their name and the ages of their children. Allow a little time for them to establish a relationship so they will be more comfortable in the group activities.
- Instead of the activities following each video segment, ask participants to take two minutes to discuss with their group what they think about the video section they have just seen or ask a question for the group to discuss.
- Instead of having them fill out pages in the Participant Guide, ask participants to share their thoughts verbally.
- Focus on the video segments: "What is Attachment?" "Positive Interactions," "Barriers to Attachment," "How Does Attachment Affect Development?" and "What Would You Do?"
- Use only one or two of the case studies in "What Would You Do?"
- Choose segments that will best match children of the parents you are teaching.

To lengthen the workshop:

- Include more time for participants to discuss their own particular situations and ask the other participants to problem-solve with them.
- Be careful that one participant does not monopolize this time. Set a time limit for each participant who wants to share at the beginning of this section. Sharing should always be a voluntary activity.
- These activities are optional based on the time allotted for your workshop and the needs of your participants.





additional workshop activities

Additional Activities

Section 1: Introduction

1. Introductions

Instead of Activity #1, have participants introduce themselves to the person seated next to them and share a little about themselves.

Section 2: What Is Attachment?

2. What is Attachment? Puzzle

Prepare an attachment puzzle for each table. On a piece of paper or cardstock, write a statement about attachment from page 2 in the Participant Guide. Or you can use a copy of an overhead master as your template. Cut the copy into several pieces and instead of putting up the overhead, have participants work as a group at their tables to see which table can put their puzzle together first. Make it a race and give a prize.

Section 3: Positive Interactions

3. Expert Game

Two participants assume the role of experts on a given topic and speak to the group about that topic by alternating one word at a time between themselves. The group poses the questions for the experts to answer.

Section 4: Barriers to Attachment

4. Traveling Heads Together

Group participants and assign a number to each participant based on the number of people in the groups. Thus, for a group of four, participants would all be assigned a number – either one, two, three, or four. Ask participants a question about barriers to attachment. Participants then put their heads together in the groups, discuss, and make sure that everyone knows the answer or has an idea to share. Call a number aloud and that person moves to a different group to share what was discussed in the original group.

Section 5: How Does Attachment Affect Development?

5. Pass the Word

Participants form a circle. The trainer chooses a category and participants think of words and phrases that correspond to that topic. A participant begins the game by calling out a word that fits the category and then tossing the ball, randomly, to another participant. The person who catches the ball calls out a different word appropriate to the topic at hand and then tosses the ball to another individual. The game continues until time is up or a word is repeated.





additional workshop activities

Section 6: Summary and Closing

6. Postcards

Pass out postcards to participants and have them address the postcard to themselves. Ask participants to write one thing they will do with their child based on what they learned at this workshop. Mail postcards back to them one week after the workshop.

7. Video Case Studies

Divide participants into three groups. Explain that each group will be responsible for one segment of the video and assign each group a number from 1 to 3. Explain that each group will identify things a parent or provider could do to ensure attachment and further develop relationships based on a segment of the video. Watch the entire video segment, asking participants to pay special attention to the segment that corresponds to the number they were assigned.

This video section shows scenes with children at different stages of development and experiencing different issues involved in attachment and socialization. It is not always easy to handle certain situations with children. We will divide up into three groups. Each group will identify some things a parent could do to ensure attachment during this age and to further develop relationships for their segment. Be sure to use your Guide, and to offer your own ideas. As we watch, think about your own child and what you would do. Keep in mind the need for responsiveness, consistency, gentleness and availability.

Case Study #1: Separation Anxiety (One minute) What would you do to help a child feel secure when he must be apart from his primary caregiver?

Facilitator's Background:

As baby grows, he becomes aware of adults as apart from himself. He will become strongly attached to the adults in his life and may cry and show anxiety when away from them. He may show a fear of strangers, may not want to be put down or be very far from his main attachment figure. This is a normal and positive part of children's development, and doesn't mean they are spoiled. It means that they have a secure attachment and have formed a good base to build future relationships.





additional workshop activities

Let him know that you are there and everything is okay. Give words to the emotions he is feeling, such as, "I know you are feeling sad right now, but I will be back soon." Even across a room, a child can be reassured with a nursery rhyme or explanation about what you are doing. You can describe what you will be having for dinner, for example. This responds to the baby and teaches him new words at the same time.

Tell him when you are going and that you will be back. Even though he may cry, he will stop more quickly and be much more secure than if you sneak out. When your baby knows what to expect, he won't be constantly fearful that you may disappear.

Case Study #2: Child Care (One minute) **What would you do to help your child develop a strong attachment to her caregiver?**

Facilitator's Background:

Research says that young children in childcare will be securely attached to their caregivers if they are provided with quality child care. What does "quality child care" mean? "Quality child care" includes a program with not too many children for every adult; the same care givers so that children don't repeatedly have to adjust to someone new; loving caregivers that hug; hold, talk and play with the children in their care.

The National Association for the Education of Young Children recommends "all groups have at least two teachers. Infants should be in groups of no more than 6 to 8 children; 2- to 3-year-olds should be in groups of 10 to 14 children; and 4- to 5-year-olds should be in groups of 16 to 20 children. Specialized training in child development and early education helps assure that staff understand how children grow and learn so they can be more effective teachers and caregivers." (2001, Washington: NAEYC)

If your child has a good relationship with her caregiver, it does not weaken her attachment to you. In fact, it strengthens it. It means that she is learning that people care about her, it helps her feel secure, and she is learning to care about others. When you care about your child, make sure that everyone with her does, too!





additional workshop activities

Case Study #3: Discipline (Two minutes)

What would you do to help a child learn a new way of behaving while maintaining a loving relationship with him?

Facilitator's Background:

Disciplining a child is one of the most difficult things for parents as they interact with their child. Discipline is a way of teaching and is not punishment. Helping a child control behavior and act in a new way takes lots of patience from the parent and many opportunities for practice by the child.

Parents need to have a strategy or plan for discipline, be consistent and be prepared to be tested by the child many times.

Anger management by the parent is crucial when dealing with a child who needs discipline. Discipline is teaching. Thus, the parent should be calm while teaching the child about appropriate behavior, which can sometimes be an ongoing project.

Spanking, hitting or yelling at a child is never appropriate for an effective parent. Alternatives such as redirection, time-out, or taking away privileges give both parents and children ways to manage behavior and increase attachment behaviors.

8. Video Case Study Round Robin

Give groups time to discuss what they would do based on their assigned video segment.

Ask the groups to select a spokesperson for each group and report back on ideas each group had for encouraging attachment and/or socialization based on their assigned segment.

Tell groups that they may use pages 8-13 in their participant guide as a reference for additional ideas on how to help children with attachment and socialization. At the end, ask the group for any other ideas they have about developing attachment that weren't shared already by any of the groups.





additional workshop activities

Literacy Focused Activities:

Currently, a significant amount of funding is available for workshops that focus on the development of literacy in young children. A child's attachment and socialization has a direct impact on his or her capacity to develop literacy. Some attachment and socialization behaviors are more conducive to literacy development than others.

Children who have attachment and socialization behaviors that could be obstacles to literacy development can be assisted by parents and caregivers who know how to provide appropriate adult-child interactions and how to adapt the child's environment in appropriate ways.

