



The Power of Showing Up

The Art of Building Unbreakable Bonds

Aric Bostick

Why does **SHOWING UP matter,
and why now?**

- Today, many children are **behind academically**
- Teen **suicide** rates have risen sharply
- **Mental health** issues are increasing
- Many parents are feeling **insecure** and **worried** about their **kid's futures**
- With the pandemic, social media addictions, and broken homes, many have **lost connection** to each other
- Our **social skills** have taken a hit from being distanced from each other
- Some people are feeling **anxious and frightened** with **local and global events**

Now more than ever, we need to
create a sense of emotional *security*
and *safety* amongst ourselves and
for our children.




Research shows that...

“One of the very best predictors for how a child turns out - in terms of happiness, social and emotional development, leadership skills, meaningful relationships, and even academic and career success - is whether they developed ‘security’ from having at least one person in their life who showed up for them.”

- Dr. Dan Siegel -

WE NEED TO BE THAT
ONE!

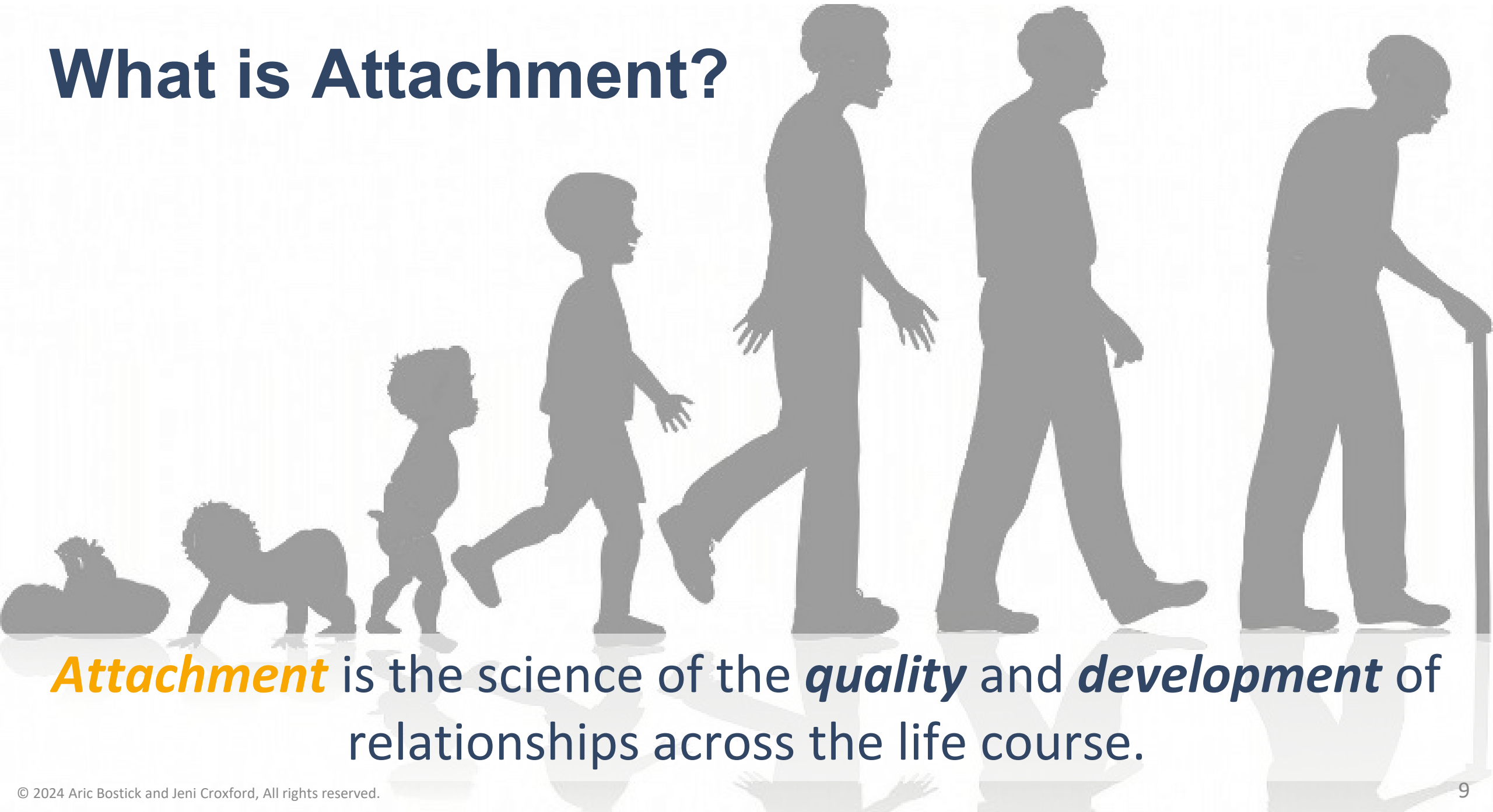
Secure Attachment is the goal, and
the practice of **SHOWING UP** is
how you get there.

