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## Using the film

### **Aims of the film**

This film follows children and their carers showing attachment behaviour in real life. We see the attachment process unfolding as it develops over the first three years, giving a real understanding of how and why attachment is important in practice. Once people have seen the process unfolding, a basic understanding of how attachment works is much easier to grasp, making further detailed information and theories more meaningful and easier to think about. It gives a useful understanding of a complex and often hotly debated subject.

We do not refer very much to specific theory during the film as this would complicate an otherwise observational and practical understanding of the subject. The commentary necessarily takes a line on explanations of why things are happening at various stages, and this of course is based on theory and research. We have taken the explanations that are now most generally accepted and seem to make the most sense.

### **About the accompanying notes**

The user notes have been written with the aim of complimenting and enhancing the information contained in the film. There is no single best method or approach recommended for using the resources. Instead teachers can tailor them to suit the needs of their students. We have included a breakdown of the contents of the film to make it easy to locate particular aspects of attachment, together with a transcript of the commentary. For each section of the film we offer a range of activities and topics for discussion. There is also a summary of a selection of important theory and research papers relevant to each section. (The actual references mentioned here can be found at the end of the notes in the 'References' section.) Finally there is an up to date list of interesting books on attachment together with further research papers.



# Video Contents

## Introduction

Describes briefly :-

- ◆ What attachment is and why it is important
- ◆ How it works and what can go wrong
- ◆ Dr. Svanberg describes John Bowlby's evolutionary aspect of his theory

## Section 1

### Birth to 8 weeks: pre-attachment

- ◆ Bowlby - keeping the carer close
- ◆ Inbuilt behaviour from birth
- ◆ Crying and carer's response
- ◆ General responsiveness
- ◆ Eye contact, conversations and smiling

## Section 2

### 8 weeks to 8 months: attachment in the making

- ◆ Gradually developing preferences
- ◆ Synchronizing responses
- ◆ Dr. Svanberg - understanding the baby
- ◆ Regulation of emotions
- ◆ 5 month old baby happy to be left with stranger
- ◆ 6 month old baby with child minder - reunion behaviour with mother



### **Section 3**

#### **8 to 18 months: attachment behaviour**

- ♦ 9 months - stranger anxiety
- ♦ Baby's mobility - able to keep own proximity
- ♦ Dr. Svanberg - locomotion, object permanence and stranger anxiety linked together
- ♦ Object permanence
- ♦ 15 months - strong separation anxiety
- ♦ Secure attachment and language development
- ♦ Insecure attachments. Dr. Svanberg - avoidant and ambivalent/anxious attachments
- ♦ Strange situation assessment
- ♦ Real life reunion with attachment to dad
- ♦ Balance between keeping close and exploring
- ♦ Bowlby and emotional stability in later life

### **Section 4**

#### **18 months onwards: increasing independence**

- ♦ Toddlers need for independence
- ♦ Balance between safety and exploration
- ♦ Attachment and frustration
- ♦ Conflict between parent and two year old
- ♦ Dr. Svanberg - the terrible two's, the need to separate and say no
- ♦ The importance of praise
- ♦ Negotiation now important
- ♦ Bus trip - allowing independence
- ♦ Going to nursery - separation anxiety and reunion
- ♦ At nursery, happy to leave safe base and explore and learn
- ♦ What secure attachment encourages
- ♦ Praise from mum and dad - positive self image
- ♦ Realization that others have needs and feelings - beginning of real partnership
- ♦ Peer relationships become important
- ♦ Securely attached children sociable and confident
- ♦ Dr. Svanberg - the effects of different types of attachment for later life



## Film Commentary

Text in *italics* is the voice of consultant clinical psychologist Dr P.O. Svanberg.

### Introduction

Attachment usually refers to the special nature of a relationship that's very close. A child's first attachment is vitally important. What it does is make the child feel safe and secure. Children who were securely attached as babies have a sense of trust and confidence in themselves, because they grow up knowing that - if something happens that I can't cope with there'll always be someone there to help sort it out. So securely attached children do better at school. They are likely to be good at making friends and are able to get on well with life in many different ways. Their early attachment helps them to form close relationships later in life. Children who develop with insecure attachments are less likely to have these feelings because they've never had a secure base from which to develop trust and confidence.

