

S is for Attachment !

**Mind-mindfulness in
Early Childhood
Education and Care**

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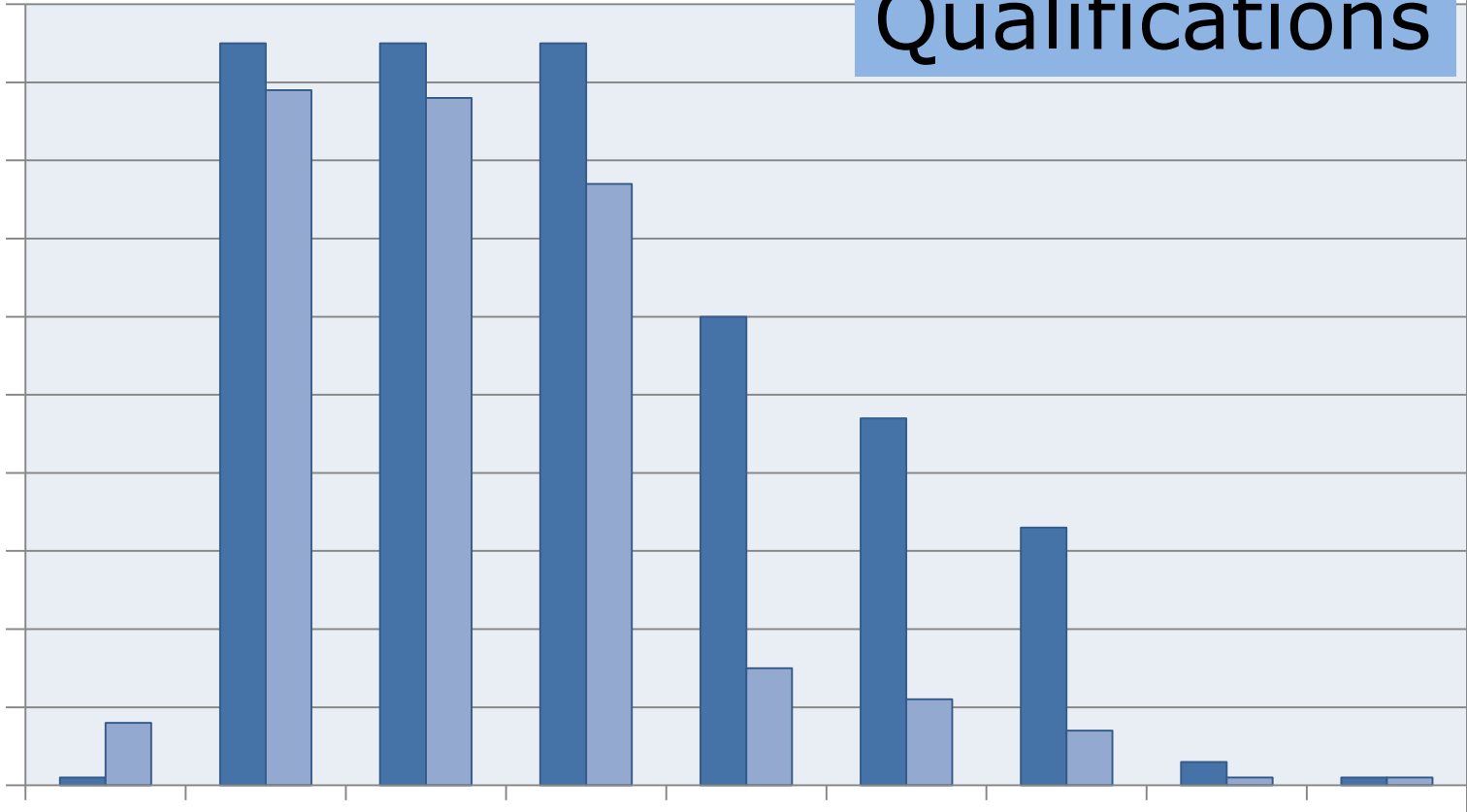
**What are we
going to do?**

Overview

Approximately over 500,000 children under three are in full time day care each day

