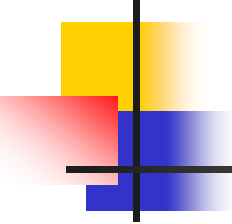


Development of Attachment

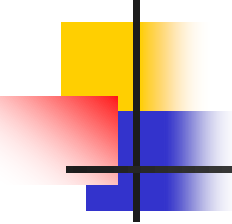




Why infants form attachments

Why is it important for infants to form reciprocal attachments with carer?

Consider immediate benefits and long term benefits.



Attachment

“Attachment is an affectionate two way relationship that is formed between an infant and another person” (Davenport, 1994:8)

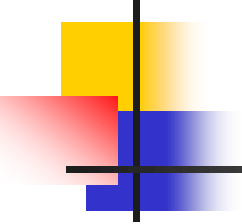
“An affectional tie or bond that an individual ... forms between himself and another specific individual”

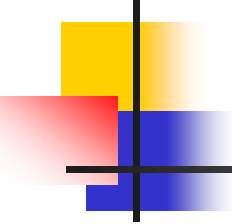
(Mary Ainsworth in Davenport, 1994:8)

Development of Attachment

- A strong reciprocal bond between two people.
- Seen between infant and carer.
- Serves to maintain proximity.
- Separation causes distress.
- Basis for future relationships.



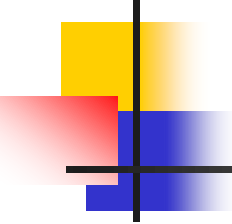
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- Video – 4 Stages of Attachment in Moodle



Maccoby (1980)

Identified four characteristics of attachment:

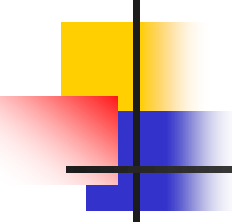
- Seeking proximity
- Distress and separation
- Pleasure when reunited
- General orientation towards primary carer.



The impact of mothering on early emotional development.

- Bowlby (1950's): humans' biological need to have close loving bond with their mother.
- If bond isn't allowed to form or is broken, emotional development will be disrupted.
- Bowlby sees a possible link between maternal separation and disturbed behaviour in adolescents.

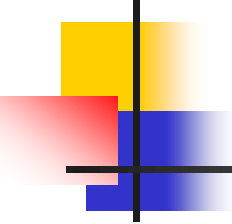
(Davenport, 1994)



Maternal Instinct

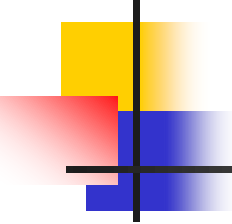
A rather misleading idea:

- Maternal – mother providing care and protection.
- Instinct implies a fixed reflexive response.
 - Yet some mothers do neglect their babies.
 - Other people can learn to care for them.



John Bowlby

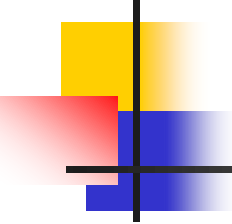
- Impact of Bowlby's & his supporters' theories:
 - Women encouraged to stay at home.
 - Introduction of family allowance & single parent allowance.
 - Parents allowed to stay with children in hospital.
 - Social workers began to regard separation as worst possible solution '*a bad home is better than best institution*'.



Challenging Bowlby's View

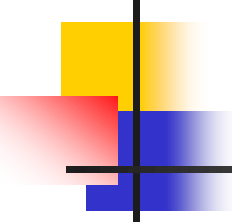
- Others believe early years of life do not have such influence on future mental health.
- Studies have shown that children who suffer severe deprivation and isolation can develop intellectually, socially & emotionally.
 - Koluchova (1972): Identical twin boys
 - Freud & Dann (1951): Bulldog Bank Study
- Studies have shown that high quality care can overcome most problems.
 - Robertson & Robertson (1971): Case study Thomas

(Davenport 1994)



Koluchova (1972)

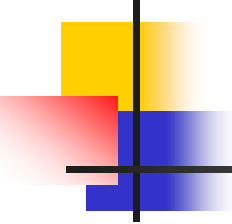
- Studied twin boys raised in children's home from birth to 18mths.
- They were normal and well adjusted.
- 18mths to 7 years suffered deprivation and abuse by father and stepmother.
- Later lived in loving foster care - with intensive care and special education were able to develop socially, emotionally and intellectually.



Freud & Dann (1951):

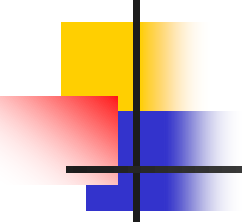
Bulldog Bank Study

- Six war orphans studied.
- They were maternally privated.
- Made strong attachments to each other.
- Were hostile towards adults, destructive with toys etc.
- Constant patient loving care – formed some emotional relationships and gradually became independent.



