

The Power of Attachment-informed Leadership

L.E.A.D. with a better understanding of Yourself and Others

LEAD

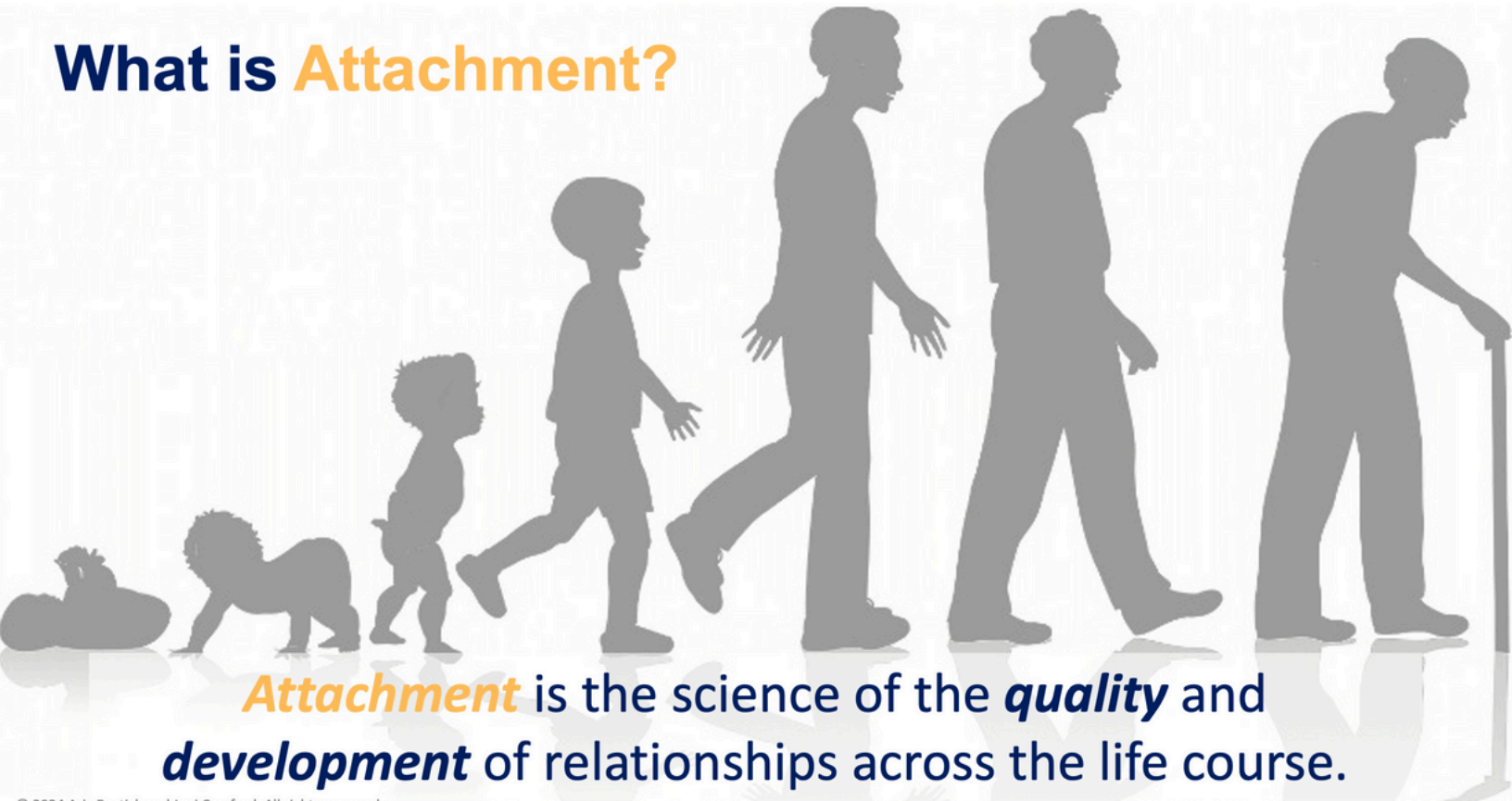


ARIC BOSTICK

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**We are in the
relationship business.**

What is **Attachment**?