- Before beginning the workshop, review the tips in the Participant Guide that directly relate to literacy.
- Include this statement as you begin to talk about attachment:
Attachment and socialization can impact a child's ability to read. All children can enjoy reading. As we discuss attachment and socialization and your child, think about how your child's attachment and socialization affects your efforts to assist in his development of literacy skills.
- As participants review the Participant Guide for tips, ask them to also look for ideas about improving their child's literacy. When you write ideas on a chart, focus on literacy ideas.

• **What Would You Do?**

Leave out one of the video-taped scenarios and offer this case study in its place.

Joe:

Joe is a bright, active four-year-old. He is highly distractible, very sensitive to noises and color and not very persistent at tasks. Joe is a very social child and is well liked by children and his teachers. He does not seem very interested in reading. Whenever his parents try to read to him, he wants to play with something else.

Then ask these questions:

How would you describe Joe's socialization?

What aspects of Joe's socialization do you think might prevent him from being a successful learner?

What could a parent do to assist Joe in developing literacy skills and a love of reading?

- Use the handout on the next page, "Promoting Literacy With Your Child," with participants.





promoting literacy with your child

Attachment and socialization affects a child's ability to read. All children can enjoy reading. However, for some children, the environment and the way they are introduced to literature and encouraged to read must be different. The following can assist you in promoting reading skills with your child.

Look at your child's attachment and socialization. List below those behaviors that you feel will be most likely to help your child develop reading skills and a love of reading.

Which of your child's attachment and socialization behaviors could become barriers to reading?

How could you restructure the environment and your interactions with your child to assist him in the development of his ability to read and write?

Tips for promoting literacy with your child

- Provide a quiet place to read in your home, free of distractions for children who are easily distracted.
- Children who are sensitive to their environment will respond best to reading if their reading location is comfortable and inviting.
- Provide a bean bag or large, soft pillow in an area designated as a reading area and have books nearby.
- Be sure the lighting is appropriate.
- Use a variety of books that have more pictures and a small amount of print in them.
- Encourage short games in the car or at home focused on listening to sounds, rhyming, and identifying signs such as fast-food restaurants or billboards.





handout masters

developing attachment and socialization with children



feeling loved

handout #1 (pretest)



Please read the following statements and circle the appropriate answer:

- A strong attachment makes a child feel safe and loved Yes No
- Attachment begins at birth and grows and strengthens with repeated positive interactions. Yes No
- Responsive, consistent, available and gentle parents and caregivers help children form strong attachments Yes No
- Children can be strongly attached to more than one person Yes No
- My knowledge about attachment is Poor Good Excellent

What do you hope to learn from this workshop?

May we use these comments to help promote this program? Yes No

Name _____ Date: _____

Contact information: _____

Phone Number: _____ e-mail _____



sintiéndome amado



Cuestionario #1 (antes de la prueba)

Por favor, lea las siguientes frases y haga círculo en la respuesta adecuada:

- Una relación estrecha hace que el niño se sienta seguro y amado Sí No
- La unión comienza desde el nacimiento y se va fortaleciendo y crece a medida que las interacciones positivas se repiten. Sí No
- Los padres y las personas que cuidan a los niños que son constantes, amables y que responden y están disponibles para los niños les ayudan a formar uniones firmes. Sí No
- Los niños pueden sentirse firmemente unidos a más de una persona. Sí No
- Mis conocimientos sobre la unión son Pobres Buenos Excelentes

¿Qué espera aprender en este cursillo?

¿Podemos usar estos comentarios para que ayuden a promover este programa? Si No

Nombre: _____ Fecha: _____

Contacto: _____

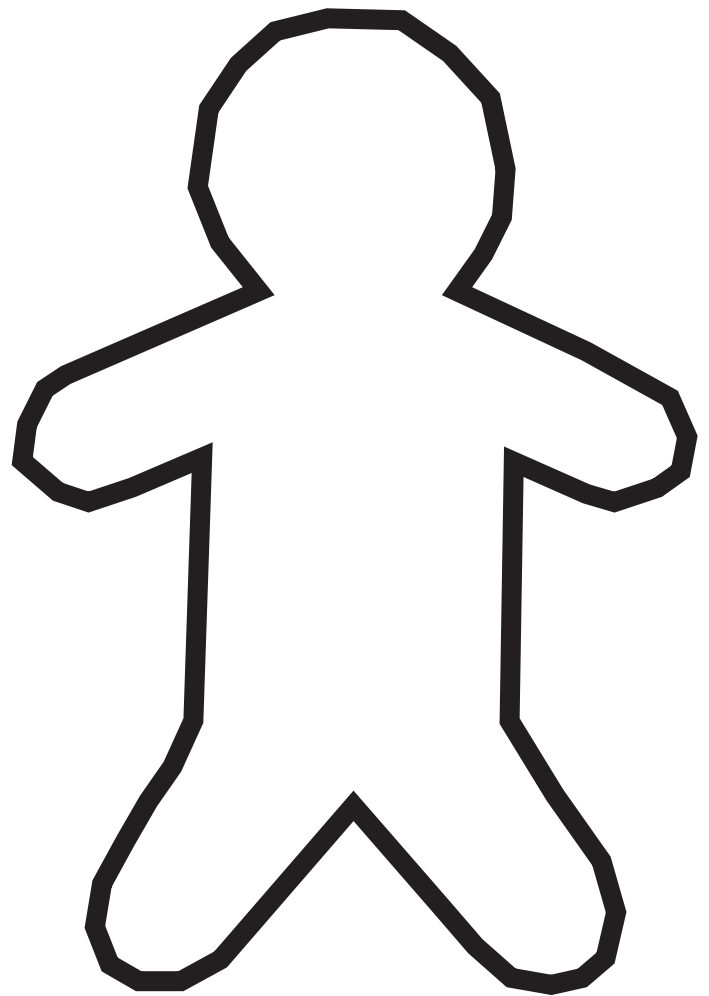
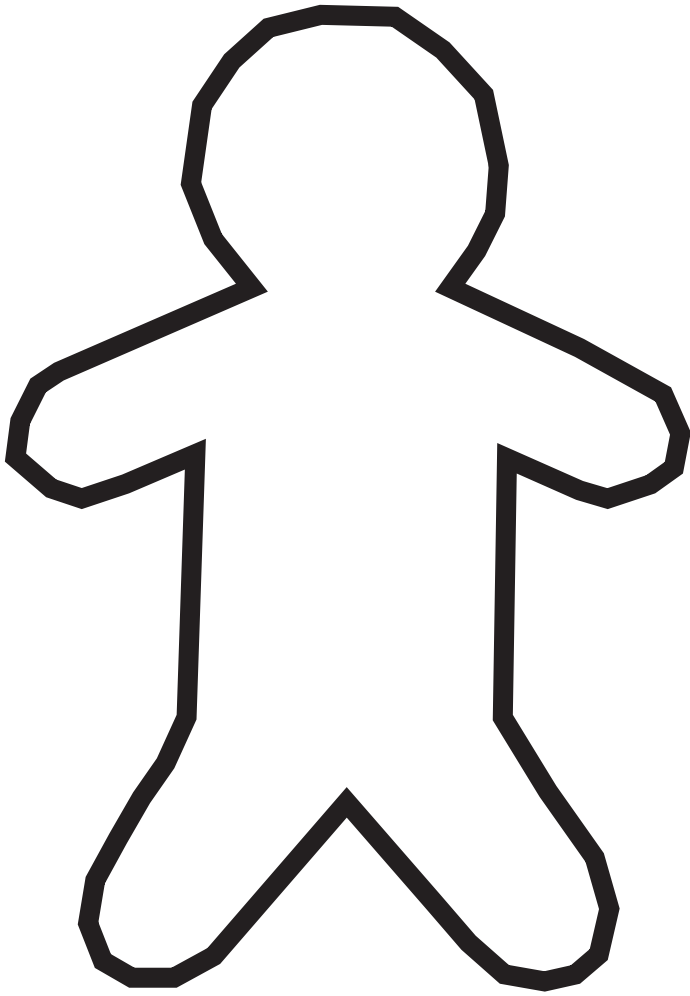
Número de Teléfono: _____ e-mail _____



