

ATTACHMENT AND DEVELOPMENT

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• Development turns at each and every stage of the journey on an interaction between the organism as it has developed up to that moment and the environment in which it then finds itself. (John Bowlby)

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GOALS FOR TODAY

- Deeper Understanding of Development
- Deeper Understanding of Attachment

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THREE CHILDREN

- MYRA
- TONY
- BONITA

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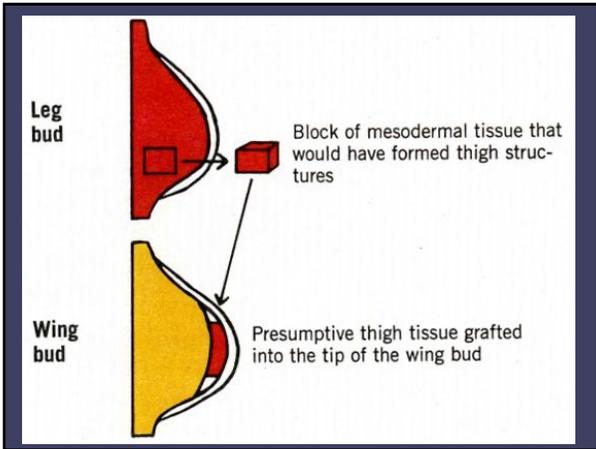
THE NATURE OF DEVELOPMENT

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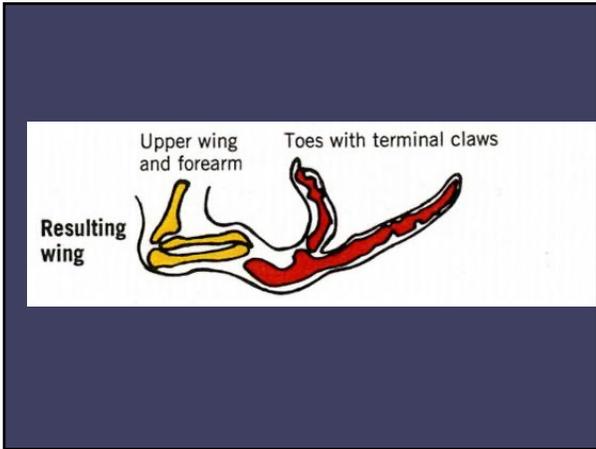
THREE DETERMINANTS OF DEVELOPMENT

- Genes
- Environment (Current and past Circumstances)
- Past Development

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THREE CHARACTERISTICS OF DEVELOPMENT

- Orderly
- Cumulative
- Directed

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EXAMPLE: THE BRAIN

- Over-production of Neurons
- Pruning and sculpting
- Inter-connecting into complex systems
- All in response to experience

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A CUMULATIVE PROCESS

- In short, development ...builds upon itself, often creating as it goes the tools necessary for each successive step in the developmental process (Stiles, 2008, pp 380-381)."

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HOW DEVELOPMENT WORKS

Emerging child and experience
The Toddler
Mackenzie & McDonough study

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M & M measures

- Fussiness at 7 and 15 months
- Behavior problems at 24 months
- Parent reaction to fussiness

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M & M Key Results

- Parent reaction at 7 months predicts infant fussiness at 15 months
- Parent representation of relationships

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THE NATURE OF ATTACHMENT

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A Revolution in Psychology

- Move to the level of relationships
- Move to the level of organization
- Stability in the organization (Waters)
- From relationships to self

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ATTACHMENT AS A RELATIONSHIP CONCEPT

- Not a Measure of the Infant
- Effectiveness of the relationship
- The Degree of Confidence the Infant Has in the Particular Caregiver
- Distinct from Temperament

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ATTACHMENT AS A RELATIONSHIP

- Forms over time
- Built upon a history of interaction
- Consolidated in the second half year
- Continues to develop

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Evolutionary Basis of Attachment

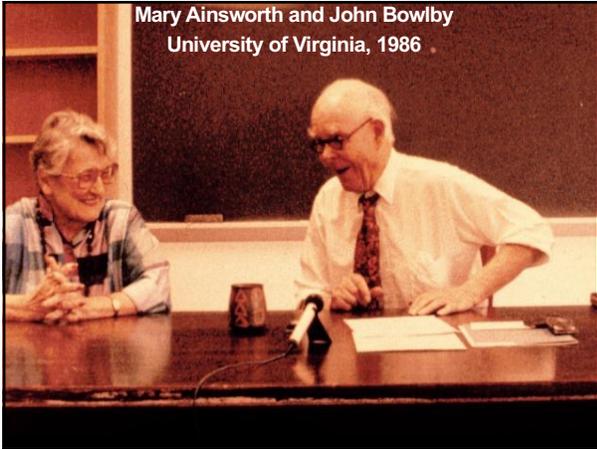
- Uniqueness of our species
- Problem attachment solves

