

# FIRED UP to *SHOW UP*

A person is silhouetted against a bright, low sun, creating a strong lens flare. The person's arms are raised in a 'V' shape. In their right hand, they hold a large, ornate trophy. In their left hand, they hold a megaphone. The background is a warm, orange-yellow gradient from the sun.

*Teach with a Better Understanding of  
Yourself and Others*

**Aric Bostick**

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**We are in the  
relationship business.**

# Bring the **F.I.R.E.**

**Fuel**  
**Intentional**  
**Regulate**  
**Energize**



## **FUEL:**

Your WHY still matters

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## **INTENTIONAL:**

Build Connections that Transform

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## **REGULATE:**

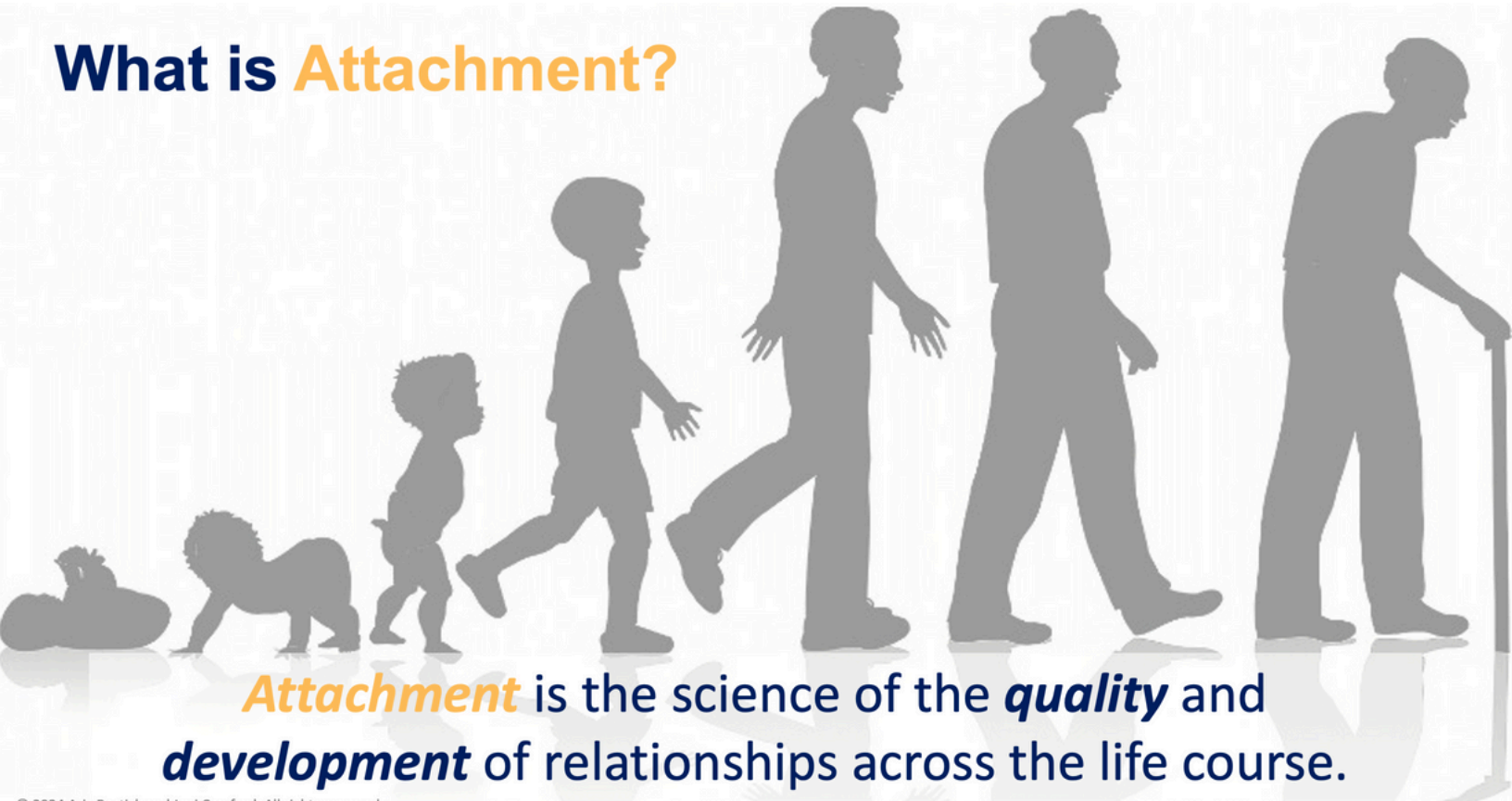
Managing the emotional highs and lows

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## **ENERGY:**

Prioritize Self-care So You Can Keep Giving

# 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.**

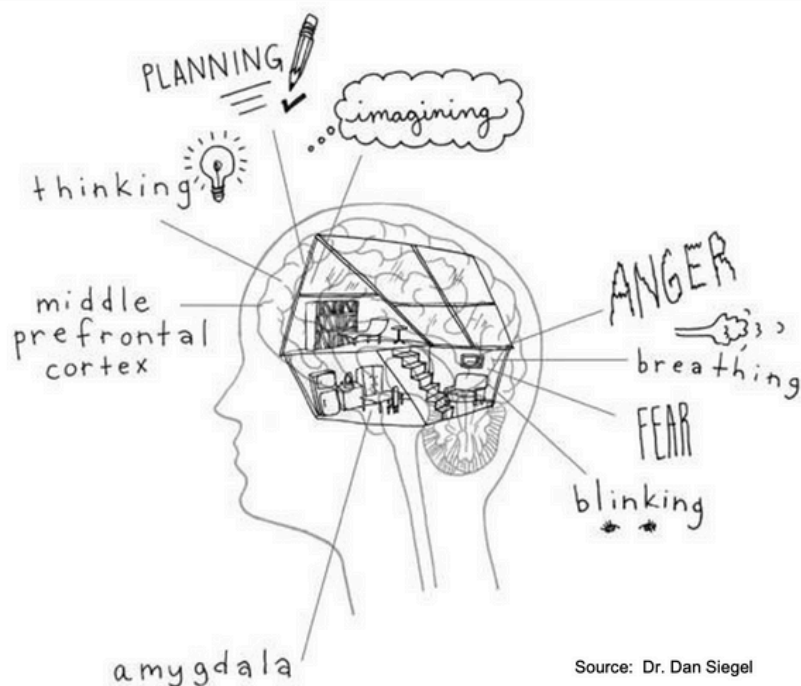


# Attachment 101

All mammals, and some birds, have an  
**Attachment System**



## 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:

<b>SECURE</b>	<b>Anxious</b> (Insecure)
<b>Avoidant</b> (Insecure)	<b>Disorganized</b> (Insecure)

<div><b>SECURE</b> Attachment</div> <p><u>Parenting Tendencies:</u></p> <ul style="list-style-type: none"> <li>Received plenty of love and support and consistent responsive care</li> <li>Caregivers were sensitive and attuned</li> </ul> <p><u>Child's Wired Assumptions (IWM):</u></p> <ul style="list-style-type: none"> <li>My parent isn't perfect, but I know I am safe</li> <li>If I have a need they will see to it and respond quickly and sensitively</li> <li>I can trust that other people will do that, too</li> <li>My inner experience is real and worthy of being expressed and respected</li> </ul> <p><u>Consequences as Adults:</u></p> <ul style="list-style-type: none"> <li>Connect well with others</li> <li>Resolve conflict without much drama</li> <li>Able to self-regulate and co-regulate</li> </ul> <p><small>Power of Showing Up, Siegel and Payne-Bryson, 2020</small></p>	<div><b>ANXIOUS</b> Insecure Attachment</div> <p><u>Parenting Tendencies:</u></p> <ul style="list-style-type: none"> <li>Sometimes attuned, sensitive and responsive to child's signals and needs, and sometimes