A man and a woman are shown in profile, facing each other and smiling. They are positioned on the right side of the frame, with their heads tilted slightly towards each other. The background is a bright, soft white light. The woman has curly hair and is wearing a light-colored top. The man has short dark hair and a beard, and is wearing a brown shirt.

**Did you know there
is an actual science
to building
relationships?**

Known as Attachment Theory

What is Attachment?



Attachment is the science of the ***quality*** and ***development*** of relationships across the life course.

Attachment 101

All mammals, and some birds, have an
Attachment System

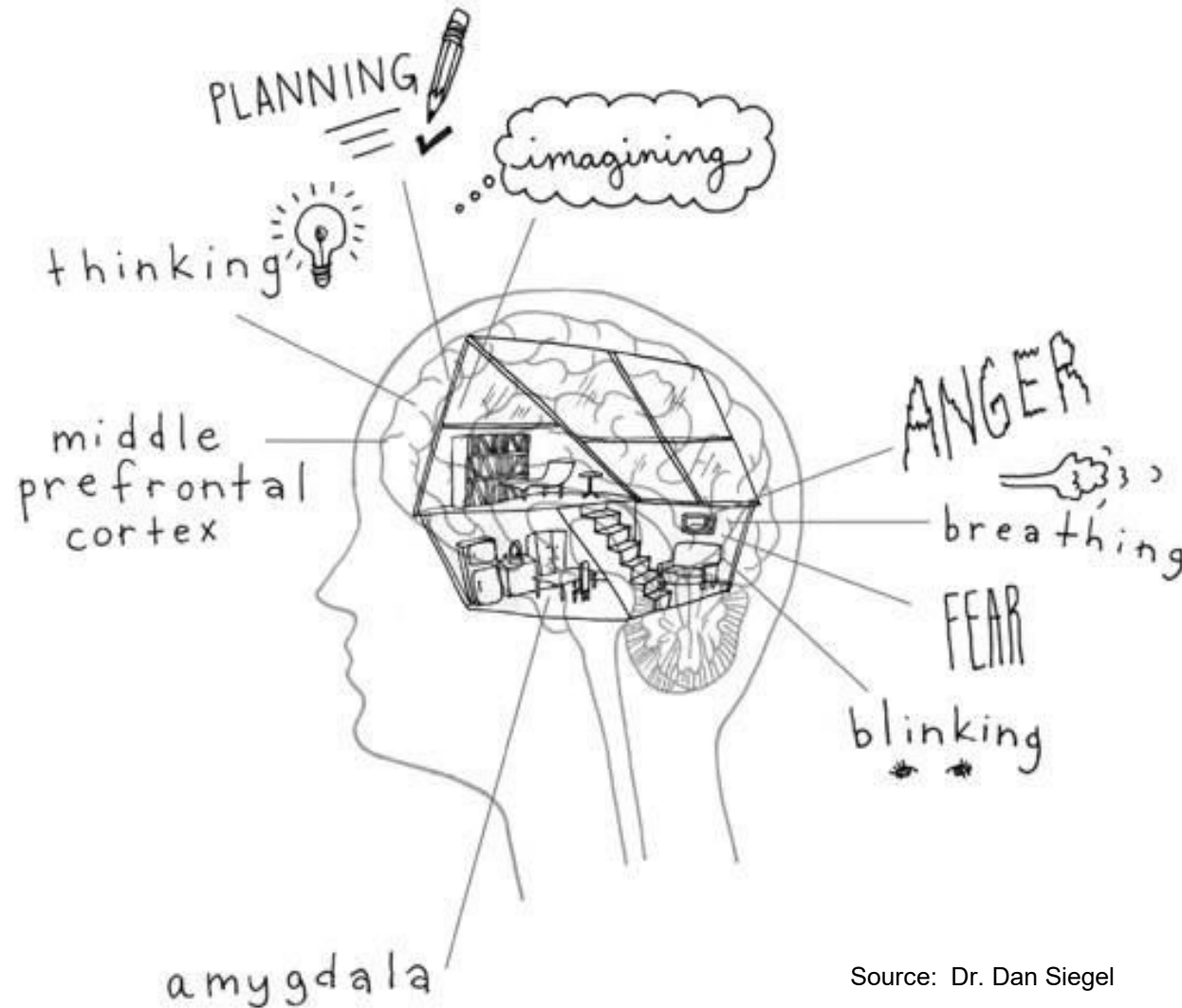
The **whereabouts** and **availability** of the caregiver helps to **deactivate** the attachment system.