gingerbread man cutouts



handout #2



evaluation

handout #3



Please read the following statements and circle the appropriate answer:

Please rate the quality of the workshop:

- Presenter
- The materials/hand-outs used were



Poor
Poor

Average
Average



Excellent
Excellent

In today's workshop:

- The information I learned was

Poor

Average

Excellent

Based on what you know now:

- My knowledge about **Attachment** is:
- A strong attachment makes a child feel safe and loved
- Attachment begins at birth and grows and strengthens with repeated positive interactions.
- Responsive, consistent, available and gentle parents and caregivers help children form strong attachments
- Children can be strongly attached to more than one person
- This workshop met my expectations.

Poor
Yes
Yes
Yes
Yes
Yes

Average
No
No
No
No

Excellent

A new idea or activity that I will use with my child is:

What else would you like to know about attachment and socialization?

~Thank you for your participation~

evaluación

cuestionario #3



Por favor, lea las siguientes frases y haga un círculo en la respuesta adecuada:

Por favor, califique la calidad de este cursillo:

- La persona que lo presentó:
- Los materiales/los volantes

Pobre	Bueno	Excelente
Pobres	Buenos	Excelentes

En el día de hoy:

- La información que recibí fue

Pobre	Buena	Excelente
-------	-------	-----------

Basada en lo que usted sabe ahora:

- Mis conocimientos sobre la unión son
- Una unión fuerte hace que el niño se sienta seguro y amado
- La unión comienza desde el nacimiento y se va fortaleciendo y crece a medida que las interacciones positivas se repiten.
- Los padres y las personas que cuidan a los niños que son constantes, amables y que responden y están disponibles para los niños les ayudan a formar uniones firmes
- Los niños pueden sentirse firmemente unidos a más de una persona
- Este cursillo cumplió con mis expectativas.

Pobres	Buenos	Excelentes
Sí	No	
Sí	No	
Sí	No	
Sí	No	

Una idea o actividad nueva que voy a usar con mi hijo es:

¿Qué más desea aprender sobre las uniones y la sociabilidad?



~Gracias por su participación~



adapting feeling loved

developing attachment and socialization with children





adapting feeling loved for specific audiences

Tips:

- **Read activities and overheads aloud.**
- **Ask for volunteers to read.**
- **Use the video.**
- **Use the small book, *You Are Important to Me*.**

This workshop may be taught for specific populations. The workshop may be composed of a mixed audience where several of the participants have special needs. Adapting to meet the needs of each participant is critical to the success of the workshop.

Participants Who Have Lower Literacy Skills

This workshop includes activities that involve reading and writing. If you suspect that some of the participants will have difficulty with reading or writing, you will want to read aloud all of the information that is in written form.

For example, take participants through the handouts by making them into charts or overheads and pointing to each one as you read it. This will allow those who cannot read to identify their choices on paper.

Always ask for volunteers for reading. Never ask a specific participant to read anything out loud or to comment on something that has not been read to them.

The videos will be especially helpful for those participants with low literacy skills. You may want to use only the videos to convey information and then discuss what participants have seen.

The book, *You Are Important to Me*, was designed specifically to be used with lower literacy audiences. If your participants have trouble reading any of the words, do an activity where you talk about what they see in the pictures.

Tips:

- **Use the videos.**
- **Use cartoons and posters.**
- **Have them apply information to their peers.**

Teen Parents

Teen parents can be a challenging audience. Keep their interest. Helping them learn to apply the information and plan ahead can be particularly difficult.

Maximize the use of the videos. Also, use cartoons from the newspaper or bright posters about children and attachment.

Ask teens to apply the socialization information to themselves and their friends. After they apply it with their peers, ask them how to apply the information with their children.

Focus on the here and now and on situations they are currently experiencing.





adapting feeling loved for specific audiences

Tips:

- Have them write down their frustrations.
- Share the workshop goals.
- Use roleplays.

Participants Who Are Court Mandated or Who Are Reluctant to Attend

Some participants may be attending against their will. Courts may require attendance or a spouse may have insisted on their coming. They may be resentful about being required to attend parenting workshops.

Ask the participants to write down their frustrations at the beginning of the workshop. Or ask them to share them verbally. Offer them suggestions about things that might be bothering them such as, "having to find a sitter, not having enough time for dinner." If they are writing suggestions, invite them to write whatever bothers them about being here. Let them know that they are not to put their names on their comments so that it will be anonymous. You may decide not to share the comments with the group. But read them to yourself so you know what their frustrations are.

Tell participants, "Although many of you had frustrations about coming, since you are here, we want to make this worth your time. There are things about raising children that are hard. Knowing about attachment and socialization could make your life easier."

Share the goals of the workshop with them. Ask them to think about some ways that this workshop could be helpful to them in their interactions with their children.

If a participant is being very difficult, antagonistic or distracting, call a break and quietly go to the person and ask if you can speak with him in the hall. Tell him that other people are here to learn about their child and that you need his cooperation.

State the behavior that you need him to change (less distracting) and be specific (lessen the anger in the voice, etc). Ask him to please refrain from that behavior. Tell the participant that he is welcome to leave if he would rather do so. You may also find that other participants will stop the person's comments or behavior for you if you give them the opportunity.

Some of these parents may lack basic communication and guidance skills. You may find that you will need to include additional information and skill development on these areas in your workshop.





adapting feeling loved for specific audiences

Tips:

- **Demonstrate respect for customs and traditions.**
- **Accept suggestions for doing things differently.**
- **Offer classes in other languages.**
- **Hold workshops in the neighborhood.**

Participants from Diverse Cultures

The way that attachment and socialization are expressed can be heavily influenced by culture. A child may be encouraged to be more outgoing and expressive in an African-American home, but may be admonished to be quieter and calmer in a traditional Asian family. While generalizations about cultures do not apply to all individuals, there are commonalities among parents of specific cultures that tend to influence parenting practices.

At the outset, it will be important to validate the many different family structures found today. In some cultures, the family includes aunts, uncles, grandparents, cousins and close friends. In others, elders and respected community members are important in establishing norms, solving conflicts and playing other important family roles.