Attachment is the science of the **quality** and **development** of relationships across the life course.

John Bowlby



Attachment Theory was originally developed in the 1950's by **Dr. John Bowlby**, and in recent years built upon by the emerging field of relational neuroscience.

It's among the most influential theories in psychology.

Attachment 101

All mammals, and some birds, have an
Attachment System

When we feel
anxious, in danger,
or in need.

Our Attachment
System is *deactivated*

Our Attachment
System is
activated

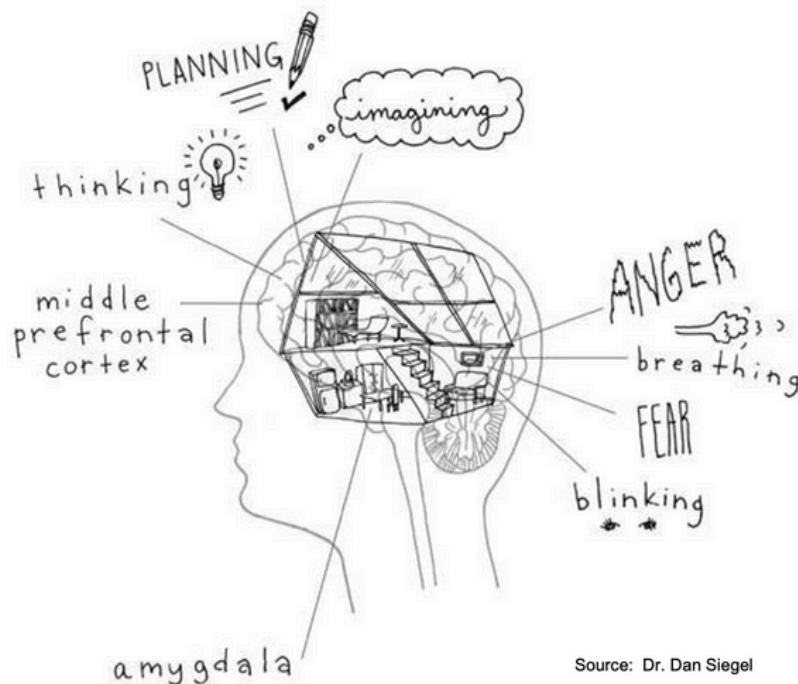
Our Caregiver offers
care and comfort

We seek proximity and
support from our caregiver



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The **Brain** is like a house with a *Downstairs* and an *Upstairs*



Source: Dr. Dan Siegel

The **upstairs** brain is more complex. Thinking, imagining, and planning are upstairs. We use the upstairs brain to **think critically, problem solve, and make good decisions.**

Downstairs is where important things live. Basic functions like breathing, strong emotions, and innate reactions to danger, like **fight, flight or freeze** are downstairs.

John Bowlby said, “that for a person to know that an **Attachment Figure** is available and responsive gives him a strong and pervasive feeling of **security**, and so encourages him to value and continue the relationship.”

The **sensitivity** and **responsiveness** of the attachment figure will determine whether the attachment is **secure** or **insecure**.



4 Attachment Styles

Based on how Attachment Figures respond to a child's needs, Attachment scientists have identified 4 Attachment Styles:

SECURE	Anxious (Insecure)
Avoidant (Insecure)	Disorganized (Insecure)