The **Attachment system** is an innate psychological system that gets **activated** when one feels **anxious, in danger, or in need**.

Upon **activation**, the mammal is motivated to **seek proximity** and **support** from others *in times of need*.



The **Brain** is like a house with a *Downstairs* and an *Upstairs*



Source: Dr. Dan Siegel

The **upstairs** brain is more complex. Thinking, imagining, and planning are upstairs. We use the upstairs brain to **think critically, problem solve, and make good decisions.**

Downstairs is where important things live. Basic functions like breathing, strong emotions, and innate reactions to danger, like **fight, flight or freeze** are downstairs.



When a child is in their Downstairs Brain

- *Acts* before they think
- Not in control of their body and reactions
- Feels too tired or stressed to focus
- Yells, screams, argues, or runs away
- Only sees a problem from their point of view
- Feels like they cannot get anything done



When a child is in their Upstairs Brain

- *Think* before they act
- In control of their body
- Can focus
- Can see others' point of view
- Can think before they speak
- Feel like they can get their work done



A young child with dark hair in a ponytail is crying, with their face close to an adult's shoulder. The adult is wearing a purple shirt and has their head bowed, comforting the child. The background is a blurred indoor setting.

The Goal of the Attachment Behavior

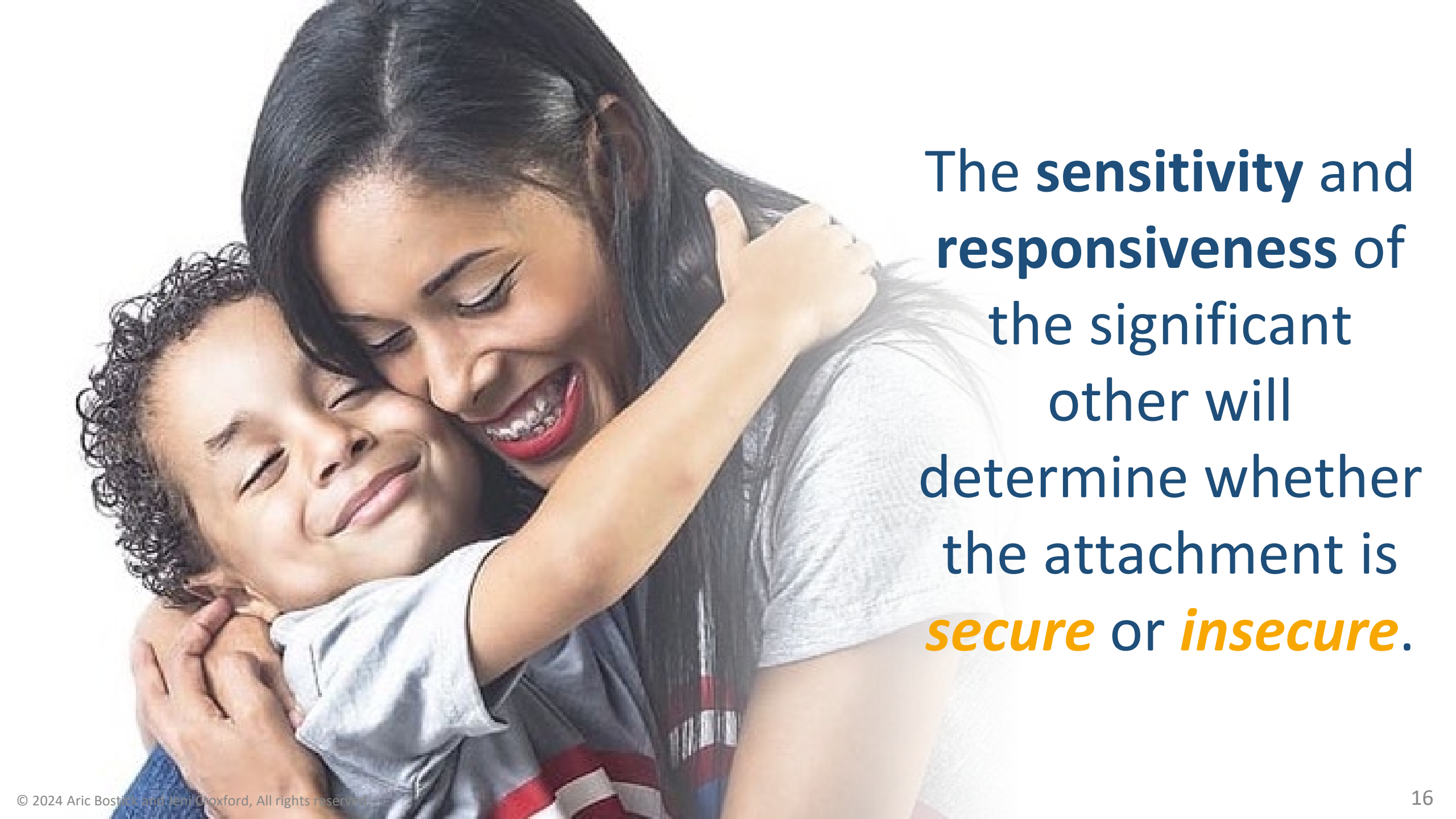
The goal of the **attachment behavior** (i.e., cry, crawl, yell, move towards) is to seek and maintain proximity to the attachment figure in times of need, threat, or danger.

Attachment Bonds

**How you *respond*,
creates the *bond*.**

**Attachment bonds are
formed when
attachment figures
respond to the needs of
the care seeker and
**dependably provide
comfort.****



