

Attachment disorders and relationship building

	Knowledge	Skills	Competence
Level 3			
Learning Outcome	She/he describes the importance of experiencing reliable, bonding and secure relationships for the development of a child in the first month of life.	She/he is able to observe and to describe in detail the attachment behaviour of a certain child.	She/he identifies certain key factors that may lead her/him to believe a certain child may have a noticeable attachment disorder. She/ he knows issues she/he will need to discuss with colleagues.
Exercise	Please make a note of the importance of experiencing reliable, bonding and secure relationships with main caregivers, for the development of the child in the first months of life.	<p>Please describe a child anonymously, in relation of attachment behaviour.</p> <p>The following questions may be helpful in your description:</p> <ul style="list-style-type: none"> • How will the child communicate to me / to other children / to adults? • How to respond to demands in the game where tasks, limits and rules? • In what situations does the child seek to be close to someone? • What structure should be in place to enable the caregiver to leave the room? 	You believe the child may have or noticeable attachment disorder. What might be the issues you will need to discuss with your colleague /colleagues?
Level 4			

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Learning Outcome	She/he knows approaches and recommendations that can help to alleviate fears, to avoid stressful situations for the child and to foster attachment.	She/he is able to set into practice strategies to create a “secure base” and to increase self-esteem.	She/he explains concrete interventions and methods to others and is able to inform why these strengthen the relationship skills of the child.
Exercise	Children who have had previous problematic experiences in education will fall quickly under educational pressure in stressful situations and often feel the familiarity of anxiety. What recommendations and approaches do you know of which can help to alleviate fears and to avoid stressful situations for the child?	Before you work with a child in your group/class who is not diagnosed with attachment but has behaviours similar to a child from the disorganised attachment type, what considerations do you have? Have you been through the phase of creating a "secure base" for this child? Do you have concrete ideas or an example from your practice?	For educators, it is to be asked in any unusual situation, what do they do within their practice for the children / child? Families, colleagues, trainees, other professionals who work with the child - they all ask questions. Please select an example of learning and game situation and describe what experiences the child can accumulate and why these strengthen the relationship skills of the child.
Level 5			
Learning outcome	She / he has comprehensive and specialised knowledge about attachment processes, because she/he describes different behaviour patterns/styles of parents and their impact for the child’s development.	She/ he takes in account children with problematic bonding experiences may fall into severely demanding situations in social learning processes. She/he is able to develop creative solutions to avoid these and to increase the child’s ability of social situations.	She/he is able to reflect her/his educational strategies und support for learning and development.

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Exercise	Please describe different behaviour patterns and styles of parents and think about what attachment experiences you think the child prefers.	As an educator/pedagogue you constantly review learning processes. You know the age group you are working with, lots of games, tasks and exercises to promote social learning processes. This will include children with problematic relationships and bonding experiences that will fall into previous sequences in severely demanding situations. Please select a learning sequence in the group (a game, an object or an example of an exercise) and describe how to prepare the child with intent to increase their ability of the social situation.	In what way do you reflect on your planned and learning processes? How do you pass on your knowledge? In what form do you evaluate? How do you measure and is it effective in children with attachment problems?
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