



INTRODUCTION TO DEVELOPMENT

PSALM 128

- ▶ The “Builder's Psalm”
- ▶ Home was an opportunity to pursue the holy task of ‘building’ sons and daughters.
- ▶ “Branch” literally means “to build”;
- ▶ ‘Ben’ means ‘son’; bat means ‘daughter’

- Children are a blessing from God, v.3.
- Psalm 128 has been called "the Builder's Psalm" because to the Israelite, the home was an opportunity to pursue the holy task of "building" sons and daughters.
- The picture is shown in the Hebrew language itself - "branch", which literally means "to build"; ben, "son"; bat, "daughter".
- The concept clearly portrays what God had in mind as parents are to work at "building" their children - laying the foundation of faith through living. (Deut. 6:7-9)
- Thoughts on Jesus and children from the N.T.:
 - He went so far as to say that people are better off dead than to cause children to fall (Mark 9:42).
 - To receive children is to receive Him. (Mark 9:37).
 - To give to children is to give to Him. (Matt 10:42).
 - To become like a child is the secret to conversion. (Mark 10:15).

- Jesus invited the children to come to Himself. (Mark 10:14).

Allender (2003): *"How children raise parents: The art of listening"*

- Allender's book shows how we can reflect the character of God into the lives of our children.
- He explains that our success as parents relate primarily to how we answer a child's two core questions:
 1. *Am I loved?*
 2. *Can I get my own way?*

1. AM I LOVED?

Home No.	Home No.
<u>4</u>	<u>1</u>
1. "Yes"	1. "No"
2. "No"	2. "Yes"
Home No.	Home No.
<u>3</u>	<u>2</u>
1. "No"	1. "Yes"
2. "No"	2. "Yes"

2. CAN I GET MY OWN WAY?

- As parents, ~~we are to imitate God, the perfect parent,~~ by providing both mercy and unconditional love on the one hand, and strength and discipline on the other.

Types of Families

- Every child believes the following statement:
 - *"I can be happy if I get my own way."*
- Leads to two questions:
 1. *"Can I get my own way?"*
 - If they do → emptiness.
 - They long for a deeper relational acceptance by someone they love who conveys, *"You cannot get your own way → IT COSTS."*
 2. *"Am I loved?"*
 - *"Yes, by someone who is involved with you."*

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- When asking these questions they need to be answered together.

- Very rarely asked or answered verbally.
- Children ask through their behaviour.

1. Life-Boat Family

"Am I loved?"

NO

"Can I get my own way?"

YES



Characteristics:

- Parents are not involved.
- Every person is for themselves – no one is present.
- Total lack of involvement.
- Parents may have given up.
- Often a result of lower socio-economic levels or trauma.
- Parents are extremely detached, unpredictable, unstable.

Effects:

- Child will most likely be delinquent.
- They will have a lack of conscience and accountability; no sense of right or wrong.
- Very often become criminals.
- Typically move in gangs, as they give rules and a sense of belonging.
- Often children of passionate rage.
- They feel cheated at the core of their being: *"Whatever I have to do to gain what I never had, I will do."*

KEY WORD: RAGE

2. Sickly Sweet Home

"Am I loved?"

YES

"Can I get my own way?"

YES

Characteristics:


- Emphasis is on love and relationship.
- Typically parents are adaptive to problem solutions.
- One parent may be possessive - wants the child to be involved but there is something inappropriate.
- Not a healthy separateness - it is for the parent.
- Child feels the parent is very fragile: *"I have the power to break them."*
- Child will feel that they are in ultimate control.
- Centre of attention is too much to bear.

Effects:

- Child does not develop a separate sense of identity.
- They cannot be strong for their parents.
- Extreme ambivalence about meeting the world.
- Confident but inadequate.
- Independent but fragile.
- Significant resentment and anger: *"I wish someone had been strong for me and helped me handle my world."*
- Struggle with manipulation.



KEY WORD: MANIPULATION

3. Religious Family		
"Am I loved?"	NO	
"Can I get my own way?"	NO	
Characteristics:	Effects:	
<ul style="list-style-type: none">•Sense of order and meaning.•Rules and consequences hold this home together.•Spit and polish home.•Incredible attention to detail but external.•How we look is important.•Function is more important than relationship.•Very predictable to the point of boredom.•Terrific arrogance.	<ul style="list-style-type: none">•Child will most likely be delinquent.•They will lack conscience and accountability; no sense of right or wrong.•Very often become criminals.•Typically move in gangs, as they give rules and a sense of belonging.•Often children of passionate rage.•They feel cheated at the core of their being: <i>"Whatever I have to do to gain what I never had, I will do."</i>•Conform and perform.	
KEY WORD: DENIAL		

- *"What I do is more important than who I am."*
- Plays rules rather than disobey
 - Consequence of disobedience is meeting power.
- Builds incredible denial of deeper parts:
 - *"If I long for what I really want I will be in deep pain. If I challenge the rules I will be an outcast."* → guilt → pressure to perform.
- Leads to an aching sense of inadequacy:
 - *"I don't get the relationship I ache for."*
- Produces puppets or robots.

4. Balanced Home

"Am I loved?"

YES

"Can I get my own way?"

NO

Characteristics:

- Both questions are answered well: *"You are loved in a meaningful and significant way. Nothing you do will affect that. I'm strong enough not to need you but I love you enough to be vulnerable with you."*
- Strength and involvement.
- Open to deeper parts of the child; to knowing them.

Effects:

- Child feels secure and deeply wanted.

KEY WORD: SECURITY



Reflection Activity

- Consider the different types of homes described by Allender: Life-Boat, Sickly Sweet, Religious and Balanced.
- Which home was most like to one you grew up in?
 - What effect has it had on you?
- What type of home do you currently live in?
 - What effect is this having on you?





