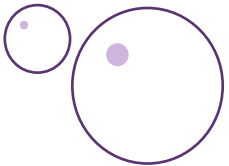


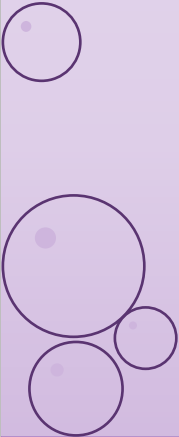
Moving on from Freud

Significant contributions to Psychology Post-Freud





To recap....What did Freud suggest and what did he get right?

- o The importance of our childhood experiences
 - o There are several layers to our consciousness
 - o Personality comprises several parts
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What did he get right?

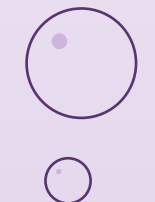
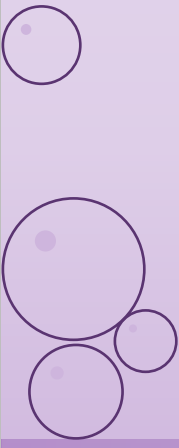
- 1. rather than the misplaced attribution of being responsible for recovered repressed memories, more accurately he pointed out the reconstructive nature of memory.
- 2. Although he was not the first researcher to refer to the unconscious, the nature of dreams and pathological drives, he did consolidate these ideas into theory.
- 3. Fisher and Greenberg (1996) did find evidence for oral and anal personality types.
- 4. The neuroscientist Mark Solms (2000) found anatomical evidence for the instinctual drives, emotions and motivations often found in dreams.

What he got right

- 5. Modern cognitive psychology has evidence that supports the role of the unconscious mind, for example the display of facial affect has both conscious and unconscious mechanisms (Ekman, 1986) and social psychologists Schwartz and Clore (1983) found that people rated life satisfaction better on sunny days than wet days, but if their attention was directed to the weather, the effect was lost!
- 6. He was the first person to place the `psyche` into neuropsychology to be studied scientifically. I.E looking at the person not just the product.
- 7. No doubt then, one of the most influential people in psychology!



The importance of childhood experiences for adult life:

- o Eric Erikson – Psychosocial stages – cradle to the grave
 - o John Bowlby - `Maternal Deprivation` `Privation` `Affectionless Psychopaths`
 - o Mary Ainsworth – The `Strange Situation` and the measurement of attachment
 - o Susan Gerhardt - `why Love Matters`
 - o Harry Harlow – Attachment as more than `Cupboard love`
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What is attachment?

- In Developmental Psychology, the term attachment refers to the emotional ties between children and their closest associates.
- According to Ainsworth and Bell (1970), an attachment is “an affectional tie that one person or animal forms between himself and another specific one - a tie that binds them together in space and endures over time” (p.50).
- It is a bi-directional relationship

What is an attachment behaviour?

- An attachment behaviour is
- “any form of behaviour that results in a person attaining or maintaining proximity to some other clearly identified individual who is conceived as better able to cope with the world. It is most obvious whenever the person is frightened, fatigued, or sick, and is assuaged by comfort and caregiving” (Bowlby, 1985 p.27).

Development of attachments

- How soon does it occur?
- The phase of indiscriminate sociability (0-8 weeks)
- The phase of indiscriminate attachments (8 weeks – 6/7 months)
- The phase of specific attachments (from approx. 7 months)
- Stranger anxiety (6 - 9 months)
- Separation anxiety 9 – 12 months)
- The phase of multiple attachments (from approx. 18 months)

Theories of attachment

- Psychoanalytic theory - According to Erikson, the first year is concerned with establishing basic trust, and again the mother is attributed a key role in this achievement.
- Learning theory - Feeding is thought to be important for 2 reasons (Sears, 1963): (1) it should elicit positive responses from a contented infant which in turn are likely to increase the mother's affection for the infant; (2) feeding is often an occasion when mothers can provide infants with many comforts.
- Cognitive/Developmental theory - The ability to form attachments depends, in part, on the infant's level of intellectual development. Attachment depends on the development of object permanence (Lester et al. 1974).
- Ethological theory - Attachment is an innate response that increases the infant's chance of survival.

Attachment Classification

- The most widely used procedure for measuring the quality of attachment that 1-2 year olds have established with their mothers or other caregivers is Mary Ainsworth's Strange Situation procedure (Ainsworth et al. 1978).

Episodes in the `Strange situation`

1. Experimenter introduces parent and infant to playroom and leaves.
2. Parent sits while infant plays.
3. Stranger enters, sits, talks to parent, and tries to interact with the child.
4. Parent leaves, stranger offers comfort if the infant is upset.
5. Parent returns, greets infant and offers comfort if baby is upset. Stranger leaves.
6. Parent leaves room
7. Stranger enters and offers comfort
8. Parent returns, greets infant, offers comfort if necessary, and tries to interest baby in toys.

Ainsworth's 4 attachment categories

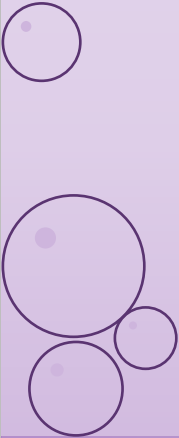
- **Secure attachment (Type B)** baby plays happily, ignores mother because it feels safe. Distress is from mother's departure, not from being alone. Quickly soothed on mother's return.
- **Insecure/Resistant attachment (Type C)** baby is wary/fussy when mother is present, cries a lot, distressed when mother leaves, seeks contact on return but simultaneously struggles free. Difficulty in using mother as a secure base.
- **Insecure/Avoidant attachment (Type A)** baby ignores mother, not distressed by departure, ignores her on return. Distress is because of being alone, not the absence of the mother.
- **Disorganized/disoriented attachment (Type D)** baby acts as if afraid of attachment figure as well as the environment. It seeks proximity whilst simultaneously showing fear.

Where do we go from here?

- o Going back to Freud and his `cupboard love` theory of attachment through the `oral` stage, Harry Harlow demonstrated that this theory was incomplete, with his research with rhesus monkeys.
- o He showed that animals (and humans) have an **unlearned need for contact and comfort.**
- o In direct response to Freud arose a movement known as behaviourism. They too (at the time) believed that attachment was a learned response partly as a result from feeding behaviour.
- o However, they disputed Freud's notion of the `mind` and rejected the focus on the concept of mental life.

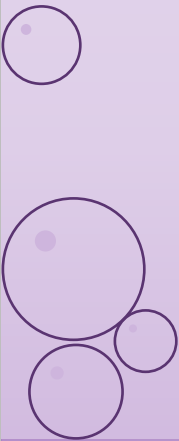


Behaviourism (Learning Theory): John Watson and Classical Conditioning

- o Classical Conditioning and the learning of a phobia (Little Albert).
 - o [Little Albert original footage](#)
 - o Whatever happened to Little Albert?
 - o [BBC documentary clip](#)
 - o Classical conditioning today
 - o [Classical Conditioning at University](#)
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Moving onto Operant Conditioning (Learning Theory): Skinner

- o Using the skinner box- trial and error learning
 - o Can pigeons read?
 - o Explaining gambling through operant conditioning-
 - o Schedules of reinforcement
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However...

- o Behaviourism (Learning Theory) implies that we will all behave in a similar way in similar situations. Is this true?
- o What makes us different?
- o Pigeon problem solving
- o Insight learning
- o Kohler (1925) the A-Ha! Moment!

Recap quiz