Just as important will be your approach to the workshop itself. Whether you are working with one ethnic or cultural group or several, it is important to demonstrate your respect for their customs and traditions. Don't imply that the approach you are introducing is the only way. Emphasize continually that it is one way of dealing with family interaction. Accept suggestions for doing things differently. Your behavior will convey the most important message you need to communicate: that you are sensitive to the needs of the group and that you are listening.

If you have a large group of participants who represent a different culture and language, consider offering a class just for them in their own language. If that is not possible, having a translator available will help to attract and involve those of other cultures. Holding a workshop in a facility close to a neighborhood that is of primarily one culture will also assist people in feeling more comfortable. Consider churches, community centers, apartment clubhouses and local schools.

If you are aware that parents from cultures with which you are uncomfortable or unfamiliar will be attending, read more about the culture, especially child-rearing practices. A good resource is *Multicultural Parenting*, edited by Stephen J. Bavolek, and available from Family Development Resources, Inc. at 1-800-688-5822. You can also ask your local library to order it for you through interlibrary loan.

People sometimes feel uncomfortable speaking in front of a group if English is not their first language. Tell everyone at the beginning that it is okay to pass if they are uncomfortable speaking in their group.

Encourage parents of differing cultures to share how things are done within their culture or how certain behaviors are perceived.





facilitating your workshop

developing attachment and socialization with children





guide

to conducting workshops

This guide is designed for the facilitator leading the **Feeling Loved: Developing Attachment and Socialization With Children** workshops. It is a tool to help you lead the entire workshop. As workshop facilitator, you will be responsible for conveying information to your participants and for providing opportunities for them to ask questions and develop ways to use this information in their families.

You may already be an experienced facilitator. If that is the case, you may have already developed your own methods for setting up and conducting workshops. If you are a new facilitator, or if you just want to review some helpful information, this section can help you. You will find helpful information on everything from engaging your audience to marketing your workshop.

If you are working with a co-facilitator, you will want to review the curriculum outline together and decide how to divide the presentations, discussions and activities between you.

When facilitating your workshop think “PARENTS!”

Preparation

Adult learning basics

Role as facilitator

Engage your participants

Needs of the participants

Translate knowledge into practice

Setting (Room Arrangement)

Preparation

Use the facilitator’s planning sheet provided with your handouts.

Check your equipment: microphones, charts, VCR, television, projection machine, chart stands, screen, etc. Are they in working order? If something goes out, do you have a backup? You may want to have an extra bulb or prepare a few copies of your overheads in case your overhead projector develops problems. Can you be heard from the back of the room? If not, plan on having a microphone and test it before the workshop.

Know your building and room. Visit the building and room for your presentation beforehand if possible. This will allow you to better plan room setup. Find out where the bathrooms, water and telephones are. Be sure to provide this information (you may want to make a chart) for participants.

Have all materials and copies needed before your workshops.





guide

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Adult Learning Basics

Adults have different learning styles. Some learn better by doing. Some need to hear things to learn. Some learn best by seeing and others by talking about concepts. Provide learning activities that emphasize all of these learning styles. Adults also bring previous experience and knowledge to the learning setting.

Role as Facilitator

Your role as facilitator is to help your participants understand the information you have to present and to provide opportunities for them to develop skills.

Some tips to keep in mind:

- Your participants are responsible for their own learning.
- See yourself as a partner in the learning process and treat participants as equals.
- Recognize your participants' expertise as well as your own and encourage them to share it in appropriate ways.
- Create a learning environment that is safe and comfortable and encourages sharing and learning.
- Remember that research has shown that people must be involved in the training in new ways about every 8 to 10 minutes to maintain interest.

Engage Your Participants

- Provide materials at each table for participants to play with, such as markers, post-it® notes, PlayDoh® and pipe cleaners.
- Be friendly and show concern for participants.
- Ask for opinions and allow participants time to respond.
- Leave plenty of time for questions. If you do not know the answers, it's okay! Let participants know that you will find out and bring or send them the answer.





guide

to conducting workshops

Needs of the Audience

Your participants learn best when they are comfortable. Provide refreshments, water and comfortable seating. Be aware of the changing moods of participants. If people seem to be getting bored or tired, have them move around, stand up or do a different type of activity. The audience needs to feel successful as parents, as caregivers and also as participants. Thank them for comments and reinforce when they share an example of good parenting. Participants need permission to move around during the workshop if needed.

They also need permission to pass or “Go Fishing.” There are times when parents may not wish to share in small or large group discussions. Let them know up front they can pass if they choose. Also, let them know that everyone occasionally daydreams, begins to think about other things and does not hear what is said. If that happens, and they have been asked something, they can say, “Sorry, I went fishing!” It is a fun and non-threatening way to admit inattention.

Translate Knowledge into Practice

Throughout the workshop, ask how the concepts can be applied in participants’ lives. One goal of the facilitator is to make sure the information from the workshop gets carried back to daily interaction. By continually reinforcing the practical application of the information, you are reinforcing the need to begin to incorporate this information into the family. Some ways to do this include:

- When a participant asks a question, see if others have the same problem and ask how they deal with it.
- Review, review, review! Content must be revisited in some form (through discussion, activities, video, writing) about six times for it to be remembered and applied.
- Make it fun and use activities to review.
- Revisit the information at another time. If you have the opportunity to contact these participants later or have them in another workshop, ask if they have used the ideas presented previously and how they have worked. This will provide an opportunity to review the application.
- Encourage participants to pull out their materials once a week for the next month and review them. They will be more likely to apply it in their lives.





guide

to conducting workshops

Setting: Arranging the Room

The way the room is set up and arranged is critical to the learning process. A room with stadium seating where the seats are small and leg room is cramped will encourage participants to think about how uncomfortable they are instead of the content of the workshop. Avoid last-minute frustrations by knowing your room and its arrangement ahead of time.

Good Room Setup:

- Be sure the room has adequate lighting, comfortable seating and lots of leg room.
- Ask ahead of time how the room will be set up and request that you be given a room that has tables and chairs to give participants more space, and to allow them to write, prop their arms, lean and to have a place for their hands.
- Room setups that are most conducive for this type of workshop include using small tables on two sides of the room in short, angled rows with an aisle between (also called a chevron shape, or U shape).
- Set up tables for 4 to 6 participants at each table.
- Be sure there is a table in the front just for your things. Standing to the side of a table can be an effective means of facilitation that allows you to move around and interact with the audience.
- Arrange a table at the back of the room for refreshments and another for any display that you wish to set up.
- If you do not have tables, arrange chairs in semi-circles. Materials that will be needed by participants can be placed on the floor in front of each semi-circle.
- If you do not have tables, you can provide hard-backed notepads or even books for writing surfaces.
- If you have fixed seating such as stadium seating, encourage groups of three to turn toward each other and form a group.
- Check the room's lighting and windows. Will the sunlight reflect and cause problems?
- Ask if charts can be posted on walls.
- Check to see where audiovisual equipment can be located.





guide

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Planning, Recruiting and Marketing the Workshop

Where Do I Begin?

Marketing your workshop means that you will create and adapt to the needs of your audience – your customers – the participants! There are several things you need to do in order to reach your audience and make it easy for them to attend.

Identify Your Target Audience.