We're going to show how a secure attachment develops in practice using natural documentary sequences of carers and their children and by talking to Doctor P.O. Svanberg who's been doing research into attachment and working with parents for many years.

*"What is attachment? Attachment is, as John Bowlby said, a bond which ties and it's the bond that ties the mother and the baby together. It emerges out of evolution. It developed in order to protect us from predators, it is central to our very survival and what we are beginning to realise now is that it's also central to our well-being."*

### Section 1 - pre-attachment

Psycho-analyst John Bowlby's theory of attachment is the most influential and has generated a lot of research. He believed that in order to survive, infants need to keep their carer close so babies are born with in-built behaviours designed to help make this happen.

*"Babies are in a sense almost at the mercy of what goes on inside of the body. You get hungry, you get cold, you get wet, you get full of wind, all these sorts of things that you have no understanding of and the only way you can react to it is by saying very loudly 'something isn't right here'. And what you hope is that the parent will be able to work out what it is that isn't right and put it right as quickly as possible."*

The new baby uses the cry to summon help, an in-built behaviour and signal to the carer. Responding to the baby's signals sensitively is how the attachment process will begin. Babies are born with different temperaments and it's not always easy to work out the best response. As well as crying the baby has other in-built behaviours or social signals that help to keep the carer close. Babies will cling, and love watching faces and use eye contact to engage the carer. To start with the infant is happy to direct signals at its mother, father, or anyone who is responsive. But the main carer is usually the mother. Her instincts make her especially receptive to the baby's in-built behaviours. There's evidence that even in the first couple of weeks new babies can distinguish their mother from other adults.

To develop a secure attachment the carer needs to respond to the baby quickly and sensitively. Sometimes the baby needs comforting. But at other times she wants to socialise. The baby wants to have a reaction to its own behaviour. It loves to imitate



and be imitated. When babies start smiling at around six weeks, another in-built social signal, this encourages the carer to respond very warmly. Responding to each other becomes turn-taking, just like a proper conversation.

This is the beginning of language development. And infants who become securely attached are likely to develop language skills quickly.

## **Section 2 Attachment in the making**

Here's Leila who is five months old with her mother, Jess. During the next few months more complex patterns of interaction with the carer will become established and the baby will begin to show preferences for particular people as attachment starts to develop.

There are now lots of subtle signals that the baby uses. Mothers usually respond almost without thinking, synchronising their response to the baby's signals. Leila flaps her hands excitedly and Jess responds. Leila makes a noise and Jess acknowledges it, as if to say, 'I know what you mean'. Leila grizzles and is unhappy and Jess empathises straight away.

*"A skill sensitive, responsive parents have is something that you call mind-mindedness, or mindfulness. Some people call it reflective function. And what it is is essentially the ability to put yourself in to the baby's head and work out what is he thinking, what is he saying and so on. Often there are two kinds of signals. One is 'calm me down, comfort me, soothe me'. 'If I'm distressed I don't care what you do, whether you need to change me, whether you need to feed me, whether you need to burp me, but please do it and do it as quickly as you can, because I'm dying here' is in a sense what the baby is saying. And whilst the baby is calm and alert and perhaps, you know, not sleepy and just wanting to nod off, but ready to interact, that's what the baby's saying, 'play with me', you know, 'I want you to imitate me. I want you to stick your tongue out at me if I stick my tongue out at you, and if I say "brrr" I want you to say "brrr" as well', and if you do as the parent, babies love it. They absolutely love it."*

Whilst Jess is doing other things, Leila watches her carefully. Because Jess has responded quickly and sensitively to her, Leila's learning what's called emotional regulation. Instead of getting very distressed and reacting immediately when something's wrong, her past experience tells her that she can wait a bit. She's learning that someone will come and comfort her and sort things out. Jess is becoming the safe base from where Leila will be able to explore the world.

At five months Leila is beginning to have a preference for Jess although she's still generally sociable with other people and is happy to smile at them, even at strangers.

She turns to Jess for reassurance. Although not yet fully attached to Jess, her preference for her is obvious.

And when left with another stranger, Leila is a bit wary, but doesn't object to being picked up.

