

# **Education Bridge Curriculum**

## **Social Studies Resources**

## Outcome #1

### U.S. public, private and charter schools in 5 charts

BY: KATHERINE SCHAEFFER

<https://www.pewresearch.org/short-reads/2024/06/06/us-public-private-and-charter-schools-in-5-charts/>

While children in the United States are [guaranteed a free education](#) at their local public school through state constitutional law, many families weigh other educational options for their children. Even before [the coronavirus pandemic](#) upended families' usual routines, 36% of parents with K-12 students say they [considered multiple schools for their child](#) in the 2018-19 school year.

Students' school environments vary widely – sometimes even for children living in the same community – depending on whether they attend traditional public, private or charter schools.

Here are some key distinctions between these three types of schools, based on data from the National Center for Education Statistics (NCES). All figures reflect the most recent school year with data for all three types of schools.

### What's the difference between public, private and charter schools?

Until a few decades ago, parents with kids in elementary, middle or high school could choose to send them to either a traditional public school or a private one. More recently, many states have added a third option: public charter schools.

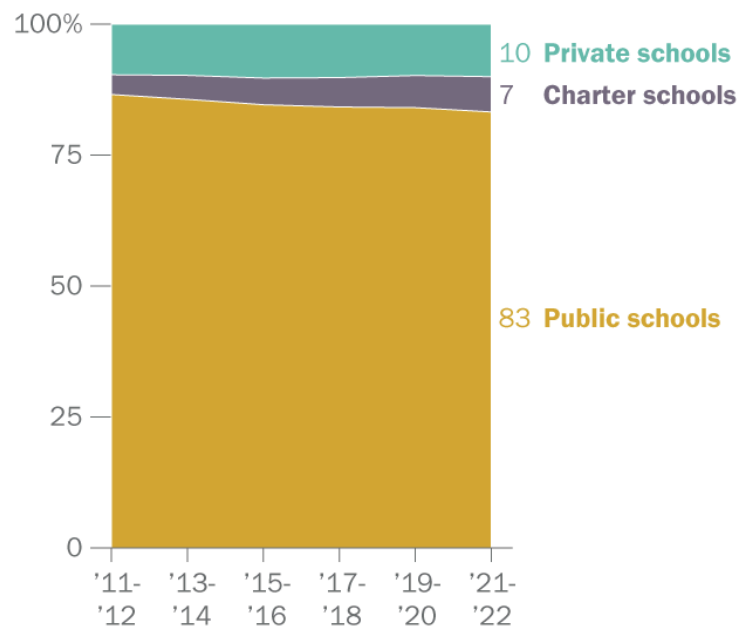
- **Traditional public schools** are taxpayer funded, are tuition free and must adhere to standards set by a school district or state board of education. These are the most common schooling option in the U.S.
- **Private schools** are known for being selective, religiously affiliated or sometimes both, and charge tuition rather than receive public money. In addition to tuition dollars, private schools may be funded through a combination of donations, endowments or grants from other private sources. As a result, they have more autonomy when it comes to curriculum and other academic standards. During the 2021-22 school year, about three-quarters of private school K-12 students (77%) attended a religiously affiliated school. The largest share went to Catholic schools, which accounted for 35% of all private school enrollment. Another 23% of private school students attended secular institutions.
- **Public charter schools** are legally allowed to operate in nearly all states, plus the District of Columbia, as of 2024. Like traditional public schools, these are

taxpayer funded and tuition free. They're open to any student who wishes to enroll. But unlike their traditional counterparts, agreements – or charters – with the state or local government allow them flexibility when it comes to curriculum and other standards. They also may turn students away due to space constraints.

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## Traditional public schools make up the bulk of U.S. enrollment

*% of total enrollment, by school year*



Note: Public and charter school figures include students in prekindergarten through 12th grade. Private school data includes pre-K students in schools that offer kindergarten or a higher grade.

Source: National Center for Education Statistics.