Robertson & Robertson (1971):

- Wanted to show that it was important not to separate young children from mother.
- If this was inevitable – placing children in residential nurseries or similar places very distressful.
- If separation necessary temporary foster mother essential.

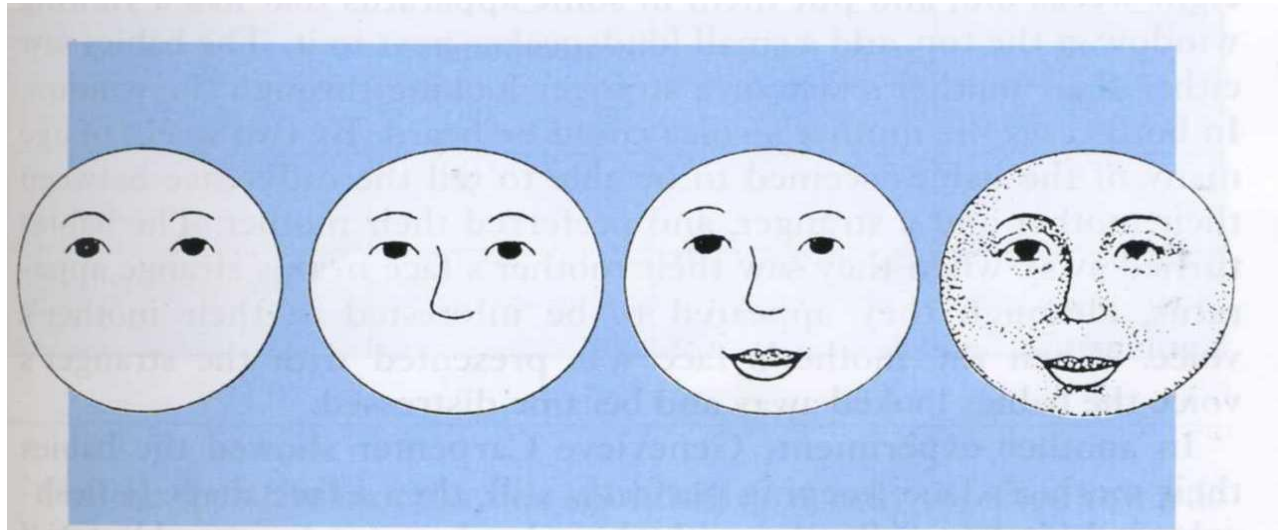


How do attachments evolve?

- Attachments are emotional bonds between babies and people deeply involved with them.
- Example of studies carried out in the last 40 years:
 - **Ahrens:** Showed face shapes - a more detailed face is required to make baby smile.
 - **Fantz:** Looking chamber- babies preferred to look at round objects.
 - **Condon & Sander:** Played tape recording of various sounds, including human speech – from just 2 days old babies reacted to human voices.

Ahrens

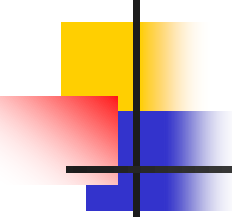
- 1 month old babies smile at picture of eyes.
- Next few months nose and mouth needed.
- By five months picture has to be 3D.
- Smiling baby encourages mother to smile and talk to child.



Fantz

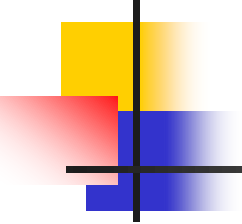
- Designed apparatus called Looking Chamber.
- Showed pictures to babies from a few days old.
- Found they preferred to look at round objects especially looking like a face.

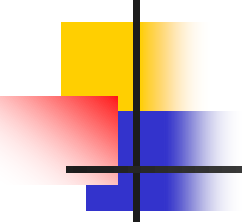




Schaffer and Emerson (1964)

- First six weeks
 - No preference about who they are with.
- 6 weeks to 6 months
 - Increasingly sociable with anyone.
- By 7 months
 - Want to be near main carer, wary of strangers. 1st attachment.
- Within another month
 - Start to attach to other people

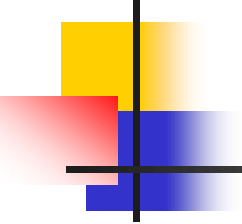
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- Video Attachment Theory in practice



Links to other areas of development

Object permanence (Piaget):

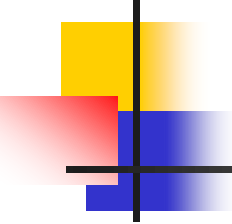
- 6 – months infants attains object permanence.
- Understand that when you can no longer see an object it still exists.
- Why is this important for attachment?



