

# ***A Child's Needs***

“ ... The needs we have customarily recognized, such as those for oxygen, food, rest, activity, sleep, bowel and bladder elimination, and avoidance of dangerous or painful stimuli, are basic needs, which must be satisfied if the organism is to survive. But if the child is to develop as a healthy human being, he requires a great deal more than satisfaction of basic needs.”

- THE NEED FOR LOVE
  - FRIENDSHIP
  - SENSITIVITY
  - THE NEED TO THINK SOUNDLY
  - THE NEED TO KNOW
  - THE NEED TO LEARN
  - THE NEED TO WORK
  - THE NEED TO ORGANIZE
  - CURIOSITY
  - THE SENSE OF WONDER
  - PLAYFULNESS
  - IMAGINATION
  - CREATIVITY
- OPEN-MINDEDNESS
  - FLEXIBILITY
  - EXPERIMENTAL-MINDEDNESS
  - EXPLORATION
  - RESILIENCY
  - THE SENSE OF HUMOR
  - JOYFULNESS
  - LAUGHTER AND TEARS
  - OPTIMISM
  - HONESTY AND TRUST
  - COMPASSIONATE INTELLIGENCE
  - DANCE
  - SONG

– Ashley Montagu, *Growing Young*

## Things to Say ←————→ Things to Do

The following suggestions can be used in day-to-day interactions to help children feel more loveable, capable, worthwhile, and responsible:

|                            | <u>Statements</u>                | <u>Actions</u>                   |
|----------------------------|----------------------------------|----------------------------------|
| <i>Loveable/Worthwhile</i> | Hello, nice to see you           |                                  |
|                            | I love you                       | Smile                            |
|                            | You're special                   | Hug                              |
|                            | You're important                 | Cuddle                           |
|                            | I enjoy being with you           | Handshake                        |
|                            | I'm lucky to know you            | Eye contact                      |
|                            | I like you                       | Initiating contact               |
|                            | Good morning                     | Spend time together              |
|                            | I care about you                 | Use a person's name              |
|                            | I'm glad you're my child         | Acknowledge someone's presence   |
|                            | I think you're a neat kid        | Tousle hair                      |
|                            | Thank you                        |                                  |
| <i>Capable</i>             | You can do it                    | Praise accomplishments           |
|                            | I knew you could do it           | Focus on strengths               |
|                            | You did that well                | Avoid criticism                  |
|                            | Great job                        | Build success into the           |
|                            | You're very good at that         | Don't expect perfection          |
|                            | That's the best you've ever done | Show off child's accomplishments |

CHECKLIST: Ways to Encourage Attachment

| <b>Responding to the Arousal/Relaxation Cycle</b>                            | <b>Initiating Positive Interactions</b>  | <b>Calming Behaviors</b>  |
|--|--|---|
| 1. Using the child's tantrums to encourage attachment                        | 1. Making affectionate overtures; hugs, kisses, physical closeness                               | 1. Hanging pictures of the child on the wall  |
| 2. Responding to the child when he is physically ill                         | 2. Reading to the child  | 2. Involving the child in family reunions and similar activities  |
| 3. Accompanying the child to doctor and dentist appointments                 | 3. Sharing the child's Life Book   | 3. Involving the child in grandparent visits  |
| 4. Helping the child express and cope with feelings of anger and frustration | 4. Playing games   | 4. Including the child in family rituals  |
| 5. Sharing the child's extreme excitement over her achievements              | 5. Going shopping together for clothes/toys for the child  | 5. Holding religious ceremonies or other ceremonies that incorporate the child into the family  |
| 6. Helping the child cope with feelings about moving                         | 6. Going on special outings; circus, plays, or the like  | 6. Buying new clothes for the child as a way of becoming acquainted with the child's size, color preferences, style preferences, and the like |
| 7. Helping the child cope with ambivalent feelings about his birth family    | 7. Supporting the child's outside activities by providing transportation or being a group leader | 7. Making statements such as "in our family, do it this way" in supportive fashion  |
| 8. Helping the child learn more about her past                               | 8. Helping the child with homework when needed   | 8.  |
| 9. Responding to a child who is hurt or injured                              | 9. Teaching the child to cook or bake  | 9.  |
| 10. Educating the child about sexual issues                                  | 10. Saying "I love you."   | 10.   |
| 11.  | 11. Teaching the child about extended family members through pictures and talk                   | 11.   |
| 12.  | 12. Helping the child understand the family "jokes" or sayings                                   | 12.   |
| 13.  | 13. Teaching the child to participate in family activities such as bowling, camping, or skiing   | 13.   |
| 14.  | 14. Helping the child meet expectations of the other parent                                      | 14.   |
| 15.  | 15.  | 15.   |
| 16.  | 16.  | 16.   |