PEW RESEARCH CENTER

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### School Research Chart

School Name	Type of school	Location	Cost	Interesting fact

## Pros/ Cons Chart

Pros

Cons

**Outcome #3**

Food Bank Chart

Organization Name	Address	Program Hours	Program Contact

## Learn the Signs. Act Early.

Learn the signs of your child's development and act early if you ever have a concern.

To complete a milestone checklist, **download CDC's FREE *Milestone Tracker* app** or visit [cdc.gov/Milestones](http://cdc.gov/Milestones), and talk to your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

### You know your child best

If your child is not meeting milestones or you are concerned about the way your child plays, learns, speaks, acts, or moves, talk with your child's doctor, share your concerns, and ask about developmental screening. Don't wait.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call for a free evaluation to find out if your child can get services to help:
  - **If your child is under age 3:**  
Call your state or territory's early intervention program. Learn more and find the phone number at [cdc.gov/FindEI](http://cdc.gov/FindEI).
  - **If your child is age 3 or older:**  
Call any local public elementary school.

For more on how to help your child, visit [cdc.gov/Concerned](http://cdc.gov/Concerned).

**Don't Wait.**  
Acting early can make a real difference!

For more information about your child's development and what to do if you have a concern, visit:

[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)

**OR CALL:**

**1-800-CDC-INFO  
(1-800-232-4636)**

to get help finding resources in your area.

These developmental milestones show what most children (75% or more) can do by each age.



# Milestone Moments



## Milestones Matter!

Look inside for milestones to watch for in your child and tips for how you can help your child learn and grow.