Links to other areas of development

Physical development:

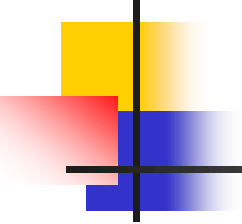
- Separation anxiety occurs when infant becomes mobile.
- Child will only move short distance away from carer initially.
- Child regularly checks that carer is still visible and within easy reach.



Links to other theorists

- Basic Trust V Basic Mistrust
- 0-1 year
- Erik Erikson Psychosocial stages

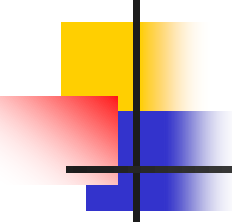
- Baby needs to develop trust in mother or main carer – a key element in the development of an early secure attachment.

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- Video – Understanding essential bonds

Mary Ainsworth – Strange Situation Study



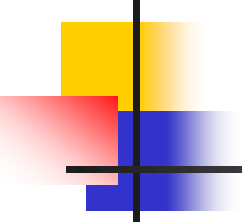
<https://mindsplain.com/wp-content/uploads/2021/01/Ainsworth-Patterns-of-Attachment.pdf>

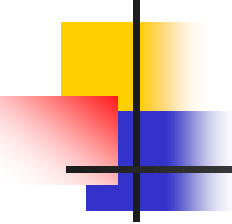


How do we know if attachment has occurred ?

- Ainsworth et al (1971): Strange situation study
- **Stranger fear:** Baby is attached to someone is not afraid of that person, but is afraid of strangers
- **Separation distress:** Baby becomes upset if separated from person attached to

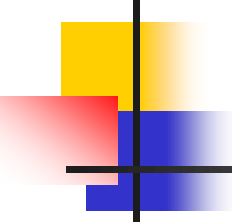
A Anxious-avoidant	15%	Mainly ignores mother. Distress is caused by being alone rather than mother leaving. Treats stranger in same way as mother.
B Securely-attached	70%	Plays happily while mother present. Clearly distressed when mother leaves, immediate contact on return. Stranger provides little comfort.
C Anxious-resistant	15%	Baby fussy & wary while mother present (cries more). Stranger's efforts to make contact rejected. Seeks contact with mother on return, but simultaneously shows anger & resists contact.

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- Video – Different types of attachment



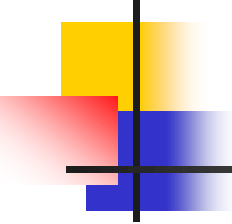
Key Person System

- To ensure delivery of quality work with babies and young children there needs to be a caring relationship between baby or child and the practitioner.
- The key person system links an individual practitioner to an individual child.



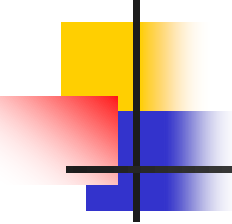
Key Person System

- Settling in child and parent.
- Attends to child's physical needs.
- Gets to know child – preferences and individual needs.
- Develops friendly relationship with child's parents, sharing ideas and communicating information.



Eleanor Goldschmied

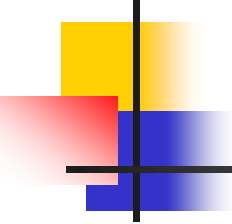
- Described triangular relationship between practitioner, parents and child.
- Triangle: because each part of shape has equally important contribution to strength of shape as a whole.
- If any body in the triangle feels anxious, unhappy, or under emotional threat, the others will also be affected.



Putting Theory Into Practice

“Babies and toddlers need to develop close and enduring relationships. They cannot be ‘too attached’ to familiar adults who are key to their daily life and some young children spend many hours in out-of-home care. They need to develop an attachment to their key person and then to, at most, one or two other familiar practitioners”

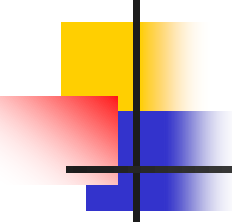
(Lindon, J 2005:pg 92)



Putting Theory Into Practice

- Parents reassured by key worker who wants to form warm relationship with their child, and not exclude the parent.
- Parents more able to separate from their child when key worker gives parent time, as a person who matters, and not rushing them out of the door.

(Lindon, 2001)



References

- Davenport G C, (1994) *An Introduction to Child Development* , (2nd Ed), London: Collins
- Lindon J (11/10/01) Three way talk, *Nursery World*, p14-15
- Lindon J (2005) *Understanding Child Development: Linking Theory and Practice*, London: Hodder Arnold