Introduction to Attachment Theory

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***“All the world’s a stage, and all the men
and women merely players: they have
their exits and their entrances; and one
man in his time plays many parts, his
act being seven ages...”***

(Shakespeare, 1564–1616)



<http://www.nationallawjournal.com/Image/EM/NLJ/Practice-Stage-Article->

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What is important for intimacy in close relationships?

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- Are you disappointed with some of your closest relationships?
- Do your emotions get out of control easily?
- Do you sometimes feel unloved?
- Do you wonder how you can avoid repeating the same relational mistakes?

Intro to Attachment Theory



"The persistent human cry is hold me tight."
(Donald Joy)

- Donald Joy once penned these words, *"The persistent human cry is hold me tight."*
 - Most people feel a disconnect; a lack of love because at heart of relationship are deeply held attachment beliefs/ core beliefs.
- **Attachment Theory is a theory of relationship/ theory of emotions.**
 - Meta-model of Therapy:
 - Helps me make sense of what people do or don't do.
 - Child who is having problems with oppositional acting out/defiant,
 - Couple who is in distress,
 - Person depressed about a broken relationship,
 - Person who cannot tame their emotional storms.
- Helps me make sense of the drama played out between 2 people & gives me a map.
 - About how one does intimacy!
- Does not have any specific techniques.
 - Helps me make sense of what I am doing in therapy.
 - Helps me choose which techniques to use & when.



<http://img.aws.livestrong.org/images/1200x630/ds-photo/getty/article/106/18/476743520.jpg>

- Imagine a mother in a park with 15mth old.
 - She is sitting on a park bench while child explores world around him.
- Ability to do that is in part the belief that his mother is near/ close by/ if he needs her he can go back to her/ if anything were to upset him he could look back to her/ if anything upset him a lot he could run back to her looking for comfort.
- Belief that mother is nearby & accessible/ ability to manage his emotions rides on that belief.
 - In earliest years of life beliefs about relationships/ emotions are laid down.
- Made for relationship/ God pursues as lover of our soul.
 - God is social in His orientation → Trinity- deep approval & intimacy.
- One thing in garden is not good- that man is alone (Genesis 2:18- man had God, but still said this).
 - Same orientation in God's heart he gives to man in significant relationships.



- **What is the difference between a close relationship & an attachment relationship?**
 - They are different.
 - Attachment relationship is closest one.
- Certain things distinguish:
 - When you believe that another person is there for you, they become your secure base & it is from that you explore the world.
 - Someone you look to soothe your distress- form attachment bonds that affects rest of life.
 - When under stress, & you seek closeness from caregiver & it is given, you then experience calmness, person becomes secure base, safe haven, a place to find refuge; anxiety decreases- energy can go into exploration.
 - Separation from your secure base person produces anxiety & anger, & the threat of loss of an attachment figure engenders intense grief (disciples at loss of Jesus- lives thrown into intense disarray.)



<http://i1.mirror.co.uk/incoming/article5737208.eco/ALF12>

- Researchers believe attachments in first 2 years affect how chemicals in developing brain shape & organise life.
 - Responsible for how we control impulses, calm strong emotions & develop memories of early life.
- Babies don't come into world knowing how to manage frustration, delay gratification, handle social conflict, perseverance in times of trouble- brain learns how to do that in context of safe attachment.
 - Rough & tumble of Dad's - boy learns this type of arousal is OK, not dangerous, you don't have to hit or punch someone.
- Boys who are aggressive often have not had fathers to play with in this way & can mistake this kind of arousal as a sign of danger & act out angrily.
 - Can't read social cues because of lack of practice.

Attachment Beliefs

▶ **Self:**

- Am I worthy of love?
- Am I competent? Am I capable of getting the love I need when I need it?

▶ **Others:**

- Are other people trustworthy? Reliable?
- Can I trust them to be there for me when I need them? Are they accessible?



- Core Attachment Beliefs Laid Down in Early Years.
 - Family is crucible of how to love, be loved, & how to deal with feelings.
 - Where a grid of beliefs about the self & other people laid down:
- **Self:**
 - Am I worthy of love?
 - Am I competent? Am I capable of getting the love I need when I need it?
- **Others:**
 - Are other people trustworthy? Reliable?
 - Can I trust them to be there for me when I need them? Are they accessible?
- How do you react under stress? (This is when attachment beliefs come to the surface & form the basis of our attachment style).

Fundamental question children ask:

- Is my attachment figure sufficiently near, responsive, or attuned to me?
 - If answer is yes, felt security, confidence- willing to explore, play, smile, etc.
- If answer is no, child feels anxiety & fear- attachment behaviour kicks in- scream, kick, yell to get caregiver to respond to them. If they do, child feels safe.
 - If chronically no, parent unavailable- insecure child develops defences- *"I don't need you."* (Avoidant defence)
 - Or *"I will become more upset, more clingy, angry, so as to pull you toward me."* (Ambivalent defence)
- Child develops relationship rules- internal working model in brain.
 - Fundamental beliefs about self & other people- template- tells you how to label experiences- whether you expect to be let down/ rejected.