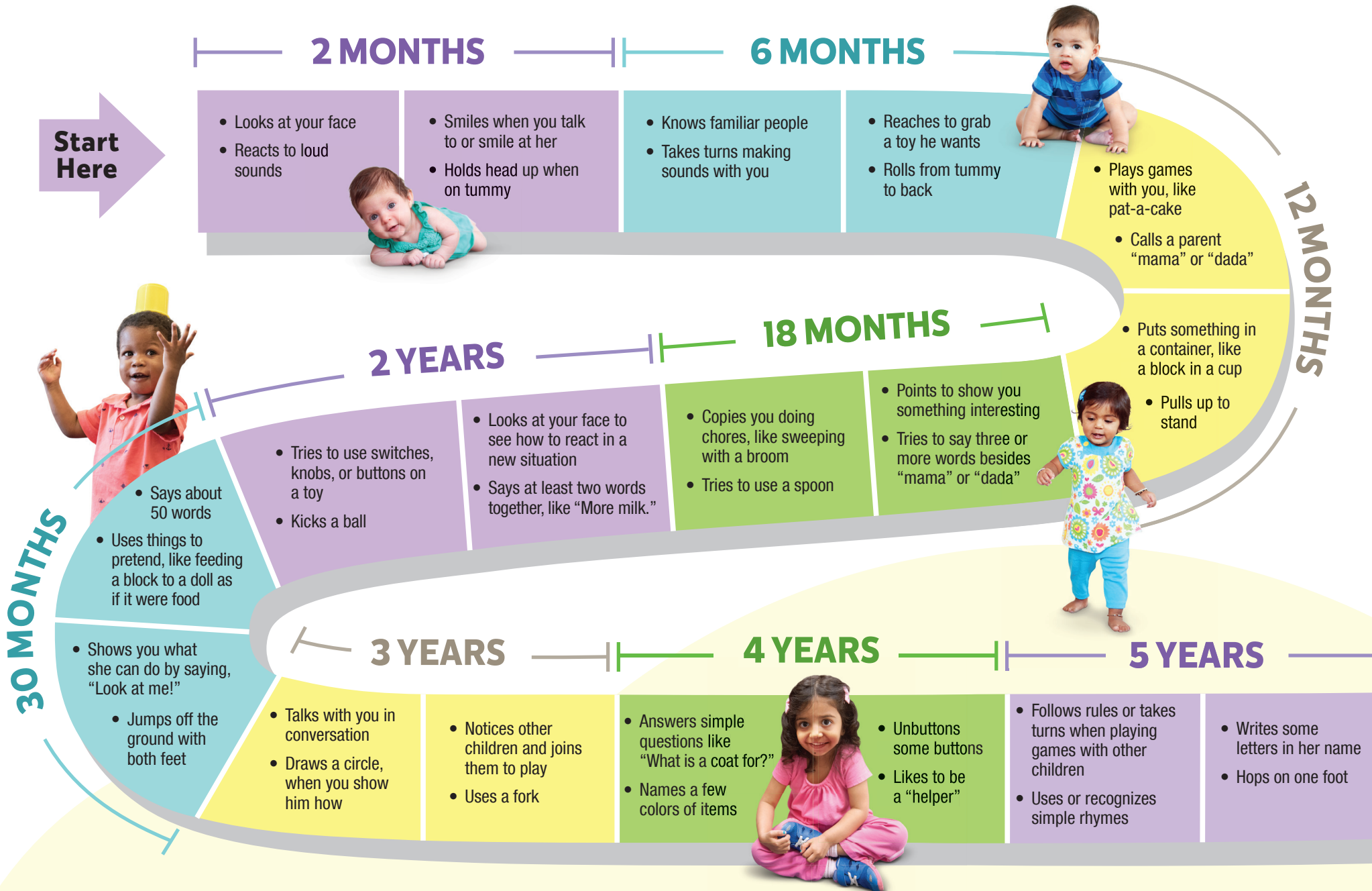


Download CDC's free *Milestone Tracker* app



# Your Child's Early Development is a Journey

These are just a few of many important milestones to look for. For complete checklists for your child's age visit [www.cdc.gov/Milestones](http://www.cdc.gov/Milestones) or download CDC's free *Milestone Tracker* app.



## Outcome #4

1. Where was Maria Montessori born?
2. What did Maria's parents think she would be when she grew up?
3. Maria Montessori was a **pioneer** of the field of women doctors and women who studied science. What does it mean to be a pioneer?
4. Why was Maria upset about the way children were treated at the mental health clinic?
5. How did Maria believe children should be treated? How do you want to be treated?
6. How did Maria help children learn?
7. How did Maria teach students peace?

*Adapted from:*

<https://www.education.com/lesson-plan/writing-about-maria-montessori/> © 2007 - 2022 Education.com

# How to Create a Montessori Environment in Your Own Home

## Prepare Your Home Environment for Montessori

There are some easy ways you can ensure that your home environment adheres to the Montessori philosophy, and provides your child with the opportunity to begin doing tasks independently.

Below are some suggestions for arranging rooms in your home so that they meet this criteria.

### Bathroom

- ▲▲ Hang mirror at child's eye level
- ▲▲ Ensure toothbrush and comb are within reach
- ▲▲ Ensure towel, wash cloth, and towel rack are within reach
- ▲▲ Provide step stool at sink so child can turn on tap & wash hands

### Bedroom

- ▲▲ Lower clothes rack and provide hooks in closet for hanging clothes
- ▲▲ Provide a designated place for coat, shoes, raincoat, rubbers, etc.
- ▲▲ Provide a bed that your child can enter and exit by himself/herself
- ▲▲ Provide a small table and chairs
- ▲▲ Ensure there is a shelf for books that your child can reach



### Kitchen

- ▲▲ Have a designated chair at the table for your child
- ▲▲ Have a step stool available for the child to get his/her own water at the sink when he/she wants it
- ▲▲ Store sponges and towels at your child's level so he/she can wipe up spills
- ▲▲ Provide a low drawer that contains materials your child needs for actively participating in the care of the home environment

## Outcome #5

### Conversation Questions Culture

A Part of [Conversation Questions for the ESL Classroom](http://iteslj.org/questions/culture.html)