Try to identify a specific audience, such as parents of toddlers or Hispanic parents, rather than any or all parents. A workshop that is focused for parents of school-age children or one for teen parents can use the same curriculum but might use different images on promotional flyers and address different issues during the workshop. Then design your information and your marketing for that audience. Who has the greatest need or what population should you target given your funding, or the interest that has been shown?

Plan Your Workshop Based On Parent Needs and Interests.

As you begin to plan the workshop, ask participants to identify the best time of day and week for the workshop. Plan your workshop around their time rather than yours.

Ask some parents or caregivers, “What can I tell you about this workshop that would motivate you to come?” Then use that information to develop your promotional materials for the workshop.

Use themes, slogans, and graphics in your marketing that will connect your audience to the topic you are covering. Be consistent in your use of those images. Participants will begin to identify your programs by these images.

Where Should I Hold My Workshop?

The best place to hold your workshop is where the parents are.

Try lunchtime workshops at large businesses. Employers will usually welcome such programs but they will probably have to fit within an allocated lunch period. Consider partnering with a childcare center and offering your workshop in the evening. Ask the center to provide childcare.





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Other ideas for locations include:

- Meeting rooms at community centers
- Local housing offices in areas near your target population
- Churches
- School PTA programs
- Head Start parent programs
- Health clinics, pediatricians' offices, or local social service agencies
- Local libraries
- Community centers or cultural centers

Some parents are more likely to attend when they are involved in the planning and preparation for the program. Involve parents and caregivers by asking them to assist in contacting other potential participants, bringing refreshments or by setting up before the workshop.

How Can I Inform Parents?

Remember that "word-of-mouth marketing" is usually more successful than advertising. Talk with parents, teachers and other professionals, and ask them to share information about your program with others.

Provide the local media – especially weekly newspapers and radio stations – with a packet of information on this workshop, and let them know they can call you for quotes or information about parenting or other family topics. When you post fliers and information, be sure to put them where they will be seen by the audience you want to attract.

Ways to get the word out about your workshops:

- Give out fliers or brochures everywhere you go!
- Post posters or fliers at grocery stores, apartment laundromats and mail centers.
- Establish a telephone tree that can call parents in the area and/or other professionals.
- Send news releases to local newspaper, cable TV and radio.
- Ask local churches to announce your workshop or allow you to post materials on a bulletin board.
- Send information to local courts, social service agencies, libraries and local cooperative extension offices.
- Contact your local school and childcare centers and provide them with fliers to give to parents.
- Provide fliers to health centers and pediatrician's offices.





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Offering Incentives

Solutions:

- Provide incentives such as snacks and door prizes to encourage attendance at workshops.
- Ask participants or sponsors to assist with meals and snacks. They can provide potluck dishes or take turns providing desserts.
- Volunteers or service organizations can be asked to provide meals or refreshments.
- Donations can be requested for snacks from local grocery stores.
- Some fast-food restaurants are willing to donate or provide a discount to nonprofit groups for meals that could be picked up and taken to the workshop for distribution.
- Give certificates that verify attendance and the number of hours of the workshop.
 - Certificates for completion of the workshop provide parents with a sense of completion and accomplishment.
 - Parents who are required to attend parenting classes by the judicial system will need the certificate for verification of attendance.
 - Certificates can also be given to childcare providers who use them to verify state-mandated training hours.
- Door prizes are great incentives for reluctant, at-risk and teen participants, and a nice bonus for all who attend the workshop.
 - Distribute tickets (available at discount and many variety stores) for participants to place in drawings for prizes. Participants can write their names on the back of the tickets and deposit in a basket. Tickets can become an effective reward for returning from breaks on time, to honor those who share great ideas, and fun rewards for races and activities during the workshop. You should be sure that everyone gets at least one ticket.
- Local businesses will usually provide discounts or freebies such as passes to movies, skating, bowling, books for and about children or games or toys that encourage interaction with children.
- Fast-food restaurants often give coupons and stores give gift certificates.
- You can obtain pamphlets, booklets and free information about children from local health departments, Cooperative Extension Offices, Red Cross and Associations such as the American Heart or American Lung Association.
- Samples of products from companies are also great incentives for parents. If you have a local company that produces items that parents might use, call and see if they will provide samples.





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Removing Barriers

What About Barriers to Attendance?

It is often difficult for participants to attend workshops such as these. Work hours, childcare, transportation, and feeling uncomfortable with the surroundings can all prevent parents from attending. Ask yourself and a few potential participants, "What would keep people away?" Families may not have childcare or transportation. Court-ordered parents may feel uncomfortable attending a workshop provided in a social service office. Shift workers may not be able to attend at night. Identify the barriers that will face the group you are targeting and then develop strategies to remove those barriers.

Possible barriers and solutions could include:

Families Often Need Childcare

Solutions:

- Parents can be charged for on-site childcare.
- The cost of childcare can be included in the cost of the workshop if there is a fee at all.
- If parents cannot afford childcare, ask teen youth groups, such as service organizations at high schools or church youth groups, to provide care. Often, youth leaders are willing to oversee this process.
- Offer the workshop on two different nights and ask parents to trade childcare.
- If the workshop is at a childcare center, ask the director if it would be possible for her to provide childcare.
- Offering the workshop and providing childcare can become a business deduction from business taxes and a marketing strategy for the center.

Transportation

Solutions:

- Provide transportation by bus or by van to the program.
- Provide bus passes for participants.
- Plan your program within walking distance of your target population.
- Arrange for groups to walk together or for those in unsafe areas to be accompanied to the workshop.
- Offer workshops in apartment clubhouses or in housing authority offices.





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Language Barrier

Solutions:

- If most of the people in your target population speak another language, secure a facilitator that speaks their language.
- Ask someone to translate for you as you facilitate.
- Provide written materials and media in the languages of your participants.
- When you send out information on your program, prominently display the fact that there will be translation.
- Plan two workshops: one in English and the other totally in the spoken language.





resources

developing attachment and socialization with children





resources

Research about Attachment and Socialization

Attachment - the ability to form emotional relationships with significant people in a person's life - has been greatly studied and debated. Some even question whether there is a construct such as attachment (Weinraub, Brooks, and Lewis, 1977). However, most researchers acknowledge the existence of a unique emotional state that exists between infants and their primary caregivers that goes beyond the meeting of physical needs. This construct is termed "attachment."

History

John Bowlby, a psychoanalyst who studied mother-child interactions and the effects of separation on young children in hospital settings, first coined the term "attachment." He felt that the psychoanalytic explanation for this behavior – the need for the satisfaction of oral drives from the mother – was inadequate to explain the behavior he observed. He became aware of the work of Conrad Lorenz, an ethologist who discovered by working with geese that young geese born in an incubator who saw him first would imprint and continually follow him and look to him for nurturance. Bowlby saw this work as very important to understanding young children and explaining how young children seemed to be born with certain ways of eliciting responses from their mothers. He also felt that the observation style of ethologists was effective in studying the mother-infant interactions he observed.