Leila's now six months old and Jess is going back to work so she's chosen a child-minder for Leila. Leila greets Jess very positively when she comes to pick her up, one of the signs that she's developing a secure attachment. Babies often have to be left with childminders or at nurseries and it seems that if the infant is given a special person who's sensitive to their needs and knows them well then the child can develop a real relationship with another attachment figure. For the infant to feel secure the same interactions as with their main carer are important - sensitivity, empathy and love. So, Leila can have more than one attachment figure but there'll be a hierarchy of preferences and Jess will remain the most important.



### Section 3 - Attachment behaviour

At nine months, Leila is now wary of strangers. She shows anxiety, known as separation anxiety and cries when Jess leaves her with a stranger. An infant's fear of separation in an unfamiliar situation is of such importance that she'll do almost anything not to be abandoned. When she's back with Jess, Leila feels safe and can explore the stranger visually. Jess is the secure base from which Leila will more and more learn about the world.

Now Leila is ten months old and able to shuffle around on her bottom. Up till now Leila has had to rely on her signals to bring her attachment figure close. Now, she can be responsible for much of the keeping close herself.

*"The initial kind of reason why separation anxiety if a stranger is involved is to protect us from predators so we scuttle back to our safe base which is our parent, if you like. At the same time, what also happens is brain maturation, if you like, because it's around this time that babies develop what's called object permanence. It was a French psychologist called Jean Piaget who discovered this many, many years ago and essentially what object permanence is is that the baby comes to realise that even if an object or a thing or a person disappears out of sight they still continue to exist. So it's the time when you drop something from the highchair and you actually look down because you realise that it's still there, or if you hide something behind a screen, the baby will look for it. By this time, the baby has built up a memory of the parent in his or her head and realises that when the parent leaves there was such a thing called a parent that made me feel really safe and secure and I want her back here quickly please. So that it all comes together in a very kind of evolutionary, wonderful design in many respects."*

At fifteen months, again with the unfamiliar adult, Leila feels free to explore, so long as Jess is there, but shows strong separation anxiety as soon as she leaves the room.

Leila, at sixteen months, is now securely attached to Jess. She isn't happy to be left with strangers and shows anxiety when separated. Jess is now her secure base. She knows there will always be help if she needs it. Jess has helped regulate her emotions by responding quickly and sensitively to her. Secure attachment is important in helping children learn to talk and Jess and Leila are developing a good understanding of each other. This primary attachment, the first relationship, will make a sort of blueprint or internal model in the brain for Leila's relationships in the future.

The development of secure attachment is the most common. But not all babies become securely attached.

*"In many ways we are quite fortunate that the majority of parents are able to behave in ways that helps their children become securely attached. Quite normally, quite spontaneously, no help, that's just the way they are. Around 60 / 65 % of children are securely attached. So what happens with the children who are not securely attached? The most common insecure attachment, particularly in this culture, in the British culture, is the avoidant attachment. In an avoidant attachment or in a relationship that leads the child to become avoidantly attached, the parent has, in many respects, sent signals to the child that it's not a good thing to be emotional. You know, we're not particularly kind of emotional round here. It's the sort of stiff upper lip family if you like and that can be all emotions, so it's not good to be angry, it's not good to be upset, it's not good to be frightened and if that's in the extreme you end up with a very non-emotional highly kind of inhibited person. The other kind of more common group is what is called ambivalent attachment or anxious attachment. These are children who, in a sense, can't be sure whether their parent will comfort them at that time or not. Sometimes the parent will be comforting, other times the parent might actually be rejecting and you can't anticipate*



*that. You can't predict it. So they develop this strategy of a kind of high display of emotion which is a mixture of emotion, it's partly help-seeking, 'please comfort me', and partly angry, 'I know you won't', it's kind of backwards and forwards. What this strategy does is that it says to the parent 'you must look at me all the time, you must know where I am all the time', because it's based on this fear of being left or being abandoned and so on. These three, secure attachment, the avoidant attachment, the anxiously ambivalent attachment are very common. It counts for something like 90% of all attachment behaviour in children."*

A way of assessing the quality of the attachment relationship for 12 - 18 month olds was developed by psychologist Mary Ainsworth. This assessment is known as 'The Strange Situation'. The general idea of this is that the mother and child go into an unfamiliar room and a stranger enters and stays with the child whilst the mother leaves the room. The child's reaction to the mother leaving is observed and the child's reaction to the stranger is observed. And when mother comes back in, the reunion is observed. The child's behaviour at separation and reunion will indicate the type of attachment that has developed. When the child has an insecure, avoidant attachment the child is unaffected by the separation from the mother and doesn't react to her when she returns. When the child has an insecure, ambivalent attachment, the child is extremely distressed and difficult for the mother to console when she returns.