*“Our suffering comes from
our attachment to people
and things, our repeated
attempts to find something
lasting where there is
nothing lasting to be
found.”*

– Philip Martin –

OkDay.com



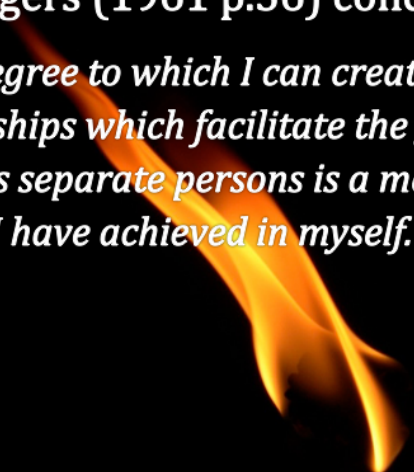
<https://bkggyan.files.wordpress.com/2013/07/attachment.jpg>

- How do we help people find life?



The Journey of Healing

- We are broken in relationship & healed in relationship.
1. Connection with us, the counsellor, and with God, the Great Counsellor
 - Core beliefs about self & others can be changed through therapy.
 - People have really hurt us & that led us to have really negative beliefs about whether we can really trust anyone.
 - Healing involves helping someone get in touch with those painful feelings that occurred when those thoughts were initially laid formed to survive.
 - Need to do it in context of safe, secure relationships within church, therapeutic relationship- secure emotional connection.
 - If person can transform relationship with God & begin to experience the nearness of God, it is then God begins to change/transform relationships.
 - Trickle down effect- more secure relationships with God – more with others.
 - Builds sense of hope- something medication cannot do.



Carl Rogers (1961 p.56) concluded:

"...the degree to which I can create relationships which facilitate the growth of others as separate persons is a measure of the growth I have achieved in myself."

EXERCISE

► What comes to mind with the word 'attachment'?



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- For some (Barry)- positive response.
- For me, used to live with a sense of dread- what happened/did not happen will stalk & hound me through life- pass on to children- locked into patterns of past with no escape- sense of hopelessness.
- What is point of learning about attachment theory if you will be told that you are helpless to change it as an adult?
- Studies are now showing that it is not what happened to you as a child that matters, but how you come to make sense of your early life experiences that is the predictor of how you change/attach to your own children!
- In this module, I invite you to explore with me theories of attachment and how we can implement them, both in our own lives/clients.
- Daniel J. Siegel calls this “compassionate self-understanding”.

What is Attachment?

- ▶ Attachment is an innate biological drive expressed in the behaviours of infants which ensures their survival.
- ▶ In all but extreme cases infants attach to a caregiver (usually mother).
- ▶ Secure attachment is a close emotional bond between the infant and the caregiver.
- ▶ Failure to attach occurs if there is no opportunity for ongoing interaction.

Attachment Research

- ▶ Attachment research is a field of developmental psychology that examines how patterns of communication shape a child's development.
- ▶ "*Contingent communication*" means that it is true across cultures.

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- Attachment research is a field of developmental psychology that examines how patterns of communication between parents & their children shape the development of the child in various domains- social, emotional, cognitive.
- Attachment theory provides thorough accounts of both normative developmental & individual differences.
- "*Contingent communication*" means it is true in all cultures- a process in which the signals of a child are perceived, made sense of & responded to in a sensitive manner- enables child to feel safe, nurtured & understood.



www.psychology.sunysb.edu/.../maasai_index.html

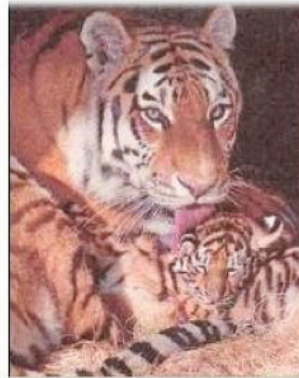
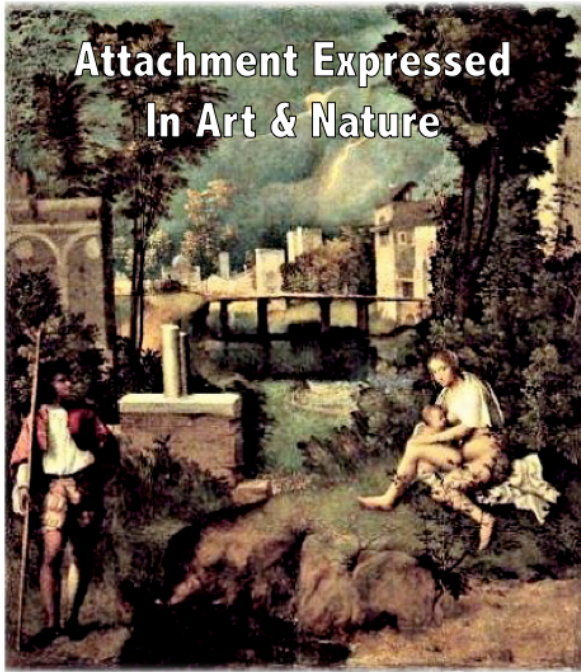
- Example of “Contingent Communication”:
- **In The Great Rift Valley:**
 - Massai mothers & babies share a loving relationship, filled with physical contact & nurturing.
 - Small babies are cuddled, tickled, nursed and held.
 - They are encouraged to explore their immediate world, which brings them into direct knowledge of the activities of Maasai life. Tepilet O. Saitoti



Cultural Universals:

- One of the cornerstones of attachment theory is the notion that the need for a secure base is innate needs & learning abilities that we are all born with- universal.
 - The notion that secure base relationships are utterly specific to capitalist white middle-class families flies in the face of experience.
- Thus, in most human societies, infants attach to one or a few adults who become their secure base.
 - When they become adults, they are then able to also use one or a few others as a secure base.
 - As well, they are able to serve as a secure base to someone else.
- Even though there are cultural differences in the specific signals an infant employs in secure base relationships, there is consistency in the way secure base relationships continue after infancy.