not</li> <li>Sometimes intrusive</li> </ul> <p><u>Child's Wired Assumptions (IWM):</u></p> <ul style="list-style-type: none"> <li>I never know how my parent will respond, so I have to stay constantly on edge</li> <li>I can't ever let my guard down</li> <li>I can't trust that people will predictably be there for me</li> <li>They have trouble calming their own emotions</li> </ul> <p><u>Consequences as Adults:</u></p> <ul style="list-style-type: none"> <li>Lots of anxiety about getting their needs met</li> <li>Insecure about being liked and loved</li> <li>Struggle with self-regulation</li> </ul> <p><small>Power of Showing Up, Siegel and Payne-Bryson, 2020</small></p>
<div><b>AVOIDANT</b> Insecure Attachment</div> <p><u>Parenting Tendencies:</u></p> <ul style="list-style-type: none"> <li>Indifference to child's signals and needs</li> <li>Lack of attunement to child's emotional needs</li> </ul> <p><u>Child's Wired Assumptions (IWM):</u></p> <ul style="list-style-type: none"> <li>My parent may be around a lot, but they don't care about what I need or how I feel</li> <li>I will learn how to ignore my emotions and avoid communicating my needs</li> <li>Decreased personal insight leaves them less aware of their inner world and less apt to request help when they need it</li> </ul> <p><u>Consequences as Adults:</u></p> <ul style="list-style-type: none"> <li>Keep intimacy at arms length</li> <li>Distrusting of people</li> <li>Dismiss/minimize own thoughts and feelings</li> </ul> <p><small>Power of Showing Up, Siegel and Payne-Bryson, 2020</small></p>	<div><b>DISORGANIZED</b> Insecure Attachment</div> <p><u>Parenting Tendencies:</u></p> <ul style="list-style-type: none"> <li>At times severely unattuned to child's signals and needs</li> <li>Frightened or Frightening, or both simultaneously</li> <li>Gross Neglect</li> <li>Safe and Dangerous</li> </ul> <p><u>Child's Wired Assumptions (IWM):</u></p> <ul style="list-style-type: none"> <li>My parent is terrifying and disorienting</li> <li>I am not safe and there is no one to keep me safe</li> <li>I don't know what to do. I am helpless</li> <li>People are scary and unreliable</li> </ul> <p><u>Consequences as Adults:</u></p> <ul style="list-style-type: none"> <li>Excess of fear</li> <li>Hypervigilant</li> <li>Constant survival mode</li> <li>Safe and Dangerous</li> </ul> <p><small>Power of Showing Up, Siegel and Payne-Bryson, 2020</small></p>



