

Table of Contents

| | |
|--|-----------|
| ■ Introduction | 1 |
| The Importance of Attachment For Development | 1 |
| Detachment from Family | 1 |
| Attachment Diagnosis and Descriptions Issues | 2 |
| Five Types of Detachment For Students and Case Examples | 3 |
| Detachment from Self | 3 |
| Detachment from Role Of Student | 4 |
| Detachment from Peers and School Support | 4 |
| Detachment from Basic Effort | 4 |
| Detachment from Sense Of Success | 5 |
| Considerations for Attachment Issues Intervention and Prevention | 5 |
| The Need For A School Professionals Guide To Attachment Issues | 6 |
| How To Use This Book | 7 |
| Limitations and Counter Indications | 8 |
| ■ Assessment of Attachment -Trauma Issues At School | 11 |
| SATR | 12 |
| SATR Scoring and Summary Chart | 13 |
| ■ Home-School-Community Connection | 15 |
| Uncertainty of School / Home Placement Stability | 15 |
| Challenges to Coordination Between Home and School | 15 |
| Variable Support of Outside School Resources / Therapy | 15 |
| ■ Student’s Sense of Self and Safety | 17 |
| Low Sense of Trust, Security and Safety | 17 |
| Intense Shame and Self-Blame | 17 |
| Activity #1 – Catch and Copy | 19 |
| Activity #2 – My School Day | 20 |
| Activity #3 – Me At School | 23 |
| Activity #4 – Three Kinds of School Days | 26 |

| | |
|--|-----------|
| Energy and Emotional Regulation Problems | 29 |
| Activity #5 – Home Ideas for Calming at School | 30 |
| Activity #6 – Breathe, Focus and Balance | 33 |
| Activity #7 – Plastic and Jello | 34 |
| | |
| ■ Student’s Perception and Thinking | 37 |
| <hr/> | |
| Intense Fear Based Responses | 37 |
| Negative Perceptions and Hypervigilance | 37 |
| Activity #8 – Background on School Fears and Distress | 40 |
| Activity #9 – Too Super Alert Can Hurt | 43 |
| Activity #10 – Over-Done Not So Fun | 45 |
| Activity #11 – Stormy Times at School | 47 |
| Activity #12 – Umbrella Support Plan | 51 |
| Negative Thinking and Beliefs | 53 |
| Activity #13 – BRICKS, Beliefs, and Thoughts | 55 |
| Activity #14 – What BRICKS Block and BRICK Busting | 57 |
| Activity #15 – BRICKS into BALLOONS | 60 |
| | |
| ■ Student-Other Action and Reaction Patterns | 63 |
| <hr/> | |
| Self-Defeating Relationships with Peer and Adults | 63 |
| Low Acceptance of School Structure and Rules | 63 |
| Problems with School and Social Belonging | 63 |
| Activity #16 – Things About Me | 66 |
| Activity #17 – Ready, Set, Go Real | 68 |
| Activity #18 – Puffer Fish Faking | 70 |
| Activity #19 – Trust Activities | 72 |
| Problems with School and Social Belonging / Enjoyment | 74 |
| Activity #20 – Roles to Play or Not | 76 |
| Activity #21 – Ready for Group | 78 |
| Activity #22 – Enjoyment Drawings and Recognition Slips | 80 |
| | |
| ■ References | 85 |
| <hr/> | |
| Supporting Website | 86 |



ACTIVITY #4 Three kinds of School Days

Grades K – 8

Overview Student drawing or a cooperative drawing of Negative, OK, and Good types of days.

■ Objective

1. To increase expression and openness and gather student's perspective on their days at school.

■ Procedures

1. Copy the Three Kinds of Days Drawings
2. Tell the student to think of events or things that happen on Negative, OK, and Good days.
3. Student draws or is assisted to draw a small scene or symbols that show Negative, OK, and Good days at school.
4. Gather details about thoughts and feelings in some discussion.
5. Proceed to the Three Kinds of Days Worksheet

■ Discussion Questions

1. What goes into a/an _____ day?
2. Which do you have the most of? Second? The least?
3. What kinds of things make a difference in how the day ends up?
4. If a day starts Negative, how can you make it turn around?
5. What are some small things you can do today or tomorrow to make a difference?
6. Who else can help with ideas or support?
7. Are some days a mix of the three kinds of days? Explain?

■ Follow-up

If the child is overwhelmed by this drawing activity then have him/her show you some faces and make up some drawings or list the feelings you see to keep the activity moving.



Three kinds of Days Drawings

Name: _____

Good Day: Draw a scene or symbols below that describe a good day for you.

OK Day: Draw a scene or symbols below that describe an O.K. day for you.

© YouthLight, Inc.

Negative Day: Draw a scene or symbols below that describe a bad day for you.



Three kinds of Days worksheet

Name: _____

What can create a Good day?

What can create an OK day?

What can create a Negative day?

Which do you have the most of? **Good** _____ **OK** _____ **Negative** _____

Are some days a mix of the three kinds of days? Explain?

What kinds of things make a difference in how the day ends up?

If a day starts Negative, how can I turn it around for the better?

What are some small things to do today or tomorrow to make a difference in the kind of days I have?

Who else at school can help with ideas or support?