Attachment Expressed In Art & Nature



Attachment Theory

- ▶ *Freud (1925)* believed that infants become attached to a person who provides oral satisfaction.
- ▶ *Vygotsky (1934; 1962)* believed that the human infant is capable of creating mental representations in the first few weeks of life which represent the face of caregiver.
- ▶ Therefore, he assumed infants have some form of *working memory*.

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- Freud's writings mostly did not address the tie to the mother.
- Later critics observed that prior to the acquisition of language an infant could become attached to the anything or anyone who provided security- warm presence of family dog or mobile hanging over crib (Stern, 2000).
- *Vygotsky (1934/ 1962)* believed that the human infant is capable of creating mental representations in the first few weeks of life which represent the face of caregiver.
- Therefore, he assumed infants have some form of *working memory*.

Ethology of Attachment Theory

- ▶ Ethology is concerned with the adaptive, or survival, value of behaviour and its evolutionary history (Hinde, 1989).
- ▶ Origins of ethology can be traced to the work of Darwin.
- ▶ Modern foundations were laid by two European zoologists (Lorenz & Tinbergen).

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- Ethology is concerned with the adaptive, or survival, value of behaviour & its evolutionary history (Hinde, 1989).
- First applied to research on children in the 1960s, but has become more influential in recent years.
- Origins of ethology can be traced to the work of Darwin.
- Modern foundations were laid by two European zoologists (Lorenz & Tinbergen) who watched the behaviours of animal species in their natural habitats & observed behavioural patterns that promote survival (Dewsbury, 1992).

Conrad Lorenz: The 'Father' of Modern Ethology Famous for 'Imprinting'



www.anawara.com/topic/conrad-lorenz

The most well known of these is imprinting.

- Lorenz was an ethologist who studied animals in their natural environment.
 - He noted that young animals such as geese and ducks follow their mothers from an early age, as they are **imprinted** on her.
- When a duckling is hatched it attaches itself to the first moving object it sees- almost inevitably it is the mother.
 - But as early as the 1930's, Lorenz found that ducklings who saw him first became hopelessly attached to him & followed him everywhere.
- So in 1935 he wrote an article, "*The Companion in the Bird's World*", proposing that attachment has an evolutionary function → the early following behaviour of certain baby birds ensures that the young will stay close to the mother, be fed, & protected from danger.
 - He thought that this natural attachment was of crucial importance to later social and mating behaviour.
 - If the geese or ducks were imprinted on a human (Lorenz's wellies, or a matchbox!), then their later mating behaviour becomes seriously disrupted.
 - Lorenz thought there was a **critical period** (fixed time) for imprinting which was during the first three days of life for ducks & other birds.
- Lorenz's work appealed to Bowlby & he became absorbed by it.
 - Findings from animal studies like Lorenz's were a powerful influence on Bowlby's thinking.



http://bio1152.nicerweb.com/Locked/media/ch51/51_10aLorenzGeeselmpint-L.jpg

- Bowlby became a modern ethologist, who observed children.
 - He believed that *children's behaviours*, like those of birds, are also best understood in terms of adaptive value.
- He observed that in a similar way to ducks, human young are biologically equipped to elicit attachment behaviours from a caregiver
 - These behaviours promote close proximity of caregiver to child so that the child can be protected from danger.
- Bowlby suggested too that there was a **critical period** for the development of attachments between infant and care giver.
- According to Bowlby infants display an innate tendency to become attached to one particular individual.
- He suggested this tendency was **qualitatively** different from any subsequent attachment a child might form.
- However, he did not suggest this was absolute but that the child has a hierarchy of attachments.

Attachment Theory

- ▶ *John Bowlby* thought of attachment in terms of a behavioural, motivational system for the developing self.
- ▶ He called this foundation an *internal working model of relationship*.
- ▶ He believed that foundational attachments made in early life have a powerful influence on the development of self and on later relationships.

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- Bowlby (1969; 1982) understood that to fully understand maladaptive attachment it was first necessary to explain normal attachment.
- Immunology is about disease agents & the body's defences against them.
 - Defence & the integrity of individual organism are central to physical health & the medical paradigm
- Attachment theory is about the comparable need for psychological security.
 - Ill-health results from compromised safety systems.

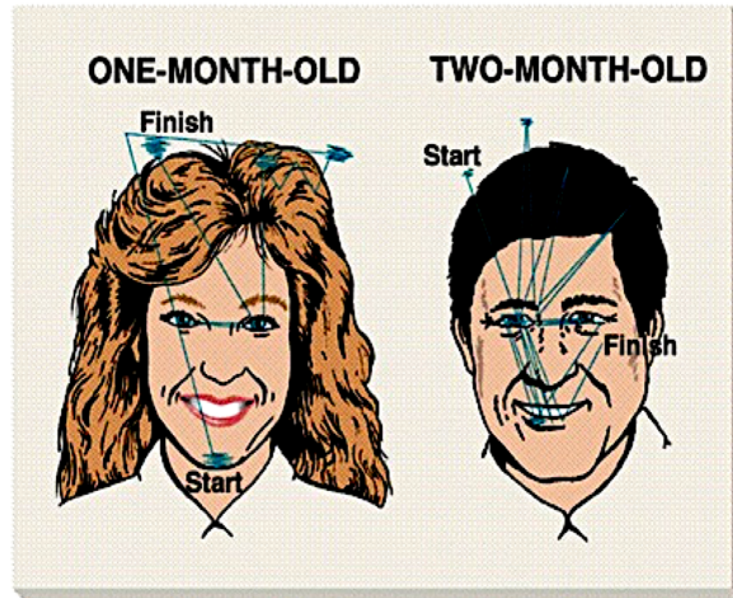
Attachment Theory: *Infant Socialisation & Emotions*

- ▶ Mother's *attunement* to her baby is an important factor in the development of psychological security and learning to manage and regulate emotions.
- ▶ Mother's response teaches an infant what emotions are socially acceptable and a child uses their carer as a guide/model in knowing how to respond to novel situations and determine what is socially acceptable.