A photograph of a woman with long dark hair hugging a young child with curly hair. The woman is smiling and has her eyes closed, and the child is also smiling with their eyes closed. They are both wearing light-colored shirts. The background is plain white.

The **sensitivity** and **responsiveness** of the significant other will determine whether the attachment is *secure* or *insecure*.

4 Attachment Styles

Based on how caregivers respond to their children's attachment needs, Attachment scientists have identified 4 Attachment Styles

SECURE

Anxious
(Insecure)

Avoidant
(Insecure)

Disorganized
(Insecure)

Attachment Styles

SECURE

Childhood Experience:

Received plenty of love and support; and consistent, sensitive, attuned, and responsive care

Child's Wired Assumptions:

- My parent isn't perfect, but I know I am safe.
- If I have a need, they will see to it and respond.
- I can trust others will do the same.

Anxious (insecure)

Childhood Experience:

Unpredictable and notably intermittent care. Sometimes caregiver is intrusive, unresponsive, and unattuned.

Child's Wired Assumptions:

- I can't let my guard down.
- I can't trust that people will predictably be there for me.
- I have trouble calming my emotions

Avoidant (insecure)

Childhood Experience:

Often neglected, rejected, and feelings dismissed

Child's Wired Assumptions:

- My parent may be around, but they don't care about what I need or how I feel
- I will learn how to ignore my emotions and avoid communicating my needs

Disorganized (insecure)

Childhood Experience:

Unpredictable care. Severe lack of attunement. Atmosphere of fear or dread.

Child's Wired Assumptions:

- My parent is terrifying and disorienting
- I am not safe and there is no one to keep me safe
- I am helpless. People are scary and unreliable

Research shows that approximately
60% of the normal population present **SECURE**,
and **40%** present **INSECURE**.