<http://iteslj.org/questions/culture.html>

1. What are some things that define a culture? For example, music, language, etc.
2. What do you think is interesting about your culture?
3. Do you know much about your own culture?
4. What has surprised you when you've met people from other countries?
5. Have you looked at Internet pages from a different culture? If so, how were they different from those of your own culture?
6. What do you like about your culture?
7. What don't you like about your culture?
8. Have you ever felt confused by the actions of someone from another culture? If so, tell me about it.
9. Who in your culture do you admire most?
10. What about your culture are you most proud about?
11. Why do you think culture is important?
12. If you could change one thing about your culture, what would it be?
13. What other cultures have you met people from?
14. What do you think is important when visiting another culture?
15. What culture besides your own do you admire and why?
16. How do you feel when you leave your home culture and enter into a completely new culture?

## Video Notes

**Directions:** Watch the video. Under each section, fill in the blanks with what you hear.

### Introduction

- Culture is not \_\_\_\_\_. It is \_\_\_\_\_.

### Diverse Families

- It's also wonderful for the other children in the class to become aware that there are very many diverse \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- We learn everybody's \_\_\_\_\_ a little bit.
- We do a lot of \_\_\_\_\_ of \_\_\_\_\_ in different \_\_\_\_\_.
- We do a lot of everyday discussions of different \_\_\_\_\_, different \_\_\_\_\_.

### Cultural Competency

- As diverse environments grow, there's critical need in the early childhood community for \_\_\_\_\_, or what is described as the ability to understand \_\_\_\_\_ \_\_\_\_\_ and appropriately \_\_\_\_\_ with members of other cultures in a range of situations.
- We all come to this field with \_\_\_\_\_. It's just what it is in our life.
- Cultural competency is more than just knowing what \_\_\_\_\_ people \_\_\_\_\_.
- Supporting cultural understanding and diversity within a program means \_\_\_\_\_ and \_\_\_\_\_ all families.

### Getting to Know Families

- Whenever a new family starts with us, we always do a \_\_\_\_\_.
- We sit down with them and we ask them questions about their \_\_\_\_\_ \_\_\_\_\_ and about their \_\_\_\_\_, who they live with.
- The teachers can \_\_\_\_\_ with the children on a more personal level. \_\_\_\_\_ goals together.

## Video Notes

### Answer Key

## Introduction

- Culture is not **something someone else has**. It is **something we all have**.

## Diverse Families

- It's also wonderful for the other children in the class to become aware that there are very many diverse **people, colors, shapes, and languages**.
- We learn everybody's **language** a little bit.
- We do a lot of **discussion** of **different people** in different **cultures**.
- We do a lot of everyday discussions of different **foods**, different **clothing**.

## Cultural Competency

- As diverse environments grow, there's critical need in the early childhood community for **cultural competence**, or what is described as the ability to understand **diverse view points** and appropriately **interact** with members of other cultures in a range of situations.
- We all come to this field with **biases**. It's just what it is in our life.
- Cultural competency is more than just knowing what **holidays** people **celebrate**.
- Supporting cultural understanding and diversity within a program means **knowing** and **engaging** all families.

## Getting to Know Families

- Whenever a new family starts with us, we always do a **getting to know you interview**.
- We sit down with them and we ask them questions about their **home life** and about their **background**, who they live with.
- The teachers can **connect** with the children on a more personal level.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Workers' Rights and the History of Labor Unions

By Jessica McBirney

2016

*What is a labor union? In the past, when workers were mistreated by their employers, there was nothing they could do about it. Labor unions were the workers' solution to this problem. This article sets the scene for the dawn of labor unions, explores the history of workers' rights, and explains the strategies they still use today. As you read this text, identify 3 strategies that union members used to seek justice and create change.*

[1] Have you ever heard the phrase “There’s strength in numbers”? For many years, people who worked on farms, in factories, or in other low-wage positions were sometimes forced to endure<sup>1</sup> terrible conditions with little pay. But they soon found, with “strength in numbers,” that they could take charge of their circumstances. That’s where labor unions come in.