“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!**

Young people form attachments to significant adults other than their parents.

Bowlby stated that “*perhaps there is no other **nonfamilial adult** that is more significant in a child’s life than an **educator.**”*



# The Benefits of Secure Attachment

- Higher Self-Esteem
- Better Emotional Regulation
- Greater Academic Success
- Better Coping in Times of Stress
- More Positive Engagement with Preschool Peers
- Closer friendships in Middle Childhood
- More Effective Social Interaction in Adolescence
- Happier and Better Relationships with Parents
- Stronger Leadership Qualities
- A Greater Sense of Self-Agency
- More Trusting, Non-Hostile Romantic Relationships in Adulthood
- More Empathy
- Greater Social Competence Overall
- Greater Trust in Life

*Power of Showing Up, Siegel and Payne-Bryson, 2020*



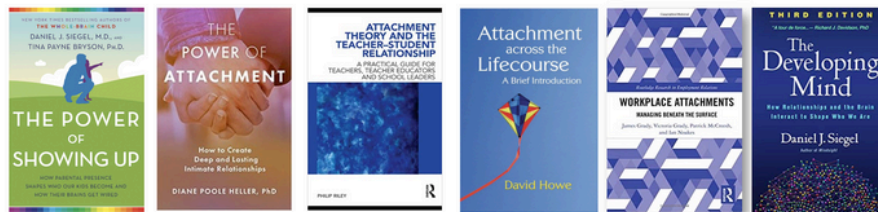
**SECURE  
ATTACHMENT  
IS THE GOAL!**

# 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).

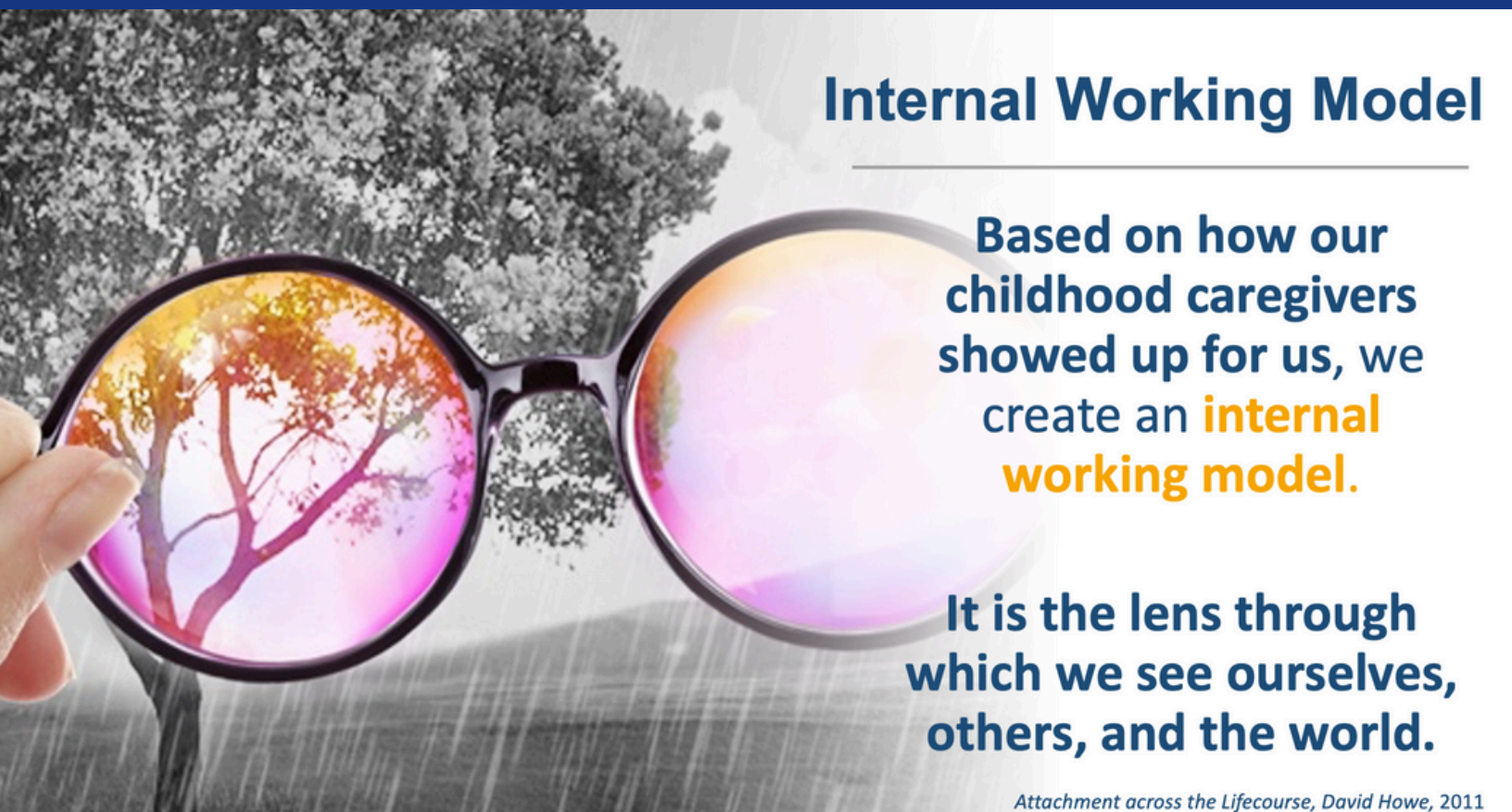


**My security affects my ability to effectively lead others, so I have to work at it**  
(e.g., read, reflect, reach out).



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*

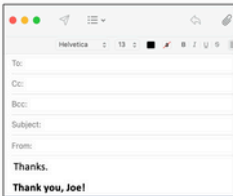


# Secure Attachment Practices that lead to Connection and Belonging

## SAFE



**Be Approachable**  
Notify your face, voice, body



**Be Responsive**  
Respond thoughtfully and within a timely manner



**Be Consistent**  
Be "positively" predictable

## SEEN



**Be Present**  
Look up. Get rid of distractions.



**Delight in Their Presence**  
MMFI (Make Me Feel Important)



**Show Genuine Interest**  
Be an Active Listener

## SUPPORTED



**Be Visible**  
Be available and in proximity



**Be Attuned**  
Be Aware



**Look for the Good**  
Connect before Correct

## SECURE

An educator's **security**, along with the approach of helping others to feel safe, seen, and supported enables them to experience **'felt security'** within a **'secure base and safe haven'** relationship.