Attachment across the Lifecourse, David Howe, 2011
Power of Showing Up, Siegel and Payne-Bryson, 2020
The Power of Attachment, Diane Poole-Heller, 2019



Internal Working Model

Based on how we **show up**,
our children will create an
internal working model.

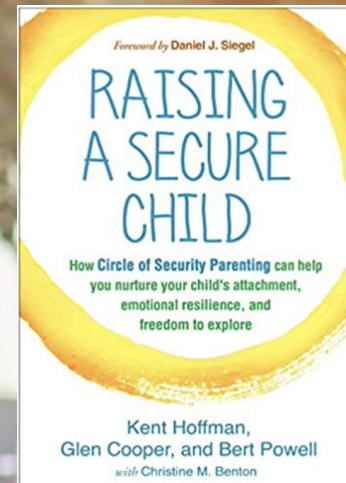
It is the lens through which
they see themselves,
others, and the world.

Attachment across the Lifecourse, David Howe, 2011

The Benefits of Secure Attachment

- Higher Self-Esteem
- Better Emotional Regulation
- Greater Academic Success
- Better Coping in Times of Stress
- More Positive Engagement with Preschool Peers
- Closer friendships in Middle Childhood
- More Effective Social Interaction in Adolescence
- Happier and Better Relationships with Parents
- Stronger Leadership Qualities
- A Greater Sense of Self-Agency
- More Trusting, Non-Hostile Romantic Relationships in Adulthood
- More Empathy
- Greater Social Competence Overall
- Greater Trust in Life

Secure Base and Safe Haven



Ultimately, the goal of the attachment behavioral system is for individuals to obtain ‘felt security’ through the fulfillment of two primary relationship needs from their Attachment Figure.

- Secure Base (from which to explore from)
- Safe Haven (to safely return to)

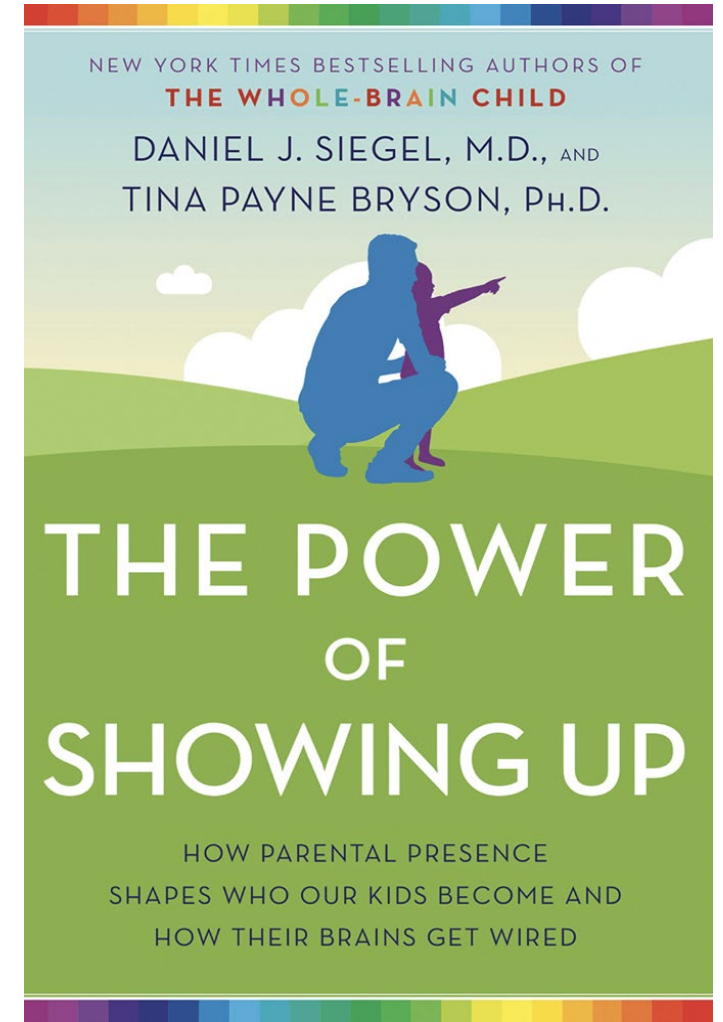
How children become SECURE

When a caregiver *predictably* (not perfectly) cares for a child, that child will enjoy the very best outcomes, even in the face of adversity.