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SUMMARY POINTS

- Relationship Between Infant and Caregiver
- All Infants Become Attached (“built into our biology”)
- Cannot be “too attached”
- Differences in Attachment Quality
- Based in Patterning of Care
- Revealed by the Organization of Behavior

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BOWLBY'S TWO HYPOTHESES

- QUALITY OF ATTACHMENT DEPENDS ON EARLIER QUALITY OF CARE
- INFANT ATTACHMENT IS THE FOUNDATION FOR PERSONALITY DEVELOPMENT
(dyadic organization is the foundation for self-organization)

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THE MINNESOTA STUDY OF RISK AND ADAPTATION

- 180 children born into poverty
- Assessments beginning before birth
- Detailed age-by-age assessments
- Comprehensive measures across domains
- Measures of context
- Emphasis on early relationships

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SECURE AND ANXIOUS ATTACHMENT

- Secure Attachment
 - Confident in caregiver's responsiveness
 - A certain haven of safety
 - Reliable source of reassurance
- Anxious Attachment
 - Doubt or uncertainty about responsiveness
 - Safety not assured

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ORIGINS OF SECURITY

- Caregiver Attunement
- Sensitivity and Responsiveness
- Infant confident because the caregiver has been reliable

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AINSWORTH'S STRANGE SITUATION PROCEDURE

- Incremental stress
- Novel room, quiet stranger
- Stranger approaches, plays
- Separation (stranger present)
- Reunion
- Separation (alone)
- Reunion

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FILM

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SECURE ATTACHMENT

- Effective use of caregiver as a secure base
- Clear preference for caregiver when distressed
- Active initiation of contact or interaction following a brief separation
- Ease of being comforted

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WHAT IS OBSERVED

- Shifting balance of attachment and exploratory behaviors
- Increasing use of caregiver as stress increases
- Effectiveness of contact/interaction

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RESISTANT ATTACHMENT

(inconsistent/chaotic care)

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- Poverty of exploration (preoccupied)
- Wariness even in caregiver's presence; difficulty separating
- Difficulty being settled by the caregiver; often visible anger and ambivalence
- MAXIMIZING THE EXPRESSION OF ATTACHMENT BEHAVIOR

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AVOIDANT ATTACHMENT
(Emotional unavailability/rejection)

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- Little obvious preference for the caregiver when stressed
- Little emotional sharing
- Active avoidance following brief separations
- MINIMIZING THE EXPRESSION OF ATTACHMENT BEHAVIOR

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DISORGANIZED ATTACHMENT

(Frightening/unfathomable parent)

- Caregiver as a source of threat
- Irresolvable paradox
- Disorientation and incoherence
- Apprehension or confusion
- Behavior only makes sense when assume infant is frightened of parent

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THE CONSTRUCTION OF THE SELF

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THE CONSTRUCTION OF THE SELF

- The compelling idea underlying attachment theory is that the way infant-caregiver attachments are organized provides the pattern for the emergence and unfolding of the self. The process goes from caregiver orchestration, to dyadic regulation, to self-regulation or dysregulation.

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There is no such thing as an infant.
D. W. Winnicott

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An infant can be competent only to the extent there is a responsive caregiver
Ainsworth

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DEFINING THE SELF (cont.)

- Complex organization of attitudes, expectations, feelings and meanings
- Thus, can be no self in newborn, but...
- Organized complexity in infant-care unit
- Infant nested in caregiving matrix, treated as relational partner
- Ultimately, a self "disjoins" (Sander)

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– In becoming internalized, adopted strategies which first characterized regulatory relationships with the interpersonal surround will now function as features of self-regulation and eventually characterize personality idiosyncrasy (Sander, 1975).