Qualifications

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

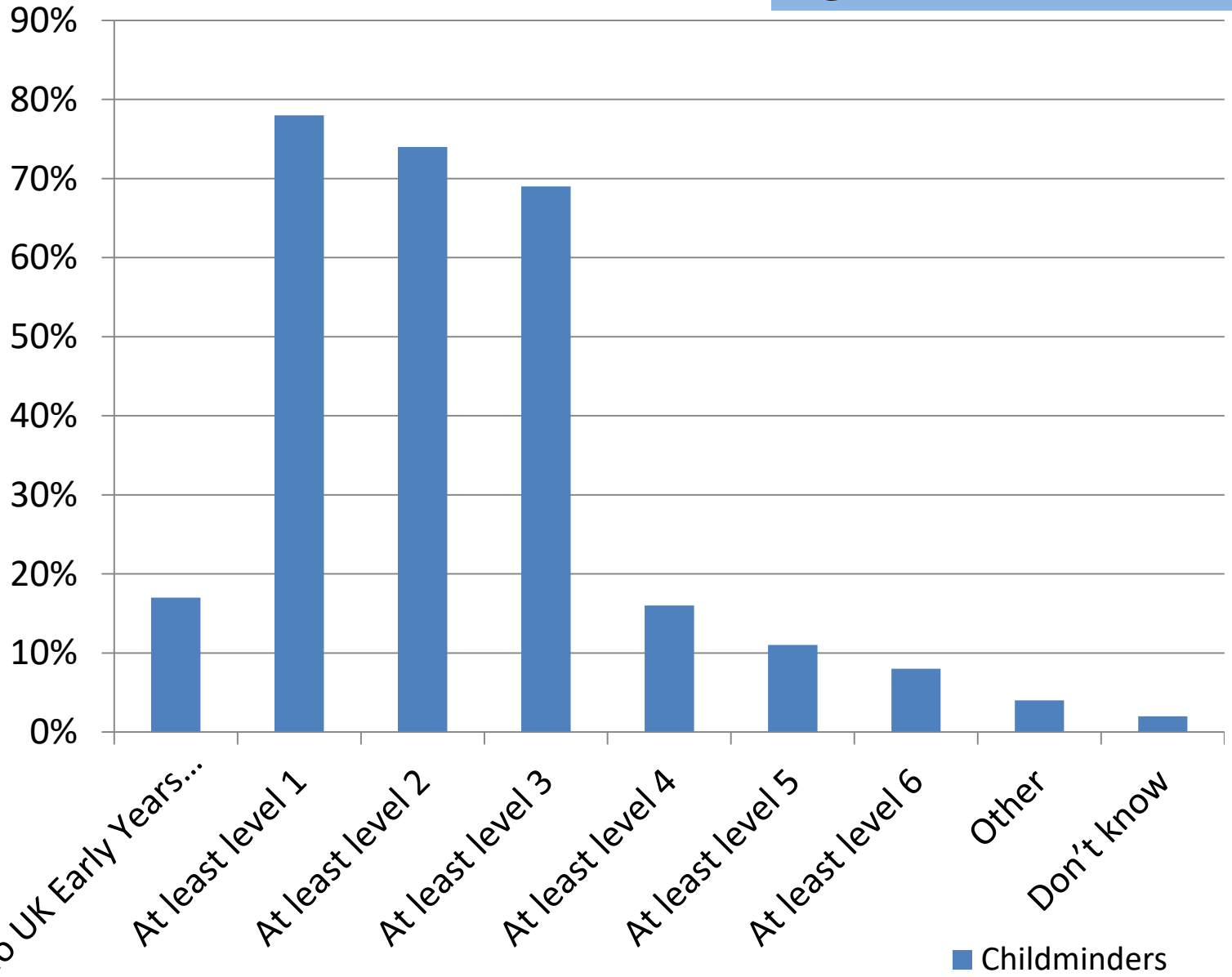


■ Senior Manager

■ Non-senior manager

Childminders

Qualifications



DfE, 2017)

Childminders

An interesting fact.....

Research has indicated that there is a 60/40 divide between 'secure' and insecure' attachments behaviours in different cultures

Shemmings, 2011; Corby *et al.* 2012

...only two thirds of children are securely attached and that disorganised attachment has a prevalence of 15-19% in population samples; up to 40% in disadvantaged populations and as many as 80% in maltreated populations.

Barlow *et al.* (2015:3).

What can we assume those working in ECEC know about Attachment?

Everything Something Nothing

Professional Personal Private

Subjectivity

or

**Critical Understanding
and Analysis**

What do Practitioners Need to know ?

- the importance of the 'Secure Base' and responding to attachment behaviours;
- 'mind-mindfulness' and the importance of practitioners trying to understand the world through the eyes of the infant or child;

- the significance of attachment for cognitive as well as emotional development and wellbeing;
- the impact of changes in staff and the significance of more than one Key Worker;
- of the impact of the home environment on the infants' development.

Lumsden (2018)

S is for Attachment

Seen
Safe
Soothed
Secure

Based on Siegal and Bryson (2011) Lumsden (2018)

Seen – this is closely aligned with mind-mindedness and mentalisation, it is about a deeper engagement with the child, seeing infants and children with empathy and trying to understand what the child's behaviour is showing about how they experience the world. The practitioner also needs to think about how they feel, what they think and why about different situations to enable them to then think of the situation through the eyes of others.

Safe – keeping the child safe and avoiding actions and responses that have the potential to frighten or hurt a child.

Soothed - helping children manage difficult emotions and situations, young children need to learn to self-regulate, for some children this is more difficult than others depending on their internal view of the world.

Secure - enable children to develop an internalized sense of well-being and worth, through nurturing safe environments from which they experience the world

References

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- Lumsden, E (2018) *Child protection in the early years: a practical guide*. London: Jessica Kingsley Publications. (Awaiting publication)
- Shemmings, D. and Shemmings, Y. (2011). *Understanding Disorganized Attachment: Theory and Practice for Working With Children and Adults*. London: Jessica Kingsley Publishers.
- Wilkins, D., Shemmings, D. and Corby, B. (2012). *Child abuse: An evidence base for confident practice*. 4th ed. Maidenhead: Open University Press.