Bowlby was also influenced by the work of Harry Harlow (Harlow & Zimmerman, 1959). Harlow's work with Rhesus monkeys gave new insights to parent-child relationships among primates. Harlow found that when baby monkeys were removed from mothers and offered instead a wire monkey figure that was rigged with a bottle and food and a soft, cloth-wrapped monkey figure, that the baby would go to the wire monkey for food, but spent most of its time holding onto the cloth monkey, especially in times of stress or fear. These results profoundly affected Bowlby and in 1957 he wrote the first major paper on attachment. His work has formed the basis for the attachment study.

Mary Ainsworth, who began to work with Bowlby, continued the development of the concept of attachment. One area that needed more focus was measurement. The methods of exploring attachment were not well focused until Ainsworth developed a method of studying attachment known as the Ainsworth Strange Situation (Ainsworth, Blehar, Waters and Wall, 1978).





resources

Basic Stages of Attachment from Bowlby's Theory

According to Bowlby (1980), attachment develops in four phases:

1. **Preattachment Phase (birth to six weeks)**
Babies are not yet attached to an adult and don't mind when their primary caregiver is not in sight. But they begin immediately to elicit contact through grasping at fingers, eye gazing, smiling, crying, cooing and by being comforted when picked up and held. This behavior in turn evokes responses in the primary caregiver that builds attachment on both sides.
2. **Attachment in the Making Phase (6 weeks to 8 months)**
During this phase, babies respond differently to strangers than to their primary caregiver. They appear to recognize the difference although they don't become upset when separated from the parent. They respond positively through smiles, vocalization and body gestures when they see their primary caregiver and others with whom they are familiar.
3. **Clear Cut Attachment Phase (6 to 8 months to 18 months to 2 years)**
At this age, babies show real attachment to their primary caregiver. They also show separation anxiety, in which they become very upset when their attachment figure disappears. Separation anxiety seems to be universal and appears at this time in all infants throughout the world (Berk, 1989).
4. **Formation of a Reciprocal Relationship (18 months to 2 years and on)**
Children at this age begin to understand that their caregiver will return and can verbalize their feelings. Their separation protests decline at this stage and they are able to negotiate to get their needs met.

Measures of Attachment:

The primary measure of attachment has been the Ainsworth Strange Situation. The Ainsworth Strange Situation, generally used with 1 to 2 year olds, is conducted in a room unfamiliar to the baby. Mom and Baby come into the room and Mom sits and puts the baby down to explore. A stranger comes in and talks first with Mom and then with baby. The Mom then leaves the room and the baby is left alone with the stranger. Then Mom returns, and goes over to the baby to greet and comfort and the stranger leaves. Then Mom leaves the room again, this time leaving the baby alone. The stranger returns alone to the room. Then Mom returns and the stranger leaves.





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Using Ainsworth Strange Situation identified three patterns of attachment:

1. **Secure Attachment:** Infants securely attached use their primary caregiver as a basis for exploration. When they are separated from the primary caregiver, they may or may not be upset, but immediately seek contact when the parent returns, and they are easily comforted by the primary caregiver. About 65 percent of American babies are securely attached.
2. **Avoidant Attachment:** The infant doesn't respond to the parent when she is there, doesn't seem very distressed when she leaves, and seems to react to the stranger the same way as the parent. When the mother returns, the infant avoids the mother or greets her slowly and doesn't cling. About 20 percent of American babies are avoidant.
3. **Resistant or Ambivalent Attachment:** These infants don't like to leave the parent and are resistant to exploring away from the parent. When the parent returns, they act angry, sometimes hitting and pushing. They may not comfort easily and continue to cry. About 10 to 15 percent of American infants display this behavior.

In recent years, another attachment classification "Disorganized/disoriented" was identified by Main and Solomon (1990). This classification is used for infants that show the greatest amount of insecurity. They show confused and contradictory behaviors when reunited with their mother. They might cry after calming or show odd, frozen looks or body stances. They comprise about 5 to 10 percent of American infants.

When an attachment relationship is effective, the primary caregiver provides both a secure base for the infant's explorations and a safe haven to which the infant can return when frightened, tired or hungry. The more secure infants feel, the more willing they are to explore and interact with the physical and social world. As their physical and mental capabilities grow, infants increasingly direct their attention and activities away from their primary caregiver as long as that person remains available in times of emotional need. When such emotional needs are not met, fear prevails and interferes with infants' exploration and interaction with others.





resources

Consequences of Attachment Quality

Researchers have found that differences in infant attachment security, as measured by a brief behavioral test, can have long-term mental and emotional consequences. For example, children classified as securely attached to a caregiver during infancy will later approach problem-solving tasks more positively and with greater persistence than children who are insecurely attached. Children with secure attachments also are likely to be more empathic, compliant, un-conflicted and generally competent in their relationships with adults and peers. Children with insecure attachments tend to have trouble relating to other people because their behavior is often either hostile, distant or overly dependent. These tendencies may extend into adolescence and adulthood, influencing significant social relationships as well as basic attitudes toward life.

Some researchers have hypothesized that the success or failure of an infant's early attachments establishes a cluster of expectations (internal working models) that set the stage for future social relationships. Some insecure and unhappy infants, for example, may have difficulty learning to deal with and trust others later in life.

An intriguing body of evidence from both human and animal studies suggests that early attachment relationships may be especially significant for later development of parenting skills. Some people who were neglected or abused as infants seem to have problems caring for their own children.

Other findings suggest a link between early attachment difficulties and risk for adolescent and adult mental health problems. Better understanding of the nature and extent of such links should aid in developing effective treatment and prevention programs for mental illness throughout the lifespan.

Researchers have been keenly interested in determining how differences in early attachment security arise. A key factor, according to the most widely accepted view, is the caregiver's sensitivity and responsiveness in interacting with the infant.

Building on such findings, one study found that after a year of infant-parent psychotherapy, mothers of infants who had been anxiously attached showed greater empathy and were more interactive than untreated mothers of similar toddlers. The therapy focused on alleviating the mothers' psychological conflicts about their children and on providing individually tailored information about child development. While the therapeutic effects need further validation, in this study the children of the treated mothers became more sociable and less angry than the children of the untreated mothers.





resources

Insecure Attachment and Psychopathology

How much does the quality of attachment in infancy contribute to later personality and mental illness? Answers should become much clearer in the next decade, as researchers piece together a developmental story that is still unfolding. Data are just now being collected on the psychological health of a group of adolescents and young adults whose attachment relationships were studied 15 to 20 years earlier during infancy. There is already evidence that severely disordered early-attachment relationships (as seen in cases of physical or sexual abuse and neglect) are significant risk factors for certain mental disorders, such as borderline personality disorder. Research suggests that insecure attachment in infancy predicts childhood problems such as difficulties in peer relationships. Compared with children who were insecurely attached to their mothers at 12 months, those with more secure attachments at that age were more resilient and cooperative, happier and more likely to be leaders at 3 and 6 years. The long-term mental health impact of various types of disturbed attachment has been examined through longitudinal studies of families affected by depression or maltreatment as well as families receiving therapy focused on low social support and certain behavior problems in children. Some major findings from these studies follow:

