

## TRADITIONAL VS. ATTACHMENT BASED PARENTING



Pathways to  
Permanence 2

PARTICIPANT  
RESOURCE  
NOTEBOOK

Parenting  
Children  
Who Have  
Experienced  
Trauma  
AND LOSS

Session 5

Creating  
Positive  
Attachments  
Part 2

Parent's  
Toolbox

Traditional Parenting	Attachment Based Parenting
Uses punishment to try and change the child's negative behavior	Prioritizes the parent/child relationship - (nothing is more important than the parent/child relationship)
Is based on principals of loss, meaning when the child makes a mistake, he/she will lose something such as a privilege or toy	Attachment <i>precedes</i> discipline - it is the attachment that motivates our children to want to please us, listen to us, and cooperate with us
Is focused on the child's weakness this is reactive, as opposed to a pro-active style	Based on principals of addition, meaning what <i>experience</i> is the parent actively adding or teaching
Uses emotional isolation to try and change the child's negative behavior, such as time outs, room time, etc.	Focuses on the child's strengths as the parent accentuates the positives
Anger and frustration are used to try and change the child's negative behavior - parent yells, threatens, spansks, etc.	Emotional connectedness is used to assist children in learning from their mistakes
Teaches the child that mistakes are not acceptable; the child most typically begins to lie, sneak and manipulate to avoid a punitive parental response	Mistakes are encouraged and welcomed as opportunities to learn
Uses the rupture in the attachment relationship as a punishment for the child's negative behavior	Teaching consequences are experiential, as children learn from practicing the <i>desired</i> , pro-social behavior
Reinforces a pattern of emotional intimacy that is connected to fear, distress and anger	Parent uses empathy instead of anger
	Structure in the home is maximized in order to allow the child to eventually relax into his/her parents loving, structured authority



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## 10 THINGS EVERY DAY: PARENT-CHILD CHECKLIST

by Allison Davis Maxon, L.M.F.T.

- \_\_\_\_\_ 1. I need you to really listen to me
- \_\_\_\_\_ 2. I need to know I'm important
- \_\_\_\_\_ 3. I need to be touched
- \_\_\_\_\_ 4. I need to feel safe; I need structure
- \_\_\_\_\_ 5. I need choices, so I feel empowered
- \_\_\_\_\_ 6. I need to be claimed by you
- \_\_\_\_\_ 7. I need to play, with you, every day
- \_\_\_\_\_ 8. I need to know mistakes are OK
- \_\_\_\_\_ 9. I need you to nurture my potential
- \_\_\_\_\_ 10. I need you to be my emotional tutor



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## 10 THINGS EVERY DAY: PERSONAL PARENT-CHILD CHECKLIST

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\_\_\_\_\_ 1.

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\_\_\_\_\_ 2.

\_\_\_\_\_ 3.

\_\_\_\_\_ 4.

\_\_\_\_\_ 5.

*Session 5*

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\_\_\_\_\_ 6.

\_\_\_\_\_ 7.

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\_\_\_\_\_ 8.

\_\_\_\_\_ 9.

\_\_\_\_\_ 10.

# TANDEM PAINTING

by Relindis Diaz, L.M.F.T.

Often we, as adults, think of play as board games or video games. While this play may have its place in our children's lives, play with attachment in mind looks and feels a little different. This is one of those activities.

For this activity, you will need non-toxic, washable finger paint (Crayola makes one), or pre-made pudding. A table cover might be useful and finger paint paper is the best to have but any large sheet of paper will do. Oh yes, last but not least, a little spirit of adventure never hurts.

Tell your child that you have learned a new painting technique and ask him/her if he/she will help you try it out. Set up your paint station while you explain that you have learned that it can be very interesting to do a painting using someone's else's hand rather than a brush (and possibly pudding rather than paint) and you would like to start with using your child's hand as the paint brush. Let your child know that if all goes well, you are willing to be your child's paint brush for a second painting.

The key to this activity is to help your child relax and enjoy your touch and lead as well as giving you a chance to follow his/her lead when you become the paint brush. Try not to talk during the painting itself – use your eyes, smiles and nods to communicate your pleasure and guidance. See if your child can mirror this when he/she is the artist.

This play involves touch and movement and often includes smiles as well as laughter.

Things to notice about your child during this play:

- How well does he/she tolerate your lead – can he/she relax hand and arm to let you paint?
- How well does your child tolerate the texture of the paint or pudding – should you be curious about other sensory issues?
- How well does your child engage in the non-verbal eye contact and gestures?
- How well does your child mirror your engagement when he/she takes a turn as the artist?

Sometimes it takes repeated instances of this play to maximize the comfort and connection.



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