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- Infants regulate their emotional responses at a very early age
 - E.g. By turning away from a negative arousal or by sucking dummy.
- Mostly they rely on their caregiver to help regulate feelings.
 - Eg. soothing when distressed
- Later they learn to move away from negative or threatening stimuli & seek out attachment figures when distressed
 - Eg. They observe mother when wary of a stranger.
- This is all self-regulation.
- Emotions & emotion regulation is developed in the context of attachment relationships.
- Research shows that securely attached children at 1yr become 6yr olds who are able to understand other's emotions better than insecure children (empathy).
- This becomes a social advantage in that they become more popular with peers than insecure or anxious children.

How Infants Scan the Human Face



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- Show DVD: Infant Communication

Table I: The ABCs of attachment*

The ABCs of attachment are the developmental sequence of:

Attunement	Aligning the parent's own internal state with those of the child, often accomplished by the contingent sharing of non-verbal signals
Balance	A child's attainment of balance of its body, emotions and states of mind through attunement with the parent
Coherence	The sense of integration that is acquired by the child through its relationship with its parents in which the child is able to come to feel both internally integrated and interpersonally connected to others

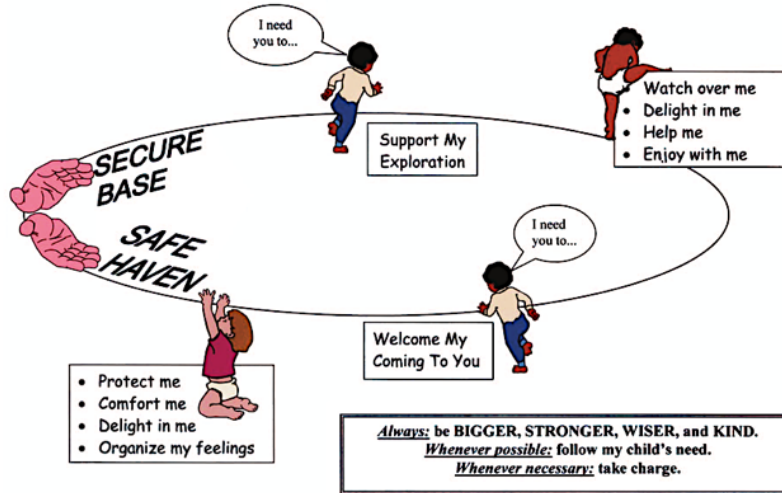
* adapted from Table 6 from Siegel and Hartzell (2003)



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CIRCLE OF SECURITY

PARENT ATTENDING TO THE CHILD'S NEEDS



© 2000 Cooper, Hoffman, Marvin & Powell

<https://www.researchgate.net/profile/Kent-Hoffman/publication/232456701/figure/fig1/AS:341450161180673@1458419470466/Graphic-representation-of-the-Circle-of-Security-Reprinted-with-permission-of-the-ppm>

What is an Attachment Injury?

- ▶ *“An act that damages or hurts a person, a wound... an offence against a person’s feelings or dignity... a violation of another’s rights...”*
- ▶ In the contexts of attachments, an attachment injury to the *self*, an emotional or relational injury, a *soul wound* (Clinton & Sibcy, 2002).

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- Attachment injuries occur in times of stress when we expect a loved one to be there for us & they are not.

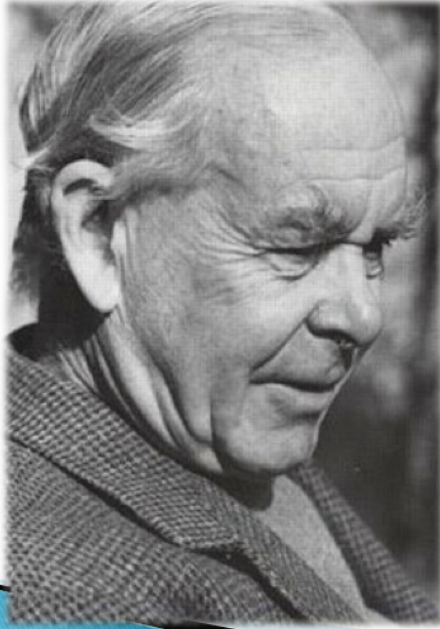
ADULT ATTACHMENT INJURIES

	Short Duration	Long Duration
Minor Injury	Childhood Attachment Injury <ul style="list-style-type: none"> • Parent shows up late to pick up child. • Parent is upset, tense, and stressful because of work stress. • Parent has flu and is temporarily unavailable to the child. Adult Attachment Injury <ul style="list-style-type: none"> • Often shows up late for work or appointments. • Occasionally fails to keep a promise. • Spouse goes out of town for week. 	Childhood Attachment Injury <ul style="list-style-type: none"> • Insensitive parenting. • Caregiver is constantly unavailable, not there for the little things. • Child withdraws emotionally when daycare becomes necessary as parent goes back to work. • Parent is never there for the big things: first baseball game, school play, karate practice, dance lessons, etc. • Parents divorce amicably without post-divorce conflict. Adult Attachment Injury <ul style="list-style-type: none"> • Spouse works too much to avoid home life. • Emotionally distant. • Demonstrates ongoing insensitivity. • Uninvolved in family life.
Severe Injury	Childhood Attachment Injury <ul style="list-style-type: none"> • Parent goes to hospital for a week. • Child is sick, and parent is unavailable. • Child gets lost for brief period of time. Adult Attachment Injury <ul style="list-style-type: none"> • An extramarital affair. • Intense arguments involving verbal abuse. • Physical or sexual abuse that occurs more than one or two times. • Complicated grief after loss of parent(s). 	Childhood Attachment Injury <ul style="list-style-type: none"> • Abusive parenting. • Parents involved in abusive marriage. • Parents divorce with ongoing conflict post-divorce—e.g., custody battles. • Sibling gets chronic illness such as diabetes, stealing parents' time and attention. Adult Attachment Injury <ul style="list-style-type: none"> • Marriage ends in divorce. • Gets involved in frequent extramarital affairs. • Chronic domestic violence • Chronic addictive behavior • Long-term life-threatening illness