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

**YOU** matter most



**People** matter more



**Tasks** matter



My

ME FIRST

Plan

M

Mental, Emotional, and Physical Health

1 2 3 4 5 6 7 8 9 10

E

Education and Growth

1 2 3 4 5 6 7 8 9 10

F

Fun and Rejuvenation

1 2 3 4 5 6 7 8 9 10

I

Impact and Contribution

1 2 3 4 5 6 7 8 9 10

R

Relationships and Connection

1 2 3 4 5 6 7 8 9 10

S

Supply and Savings

1 2 3 4 5 6 7 8 9 10

T

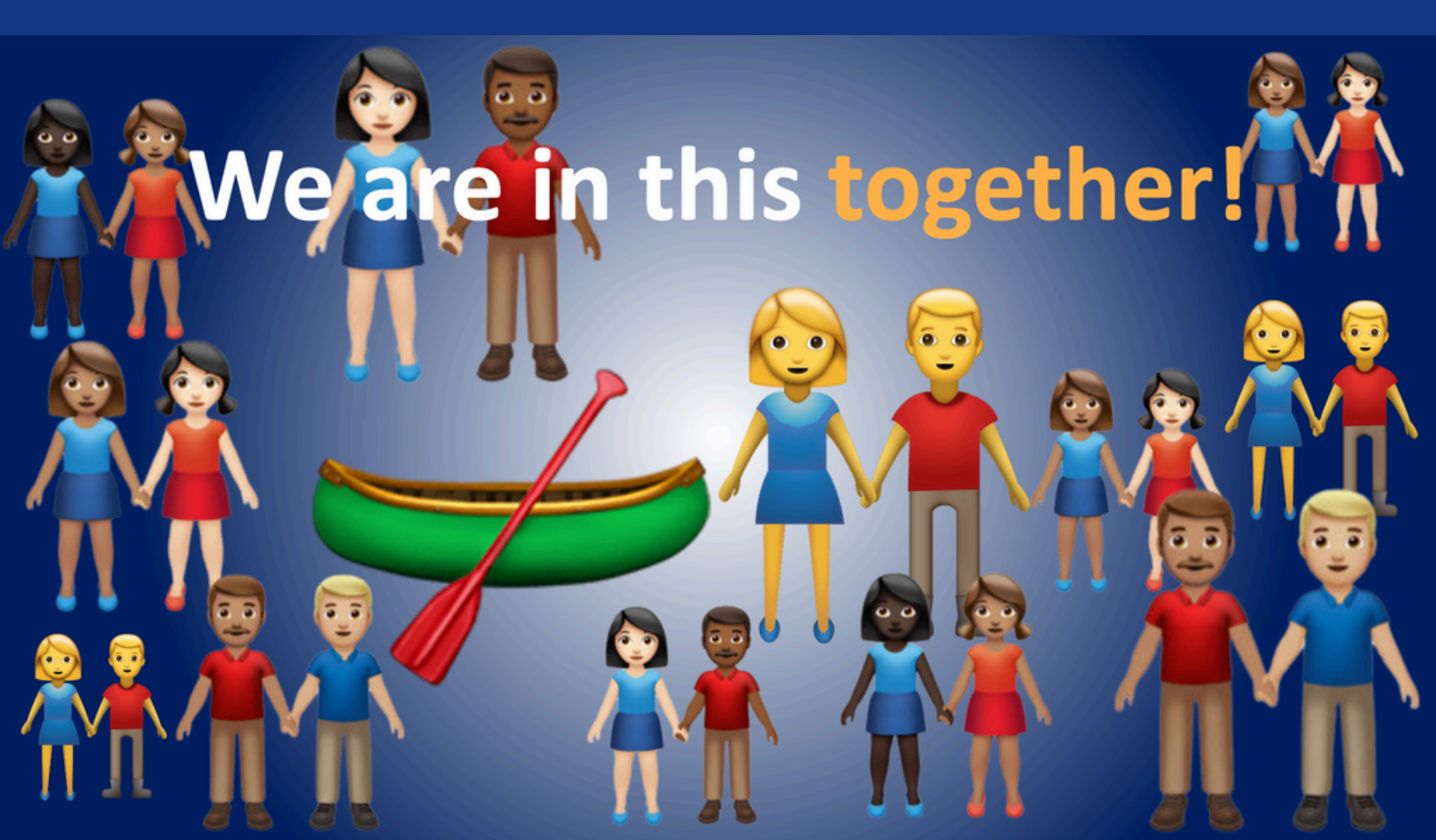
Time and Space

1 2 3 4 5 6 7 8 9 10

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1. **Rate** each area of your life on a scale of 1 to 10.
2. **Evaluate** and determine what area needs some improvement?
3. **Decide** on one thing you could do tomorrow to start improving that area of your life?
4. **Choose** a SHOW UP buddy to keep you motivated and committed.





We are in this **together!**

Bring the **F.I.R.E.**

In a world that so desperately needs healthy humans...YOU can be apart of the healing.



To view more of Aric's  
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Resources, scan the QR code



**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.

[www.AricBostick.com](http://www.AricBostick.com)



National Education Speaker & Trainer