Predictable care that supports a healthy empowering relationship embodies the 'Four S's':

- 1) **SAFE** – the child feels *protected* and sheltered from harm
- 2) **SEEN** - the child knows you care about them because you *pay attention* to them (they feel felt)
- 3) **SOOTHED** – the child knows you will be there for them when they are hurting and offer *comfort*
- 4) **SECURE** - based on the experience of the other S's, the child will feel Secure.

When caregivers offer this care to their child, then the child can offer it to themselves in their adulthood. We do the same behavior that we experienced.



Source: *The Power of Showing Up* by Daniel Siegel and Tina Payne-Bryson (2020)



Those who are
nurtured best,
survive best.

It turns out that
emotional resilience and
our ability to learn are
inextricably linked.

- Dr. Louis Cozolino -

*Attachment Scientist, Professor of Psychology at
Pepperdine University*

AWESOME Parent Daily Practices

A I AWAKEN my child with love and kindness each morning

W I accept my child for WHO they are

E I ENCOURAGE my child and praise them each day

S I am SPONTANEOUS and fun

O I am OPTIMISTIC that my child will have a great life

M I MODEL success each day by living a happy and healthy life

E I EMPATHIZE with my child by listening to them and supporting them



We are human.

We all make mistakes.

Rupture and Repair

The way to lasting, fulfilling relationships throughout life is being able to:

- **recognize** our mistakes
- **acknowledge** them
- **repair** any hurts or misunderstandings

Repair makes the bond stronger.

Self-regulation Strategies

for when you are low on energy or ready to flip your lid



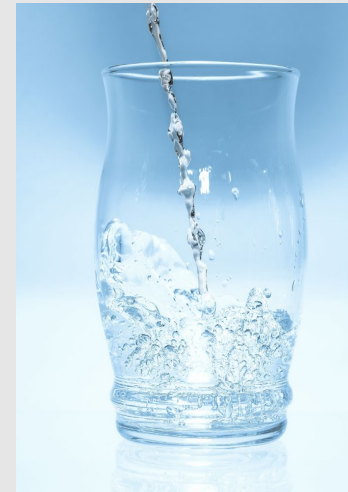
Stop and Breathe

Calm your nervous system



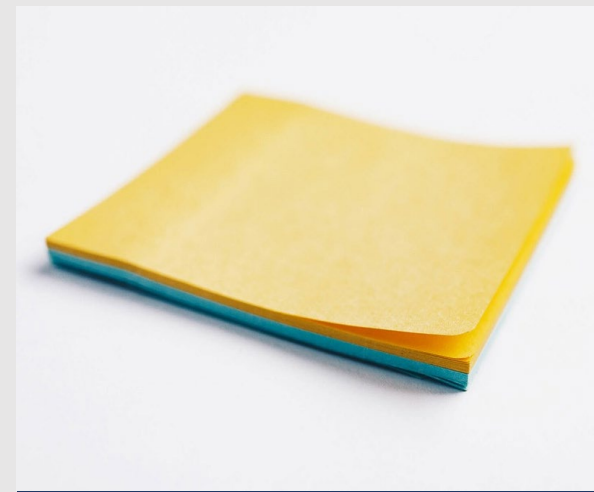
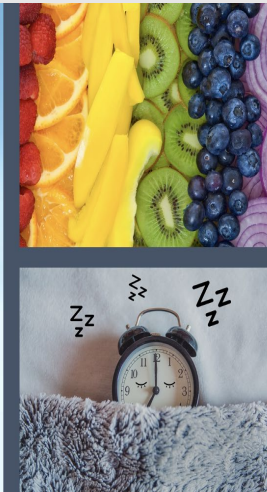
Take a walk

Reflect and Reframe



Take care of YOU

Follow an Energy Plan



Create Protocols

to protect you and others

I am an **AWESOME** *Parent*



A

I create Secure ATTACHMENT with my child by being available, responsive, and attuned to their needs

W

I WORK on myself (physically, emotionally, and spiritually) so I can SHOW UP my best for my child each day

E

I ENGAGE with my child and show genuine interest in them

S

I practice the 4 S's with my child, helping my child feel Safe, Seen, Soothed, and Secure