What is an ATTACHMENT INJURY

- A betrayal of trust / abandonment at crucial moment of need.
- A form of relationship trauma – defines relationship as insecure.
- An impasse in repair process – blocks trust.
- Attachment significance is key – not content.
- Indelible imprint – only way out is through the injury





John Bowlby
(1907–1990)

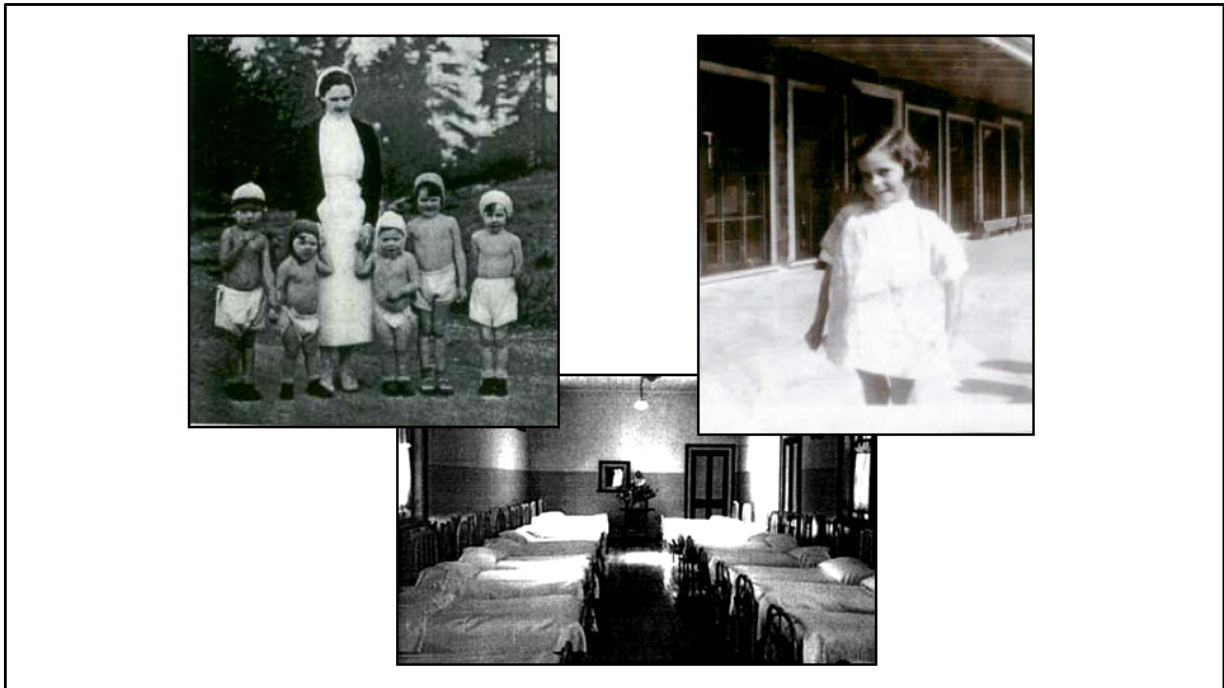


James & Joyce Robertson
(1911 – 1988)

<http://www.robertsonfilms.info/>

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- It is well-known that Bowlby focused the efforts of his research team on mother-child separation, because separation is a clear-cut event that either happens or does not.
- In 1948, 2 yrs before he was joined by Mary Ainsworth, Bowlby hired James Robertson to help him observe hospitalised & institutionalised children separated from parents.
- In 1953, on shoestring budget, with a hand-held camera & no artificial lighting, they made a deeply moving film, *A Two-Year Old Goes to Hospital* (Robertson 1953a, 1953b, Robertson & Bowlby 1952)
- A target child (little girl who went to hospital for 2 wks) was randomly selected.
- A clock on the wall was used to prove sampling took place at regular intervals of the day.