*["Miners Just Leaving the Elevator Shaft of Virginia-Pocahontas Coal Company Mine #4 near Richlands, Virginia"](#) by The U.S. National Archives is in the public domain.*

A labor union is a group of workers who join together to ask their employers for better payment, working hours, and working conditions. Labor unions are very common today, and many workers in the United States are members of different kinds of unions.

However, unions did not always exist. Modern labor unions didn’t appear in the United States until the late 1800s.

The United States experienced an Industrial Revolution from about 1860 until about 1920. People started to use machines and factories to make products instead of making them by hand. Factory owners became rich very quickly, but they did not treat their workers with kindness or respect. Employees had to work up to 12 hours per day for only a few dollars. They did not always get weekends off. In many industries, workers faced inhumane<sup>2</sup> conditions such as having to bend over all day, or breathing in smoke from the machines.

1. **Endure** (*verb*) to continue without giving in
2. **Inhumane** (*adjective*) not kind or gentle to people or animals

One of the worst industries to work in was the coal industry, where workers spent all day deep underground in coal mines. The mines were very dark and usually damp and cold. Workers had to breathe coal dust and poisonous gases. They had to crawl through the mine in narrow tunnels and pull carts full of coal behind them. There was always a chance that the whole mine could collapse from an explosion. Because coal miners were paid so little, many families could not afford to buy enough food. They had to send their children to work in the mines too, just so the family could have enough money to live on. Children worked six days a week just like their parents, so they could not go to school.

- [5] Workers decided they could not keep living such hard lives. They knew they had to work together to negotiate<sup>3</sup> with the rich and powerful factory owners, so they grouped together to form labor unions. Labor unions used 3 different strategies to protect workers:

The first strategy was called “collective bargaining.” Workers chose a few leaders to represent them in a meeting with the factory or mine owner. In this meeting, everyone would agree to a new contract that gave workers shorter hours, higher pay, and safer working conditions. If the factory owner did not agree to the contract, all the workers would strike, or stop working until they got what they wanted. Many strikes occurred during the Industrial Revolution, and workers still go on strike today.

The second strategy was giving benefits to union members. If any worker got hurt on the job, the union would pay for the doctor’s visit, medicine, and sometimes food.

The third strategy was working with the government to pass more laws. Union leaders could make deals with politicians to pass laws that helped workers. For example, child labor became illegal and the government began to send inspectors to make sure factories were safe.

Unions were very successful in making sure business owners did not take advantage of their workers. Unions still serve many of these same functions today. Workers still go on strike when their employer will not agree to a better contract, and unions still work with the government to get laws passed. Many people across the country rely on unions to keep their jobs safe and their families fed.

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3. **Negotiate** (*verb*) to formally discuss something in order to make an agreement

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Explain how the Industrial Revolution relates to the history of workers' rights. Cite evidence from the text in your response.

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2. PART A: Which of the following best identifies a central idea of this text?
- A. By forming unions, workers protected their rights and made important social changes.
  - B. Children were the first members of labor unions before the trend spread among adult workers.
  - C. Workers acted illegally and outside the law, so their strikes were not always respected.
  - D. Labor unions were a popular trend in the past, but after the Industrial Revolution, workers have moved beyond them.
3. PART B: Which phrase from the text best supports the answer to Part A?
- A. "Labor unions are very common today, and many workers in the United States are members in different kinds of unions." (Paragraph 2)
  - B. "Many strikes occurred during the Industrial Revolution, and workers still go on strike today." (Paragraph 6)
  - C. "If any worker got hurt on the job, the union would pay for the doctor's visit, medicine, and sometimes food." (Paragraph 7)
  - D. "Many people across the country rely on unions to keep their jobs safe and their families fed." (Paragraph 9)

4. PART A: What does the word "inhumane" most closely mean as it is used in paragraph 3?
- A. Not human; animal
  - B. Difficult yet rewarding
  - C. Unequal
  - D. Cruel and brutal
5. PART B: Which paragraph from the text provides the best support for the answer to Part A?
- A. Paragraph 2
  - B. Paragraph 4
  - C. Paragraph 5
  - D. Paragraph 9



## Wage Trends in Education

**Directions:** Visit [onetonline.org](https://onetonline.org) and search for a job in education that interests you. Click on the job and scroll all the way to the section titled “Wages and Employment Trends”. Record the following information below.