A securely attached child may be upset by the mother's absence but will respond enthusiastically to her return. Of course, it's not always this straight forward - as well as these common types of attachments for example there are also more extreme insecure forms where the child has had to develop quite complex ways of coping with his or her distress.

Here's a real life reunion. Leila's also now attached to her dad and he's come to Granny's house to collect her. This reunion behaviour clearly shows the quality of the secure attachment to him.

So Leila now has several attachment figures, Jess, Dad, Granny and a child-minder. But there is a hierarchy and if Jess is available she's Leila's first choice at times of distress.

Leila's now in a larger, strange environment. Her attachment figure has to strike a balance between being on hand when needed and allowing her the freedom to explore. As Jess moves away, Leila behaves as if she was attached by a piece of elastic. She keeps herself at what she feels to be a safe distance. Leila feels confident in her play and exploration knowing that she has a reliable base. The distance that feels safe will depend on circumstances and it will increase with age. Some insecurely attached children won't behave like this. They won't feel confident to explore freely and happily. Bowlby believed that the type of attachment formed in the early years can greatly affect emotional stability later on - and research supports this. Inner happiness and the ability to cope with life's difficulties develop largely from an early, secure attachment experience.

#### **Section 4 - Increasing Independence**

Secure attachment is now established but will continue to develop as cognitive, motor and language skills increase, giving the child more control. Leila's now very mobile, so Jess needs to find ways of handling her increasing need for independence. This can be a tricky time for the attachment relationship as conflicts are bound to arise. Jess still needs to be sensitive and loving, but she also needs to be very consistent, so that Leila understands clearly what she wants her to do. If the carer isn't consistent, for instance letting the child do something one day and telling them off for the same thing the next day, this leaves the child confused. The feeling of trust can begin to break down. Leila goes exploring, but when Jess gives a firm 'no' stops immediately. The secure attachment that's already built up makes it easier for Jess to manage Leila's behaviour, because Leila will want to please Jess to keep the emotional closeness.



Here Leila isn't happy. She's hungry and wants her dinner. Once Jess has told her what's happening, she's able to be patient and wait. Leila's now comfortable in the knowledge that Jess will respond sensitively and quickly so she understands that dinner will turn up and there is no need to make a fuss. Children whose carers haven't responded sensitively in the past can't trust that things will be sorted out for them and won't be able to put up with the frustration so easily.

Language development and understanding in securely attached children tends to develop earlier than for those who are insecurely attached.

This is Leila's cousin, Seb, with his mum, Katrina. He's a strong-minded toddler and conflicts often arise. It can be hard to get the balance right between being over-controlling and authoritarian or under-controlling and helpless, just letting him do as he pleases. Neither is good for the attachment relationship. Insecurely attached children can get even more difficult at this stage.

*"So the parent says 'no, don't do that', and the toddler says 'well I want to' you know, and during what is called the 'terrible twos', almost invariably all toddlers will go through the same phase because it's also a way of almost saying, 'I am going to be my own person, you know, I've been your little boy / your little girl but now I'm going to be my little boy / my little girl' so to speak. And it's by being negative and saying no that children distance themselves, as they have to do, from their parents - which incidentally is one of the hardest things that you do as a parent."*

Seb can be difficult, but he will be cooperative when treated sensitively. So Katrina makes sure he listens to what she says and praises him when he does what she asks. Responding sensitively and clearly further develops the attachment relationship.

*"The more you praise, the better it is, initially you can praise for absolutely everything, and then as the child grows older, you become a little bit more discriminating in your praise and you shape the child's behaviour like that. It's very much better to use praise than punishment."*

Katrina and Seb are off to the shops. Katrina has agreed that Pippin can come with them, but doesn't want to take the orange.