Attachment Styles

<div>SECURE</div> <div>Childhood Experience: Received plenty of love and support; and consistent, sensitive, attuned, and responsive care</div> <div>Child's Wired Assumptions:<ul style="list-style-type: none">• My parent isn't perfect, but I know I am safe.• If I have a need, they will see to it and respond.• I can trust others will do the same.</div>	<div>Anxious (insecure)</div> <div>Childhood Experience: Unpredictable and notably intermittent care. Sometimes caregiver is intrusive, unresponsive, and unattuned.</div> <div>Child's Wired Assumptions:<ul style="list-style-type: none">• I can't let my guard down.• I can't trust that people will predictably be there for me.• I have trouble calming my emotions</div>
<div>Avoidant (insecure)</div> <div>Childhood Experience: Often neglected, rejected, and feelings dismissed</div> <div>Child's Wired Assumptions:<ul style="list-style-type: none">• My parent may be around, but they don't care about what I need or how I feel• I will learn how to ignore my emotions and avoid communicating my needs</div>	<div>Disorganized (insecure)</div> <div>Childhood Experience: Unpredictable care. Severe lack of attunement. Atmosphere of fear or dread.</div> <div>Child's Wired Assumptions:<ul style="list-style-type: none">• My parent is terrifying and disorienting• I am not safe and there is no one to keep me safe• I am helpless. People are scary and unreliable</div>



“Research shows that **one of the very best predictors for how a child turns out** – in terms of happiness, social and emotional development, leadership skills, meaningful relationships, and even academic and career success – is whether they developed ‘security’ from having at least **one person in their life who showed up for them.**”

- Dr. Dan Siegel -

YOU CAN BE THAT **ONE!**



**SECURE
ATTACHMENT
IS THE GOAL!**

The Good News...

Security can be *learned* and *earned*.

Here's how...

1. **READ:** Become attachment-informed



2. **REFLECT:** Self-reflection and Awareness

Self-awareness is the foundation for change.

We must start by examining our attachment patterns, uncovering any underlying needs, fears, or insecurities that may be impacting our professional relationships.

Ryan Warner, PhD., *Psychology Today: Attachment Styles Matter in the Workplace*

3. **REACH OUT:** Seek support and connection

We hurt in relationships, and we **heal in relationships**. - Stan Tatkin, PsyD, MFT

Seek support and connection from your secure base/safe haven relationships (e.g., therapist, a colleague, or trusted friend or family member).