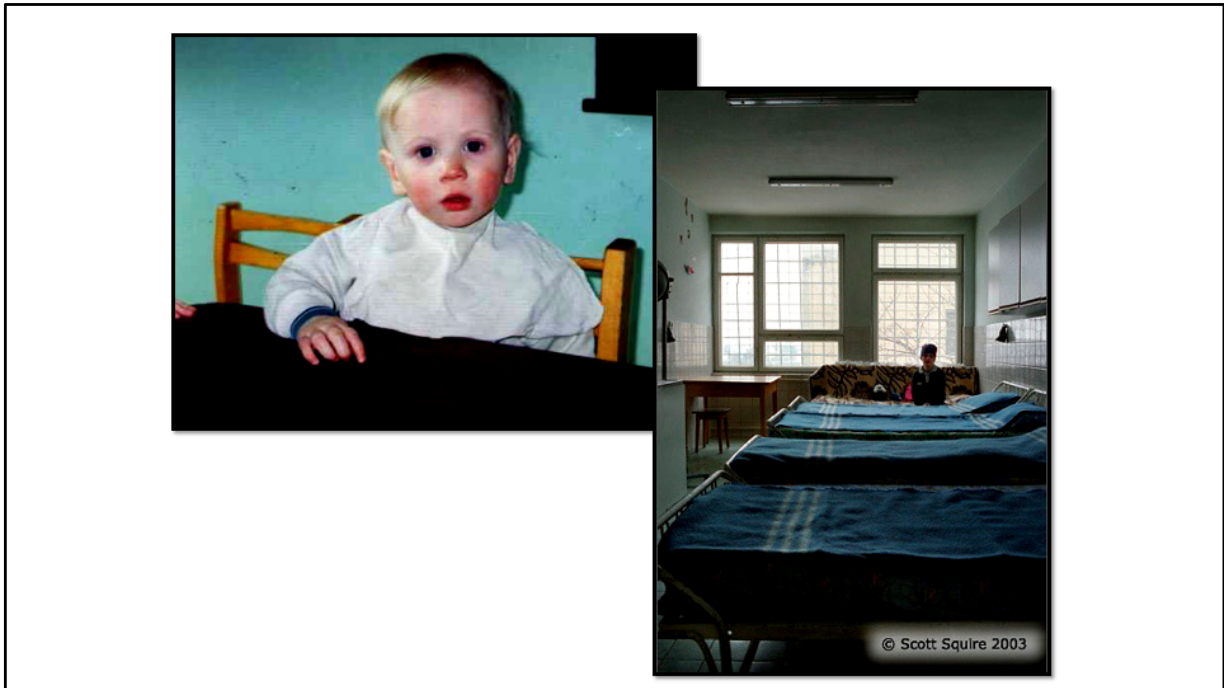
- Clinton & Sibcy say, “Relationships are Everything!”
 - Annie’s story is in *Attachments*, by Clinton & Sibcy.
 - In 1948 in England, 3 yr. old Annie sent to sanatorium with persistent cough & other symptoms.
- Annie was dropped off & left in care of staff.
 - She wouldn’t see her parents for a week, then only for a short period.
- Conventional wisdom required children to be kept fed, dry, warm, & away from walkways.
 - Annie didn’t understand being left alone. & as mum left, clung to her & cried.
- Suppose that watching this scenario was John Bowlby, an English Psychiatrist, & his colleague, James Robertson.
- Observed **stage 1: Protest**
 - Moment dropped off in sterile, cold environment, Annie began to express real, distressful, even desperate anxiety, then anger at being left.
- Tears, reaching out, throwing things, stomping around, lying down & beating fists & feet on floor → toddler rage.
 - Almost every child reacted this way.



- Bowlby called this - anger of hope - attempt to recapture person that can soothe tension & anxiety at a developmental stage where she cannot yet self soothe herself.
 - Through this signalling, conveys to caretaker that she want &/or needs them.
- Anger is an emotion “born of fear” of loss.

Stage 2: Despair - Several days after parents left, Annie slipped into what looked like state of mourning/ despair.

- Bowlby watched her huddle in bed, not wanting to play with other kids, her eyes dull & listless.
- Little interest in food, painful tears.
 - Sense of abandonment & loss took deep root.
- Nurses had seen this thousands of times before & paid little attention to it.
 - In fact, they welcomed it as it marked an end to tantrums.
 - They believed children needed to understand they could not have their way.



Stage 3: Detachment –

- Over next few weeks, Annie appeared to be snapping out of it.
- Began to show signs of recovery & fit into life of sanatorium.
- All seemed well; anger & depression gone.
 - Doctors & nurses believed their method of dealing with kids worked.
- Annie's mum showed up for Sunday afternoon visit.
 - You'd think Annie would rush toward her, leap into her arms, smother her with kisses.
- But you'd be wrong.
 - Annie did just the opposite.
- When Mum tried to kiss Annie, she actually pulled away.
 - Some might say she was angry & that was so.
- But more than that, Bowlby saw that Annie had detached from her mother.
 - She had walled herself off emotionally.
- In response to her loss & abandonment, Annie developed a calloused self.

- She would not let herself be hurt again.



- Annie realised if she really allowed herself to want her Mum, she would be profoundly hurt.
 - She would never again reach out to anyone for emotional comfort.
- So she began to switch her desire for Mum to things.
 - She replaced things for relationship.
- She loved the things her Mum brought her, toys, colouring pencils, etc.
 - Now she began to rely only on herself & the material things she now loved.
- One can now understand the genesis of addictive behaviour!
 - Now Annie no longer needed anyone.
- This helped her feel less vulnerable & helpless.
 - She buried her longing for intimacy.

ORIGINS OF ATTACHMENT THEORY: Bowlby

- ▶ Bowlby (1982) defined attachment in terms of 4 distinct but interrelated classes of behaviour:

1. Proximity maintenance
2. Safe haven
3. Separation distress
4. Secure base



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- These behaviours are readily observable in normal 1 yr old infants in relation to primary caregivers (usually mothers).
- One can observe how an infant continuously monitors the caregiver's whereabouts & makes any adjustments necessary for maintaining the desired degree of proximity.
 - Infant retreats to her as a haven of safety in event of perceived threat.
 - Is actively resistant to & distressed by separations from her.
 - Uses her as a base of security from which to explore the environment.
- Even though infants often direct one or more of these behaviours toward individuals to whom they are not attached, it is the selective orientation of all these behaviours toward a specific individual that defines attachment.
 - Bowlby did not believe that a child becomes attached to only one figure.
 - Rather, that there is a hierarchy, with one chief care-giving figure (usually mother) at the head.
- Even as an adult most people continue to live & seek this one chosen person who is loved above all others & whose presence evokes feelings of security.
 - When we are at our lowest due to illness or emotional distress, this is the person we most want nearby.