Negotiation is now an essential part of the attachment relationship. To negotiate Katrina has to be very clear in her own mind what Seb can and can't do. When there are disagreements, Katrina explains why Seb can't do exactly as he likes. Once it's safe, Katrina lets Seb be independent and he finds his own seat on the bus. Although he's keen to explore, Seb still wants to keep his attachment figure close.

Again they negotiate in the sweet shop. Learning social skills through his relationship with Katrina will help Seb to form a good relationship with other people in the future.

Seb isn't now getting distressed when Katrina's away for short periods, but being left at nursery can be much more difficult to cope with. Although Seb knows that Katrina will be coming back, the loss of his attachment figure and the transition from one care situation to another can be traumatic.

When Katrina returns, Seb shows reunion behaviour, typical of a securely attached child. He's relieved that she's back, but is secure enough not to be clingy and is soon showing Katrina about his adventures. Transitions are often difficult until the child gets to know the new carers well.

Here's Fifi coming to nursery with his mum, Rhona. When managed carefully, transitions



for securely attached children needn't be too traumatic. Fifi keeps his mum close at first as he begins to look round. But eventually he's quite happy for her to leave and feels secure enough to explore and learn while she's away. Insecurely attached children are less likely to have this sense of security and may be less adventurous having fewer opportunities to learn. The type of attachment affects cognitive and language development and, indeed, all aspects of child development.

And here's Fifi reuniting with his attachment figure.

Securely attached children have positive self-beliefs. They understand themselves through the reactions and responses of those close to them. Positive messages from their attachment figures help to build self-esteem and trust.

During the pre-school years relationships with a child's attachment figure will reach the stage where the child recognises that their carers also have needs and feelings of their own. Securely attached children realise that doing what they want to do has to be negotiated so that both people are happy with what's going on. It's the beginning of a real partnership.

The development of social skills and relationships with peers is also now becoming important. The child's experience of the first secure attachments has provided a model for new relationships now and in the future. And it's the trust and confidence they have gained through their attachments that will help them to become socially competent and be good at making friends.

Children who as toddlers were securely attached tend to be out-going and sociable and confident. They gain this security from having adults around them who are responsive to their needs. This means that practitioners as well as main carers need to spend time getting to know young children well. It's important to have systems in place that allow them to build special relationships with the children in their care. For children who have started life with insecure attachments things for them can still change. With special help they can move towards a more positive developmental pathway that will avoid disadvantages as they mature into adults.

*"As relationships develop we become who we are through those relationships and if those relationships are nurturing and positive it makes us feel safe and secure - we are likely to follow a pathway in life that is positive. If those early relationships are perhaps critical, perhaps rejecting, perhaps abusive we are likely to struggle and for some people, spend the rest of your life struggling to find the kind of security that you were entitled to have as a child but didn't get."*



## **Questions and things to do**

This section has been put together with the aim of complimenting and enhancing the the information contained in the film. Here we offer a range of activities and topics for discussion, which teachers can tailor to suit the needs of their students. Each of the four sections includes the following:-

### **Questions**

These are questions that can be answered after watching the film.

### **Observations**

Observations can be made either by watching sequences in the film or by observing real infants.

### **Find Out**

These give starting points for further research.

### **Discussion Topics**

For discussion in small groups or as a class, some prior research may be needed.

### **Theory and Research**

Summarizes a selection of theory and research relevant to each section of the film. The actual references mentioned can be found at the end of these notes.



# Section 1

## **Birth to 2 months: pre-attachment**

### **Questions**

- 1) What behaviour that a baby displays elicits care giving?
- 2) What are some of the behaviours new babies use when they are ready to interact?
- 3) Who will new babies respond to?

### **Observation**

- 3) Observe the carers responses to social releasers (crying, vocalising, eye contact and smiling)

### **Find Out**

- 4) Find out what innate behaviours babies are born with.
- 5) Find out what young babies are most attracted to.
- 6) Find out whether the infants temperament can affect the attachment process.
- 7) Find out what features of a baby's face encourage care giving.

### **Discussion Topic**

- 8) Bowlby suggested that attachment developed to protect babies from predators. Discuss how this could be relevant in today's society.