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ATTACHMENT AND THE DEVELOPMENT OF THE SELF

- From caregiver organization to dyadic organization
 - (behaving “as if”)
 - Intentional signals
- From dyadic organization to self-organization
- The internalization of relationship experiences (foundational beliefs)

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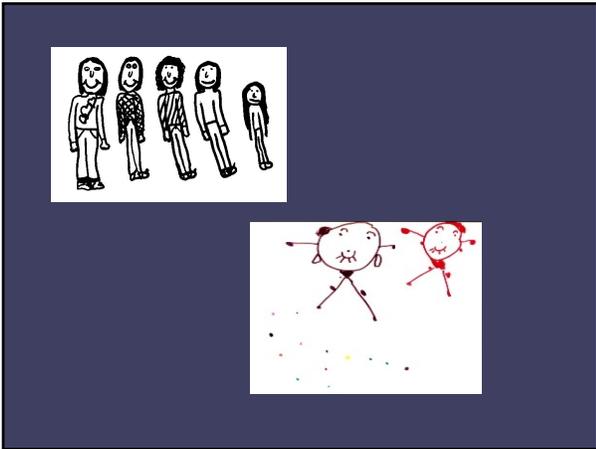
Measures of Representation in the Minnesota Study

- Problem solving narratives (Age 4)
- Family Drawings (Age 8)
- Sentence completions, stories, fable narratives, friendship narratives (Age 12)
- Friendship narrative (Age 16)
- Adult Attachment Interview (Age 19, 26)

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Sentence Completion: Insecure attachment

Case #1

1. I'm scared of...being put down, called names.
2. I wish I were...a little bit smarter.
3. Other kids always...tease me.
4. Most kids like to...put me down.
5. My mother and I usually...fight.
6. My mother thinks my friends...hard 'cause I only have one, she doesn't like them.
7. My mother never...really listens to me.
8. My family treats me...sometimes like I'm a jerk when I'm not.

Case #2

1. I'm scared of...bullies.
2. I wish I were...dead.
3. Other kids always...scream.
4. Most kids like...to play kick ball.
5. My mother and I usually...play checkers.
6. My mother thinks my friends...I don't know.
7. My mother never...
8. My family treats me...okay.

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Sentence Completion: Secure attachment

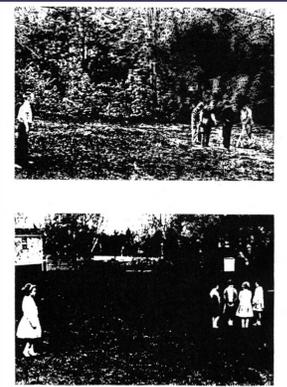
Case #1

1. I'm scared of...doing bad in school.
2. I wish I were...more like my mom.
3. Other kids always...like my mom.
4. Most kids like to...have fun.
5. My mother and I usually...have fun.
6. My mother thinks my friends...have strange bangs.
7. My mother never...yells a lot.
8. My family treats me...like a young lady.

Case #2

1. I'm scared of...tornadoes.
2. I wish I were...a millionaire.
3. Other kids always...are fun.
4. Most kids like to...play soccer.
5. My mother and I usually...play softball.
6. My mother thinks my friends...are nice.
7. My mother never...plays the piano.
8. My family treats me...good.

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- Projective Battery
Story-telling task
12 years
- These guys are talking about how they should play baseball, about teams. This kid wants to play. He joins the team and they go and play baseball.
- These girls were standing and talking over there about making a club. This girl wants to join but she is left out. She is sad. The end.

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BONITA AND VERA

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HOW ATTACHMENT IS CARRIED FORWARD

- Creating experience (the dance)
- Interpreting experience (tower study)
- Reacting to others (injured child)
- Reactions of others (peers, teachers)
- Representations of self/others

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Teacher Reactions

- Expectations for compliance
- Control
- "Tolerance"
- Anger

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VULNERABILITY, RESILIENCE, PATHOLOGY AND HEALTH

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EVERYTHING DEVELOPS

- Embryo
- Brain
- The Self
- Health and pathology
- The Case of Cynthia

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DEVELOPMENTAL PSYCHOPATHOLOGY

- Origins and course of disorder
- Pathology as developmental deviation
- Risk and protective factors
- Secure attachment as protective
- Anxious attachment as a risk factor

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DEVELOPMENT OF DISORDER

- Anxiety
- Conduct problems
- Attention and regulation problems

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RESILIENCE

- Thriving in the face of adversity
- Recovering from difficulty
- The fate of early experience
- The case of Mike

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FOR FURTHER INFORMATION:

- Sroufe, A. (2020). *A compelling idea: How we become the persons we are.* Brandon, VT: Safer Society Press
- Sroufe, A., Egeland, B., Carlson, E., & Collins, W (2005). *The development of the person.* New York: Guilford.

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