1. What is the job title you researched?
2. What is the median wage hourly in the US?
3. What is the median salary in the US?
4. What is the median wage hourly in your state and city?
5. What is the median salary in your state and city?
6. How does the median wage in your state and city compare to that in the US overall?
7. What is the projected growth for this job?

# Paraprofessional Pay Raises: The Nationwide Union Push for Better Compensation

MRA Publication News, 2025

<https://www.marketreportanalytics.com/news/article/paraprofessional-pay-raises-the-nationwide-union-push-for-better-compensation-32549>

## The Fight for Fair Wages: Why Paraprofessionals Are Unionizing

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Paraprofessionals play an indispensable role in the education system. They provide crucial support to teachers, assisting with classroom management, individualized instruction, and student supervision. They often work with students who require extra attention, including those with disabilities or learning differences. Despite their critical contributions, many paraprofessionals nationwide are struggling to make ends meet on their current salaries. This has led to a growing sense of frustration and a heightened willingness to organize and advocate for better compensation through unions.

Several factors are driving this nationwide push for higher paraprofessional pay:

- **Inflation and Rising Cost of Living:** The soaring cost of living, particularly in urban areas, has significantly eroded the purchasing power of paraprofessionals' wages. Many find it increasingly difficult to afford basic necessities like housing, healthcare, and transportation.
- **Increased Workload and Responsibilities:** The duties of paraprofessionals have expanded in recent years, often encompassing tasks beyond their initial job descriptions. This increased workload, without commensurate pay raises, fuels the demand for better compensation.
- **Staff Shortages and Retention Issues:** Low pay contributes to significant staff shortages and high turnover rates among paraprofessionals. Schools struggle to retain qualified and experienced staff when salaries are not competitive. Improved compensation is seen as a crucial step to addressing these staffing crises.
- **Recognition of Essential Role:** Paraprofessionals and their unions are increasingly emphasizing the crucial role they play in students' academic success and overall well-being. This renewed focus on their importance is leading to greater public support for pay increases.

# Key Demands of Paraprofessional Unions

Union negotiations across the country are centering on several key demands:

- **Significant Salary Increases:** Unions are generally seeking substantial percentage increases in base pay, aiming to bring paraprofessional salaries closer to a living wage in their respective localities. This often involves benchmarking against similar roles in other sectors and adjusting for local cost-of-living indices.
- **Improved Benefits Packages:** Many unions are also advocating for better health insurance coverage, retirement plans, and paid time off. Access to affordable and comprehensive benefits is critical to attracting and retaining qualified personnel.
- **Enhanced Professional Development Opportunities:** Investing in professional development programs can enhance the skills and expertise of paraprofessionals, improving the quality of support they provide to teachers and students. Unions are pushing for increased access to these opportunities.
- **Increased Job Security and Protection:** Union contracts offer crucial protection against unfair dismissal and ensure clear procedures for addressing workplace grievances. This added job security is a major incentive for paraprofessionals to join unions.

## The Impact of Unionization on Educational Outcomes

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The ongoing efforts to increase paraprofessional pay are not solely about improving the financial well-being of these essential workers. They also have significant implications for the quality of education. Higher salaries lead to:

- **Reduced Staff Turnover:** Improved compensation reduces the high turnover rates that plague many school districts. This stability improves continuity in the classroom and strengthens the teacher-student relationship.
- **Attracting Qualified Candidates:** Competitive salaries attract more qualified and dedicated individuals to the profession, improving the overall quality of support provided to students.
- **Improved Student Outcomes:** Studies show a strong correlation between adequate staffing levels and improved student achievement. Increased pay for paraprofessionals can help ensure that schools are adequately staffed to meet the needs of all students.

