

2216691

AI statement:

I used AI

to support the research for this module.

I used Microsoft Copilot

Prompts...

- 1) where can I find Maslow's hierarchy of need
- 2) can you show me academic sources
- 3) Take me to Maslow's paper
- 4) What is an Infographic
- 5) Show examples of infographic styles

Transitions for early years must be carefully considered. Transitions are when a child moves from one event to another (Maslow 1943). Those pupils with a robust and secure support network may not appear to require as much support as those pupils who have experienced early trauma or have a diagnosed additional learning need (ALNET Wales). On recognising that a child may require some support through transitions, an early year's placement may implement a transition plan that suits the individual, in collaboration with the parents and / or carers, using a person-centred approach. This may mean that a support plan is put in place for an individual arrangement depending on the needs. (ALNET Wales 2022). Considerations are made linked to historical incidents and environmental factors along with discussions and observations made by suitably trained staff and early years practitioners. Those children requiring the planned transition opportunities will require plenty of warning, with steps verbally or visually explained. On implementation, Child A may have struggled to access the educational placement, finding leaving parents difficult. A plan would be discussed and the child and family members agreed that a transition plan was required. A suitable space was allocated for the child to enter on arrival to the educational environment, where a set amount of time was discussed to promote regulation time - this could be adjusted on a day-by-day basis. The emotionally available adult, who was familiar and known to the learner was available to offer support on entry to the establishment (TIS UK 2022). This ensured the child was able to regulate quickly and effectively, in a confident way, looking to the known adult for support if required. Following regulation time, the learner could feel more comfortable to enter the learning environment along with their peers, in a calm and stable state, able to learn alongside the peers achieving the expected outcomes (Curriculum for Wales 2022).

Family liaison – the importance of relationships. The theory around an holistic approach suggests that children will thrive in a supportive environment (Maslow 1943). Education practitioners can provide support along with multiple external agencies linked with the family. Specific practitioners within an educational setting may have developed a more pastoral supportive relationship with family members and carers who may find attending the school environment difficult based on their own experiences (Maslow 1943). Family A may find that they are seeking support but are finding the experience daunting, based on their historical experiences. This could be because, as children, they themselves didn't respond well to those in an authoritative position (such as the Headteacher etc). The need to keep practitioners in the loop for their children may cause anxiety which may require support. Those staff within the school environment who are more likely to develop trusted relationships are those which are present, actively involved with the child and local to the area, who are of a similar status within the community (Flying Start 2024). These practitioners, in order to offer the most effective support, should receive suitable training to help those in the community who are requesting such provision. Unfortunately, there are no guarantees that this approach will be effective as, on occasion, historical experiences can override the intentions from the practitioner (TIS UK 2022), thus preventing the family from accepting the support on offer (Flying Start 2024).

Attachment is the theory around the relationship between a care giver and the child. Bowlby (1969) was heavily influenced by animal behaviour research, most famously Bowlby (1969) was interested in the work Lorenz (1935) wrote on imprinting. Lorenz suggested that young ducklings instinctively imprint on the first moving figure they see (usually their mother) this being thought of as an evolutionary development that promotes survival. Bowlby (1969, 1988) went on to recognise similarities in human infants, arguing that attachment behaviours evolved predominantly because infants who stayed close to a reactive caregiver were more likely to