## Theory & Research

Lorenz (1935)	Saw imprinting as a largely instinctive process which occurs during a fairly short critical period. It keeps infants in close proximity to their mothers and evolved as a means of protecting the young.
Harlow (1959)	His research with rhesus monkeys led him to believe that comfort and security were crucial factors involved in attachment.
Bowlby (1969)	Describes the evolutionary approach as it derives from ethology, (the science of animal behaviour) and links it with psycho analysis and developmental research.
Bowlby (1989)	Describes the evolution of attachment theory and separation anxiety. Talks about developmental pathways ... "my hypothesis is that the pathway followed by each developing individual and the extent to which he or she becomes resilient to stressful life events is determined to a very significant degree by the pattern of attachment developed during the early years."
Wolff (1969)	Saw crying as a sophisticated form of communication with different types of cry meaning different things.
Carpenter (1975)	Demonstrated that two week old babies can recognize their mother's face and voice.
Trevarthen (1979)	Found very high levels of certain hormones in mothers and their babies after delivery.
Trevarthen (1998)	Proposes that the newborn already has an innate effective interpersonal intelligence. One month old infants behave differently to different people. Proto conversations are preparatory for linguistic communication. Notes the central role of mirroring which enables the infant to imitate the other and thus enter into the other's state.
Kagan (1984)	Thinks that the infants temperament shapes the attachment relationship.
Durkin (1995)	Evidence that temperament as assessed by parents is not usually associated with attachment type when determined by the strange situation.
Crockenberg (1981)	Shows how complex the temperament/attachment issue is.



## Section 2

### 2 to 8 months: attachment in the making

#### Questions

- 1) Who will babies at this age respond to?
- 2) What are the qualities of a sensitive carer?
- 3) Explain how meeting a baby's needs helps to develop attachment.
- 4) Why is it good to respond quickly to crying?
- 5) What are the main features of the attachment process at this stage?

#### Observation

- 6) Note verbal and non-verbal expressions of feelings when babies are changed, fed, cuddled etc.
- 7) Observe the difference in the baby's response to the mother and the stranger.

#### Find Out

- 8) Find out more about emotional regulation



## Theory & Research

Meltzoff & Moore (1977)	Showed that infants can imitate facial expressions.
Bell & Ainsworth (1972)	Found mothers who were responsive early on had babies who cried less later on, at the end of the first year.
Ainsworth & co. (1978)	The reduction of fear is linked to the caregivers response to infant signals, and so affects emotional regulator.
Schaffer (1977)	Between 3-7 months infants begin to recognize familiar and unfamiliar people
Fonagy (2001)	Discusses the caregiver's understanding of the child's mind encouraging secure attachment.
St James-Roberts & Conroy (1998)	The ability of mothers to be sensitively responsive with babies with difficult temperaments and console them in the first few months leads to more positive outcomes at 15 months.



## Section 3

### 8-18 months - Attachment behaviour

#### Questions

- 1) At what age does stranger anxiety occur?
- 2) How do we know if attachment has occurred?
- 3) How does the child's physical and cognitive development change during this stage and how can this affect the attachment relationship?
- 4) How would a good carer show they are both physically and emotionally available to their child?
- 5) How is the quality of attachment assessed?
- 6) What can cause insecure attachments to develop?
- 7) What are the main features of the attachment process at this stage?

#### Observation

- 8) Observe the behaviours that infants use to keep their attachment figures emotionally and physically close.

#### Discussion Topics

- 9) Discuss if there are any ethical issues or scientific problems related to the strange situation assessment.
- 10) Multiple attachments - Bowlby thought that the role of the father was to support the mother. Research this topic and think about your own experiences.



### **Theory & Research**

Piaget (1957)	Described the development of object permanence.
Bell (1970)	Found person permanence developed slightly earlier than object permanence in those developing secure attachment.
Scaffer and Emerson (1969)	Used separation protest as an indicator that attachment has occurred
Ainsworth & Collegues (1978)	Outlines the strange situation. Also develops the idea of the secure base for exploration.
Crittenden (1992)	Talks about the more extreme types of insecure attachments.
Bowlby (1969, 1973)	Claimed infants have a hierarchy of attachments.
Tronick & Collegues (1992)	Cross cultural support for hierarchy of attachments.