## Case Studies: Union Successes and Ongoing Battles

Several school districts across the country have recently seen successful union negotiations resulting in substantial pay raises for paraprofessionals. These successes demonstrate the power of collective bargaining and provide a blueprint for other districts facing similar challenges. However, many other districts are still engaged in protracted negotiations, highlighting the ongoing challenges in achieving fair compensation for paraprofessionals.

## The Future of Paraprofessional Compensation

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The nationwide push for higher paraprofessional pay reflects a growing awareness of the vital role these individuals play in our education system. The success of these union efforts will not only improve the lives of paraprofessionals but also enhance the quality of education for students. The movement underscores the need for fair compensation and improved working conditions for all essential education support staff, ensuring that our schools can attract and retain the talent necessary to provide a high-quality education for every child.

Further monitoring of these ongoing negotiations and their impact on school districts nationwide is crucial for understanding the evolving dynamics of educational support staff compensation and the long-term implications for student success. The fight for fair wages continues, with the outcome promising to significantly shape the future of education across the United States. Keywords such as *teacher assistant salary*, *educational assistant union*, *paraprofessional pay scale*, and *classroom aide wages* will continue to drive searches as this important issue unfolds.



## **Tucker Turtle**

3. Summarize the story
4. How does this story support children's emotional development?

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# A Quick Note on Getting Better at Difficult Things

By Ta-Nehisi Coates  
2015

*Coates is the author of [Between the World and Me](#), and often writes about cultural, social and political issues, especially as they relate to African Americans.*

***As you read, take note of the obstacles that the author encounters and how he overcomes them.***

[1] I have been studying the French language, with some consistency, for three years. This field of study has been, all at once, the hardest and most rewarding of my life. I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother’s tutelage.<sup>1</sup> I always “felt” I could write. I did not always “feel” I could effectively study a foreign language.

But here I am, right now, in a Montreal hotel. I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch. I don’t really believe in fluency.<sup>2</sup> If there is such a thing, I don’t have it. I mishear words. I confuse tenses. I can’t really use the subjunctive. Yet.

Something has happened to me and the something is this — I have gotten better. I don’t know when I first felt it. I didn’t feel it this summer at Middlebury,<sup>3</sup> despite the difference in my entrance and exit scores. I didn’t feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that. But I also feel like I am getting



*"Untitled" by olilync is licensed under CC0.*

1. support
2. **Fluency** (*noun*) the ability to speak or write a foreign language easily and accurately
3. Middlebury College is located in Vermont. They offer a 6-week summer graduate school program for students who want to learn French. Students who attend must pledge to speak only French for the entire time they’re there.

better at stumbling.

I am emphasizing how I “feel” because, when studying, it is as important as any objective<sup>4</sup> reality. Hopelessness feeds the fatigue<sup>5</sup> that leads the student to quit. It is not the study of language that is hard, so much as the “feeling” that your present level is who you are and who you will always be. I remember returning from France at the end of the summer of 2013, and being convinced that I had some kind of brain injury which prevented me from hearing French vowel sounds. But the real enemy was not any injury so much as the “feeling” of despair. That is why I ignore all the research about children and their language advantage. I don’t want to hear it. I just don’t care. As Carolyn Forché would say — “I’m going to have it.”

- [5] To “have it,” I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things. There is absolutely nothing in this world like the feeling of failing at something and then improving at it. Everyone should do it every ten years or so.