survive. From this evolutionary standpoint, infants and mothers are biologically 'wired' to maintain the physical closeness and emotional contact. This two-way bonding ensures that a child's needs are met and that the caregiver remains attuned to needs and potential threats (Maslow 1943). Bowlby (1969) went on to describe these attachment seeking behaviours: crying, smiling, clinging, and following as an instinct. That these presentations activate whenever a sense of insecurity or a compromise of closeness to the caregiver is threatened by separation, fear, or insecurity Bowlby (1969). In early years education, observations take place of the attachment styles within the caregivers who access the provision. There are multiple styles of attachment. Some of which do not require any intervention from external sources i.e. practitioners and health care professionals, even though they could be considered as an unusual attachment style. Secure attachment usually seen as having a confidence with open communication and trust in relationships. Insecure-ambivalent (anxious) attachment: displayed anxiety and worry about relationships, leading to clinginess. Insecure-avoidant attachment: often displayed as avoiding closeness and limited emotional connection with others. Disorganized attachment, displayed as a mix of presentations, often bred in fear and mistrust, potential to lead to being confused within relationships Bowlby (1969). Bronfenbrenner's (1977) theory of developed relationships suggests that the environment within which the child is situated, is a nested arrangement, each influenced by and encompassed within the next. Bronfenbrenner (1977) goes on to mention that the early relationships can influence the development of the child, i.e. a parent who is actively involved within the child's school could see their child develop better academic skills.

3 examples of EY practice

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Maslow (1943) recognizes that with the hierarchy attention must be paid to the most urgent needs that humans, experience. This holistic concept of development means that personality i.e. behaviour, cognition, emotion and motivation will centre around whatever is the most urgent unmet need.

McEvoy, W. et al (2008) advises that a child is born with a brain stem; this is wired automatically and ensures that early physiological needs i.e. food, water, shelter, sleep needs are met. An example of this is ensuring breathing, heart rate and temperature regulation taking place automatically. Maslow (1943)'s theory around helplessness suggests that humans are social beings and therefore rely on others, especially in the early stages of development.

Reflexes are initially established although will require development. Reflexes such as turning towards the mother's breast on hearing her voice will establish the early need for food and nourishment is being met almost immediately. This is known as the 'rooting reflex'. This also supports Maslow's (1943) theory around basic physiological needs. The strong suck reflex, enabling initial feeding, ensuring 'basic needs are met' Maslow (1943).

The 'startle reflex' links to Maslow's (1943) safety needs: security, stability, freedom from fear and is utilised when danger to self is sensed - arms flail out to the sides. A sense of touch and sensitivity to pain are developed whilst in the womb also establishing the link to physiological safety needs. A loving touch encourages a sense of feeling safe and warm, this is responded to with deeper breathing and relaxing of the muscles. Heart rates can synchronise with those offering the feeling of security.

According to McEvoy, W. et al (2008) hearing becomes well established whilst developing inside the womb, with family's voices becoming most familiar. This supports with further social interactions, becoming aware of external factors such as voices etc. Visual sense starts to develop and moving objects become a source of comfort and enjoyment. This continues to develop over time.

Initially, humans have very little control over their bodily functions and significant support is required from caregivers. Everyday care routines provide opportunities for learning to communicate and socialise. Along with ensuring the hunger is satisfied, sucking brings comfort and touch from caregivers also being provided. Routines of this nature (which happen repeatedly) provide familiarity and reinforce expectations. Trust develops that when discomfort is experienced, caregivers will relieve this discomfort. (McEvoy, W. et al 2008)

Initial brain development shows that the cortex is relatively smooth, not wrinkled as in further developed brains. Experiences within the first three years shape the brain and this results in the wrinkling effect which helps with the expansion without requiring extra room. Neurons are in place initially with very few

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connections between them. Electrical impulses called synapses create pathways between the neurons, the brain will naturally prune away those connections that are no longer required. Familiar experiences become well known pathways. This encourages a sense of familiarity and strengthens the pathways. (McEvoy, W. et al 2008).

Sufficient sleep is required in the early stages of development, this does not always occur during the night, but when the body and mind has reached a point of fatigue. This is encouraged by caregivers by ensuring there is an element of feeling safe and secure. The sleeping routine aligns with day and night and encouraged by caregivers who offer holding and rocking and with continued regularity, will establish a secure nighttime routine.

