

# Preschool Special Education

November 2023

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## What We Worked On in October



Book Recommendations

## Coming Up...

November 10- Veteran's Day, No school

November 13-17 - Parent-Teacher Conferences. No school/sessions for preschoolers. If your child is NOT in ECEAP in the Everett School district, use [this link](#) to sign up for a session

December 18-January 1-Winter Break No School

## Executive Function



"Inhibitory (or impulse) control is defined as being able to control one's attention, behavior, thoughts, and/or emotions to override a strong internal predisposition (urge) or external lure, and instead do what's more appropriate or needed ([Diamond 2013](#)). You can think of this as self-control or delayed gratification. As adults, we have built up the ability to filter our thoughts before speaking and consider consequences before acting on something. Young children will not have this ability and their urges to do something exciting, interesting or emotional is enormous. The most effective way to help children is to modify the environment to set them up for success. It is better to put a beautiful glass art piece out of reach instead of leaving it on a coffee table and telling them not to touch it. You can also do activities to help them develop this skill such as playing freeze dance and red light green light. [More here](#)

## Social Emotional Development

Child development theorists and researchers have discovered the power of primary relationships, or the quality of attachment of children to their caregivers, which makes a world of difference in their social-emotional development. Robyn Gobbel also discusses this phenomena, the amazing adaptive response of different attachment styles, and how attachments can *change*. Interestingly, the attachment style of the parent and their own experience influences how they are able to show up and respond to the needs of their child. She discusses these topics in her podcast and has a free downloadable e-book at [robyngobbel.com](http://robyngobbel.com) I am including highlights from her Instagram account on the next pages.

SECURE ATTACHMENT IS NOT ABOUT PERFECT PARENTING

Secure attachment actually is more about being comfortable with imperfect parenting and then re-connecting with our kids when we get off track. Secure attachment is about noticing the distress in our children and tending to it- enough of the time (not all the time)!

SECURE ATTACHMENT = ATTUNEMENT + RUPTURE + REPAIR

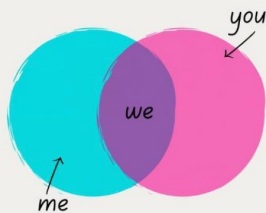
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## Special Education: Why Inclusion?

Inclusion is beneficial for all students, including for non-disabled children in the classroom. Although there are concerns that inclusion may disadvantage the general education students by diverting teacher time and attention, the modeling and possible imitation "undesirable" behaviors of students with disabilities, or a negative impact on the academic progress of the class. Nevertheless, there have been studies that have refuted all of these claims. In fact, there are several studies demonstrating the benefit they reap in an inclusion classroom including reporting reduced fear of differences, increase in recognition of the contributions all people make, growth in social cognition, improvements in self-concept, development of deeper ethical principals, being more willing to advocate for others, and lastly, many develop meaningful, long-lasting, warm and caring friendships with their disabled peers. See more discussion at [article 1](#), [article 2](#), [article 3](#)

Adults with secure attachment read their child's cues, stay present, engaged, and regulated even when their child is dysregulated and distressed, and provide the soothing a child needs in order for them to fall back into regulation.  
(Enough of the time – not all of the time.)



There is enough resonance, a big enough 'WE' space, that the 'you' and 'me' can both feel each other while remaining separate.

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### CHARACTERISTICS OF SECURE ATTACHMENT IN CHILDREN



### THE FOUNDATION OF ATTACHMENT



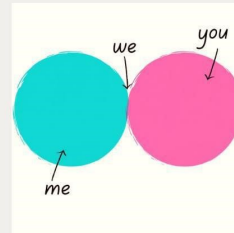
Babies have a lot of needs. Adults with secure attachment are good enough (not perfect) at reading their baby's cues and responding to those cues.

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## INSECURE AVOIDANT ATTACHMENT

As these babies grow, they become toddlers + preschoolers who appear to have limited connection needs. They appear independent, and maybe cool, calm, and collected. They may also have limitations in empathy, cooperation, and creating close emotional connection with others.



A Venn Diagram of avoidant attachment might look something like this

There is very little resonant, alive, and embodied 'we' space.

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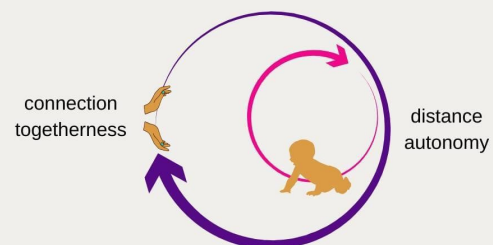
Avoidant attachment falls in the organized category of attachment so we know that these babies developed an organized, predictable way of coping with their caregiver's inability to be present and provide co-regulation:



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### CONNECTION AND AUTONOMY



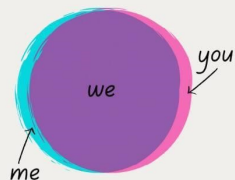
Because the baby's primary concern is keeping their caregiver regulated, they learn how to ignore and downregulate the connection side of their attachment needs.

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## INSECURE ANXIOUS ATTACHMENT

### IMPACT ON REGULATION



The 'we' space overlaps a lot! There is very little 'me' without 'you' or 'you' without 'me'!

What this means, though, is that this baby isn't receiving the co-regulation experiences needed to build their capacity for self-regulation because the dysregulation can't be kept separate.

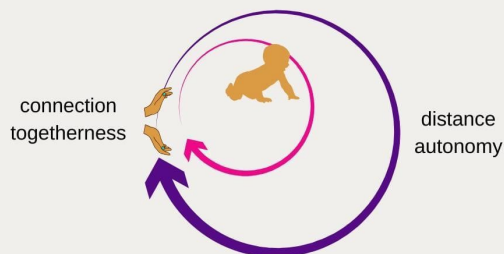
The baby develops into a toddler, preschooler, child, teen, and adult who has a limited capacity for self-regulation (and self!) and they seek regulation externally.

*The baby's goal is to be safe, seen, soothed, and secure (Siegel & Payne Bryson) and they begin to adjust themselves in a way that helps their caregiver provide those things as often as possible.*

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### CONNECTION AND AUTONOMY



Because separation causes distress in the Insecure Anxious Attached parent, the baby begins to limit exploration and autonomy.

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## POCKETS OF ATTACHMENT MEMORY

As we learn about attachment, our own pockets of insecure attachment often start to stir and come alive. We start to feel these experiences of attachment in our own neurobiology because we all have had experiences of insecure attachment- even if we primarily had secure attachment experiences...

*None of us experienced being seen, soothed, secure and safe 100% of the time.*

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INSECURE ATTACHMENT ISN'T  
*bad*  
INSECURE ATTACHMENT ISN'T  
*wrong*  
THERE IS NOTHING WRONG  
*with you*

ROBYN GOBBEL

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*They are looking for opportunities to get the co-regulation they need by having a lot of needs!*

ATTACHMENT  
ADAPTATIONS  
ARE *brilliant*  
ATTACHMENT  
CAN *change*

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