O

I OWN my mistakes and Repair with my child whenever there is a Rupture

M

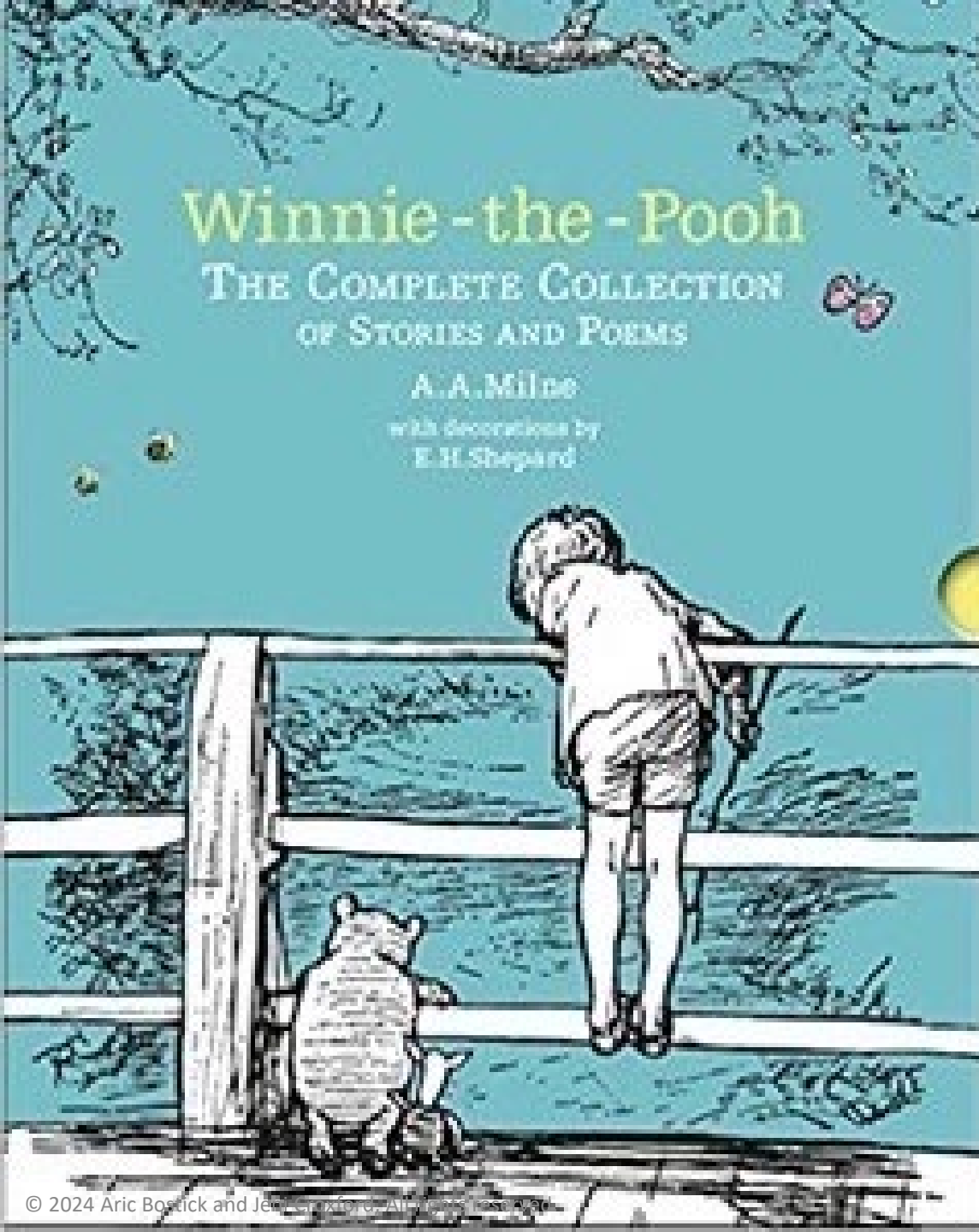
I MODEL healthy behavior, knowing my child will most likely do what I do

E

I am EMOTIONALLY Present for my child, not just physically present

PARENT
RESOURCES





If ever there is tomorrow when
we're not together...there is
something you must always
remember.

You are *braver* than you *believe*,
stronger than you *seem*,
and *smarter* than you *think*.