Crying is the most obvious way in which caregivers can be alerted to distress or a need for support. Caregivers will usually hope to alleviate the crying and visible distress. Familiar, regular responses to cries will further support the expectations around having needs met. According to McEvoy, W. et al (2008) those who have their cries responded to quickly within the first six months of birth tend to cry less in the second six months. Although emotions such as fear, loneliness etc can be felt, they are not regulated without a caregiver's support. A biological response is triggered by stress and emotion and a chemical called cortisol is released. This increases the heart rate and blood pressure. The increase in cortisol also shuts down other areas of the body's function – this supports the response at the time of requiring, but prolonged exposure to this can cause stress to the brain.

Extended opportunities to socialise (esteem needs – recognition, respect, achievement) with caregivers in line with Maslow's (1943) theory will further develop sight skills and tracking behaviours. Smiling and giggling get positive responses from caregivers; this encourages these behaviours to be repeated. Talking and listening but also responding to cues are vitally important in early development. Caregivers instinctively start to use musical tones and pronounced vowel sounds to respond to developing speech, this encourages the vowel sounds to be the first to develop securely. Facial expressions also become exaggerated during this time. This encourages copying and getting a sense of this for oneself. This cycle of emotion generates a secure attachment to the caregiver and an expectation of response. McEvoy, W. et al (2008)

Bowlby (1958) theorizes that while mothers and fathers may generally be regarded as functionally interchangeable in their caregiving roles, subtle differences occur in how each fosters a child's sense of security. Maternal care is often characterized by the provision of a sustained and encompassing framework that supports infant activity, whereas paternal involvement tends to be marked by a more

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brief and yet vigorous, playful interaction style. These concentrated exchanges frequently serve as the initial scaffolding for the development of organised play as these processes advance.

A network system around the child ensures the support around love and belonging needs i.e. relationships, acceptance and friendship linked to Maslow's Hierarchy of Need (1943) consider the holistic development of the child with the whole community. This includes the family, the wider support network i.e. the health care professionals and the educators linked to the child. Training such as *Trauma Informed Practice UK* (1980) states that there are 6 principles to the approach: safety, trust, choice, collaboration, empowerment and cultural consideration.

As per Maslow's (1943) Hierarchy, self-actualization needs – fulfilling personal potential, creativity suggests that children become resilient capable learners and the Curriculum for Wales (2022) promotes that children with a fully developed support network can become confident and capable learners. With education practitioners allowing sufficient time and opportunities for suitable transitions.

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Maslow's Hierarchy of Needs (1943)

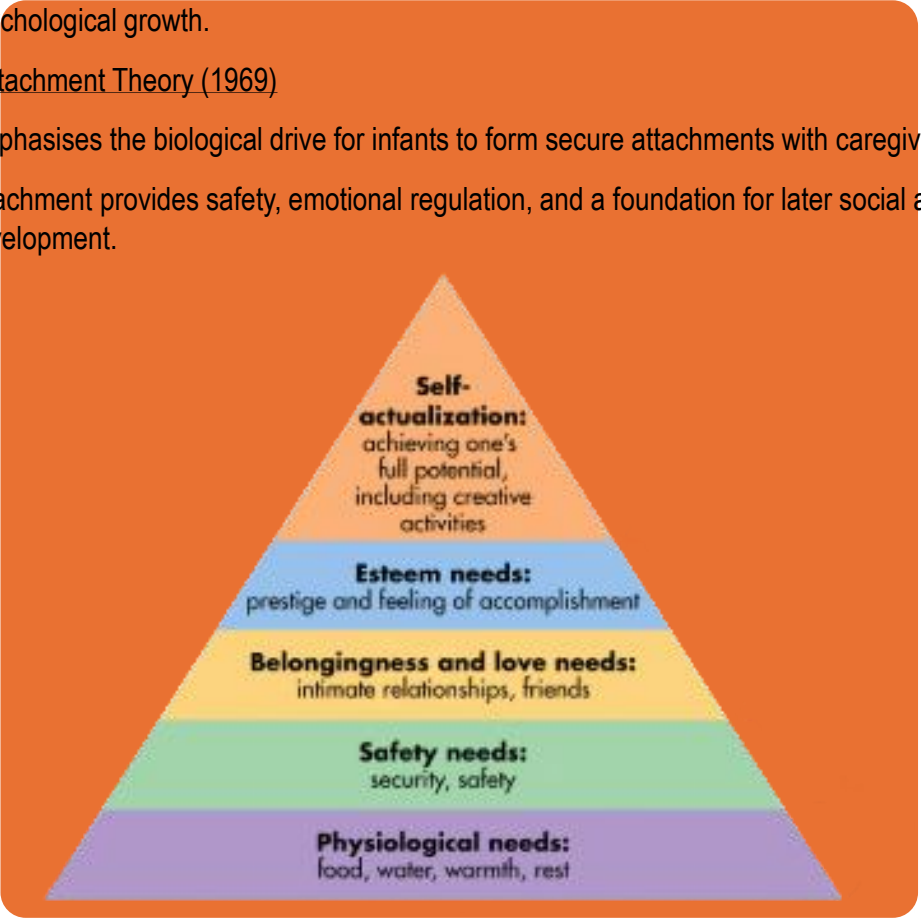
A motivational model structured as a pyramid: physiological needs, safety, love/belonging, esteem, and self-actualisation.

