

# Naughty or Not: An Investigation into Student Teachers' Perceptions of Attachment Disorder

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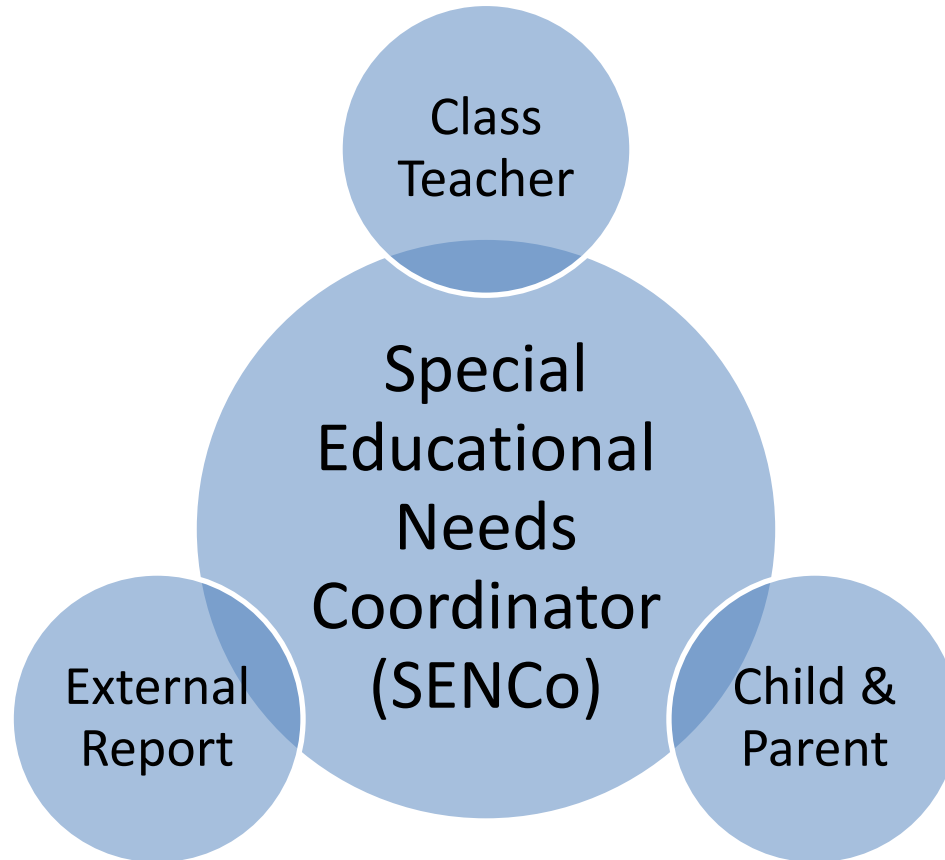
- “The extraordinary intricacy of all the factors to be taken into consideration leaves only one way of presenting them open to us. We must select first one and then another point of view, and follow it up through the material as long as the application of it seems to yield results.”

(Freud, 1951, cited in Bowlby, 1997)

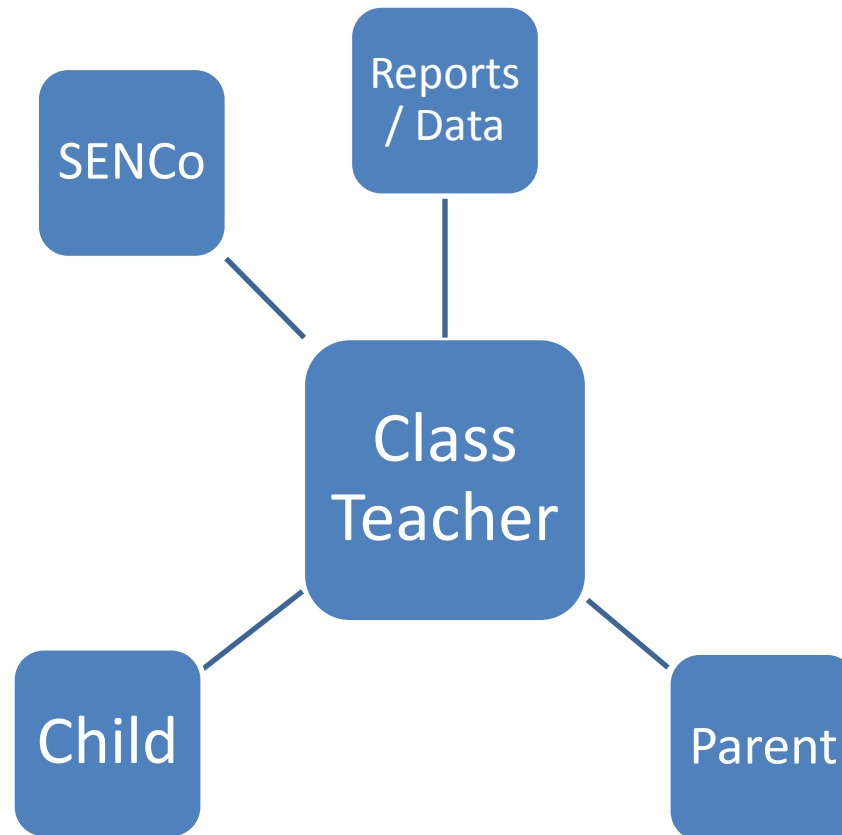
- Bowlby (1950s)
- Harlow (1960s)
- Ainsworth (1950s onwards)

- What might have caused Jamie to behave like this?
- How does the teacher respond to Jamie's behaviour
- How would you deal with Jamie's behaviour
- Why do you think Jordyn is behaving as she does?
- How would you deal with Jordyn's behaviour?
- Would it differ from the approaches you would take with Jamie? Please explain your answer.

# Previously:



# Now:



- securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:
- **AWARENESS** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)
- **ENHANCED** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and
- **SPECIALIST** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

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