



Knowledge Organiser: Year 12

Psychology; ATTACHMENT

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CAREGIVER-INFANT INTERACTIONS

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INTERACTIONS- *Babies have frequent and important interactions with their caregiver*

RECIPROCITY- *Turn-taking, Mother respond when baby is alert. From 3 months becomes more intense reciprocal.*

INTERACTIONAL SYNCHRONY- *Same actions simultaneously. Interactions co-ordinated from two weeks (Meltzoff and Moore)*

EVALUATION

- Filmed observations of interactions, analysed later, can establish inter-rater reliability and babies not aware of being observed. Increases validity.
- Difficulty observing babies: hard to know what their expressions/gestures mean.
- Developmental importance: behaviours can be reliably observed but this doesn't reveal their importance.
- Counterpoint: evidence (e.g. Isabella et al) does support the importance of early interaction in attachment.

SCHAFER'S STAGES OF ATTACHMENT

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- Asocial: first few weeks, baby behaves in same way to humans as inanimate objects.
- Indiscriminate: preference for (familiar) people, no strangers/separation anxiety.
- Specific: at about 7 months with one primary attachment figure (65% were to the mother).
- Multiple attachments: by 12 months most babies form several more attachments.

Schaffer & Emerson's research: 60 Glasgow babies observed at home by mothers, reported on separation anxiety and stranger anxiety. Findings: babies developed attachment through a fixed sequence of stages.

EVALUATION

- Good external validity: mothers did observing so babies not stressed by presence of a researcher.
- Poor evidence for asocial stage, babies have poor co-ordination, so may just seem asocial.
- Real-world application: day care ok in asocial and indiscriminate stages, starting at specific attachment stage is undesirable.

ROLE OF THE FATHER

ATTACHMENT TO FATHERS- *Most babies attach to their father, (75% by 18 months) but rarely as the first attachment (only 3% first sole attachment)- Schaffer and Emerson*

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DISTINCTIVE ROLE FOR FATHER- *Fathers may have a distinctive role involving play and stimulation- Grossmann et al*

FATHERS AS PRIMARY ATTACHMENT FIGURE- *Those fathers who were primary caregiver more responsive than secondary caregiver fathers- Field*

EVALUATION

CONFUSION OVER RESEARCH QUESTION- *Competing research questions prevent a simple answer about the father's role*

CONFLICTING EVIDENCE- *Studies have reached different conclusions about a distinctive role for father*

REAL-WORLD APPLICATION- *Families can be advised about the father's role in attachment.*

ANIMAL STUDIES IN ATTACHMENT

LORENZ'S RESEARCH

- PROCEDURE- Goslings saw Lorenz when they hatched
- FINDINGS- Newly-hatched chicks attach to the first moving object they see (imprinting)
- SEXUAL IMPRINTING-Adult birds try to mate with whatever species or objects they imprint on

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HARLOW'S RESEARCH

- PROCEDURE-Baby monkeys given cloth-covered or plain-wire 'mother' with feeding bottle attached
- FINDINGS- Monkeys clung to cloth surrogate rather than wire one, regardless of which dispensed milk
- Maternally deprived monkeys as adults- Grew up socially dysfunctional

EVALUATION

GENERALISABILITY TO HUMANS- *Attachment systems in birds and monkeys are less complex and not two-way*

ETHICAL ISSUES- *Procedure caused severe long-term distress to participants, may not be outweighed by theoretical and practical benefits*



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EXPLANATIONS OF ATTACHMENT: LEARNING THEORY

- **Classical conditioning:** UCS (food) produces UCR (feeling of pleasure). Caregiver (NS) associated with food becomes CS, produces pleasure (CR) and feelings of love for caregiver (an attachment is formed).
- **Operant conditioning:** crying reinforced because produces caregiver response. Negative reinforcement, caregivers response reinforced because crying stops.
- **Drive reduction:** attachment is a secondary drive learned by association of caregiver with hunger satisfaction

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EVALUATION

- Some conditioning (association with comfort) could still be involved in selecting the primary attachment figure.
- Counterpoint: babies are more active in attachment than this theory suggests.
- Animal studies show that attachment does not depend on feeding (Lorenz/Harlow).
- Human studies: primary attachment figure not always the person who does feeding (Schaffer & Emerson), quality of attachment related to interactional synchrony not feeding (Isabella et al).

AINSWORTH'S STRANGE SITUATION

- Ainsworth's strange situation: controlled observation in lab, assess quality of caregiver—infant attachment. Behaviours measured including proximity seeking, separation anxiety, stranger anxiety and reunion behaviour.
- Seven episodes (3 min) e.g. stranger enters, caregiver leaves, stranger returns.
- Findings: secure (66% of British babies), secure base and moderate anxiety, easily calmed by caregiver. Insecure avoidant (22%) no secure base, no stranger or separation anxiety, avoids reunion. Insecure resistant (12%) extreme anxiety, resist comfort on reunion with caregiver.