Suggests individuals must satisfy lower-level needs before progressing to higher levels of psychological growth.

Bowlby's Attachment Theory (1969)

Emphasises the biological drive for infants to form secure attachments with caregivers.

Attachment provides safety, emotional regulation, and a foundation for later social and emotional development.



Human development has been explained through psychological frameworks that emphasise both individual motivation and relational bonds. Two of the most influential theories in this area are Maslow's Hierarchy of Needs (1943) and Bowlby's Attachment Theory (1969). While Maslow presents a broad motivational model applicable across the lifespan, Bowlby focuses specifically on the evolutionary necessity of secure relationships from caregivers.

Addressing Physiological Needs: UK schools offering free breakfast clubs have served over 5 million meals since April 2025 (Department for Education, 2025). 72% of teachers notice a significant difference in concentration between children who eat breakfast and those who do not (Warburtons, 2025).

Addressing safety needs: According to the Early Years Foundation stage (EYFS) statutory framework, all staff employed in education and early years childcare settings must follow a safer recruitment process. This means that all Disclosure and Barring checks have been completed and policies linked to this are reviewed and updated. This ultimately ensures that all stake holders are confident that safety of all learners is paramount.

Maslow presents a broad motivational framework applicable across the lifespan. Bowlby focuses narrowly on early childhood and caregiver bonds. Maslow's model is hierarchical and successive. Bowlby's theory is not strictly hierarchical it is, however, relational and evolutionary. Maslow's hierarchy has been criticised for cultural bias and lack of empirical support. Bowlby's theory has faced feminist critiques for reinforcing maternal responsibility, though it remains influential in psychology and social work.

The EYFS statutory framework goes on to state that assessment should inform an ongoing dialogue between EY practitioners and year 1 teachers about each child's learning and development, to support a successful transition thus supporting the Love and Belongingness level of the hierarchy.