- Among children from low-income families, those who had been insecurely attached during infancy were - at ages 10 to 11 and 14 to 15-more dependent, less socially competent, and had lower self-esteem and resilience than those who had been securely attached. This study demonstrates striking consistency in individual adaptation between infancy and adolescence.
- Preschool children who had been maltreated by their parents were more likely than their peers to develop "fragmented attachments" in which, in a parent's presence, the child displays disorganized or disoriented behavior.
- Two-year-old children of mothers with major depression or manic-depressive illness had a higher proportion of insecure attachments than children of mothers with minor depression or no mood disorder. At 5 years of age, the children with disorganized attachment showed marked increases in hostility toward peers. Parental depression may contribute to children's insecure attachment through its influence on aspects of parent-child interaction and on broader aspects of the child rearing environment, such as the psychological unavailability of the parent during periods of depression.





research

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research overview

Adults who come from families where the parents were divorced or separated feel less affection, and spend less time with their parents than adult children from intact, two-parent families.	Amato & Booth, 1996; Booth & Amato, 1994
There is a correlation between maternal sensitivity and attachment security.	Barnett & Vondra, 1999
Children with congenital nervous system damage, such as cerebral palsy, exhibit attachment behaviors that are found among normal children classified as disorganized/disoriented, which could be due to living with chronically stressful conditions. Children whose parents were resolved and accepting of child's diagnosis were three times as likely to have children classified as secure. Parents experiencing grief and denial are more likely to have children with insecure attachment. Parents who are unrealistically positive also have children who exhibit insecure attachment.	Barnett, Hunt, Butler, McCaskill, Kaplan-Estrin, Pipp & Siegel, 1999
Children with disabilities have difficulty exhibiting behaviors that reinforce and encourage attachment. Many do not smile or do so at later ages, some are unable to make eye contact, and both behaviors encourage the caregiver to interact with and nurture the child.	Calhoun & Rose, 1987
No significant relationship between attachment disorganization and infant disabilities.	Carlson, 1998
Women who do not perceive fathers as demonstrating positive parenting have a greater likelihood of lowered self-esteem and problems related to issues of trust.	Carranza & Kilmann, 2000
Romanian orphans who had been adopted from orphanages whose adoptive parents exhibited stress demonstrated insecure attachment while those who had parents who provided an environment with few stressors were able to overcome their early experience and developed secure attachments.	Chisolm, 1998





research overview

Children with Down Syndrome react in the same way as typical infants to attachment issues such as strangers and separation but their reaction is slower and less intense.	Cicchitti & Serafica, 1981; Thompson, Cicchitti, Lamb & Malkin, 1985
Children who are less securely attached are more likely to engage in delinquent and anti-social behavior as adolescents.	Fergusson & Horwood, 1997
German infants are found to show more avoidant attachment but this appears to be a cultural variation based on the way they are parented by being encouraged to be non-clingy and independent.	Grossman, Grossman, Spangler, Suess & Unzner, 1985
Adopted children with special needs had greater attachment problems when they also had a history of abuse, as did children who had multiple placements prior to adoption. With young children the length of time in the home tended to increase secure attachment.	Groze & Rosenthal, 1993
Infant attachment classifications were a significant predictor of adolescent attachment classifications. Negative life events were significantly related to changes in attachment classifications.	Hamilton, C.E., 2000
College students that are securely attached see themselves as having a cohesive relationship with their family and as having adopted their families' methods for problem-solving. Anxious/ambivalent attached students reported high amount of conflict in their family and very controlling parents and family members.	Harvey & Byrd, 2000
Children with Down Syndrome are the most extensively studied subgroup of those with cognitive deficits. Research found that mother-child interaction predicted growth in communication, daily living skills and socialization.	HauserCram, Warfield, Shonkoff, Krauss, Upshur & Sayer, 1999
Adopting children with attachment disorders requires significant work with the children and parents including having parents continually close by and carefully and slowly allowing the child freedom.	Hughes, D.A., 1999





research overview

Insecurely attached children with average or below-average cognitive functioning are less able to delay gratification than children who are securely attached.	Jacobsen, Huss, Fendrich, Kruesi, Markus & Zeigenhain, 1997
Children with Down Syndrome characteristically try to engage adults more than children in general and in turn this may facilitate attachment. These children were more likely to exhibit secure attachments than many other children with impairments.	Kasari & Freeman, 2001
Children who have higher attachment security show less fear in toddlerhood and less anger in settings that elicit fear and anger and less distress when in joyful situations.	Kochanska, 2001
Securely attached children develop more responsive and more positive relationships.	Kochanska, 1998
Child's empathetic behavior is positively correlated to maternal responsiveness.	Kochanska, Forman & Coy, 1999
Securely attached college students had higher self-esteem and less anxiety and loneliness.	Leondari & Kiosseoglou, 2000
College students who report remembering from childhood parental control, invasiveness and lack of support for autonomy tended to be more anxiously attached and have lower levels of constructive thinking.	Lopez, 1996
Children who were ambivalent toward a parent (mother or father) showed less attachment to that parent.	Maio, Fincham & Lyceff, 2000
Very low birth-weight babies are more likely to be insecurely attached.	Muris, Meesters, Merchelbach & Hulsenbeck, 2000
There is a positive correlation of secure attachment and toddlers' ability to use expressive language.	Murray & Yingling, 2000
Securely attached infants showed better career development outcomes.	Roisman, Bahadur & Oster, 2000





research overview

Mothers who felt they were securely attached as children felt more attached and nurturing toward their unborn babies.	Siddiqui, Hagglof & Eiseman, 2000
Anxiously attached infants equated positively with either bullies or victims 4 to 6 years later. Securely attached infants showed a negative correlation to bullying and being victims.	Sroufe, 1988
Children with neurological impairments became securely attached in spite of their disability. Social responsiveness was correlated with secure attachment with these children.	Stahlecker & Cohen, 1985
Overall competence of toddlers is related to secure attachment. For girls, play competence, interpersonal contact, conflict resolution and behavioral problems were significantly related to infant-mother attachment.	Suess, Grossman & Sroufe, 1992
Chronically underweight toddlers had a very high frequency of mother-child attachment problems as compared with other populations and appear to have difficulty in establishing and maintaining a secure attachment relationship with their mothers.	Valenzuela, 1990
Infants who are temperamentally difficult develop secure and trusting relationships when parents remain highly sensitive and responsive.	Van Ijzendoorn, 1995
While the Ainsworth Strange Situation is used with normal infants, the study questions its use with children with Down Syndrome as they show significant differences which may be due to cognitive deficits and their disabilities.	Vaughn, Goldberg, Atkinson, Marcovitch, MacGregor, & Seifer, 1994
Longitudinal study showed that early attachment with mothers significantly related to attachment security 20 years later. There is a significant relationship between experiencing parental loss, abuse or serious illness and a change in attachment classification.	Waters, Merrick, Treboux, Cowell & Albersheim, 1995





research overview

Children studied at infancy and at 19 were found to generally have stable attachment over time, but when there were negative or difficult life experiences the type of attachment is more likely to change.

Weinfield, Sroufe & Egeland, 2000; Water, Hamilton, Weinfield, 2000

The younger the children are when parents separate or divorce, the more likely they are to feel parents are too restrictive and less caring during their childhood. The younger children are at the time of separation the less likely they are to feel securely attached to the parents as adolescents.