## Section 4

### 18 months onwards - Increasing independence

#### Questions

- 1) What features of the attachment relationship change during this phase?
- 2) What may result from insecure attachments?
- 3) Why is secure attachment important for :-
  - a) communication skills
  - b) emotional well being
  - c) social skills
  - d) intellectual development?
- 4) How can children display distress non-verbally?
- 5) When might children experience separation anxiety?
- 6) Why are children with a secure attachment better able to cope with fears and worries?

#### Observation

- 7) Note examples of healthy independence in young infants
- 8) Observe sounds and facial expressions as young children express feelings of frustration, anger or as they separate from a carer.
- 9) Observe how children can be recognised as being valuable people.

#### Find Out More

- 10) Research further into the effects insecure attachments could have on later life.



### **To Think About**

11) Do these characteristics describe how you feel and behave towards someone you love (mother, father, boyfriend, girlfriend) :-

- a) proximity
- b) distress on separation
- c) pleasure on reuniting
- d) aware of attachment figure at all times

12) Who are you attached to? How do you think this attachment has affected your development?

### **Theory & Research**

Ainsworth (1973)	Talks about the 'goal - corrected' partnership the fourth phase of attachment development noted by Bowlby.
Grossmann and Grossmann (1991)	Securely attached children have close friendships later in childhood, whereas insecurely attached do not.
Bartholomew & Horowitz (1991)	Showed a link between type of friendships people develop as adults and attachment type in infancy.
Sroufe (1983)	Infants related as secure in their second year were found later to be more popular, having more initiative, higher self-esteem, less aggression and likely to be social leaders.
Hazen & Shaver (1987)	Indicated that romantic relationships in adult life reflect attachment type in infancy.
Waters & Merrick, et al. (2000)	Followed up 60 infants 20 years later. These results support Bowlby's hypothesis that individual differences in attachment security can be stable across significant portions of the life span and yet can be changed in the light of experience.



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Tronick, E. Z. Morelli, G. A. & Ivey, P. K. (1992.) The Efe forager infant and toddler's pattern of social relationships: Multiple and simultaneous. *Developmental Psychology*, 28, 168-77.

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## Recommended reading

**Here is a list of interesting, up to date books on attachment and further research papers.**

Bowlby, J. (1958). "The nature of a child's tie to his mother." *International Journal of Psychoanalysis* 39: 350-373.

Bowlby, J. (1977). "The making and breaking of affectional bonds." *British Journal of Psychiatry* 130: 201-210 and 421-431.

Bowlby, J. (1988). *A Secure Base*. New York, Basic Books.

Cassidy, J. (1999). The nature of the child's ties. *Handbook of attachment: Theory, research and clinical applications*. J. Cassidy and P. Shaver. London, The Guilford Press.

Colin, V. L. (1996). *Human Attachment*. London, McGraw-Hill.

This book provides a comprehensive introduction to attachment research and theory. It explains theory, research methodology, research results, and discusses both healthy and pathological development in infancy, childhood, adolescence and adulthood.

Crittenden, P. M. (1988). Relationships at risk. *Clinical implications of attachment*. J. Belsky and T. Nezworski. Hillsdale, Lawrence Erlbaum Associates: 136-176.

Reviews attachment research with maltreated infants identifying a methodology for assessing sensitive responsive care giving

Crittenden, P. M. (1995). Attachment and psychopathology. *Attachment theory, Social, developmental and clinical perspectives*. S. Goldberg, R. Muir and J. Kerr. London, The Analytic Press: 367-406.

A comprehensive review of Crittenden's theoretical developments.

Crittenden, P. M. (2000). A dynamic-maturational approach to continuity and change in pattern of attachment. *The organisation of attachment relationships: Maturation, culture and context*. P. M. Crittenden and A. H. Claussen. Cambridge, Cambridge University Press.

Fonagy, P. (1998). "Prevention, the appropriate target of infant psychotherapy." *Infant Mental Health Journal* 19(2): 124-150.

The aim of this paper is to evaluate the case for preventive interventions in infancy aimed at the reduction of childhood psychopathology.

Fonagy, P., H. Steele, et al. (1991). "Maternal representations of attachments during pregnancy predict the organisation of infant-mother attachment at one year of age." *Child development* 62: 891-905.

Fonagy, P., H. Steele, et al. (1994). "The Emanuel Miller Memorial Lecture 1992:



The theory and practice of resilience." *J.Child. Psychol. Psychiatry* 35: 231-257.