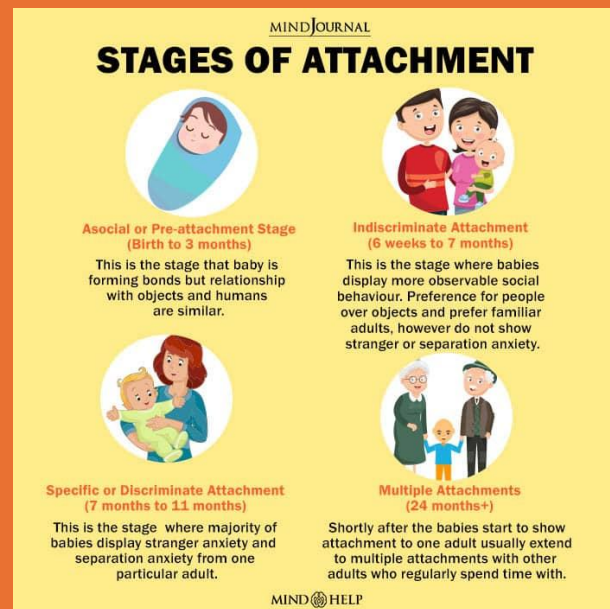
Maslow's Hierarchy of Needs is a motivational theory in psychology proposed by Abraham Maslow, which organizes human needs into five levels: Maslow theorizes that there are layers of need and these should be prioritized. They are: Physiological Needs: Basic survival needs such as food, water, and shelter. Safety Needs: Security and protection from physical and emotional harm. Love and Belongingness Needs: Emotional relationships, including friendships and family. Esteem Needs: Self-esteem, recognition, and respect from others. Self-Actualization Needs: Achieving one's full potential and personal growth. This hierarchy suggests that individuals must satisfy lower-level needs before addressing higher-level needs.

Multiple agencies offering training and guidance to practitioners in Early Years settings, use Maslow's hierarchy of needs to underpin their approaches i.e Thrive and TIS UK. Understanding a need for robust transitions and meeting basic needs etc ensuring a child in Early Years can be fully supported to reach their full potential.

In education, Maslow informs a holistic approach to student welfare, ensuring basic needs are met before expecting considerable academic achievement.

Bowlby shapes childcare policies, emphasising consistent caregiver relationships in nurseries and foster care.

In therapeutic practice, Maslow's framework is often used in counselling/therapy to identify any needs which are unmet, where Bowlby's theory underpins attachment-based therapies for trauma and relational difficulties.



Maslow suggests that human development is structured in a hierarchy, starting with physiological needs and progressing through safety, love and belonging, esteem, and then self-actualisation (Maslow 1943). This theory suggests that unmet needs of these, which are considered lower level, prevent progression to higher psychological growth. Although widely promoted within education and healthcare this theory of hierarchy could be criticised for having cultural bias and limited experimental support (Bowen 2021).

Bowlby suggested that infants are biologically developed to form attachments with caregivers as a survival mechanism Bowlby (1969). Secure attachment provides emotional regulation, safety, and a foundation for later social and emotional development. His work, supported by Ainsworth's "Strange Situation" studies, has shaped childcare policies and therapeutic practices. However, critics note that early interpretations of the theory placed disproportionate responsibility on mothers, raising feminist concerns (Garrett 2022).

In education Maslow's framework is used by practitioners to ensure a consideration to students' basic needs are being met before academic achievement can be expected to improve. Bowlby's theory informs policies, emphasising consistent caregiver relationships.