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EVALUATION

- Good inter-rater reliability: 94% observers agree on attachment type (Bick)
- Issues with overt observation on the mothers behaviour.
- Culture bound test: strange situation behaviours have different meanings across different cultures.

EXPLANATIONS OF ATTACHMENT: BOWLBY'S THEORY

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- Attachment is innate and adaptive: evolutionary survival advantage.
- Social releasers: innate cute behaviours activate attachment in adults. Critical period: maximally sensitive up to 6 months although may extend to up to 2 years. Monotropy: attachment to one person, is different and special. Internal working model: first attachment is template for later relationships.

EVALUATION

- Research support: Lorenz (critical period) & Hazan & Shaver (internal working model).
- Validity of monotropy challenged, primary attachment may not have unique qualities. (Schaffer & Emerson).
- Counterpoint: research support for social releasers, babies distressed when 'cute' signals ignored (Brazelton).
- Rutter: 'Sensitive period' instead of 'critical period'.

CULTURAL VARIATIONS IN ATTACHMENT

Van IJzendoorn & Kroonenberg's research:

metaanalysis of 32 studies using Strange Situation in 8 countries/cultures.

- Findings: secure attachment most common (range from 50% China to 75% Britain).
- Conclusion: more insecure-resistant type in collectivist cultures (e.g. Japan) than individualist (e.g. US).

Cultural similarities: Tronick et al: supports secure attachment is most common globally. **Cultural differences:** Grossman et al: In German culture, child rearing practises favour independence.

EVALUATION

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- Most of the studies were conducted by indigenous psychologists.
- Van IJzendoorn's sample was biased.
- Confounding variables: studies in different countries not matched for sample or method.
- Imposed etic: attachment behaviours may have different meanings to different cultures.

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BOWLBY'S THEORY OF MATERNAL DEPRIVATION

- Continuous maternal care needed for healthy development. Deprivation is loss of emotional care, negative effects if during the first 2.5 years (critical period).
- Intellectual development: deprivation reduces IQ (Goldfarb, institutionalised children). Emotional development: deprivation leads to affectionless psychopathology (no guilt).
- Bowlby's research: procedure, interviewed 44 young thieves and families. Findings: 14 affectionless psychopaths, 12 of these separated from mothers before 2 years of age.

EVALUATION

- Real world application: how children are looked after in hospitals.
- Flawed evidence: Bowlby conducted interviews himself (bias).
- Privation not deprivation (Rutter), some of the 44 thieves may have been 'prived, deprivation may be less damaging.
- Sensitive not critical period: Czech twins recovered from severe deprivation (Koluchova).

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ROMANIAN ORHPAN STUDIES

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Rutter et al: ERA study, 165 Romanian orphans adopted in UK, 52 British adoptees as controls. Findings: children adopted before the age of 6 months had mean IQ of 102 at age 11, adoption after 2 years had mean IQ of 77. Sensitive period: no attachment before 6 months has long term effects (disinhibited attachment).

Zeanah et al: BEI project, assessed group of 95 institutionalised Romanian children using Strange Situation.

Findings: In institutionalised group only 19% secure attachment, 44% disinhibited attachment (compared to 74% and 20% retrospectively for controls).

EVALUATION

- Real world application: improved caring in institutions (key workers for each child).
- Confounding variables: fewer in these studies, no early trauma.
- Counterpoint, poor conditions in Romanian orphanages could be a confounding variable.
- Lack of adult data e.g. late adopted children may 'catch up'.

INFLUENCES OF EARLY ATTACHMENTS ON LATER RELATIONSHIPS

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Internal working model (IWM) first attachment is template for future relationships (Bowlby).

Relationships in later childhood: securely attached children form better friendships (Kerns) and are less likely to become bullies (Myron-Wilson et al).

Relationships in adulthood: parenting and romantic style based on IWM attachment type passed on in families (Bailey et al) and related to romantic relationships (Hazan & Shaver).

Hazan & Shaver: analysed 620 replies to a 'love quiz'. Findings: securely attached adults = long lasting relationships, insecure avoidant types tended to be jealous and feared intimacy.

EVALUATION:

- Strong support linking attachment to later development (Fearon et al). Longitudinal support (Simpson).
- Association doesn't mean causality: third factor, environment.
- Relies on retrospective classification asking adults about their early lives.

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How do we use Knowledge Organisers in Psychology

How can you use knowledge organisers at home to help us?

- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

How will we use knowledge organisers in Psychology?

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- **Mark our answers:** Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

<u>ASSESSMENT</u>	<u>SECTION ON KNOWLEDGE ORGANISER</u>	<u>DATE</u>	<u>SCORE</u>
Learning Check point			/
MID UNIT			/20
Learning Check point			/
END OF UNIT			/40