Fonagy, P. and M. Target (2002). "Early intervention and the development of self-regulation." 22(3): 307-335.

Fraiberg, S., E. Adelson, et al. (1980). Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships. *Clinical studies in infant mental health*. S. Fraiberg. New York, Basic Books: 146-169.

Goldberg, S. (2000). *Attachment and development*. New York, Oxford University Press.

A very nice overview of the field. Perfect as an introductory textbook.

Gerhart, Sue (2004): *Why love matters. How affection shapes a baby's brain*. Brunner-Routledge

Explains in a lively and accessible way the most recent research in infant development and brain maturation.

Kagan, J. (1996). Temperamental contributions to the development of social behavior. *The lifespan development of individuals: Behavioural, neurobiological and psychosocial perspectives*. D. Magnusson. Cambridge, Cambridge University Press: 376-393.

Kagan argues for temperament as categorical not dimensional. He differentiates between inhibited and uninhibited children and relates this to distinct profiles of reactivity at 4-months.

Karen, R. (1998). *Becoming attached; First relationships and how they shape our capacity to love*. Oxford, Oxford University Press.

Presents attachment theory, research developments and applications in a highly readable form with frequent quotes from the main players from Bowlby and Ainsworth to Sroufe, Belsky, Slade etc. He dissects the numerous heated debates which has dodged the field from the initial criticism of the strange situation by Michael Lamb to the dismissive approach to attachment from the temperament researchers such as Kagan and Chess. He follows the initial developments in Bowlby's thinking from maternal deprivation to the affectionless forty-four thieves to the mother-infant guidance which all provided the cornerstones. He gives insightful portraits of the personalities of the main players from Bowlby's "cocksuredness" to Ainsworth's "self-doubts and frailties" to James Roberson's touchiness.

Marvin, R. S. and P. A. Britner (1999). Normative development: The ontogeny of attachment. *Handbook of attachment: Theory, research and clinical applications*. J. Cassidy and P. Shaver. London, The Guilford Press.

Murray, L. and L. Andrews (2000). *The Social baby; Understanding babies' communication from birth*. Richmond, Surrey, CP Publishing.

Wonderful little book demonstrating infant's ability to communicate from the word go. Richly illustrated with video-grabbed images.

Schore, A. N. (2001). "Effects of a secure attachment relationship on right brain development, affect regulation, and infant mental health." *Infant Mental*



*Health Journal* 22(1-2): 7-66.

Over the last ten years the basic knowledge of brain structure and function has vastly expanded, and this paper assesses this to provide a deeper understanding of the psychoneurobiological mechanisms that underlie infant mental health.

Sroufe, L. A. (1996). *Emotional development;The organization of emotional life in the early years*. Cambridge, Cambridge University Press.

An extremely thorough review of emotional development from a systems perspective. He also shows the central importance of attachment in affect regulation.

Sroufe, L. A., E. A. Carlson, et al. (in press). "Implications of attachment theory for developmental psychopathology."

Illustrated by a longitudinal study from childhood to adolescence which enables them to conclude that although insecure, anxious attachment cannot be regarded as psychopathological in its own right, it is clearly an "initial kick" on a pathway associated with later pathology.

Stern, D. (1985). *The interpersonal world of the infant. A view from psychoanalysis and developmental psychology*. London, BasicBooks.

Reviews developmental psychology and analytical ideas under the separate headings of "the clinical child" and the "observed child"

Susman-Stillman, A., M. Kalkoske, et al. (1996). "Infant temperament and maternal sensitivity as predictors of attachment security." *Infant Behavior & Development* 19(1): 33-47.

This study investigated contributions of infant irritability, sociability, and maternal sensitivity to attachment security in a high-risk sample.

Svanberg, P. O. (1998). "Attachment, resilience and prevention." *Journal of Mental Health* 7(6): 543-578.

Provides a comprehensive review of primary prevention and early intervention approaches based in attachment theory.

Trevarthen, C. and K. J. Aitken (2001). "Infant intersubjectivity: Research, theory, and clinical applications." *Journal of Child Psychology and Psychiatry and Allied Disciplines* 42(1): 3-48.

Zeanah, C. H., Ed. (1993). *Handbook of infant mental health*. New York, Guilford Press.