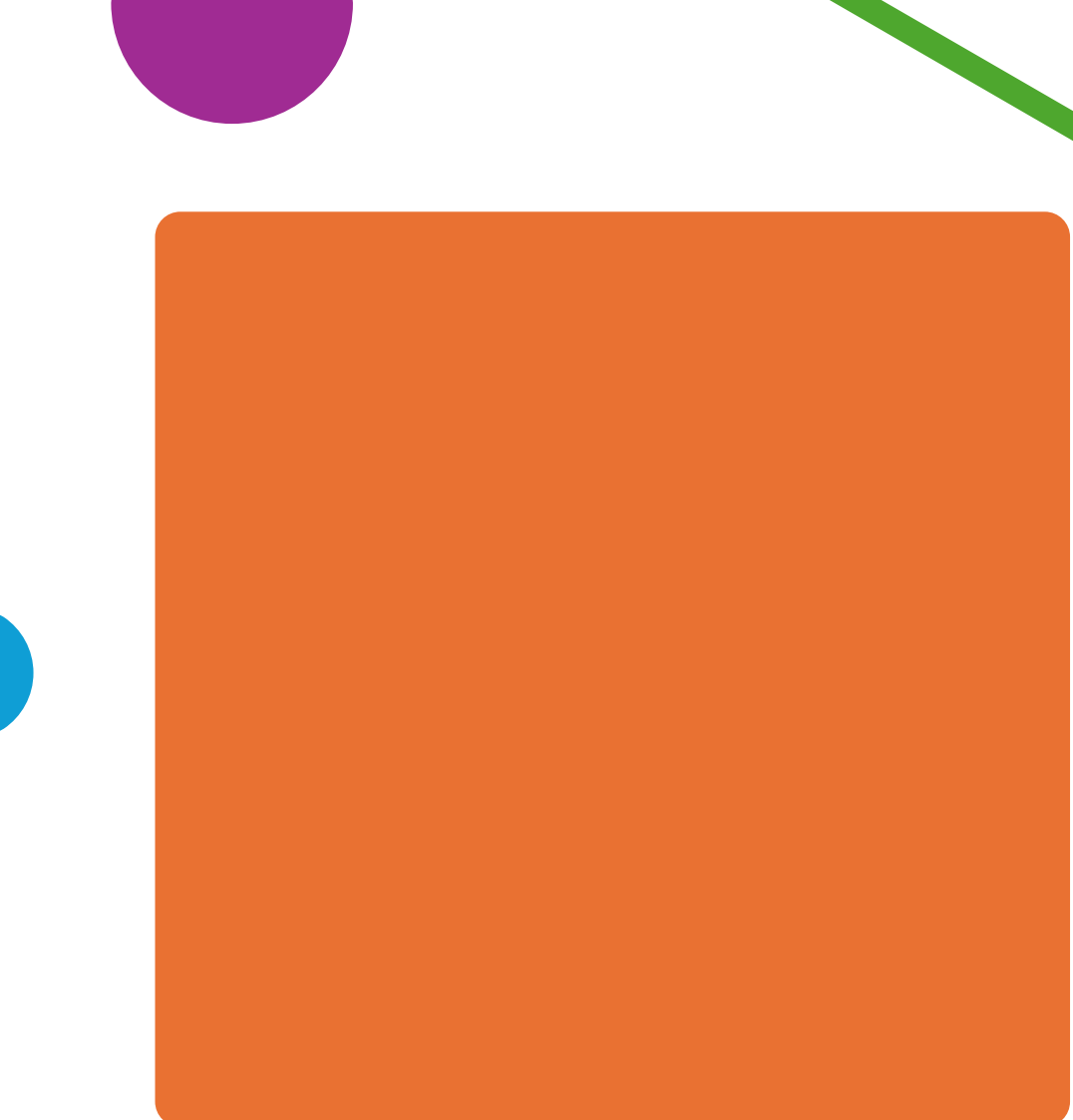
Maslow's hierarchy helps those supporting agencies identify unmet needs, while Bowlby's theory underpins attachment-based therapies for trauma and relational difficulties.

Maslow's model is universal and lifespan-oriented, while Bowlby's theory is focused on early childhood. Maslow's hierarchy is sequential, whereas Bowlby's attachment system is relational and developmental. Maslow's framework can be seen as overly simplistic, while Bowlby's theory could be queried for potentially having a maternal emphasis and cultural assumption.

Maslow's 'love and belonging' parallels Bowlby's emphasis on secure attachment. Both seem to argue that relational security is essential for psychological growth. Maslow's physiological and safety needs align with Bowlby's claim that attachment behaviours evolved to ensure infant survival.

Maslow and Bowlby do appear to offer complementary understanding into human development. Maslow appears to highlight the motivational structure of needs across the entirety of the lifetime, where Bowlby stresses the evolutionary and relational foundations of the early years. Both, however, stress that psychological growth depends not only on internal drives but also on secure external bonds and relationships.

Both theories stress that unmet needs in early life hinder later development, whether in motivation (Maslow) or emotional regulation (Bowlby).

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