

## Gordon's Neufeld 6 Stages of Attachment

Six Stages of Attachment	Characteristics & Dynamics	Adult involvement at school In good times...	Adult involvement at school In not so good times...
<b>Senses</b> (from first year) ... to be with ... in smell, taste, touch, sight, sound	<ul style="list-style-type: none"> <li>seeks to be with or near primary attachments some or much of the time, or seeks proximity in some way</li> <li>is receptive and accepting of the sensory experiences with primary attachments (including eating with)</li> </ul>	Hand on shoulder, songs, special snacks, favorite foods, something to hold onto (e.g. Special pencil)	Being near (especially during meltdowns), silence, gentle warm voice, slower rhythm, something to hold onto (soft cuddly object)
<b>Sameness</b> (two) ... to be like ... to imitate	<ul style="list-style-type: none"> <li>seeks to be like primary attachments</li> <li>shows signs of imitation, or of seeking or being receptive to doing the same things, sharing activities</li> </ul>	Shared activity, playing together, noticing a likeness, a similarity, something held in common (in appearance, in mannerism, in likes and preferences, etc.)	Empathy, a shared story of difficulty, find a common ground in times of frustration
<b>Belonging/Loyalty</b> (three) ... to belong to ... to be loyal to ... to be on the side of	<ul style="list-style-type: none"> <li>seeks or shares a sense of belonging to, shows signs of a growing loyalty towards</li> <li>shows signs of seeking belonging and loyalty</li> </ul>	'My special student'-using words that evoke a sense of belonging, to make things work for, to defend, to welcome, to prepare for, loyalty language	Loyalty language, belonging language, to come alongside the child's feelings, to hold onto and anchor verbally, to communicate unconditional trust in the child's good intentions
<b>Significance</b> (four) ... to be important to ... to hold as important	<ul style="list-style-type: none"> <li>seeks to be important to, to be noticed by, to be listened to</li> <li>holds attachments as important, attends to, listens to, allows influence</li> </ul>	To notice, to value, to regard highly, to hold dear (giving terms of endearment), to show appreciation, to show respect, to slow down and listen to what the child has to say	To hold dear regardless, to show respect, to show to the child that the relationship is bigger than the problem, to let the child know their feelings matter
<b>Love</b> (five) ... to love, to be dear to ... to be loved by	<ul style="list-style-type: none"> <li>seeks to be dear to attachments, to be loved, is loving</li> <li>gives love and holds attachments dear, gives signs of affection</li> </ul>	Gestures and words that convey delight, enjoyment, warmth, special consideration	Warmth, unconditional love regard, consideration, protecting, making room for, holding dear
<b>Being known</b> (six) ... to be known ... to be understood	<ul style="list-style-type: none"> <li>seeks to be known, seeks to be understood from the inside-out, is able to express inner self in some way</li> <li>is able to express frustrations, upset, difficulties, as well as joys</li> </ul>	Providing time/place for self-disclosure, inviting perspective, listening, displaying interest in knowing them, trying to understand their feelings, making room	Inviting perspective, listening, appreciating, making space, giving room, normalizing the child's feelings even if messy, giving a sign that we truly get them