But the most important thing
is if we're apart...

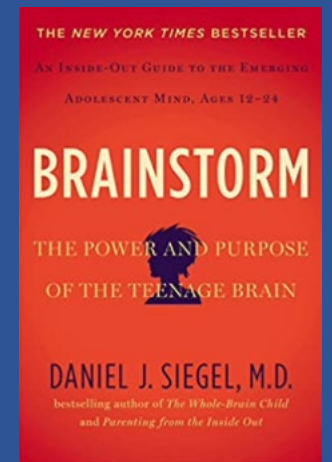
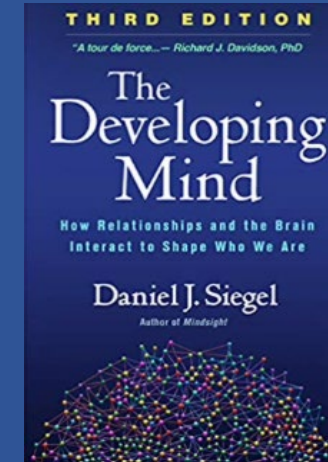
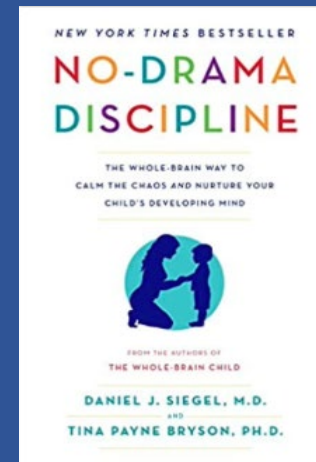
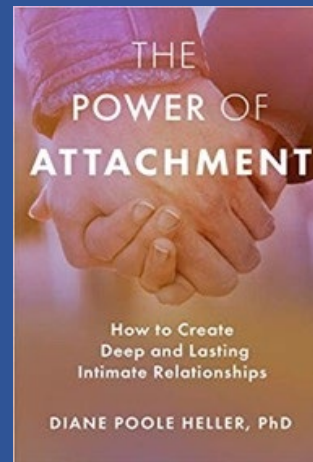
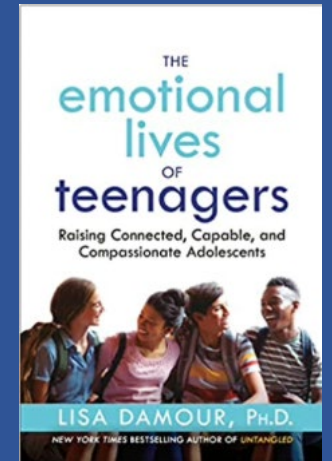
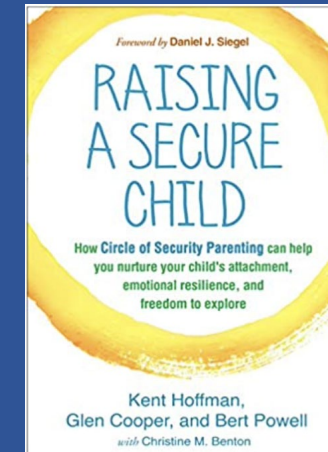
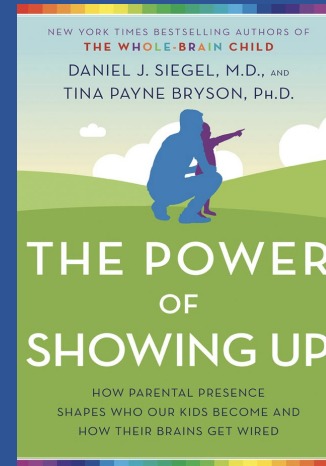
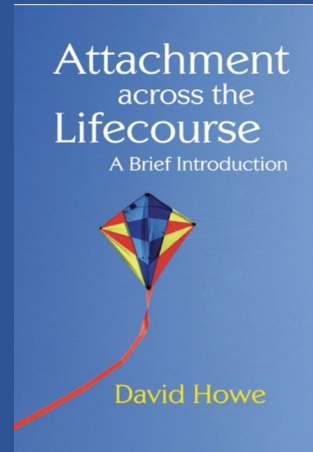
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