Woodward, Fergusson, Belsky

The cycle of attachment can become undermined or broken for many reasons: Multiple disruptions in caregiving; post-partum depression; hospitalization of the child causing separation from the parent and/or unrelieved pain; parents who are attachment disordered, leading to neglect, abuse (physical/sexual/verbal), or inappropriate parental responses not leading to a secure/predictable relationship; genetic factors; pervasive developmental disorders; caregivers whose attachment needs aren't met, leading to overload and lack of awareness of the infants needs. The child naturally develops mistrust and shuts down effective attachment behavior. The developmental stages following the first year continue to be distorted and/or retarded and common symptoms emerge: superficially engaging and charming, lack of eye contact; indiscriminately affectionate with strangers; not affectionate on parental terms; destructive to self, others and material things; cruelty to animals; primary process lying (lying in the face of the obvious); low impulse control; learning lags; lack of cause/effect thinking; lack of conscience; abnormal eating patterns; poor peer relationships; preoccupation with fire and/or gore; persistent nonsense questions and chatter; inappropriately demanding and clingy; abnormal speech patterns; sexually inappropriate.

Henningsen, M. 1996

There are three broad stages of children's friendships:
1. Age 2-5 years: the most important relationships are with adults, who fulfill physical, social and emotional needs.
2. Age 4-8: increasingly see their playmates as friends.
3. Age 8-11 years: the idea of "chumpship" dominates.

Sullivan, 1953 in Slee, 1996





research overview

Parenting styles influence children's friendship skills. Children that are hostile and aggressive in their approaches to peers have often had similar behavior modeled at home.	Rubin, K.H. & Asendorpf, J.B. (1993)
Bullying is the systematic abuse of power relationships in social groups.	Smith & Sharp, 1994
After being bullied, students often skip school, have difficulty sleeping, feel ill, and have trouble concentrating in school.	Sharp & Thompson, 1992
Long-term problems from being bullied include: low self-esteem, depressive disorders, difficulty in establishing and maintaining relationships with the opposite sex and in extreme cases, (death by) suicide.	Boulton & Smith, 1994; Olweus, 1993; Gilmartin, 1987; in Smith & Sharp, 1994
Bullies have a greater likelihood of going on to commit more serious crimes later in life.	Olweus, 1991; Lane, 1989
Friendships meet a need for companionship, recreation, feeling comfortable and safe emotionally, a sense of belonging, learning different ways of acting and getting along with others, and feeling good about oneself.	www.regencyrehab.cc.au/content , 2003
Preschool children would rather play directly with each other whereas toddlers would rather play parallel. Preschool children choose friends on the basis of who they see regularly and friendship ends if there is a fight or the friend moves away.	www.regencyrehab.cc.au/content , 2003
School-age children choose friends on the basis of those who help them, have similar interests, enjoy doing the same activities. School-age children understand that friends share thoughts and feelings and that sometimes friendships are strong enough to survive a fight or separation.	www.regencyrehab.cc.au/content , 2003
Being able to make friends depends on: the child's self-image, how well the child communicates, having behavior that encourages friendship and being able to recognize and use a range of social skills.	www.regencyrehab.cc.au/content , 2003





research overview

Children with learning disabilities are less likely to get along in social situations, less able to solve social problems, less likely to work out what will happen as a result of their behavior, less likely to make allowances for their listeners in conversations, less able to manage the more complicated ways for getting along with others, more likely to be rejected or left alone by their classmates and peers and less able to adjust to new social situations.	Slee, 1996
Preschool-age children who have positive peer relationships are likely to maintain positive peer interactions in grade school while children who have a hard time getting along with agemates in the preschool years are more likely to experience later academic difficulties, rejection or neglect by their school-age peers.	Ladd, 1990; Ladd & Price, 1987; Ladd, Price & Hart, 1988
A prerequisite to good peer relations is the ability to tune-in to important features of the social context (other children’s preferences, frame of reference, behavior) and adapt accordingly.	Black & Hazen, 1990; Putallaz, 1987
One of the realities of social life in preschool classrooms is that about half of children’s requests to play are greeted with rejection by peers.	Corsaro, 1981
Willingness to maintain social relationships by initiating an alternative in response to peer’s rejections sometimes brings success.	Hazen & Black, 1989
Socially competent children are responsive and able to mesh their behavior with the behavior of their play partners.	Mize, 1995
Parental responsiveness and nurturance are considered to be key factors in the development of children’s social competence.	Maccoby & Martin, 1983
Children who have had many opportunities to play with peers from an early age are clearly at an advantage when they enter formal group settings such as school.	Ladd & Price, 1987; Lieberman, 1977





research overview

Children whose parents frequently play with them have more advanced social skills and get along better with peers. This is especially true when parents play in a positive and peer-like way.	Lindsey, Mize & Pettit, in press
Parents of the most socially competent children laugh and smile often, avoid criticism of their child during play, respond to their child's ideas and are not too directive.	MacDonald, 1987; MacDonald & Parke, 1984
Children who have more frequent conversations with a parent about peer relationships are better liked by other children in their classrooms and are rated by teachers as more socially competent.	Laird, Pettit, Mize & Lindsey, 1994
These parents talk about the everyday events that happen in preschool, including things that happen with peers, often on the way home from school or at dinner.	TBradbard, Endsley & Mize, 1992; Laird, et al., 1994
Children who are encouraged to think in terms of others' feelings and needs are more positive and pro-social with peers.	Zahn-Waxler, Radke-Yarrow & King, 1979
Parents of socially competent children endorse interpretations of social events that encourage resilient, constructive attitudes.	Mize, Pettit, Lindsey & Laird, 1993
A gradual disengagement of parents from involvement in young children's play with peers is beneficial. While toddlers need an adult supervisor present most of the time and, in fact, often play in more sophisticated ways when an adult is present to facilitate their interaction, as children get older, they benefit from trying to work things out during play on their own.	Bhavnagri & Parke, 1991; Slaby et al., 1995
A parent's presence and involvement does not benefit older preschoolers and may actually interfere with children's development of social skills.	Bhavnagri & Parke, 1991; Parke & Bhavnagri, 1989; Ladd & Golter, 1988
Infants as young as 3 months are interested in peers.	Fogel, 1975





research overview

Peer interactions in the first year are very primitive and reciprocal interactions do not begin to occur until the end of the first year	Vandell, et al., 1980
Four stages of friendship: Stage 0. Everyone you play with is a friend, but friendships only last as long as the play time. Physical strategies for conflict resolution. Stage 1. A friend is someone who gives you help, but there is no reciprocal exchange at this level. Friendships are still quite transient. Stage 2. Friendships are rather longer lasting, due to growth of reciprocity, trust and intimacy. Stage 3. Friendships can be maintained through minor conflicts. More focus on the relationship itself. Trust, mutual support, but jealousy. Stage 4. Only found at adolescence and adulthood. Less possessiveness and jealousy than Stage 3, due to recognition of individual needs. Friendship provides personal identity. Empathy.	Selman, 1981
Peer interaction is not a preparation for life; it is "life itself."	Lamb & Sutton-Smith, 1982
There appear to be differences in the ways that boys and girls approach friendship. Boys seem to need to establish status with a group of buddies; girls are more likely to create intimate friendships with one or two close friends.	Beal, 1994





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