I don’t know what comes after this. I have said this before, and will say it again: Studying French is like setting in a canoe from California to China. You arrive on the coast of Hawaii and think, “Wow that was really far.” And then you realize that China is still so very far away. “Feelings” come and go. Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high. And one must savor those moments of feeling high, because they are not the norm. The lows are the norm. The Struggle is the norm. May it ever be thus.

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4. **Objective** (*adjective*) neutral
  5. **Fatigue** (*noun*) extreme tiredness

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the central idea of the text?
  - A. Learning a new skill is never easy, but it is worth all of the hard work.
  - B. Learning a new skill is easier for younger people than it is for older people.
  - C. People often fail at learning several new skills until they find the one they can master.
  - D. When choosing a new skill to learn, it is important to pick something that comes naturally to you.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "This field of study has been, all at once, the hardest and most rewarding of my life." (Paragraph 1)
  - B. "I started writing as a 6-year-old boy under my mother's tutelage. I always 'felt' I could write." (Paragraph 1)
  - C. "Hopelessness feeds the fatigue that leads the student to quit." (Paragraph 4)
  - D. "That is why I ignore all the research about children and their language advantage. I don't want to hear it." (Paragraph 4)
  
3. PART A: What is the author's purpose in the text?
  - A. to give people an example of how failure is a good thing
  - B. to encourage people to keep working hard, even if something is difficult
  - C. to prove that nothing can be rewarding if it's not challenging
  - D. to urge people to learn a foreign language since that's a necessary skill in the 21st century
  
4. PART B: Which detail from the text best supports the answer to Part A?
  - A. "I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch." (Paragraph 2)
  - B. "If there is such a thing, I don't have it. I mishear words. I confuse tenses. I can't really use the subjunctive. Yet." (Paragraph 2)
  - C. "There is absolutely nothing in this world like the feeling of s—king at something and then improving at it." (Paragraph 5)
  - D. "I have said this before, and will say it again: Studying French is like setting in a canoe from California to China." (Paragraph 6)

5. How does paragraph 4 contribute to the development of ideas in the text?

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## Professional Membership Organization

**Directions:** Visit [onetonline.org](https://onetonline.org) and search for a job in education that interests you. Click on the job and scroll all the way to the section titled “Professional Associations.” Record the following information below.

1. What is the job title you researched?
2. What is the name of the membership organization or association you chose to research?
3. Who can join this association or become a member? What is the cost?
4. What is the purpose of this organization or association? (What do they do?)
5. What are some supports and/or resources available?

## Outcome #9

## Attachment Video

**Directions:** Watch the video “Early Years Resources: Secure Attachment” and fill in the blank using the correct vocabulary word from the list. (<https://www.youtube.com/watch?v=6dwXJA4tMio&t=58s>)

**Word list:** resilience      consistent      secure      enduring      soothe      hyper-vigilant  
reliable      fulfilling      responses      instinctively      lack

1. Attachment refers to a deep and \_\_\_\_\_ emotional bond that develops between a child and their primary caregiver.
2. The central theme of attachment theory is that primary caregivers who are consistently \_\_\_\_\_ and \_\_\_\_\_ to a child’s needs allow a child to develop a secure attachment.
3. It is never too late to provide \_\_\_\_\_ reliable responses to support a child’s sense of safety and security in the future.
4. Children who have a secure attachment go on to have more \_\_\_\_\_ and \_\_\_\_\_ relationships throughout life.
5. Secure attachment forms naturally when a parent or other primary caregiver helps a child feel the S’s: safe, seen, soothed and \_\_\_\_\_.
6. When under stress, children \_\_\_\_\_ go into survival mode and seek the attention of someone who can provide them with the care they need.
7. Children who constantly feel unsafe remain \_\_\_\_\_ - \_\_\_\_\_ and may begin to perceive the world as a dangerous place.
8. We tend to view babies as little humans who know what they need, but simply \_\_\_\_\_ the language to express it.
9. Your job as a caregiver is to help them develop the tools and emotional \_\_\_\_\_ to weather life’s challenges and walk beside them.