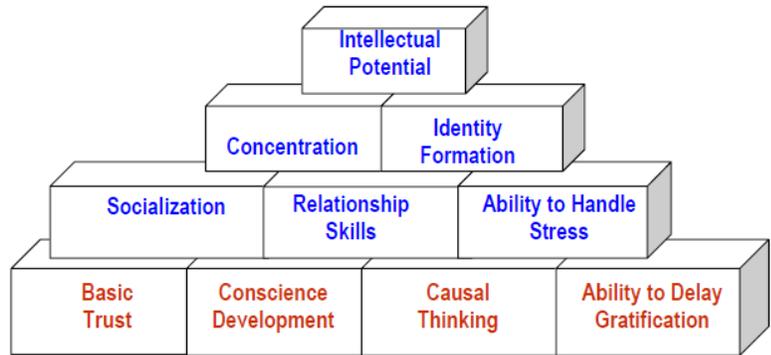




Children’s experience with trauma and secure or insecure attachment may affect how the child reacts under stress. Learning environments can offer additional challenges to children and activate their (perhaps overactive) fight or flight responses.

Positive Discipline in the Classroom: Leaders Guide includes an illustration of the *Attachment Building Blocks* adapted by Penny Davis from ‘Attachment Parenting’ by Grossmont College Foster and Kinship Education (used here with Penny Davis’ permission).



Consider specific Positive Discipline tools to encourage skill building in areas that may need to be

strengthened. These skills are also helpful as Tier 1 supports for building connections with all learners. Children who have trauma and insecure attachment in their histories may have delayed development of impulse control or language, which can make misbehaviors more prevalent. Proactive responses in our adults can provide opportunities for connection, accountability and building skills. Lesson plans for these specific skills are available in **Positive Discipline in the Classroom: Teachers’ Guide Activities for Students**.

<p>Basic Trust</p> <ul style="list-style-type: none"> • Routines (including class meetings) • Consistency and reliability in the relationship. • Relationships based on dignity and respect (firm and kind) • Listening to their story 	<p>Causal Thinking</p> <ul style="list-style-type: none"> • “What” and “how” questions • Limited choices • Focusing on solutions 	<p>Ability to Delay Gratification</p> <ul style="list-style-type: none"> • Routines • Consistency • Relationships built on dignity and respect (firm and kind) • Class meetings – working with peers • Mistakes are opportunities to learn 	<p>Conscience Development</p> <ul style="list-style-type: none"> • “What” and “how” questions • Class meetings • Gradual building of empathy (being listened to, feeling felt) • Respecting differences
<p>Relationship Skills and Socialization</p> <ul style="list-style-type: none"> • Adult relationships based on dignity and respect (firm and kind) • Class meetings • Problem solving • Wheel of choice • Opportunities for play and practice and making mistakes • Mistakes are opportunities to learn 	<p>Ability to Handle Stress, and Concentration</p> <ul style="list-style-type: none"> • De- escalation tools (modeled, taught, expected) • Teaching students about their own brain (brain in the palm of the hand) • Using “I statements” • Learning language for emotions • Space for “chilling out” (Positive Time Out or Chill Down Time – CDT) • Class meeting to be heard and validated, and to recognize that others have similar feelings. • Mistakes are opportunities to learn 	<p>Identity Formation and Intellectual Potential</p> <ul style="list-style-type: none"> • Classroom jobs and responsibility • Being able to contribute in meaningful ways • Using “I” statements and learning language for emotions • Opportunities to practice during play • Learning how to make amends and fix mistakes instead of “paying for them” • “It seems like you feel..... because...” 	

Illustration found in the **Positive Discipline in Schools and Classroom: Leaders’ Guide**, originally attributed to Penny G. Davis, MA. Used with permission. Table created using information available in handout “Tools for Rebuilding the Foundation for Children with Insecure Attachments or Trauma by Jody McVittie, as found on page 72 of **Positive Discipline for Early Childhood Educators** by Jane Nelsen, Cheryl Erwin and Steven Foster. In Chicago, find trainings at <https://selchicago.com/events>. Find trainings worldwide at www.positivediscipline.org. Purchase these materials at www.positivediscipline.com.

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