

# **Child Care Training and Resource Kit**

## **Behavior Management 2**

### **ATTACHMENT AND RELATIONSHIPS**

#### **Lesson Plan**

# BEHAVIOR MANAGEMENT CLASS 2: ATTACHMENT AND RELATIONSHIPS LESSON PLAN

**Course Length:** 2 hours

**Submitted by:** Roni Turner, RN, BSN, PHN, Spokane Regional Health District

**Objectives:** (Note these are the Objectives identified by the developer for the entire Behavior Management Series.)

Participants will:

- A. Identify at least five strategies for dealing with difficult behaviors with a child.
- B. Identify common causes for a child's inappropriate behaviors.
- C. Define Attachment
- D. Demonstrate how to develop a relationship with the caregiver-child dyad and the parent-provider-child triad that meets the needs of all three.

**Public health staff in Washington State has provided all of the materials in the Child Care Training and Resource Kit. The only materials included are those where copyright could be located and permission to use was received. In all cases the copyright owner has requested to receive credit for the use of their materials. Please do not use these materials in any other way without getting your own copyright release.**

**How to use the Child Care Training and Resource Kits:** Each lesson contains:

- **Lesson Plan** file, with the general directions for the lesson.
- **Overhead file** with the overhead materials. Those files on the CD are in color.
- **Teacher Notes** file which outlines the points of discussion for each overhead.
- **Handouts file** includes pages related to the overhead for those learners who like to take notes as well as other materials for the learner to take with them. Occasionally, some materials you must request yourself from the vendor. Instructions on how to get these materials are included in the lesson plan file. Some materials you must download from the Internet and the web address is included in the lesson plan file.
- **Teacher Enrichment** - In some cases the lesson developer may have included materials for teacher enrichment. Where possible, those materials are included here. If permission to print could not be obtained then the citation is included below for you to obtain.

## Using Behavior Management 2 Attachment

**Overheads:** See the Overhead file.

**Teacher Notes:** See the Teacher notes file. The Quiz Answers are in the Teacher notes.

### **Handouts:**

- Outlines for the lecture notes
- Behavior Development sheets from the Child Care Health Behavior Handbook. See the Handout file.
- The Developmental Checklist: The ARC. See the Handout file.
- These are attachment web sites that might be helpful. [http://www.geocities.com/a\\_lonely0us/publications/attachment.htm](http://www.geocities.com/a_lonely0us/publications/attachment.htm)  
<http://www.geocities.com/Athens/Acropolis/3041/outline.html>
- Statements about Attachment, a T/F quiz (Instructor answer sheet provided in Teacher Notes file.)
- Honig, A.S., “Mental Health for Babies: What Do Theory and Research Teach Us?” from Young Children, March 1993

### **Materials Needed:**

- Flip chart paper and markers to write down responses during homework discussion
- Overheads and instructor notes on attachment (Instructor notes based on Attachment handout)

### **Instructor Enrichment:**

- Shore, Rima. (1997) Rethinking the Brain: New Insights into Early Development. Families and Work Institute, New York, NY  
[http://fwi.igc.org/publications/pubs/devofyoung\\_1.html](http://fwi.igc.org/publications/pubs/devofyoung_1.html)
- Cooper, G., Hoffman, K., Marvin, R., & Powell, B. (1999) Circle of Security, Marycliff Institute, Spokane, WA 509-455-7654
- Keys To Caregiving, (1990) NCAST, University of Washington NCAST - 206-543-8528 (Every LHJ received a copy of this material.)
- Barnard, K. E., (1999) Beginning Rhythms: The Emerging Process of Sleep Wake Behaviors and Self-Regulation Seattle: NCAST, University of Washington. NCAST - 206-543-8528 (Every LHJ received a copy of this material.)

<b>Activity:</b> <b>Welcome and homework discussion</b>	<b>Process: Welcome and homework discussion:</b> After brief welcome, begin discussion of the articles they were assigned to read. Ask question: What influences learned effect a child’s early brain development? Write answers on flip chart paper.	<b>Time:</b> 15 minutes	<b>Materials:</b> Flip chart paper and markers.
<b>Discussion:</b>	<b>Discussion:</b> Using overheads with two questions, have group discussion around: What is an enriched environment? And What can you do in your professional job to facilitate this type of an environment?	15 minutes	<b>Discussion:</b> Overheads
<b>Lecture:</b>	<b>Lecture:</b> Using overheads and Attachment teacher notes.	30 minutes	<b>Lecture:</b> Overheads
<b>Break</b>			
<b>Lecture:</b>	<b>Lecture:</b> continued	5 minutes	<b>Lecture:</b> Overheads
<b>Quiz and Discussion:</b>	<b>Quiz and Discussion:</b> Either have them go through the quiz alone and then review together, or do the quiz altogether, soliciting discussion throughout the process.	25 minutes	<b>Quiz and Discussion:</b> Quiz answer sheet
<b>Homework and Evaluations:</b>	<b>Homework and Evaluations:</b> <ul style="list-style-type: none"> <li>• Read, “Mental Health for Babies: What Do Theory and Research Teach us.”</li> <li>• Look at the attachment behaviors between the child you identified last week and his parents. Be ready to discuss at class three.</li> </ul>	20 minutes	<b>Homework and Evaluations:</b> Evaluation sheet.
		5 minutes	