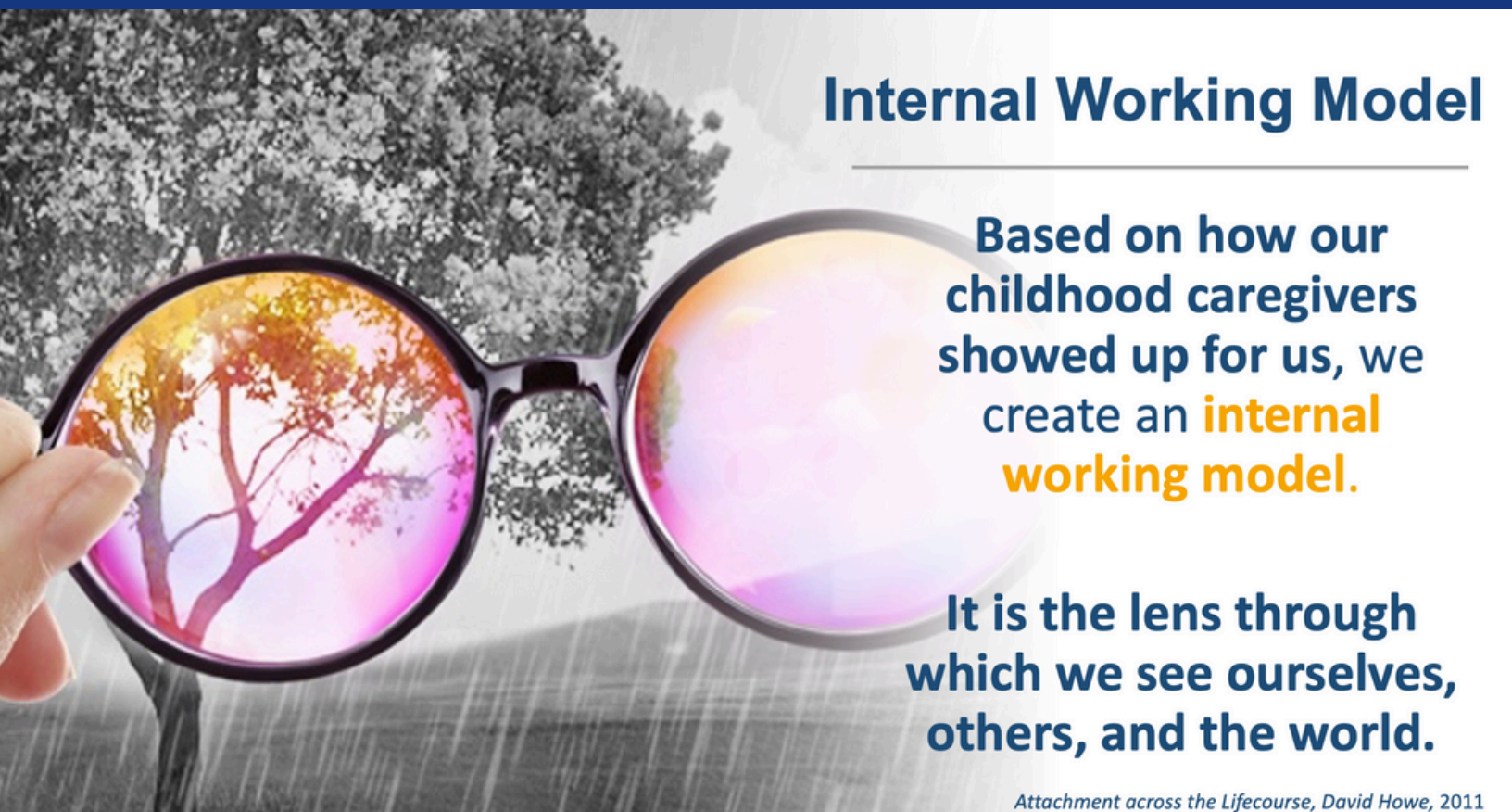


My security affects my ability to effectively lead others, so I have to work at it (e.g., read, reflect, reach out).



Each individual (leader, educator, student, parent) is going through their own **invisible version of attachment struggle**.

Source: Yip et al (2018)



Internal Working Model

Based on how our childhood caregivers showed up for us, we create an **internal working model**.

It is the lens through which we see ourselves, others, and the world.

Attachment across the Lifecourse, David Howe, 2011

Secure Attachment Practices



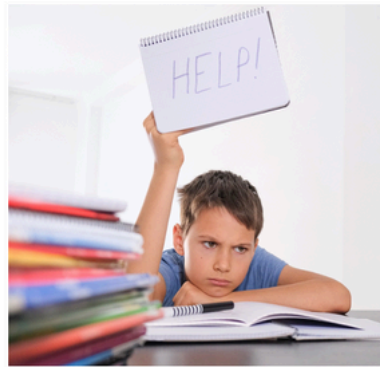
Be Approachable

Notify your face, voice, body



Be Visible

Be available and in proximity



Be Attuned

Be aware. Learn their story



Be Consistent

Be "positively" predictable

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Helping others
feel **Safe**, **Seen**,
and **Supported**
leads to **Secure**
Attachment.

YOU matter most



People matter more



Tasks matter





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**NATIONAL EDUCATION
SPEAKER & TRAINER**

ARIC BOSTICK

For the past 24 years, Aric Bostick has presented his educational leadership programs to over half a million students, educators, school staff, and school leaders at over 500 School Districts and Conferences from coast to coast.

During the course of his education career, as a High School teacher and coach, he created and led a student leadership club that was featured on television for its success.

Building on a professional interest in leadership and relationships in schools, Aric has spent the last several years studying and training a distinctive new approach to education and educational school leadership based on modern attachment theory and relational neuroscience.

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