ORIGINS OF ATTACHMENT THEORY: Bowlby

- ▶ For *John Bowlby* (1969, 1989), the key to psychological security was the attachment bond.
- ▶ Mother/infant attachment keeps a child safe from harm and helps them regulate their emotional states.
- ▶ Winnicott (1965) stated, *“there is no such thing as an infant, only mother and infant together”*.
- ▶ Physical and psychological security depends utterly on connections with other people.

ORIGINS OF ATTACHMENT THEORY: Bowlby

- ▶ In the light of this research, Bowlby was commissioned by WHO to write a report on the mental health of homeless children in post-war Europe.
- ▶ The report was published in 1951 as *Maternal Care and Mental Health*.

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- It was written in 6 mths, was translated into 14 languages & sales of 400,000 copies in English paperback.

ORIGINS OF ATTACHMENT THEORY: Bowlby

- Bowlby's major conclusion, grounded in empirical evidence, that to grow up mentally healthy:

"the infant and young child should experience a warm, intimate, and continuous relationship with his mother (or permanent mother substitute) in which both find satisfaction and enjoyment" (Bowlby, 1951, p.13).

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- Bowlby's first formal statement of Attachment Theory, drawing heavily on ethological concepts, was presented in London in three now classic papers read to the British Psychoanalytic Society.
- The first, *The Nature of the Child's Tie to his Mother* was presented in 1957 to equivalent of APA or AMA who questioned whether this guy should have a medical licence.
- They were totally against idea that a mother's relationship to child could have that strong an impact. He strongly argued his case.
- But Psychoanalytic Society were not willing to change practices of day.
- Even Bowlby's own analyst, Joan Rivière protested & Donald Winnicott wrote to thank her: *"It was certainly a difficult paper to appreciate without giving away everything that has been fought for by Freud"*.

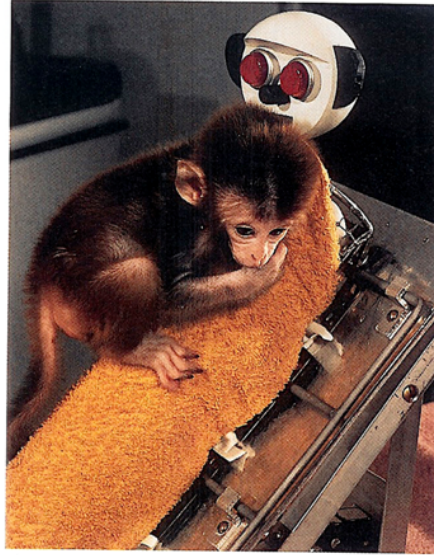
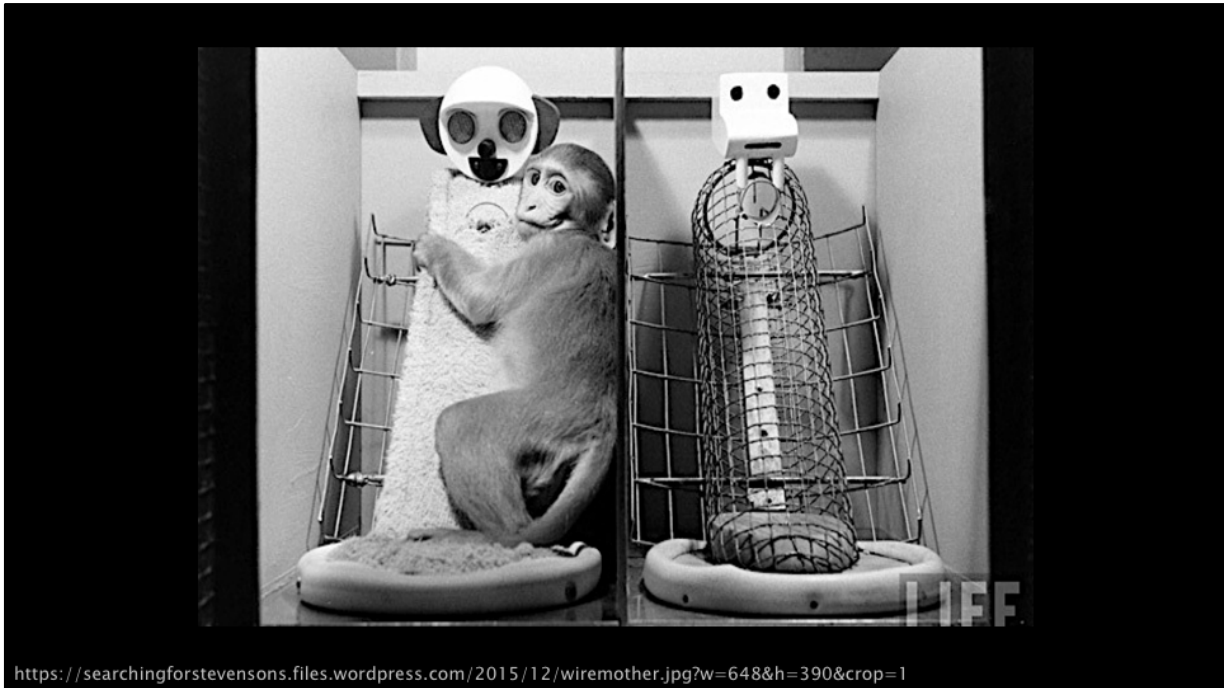


Figure 7.2
Harlow's Classic "Contact Comfort"
Study

- However, in 1958, *Harlow's* classic benchmark study of attachment (Harlow & Zimmerman, 1959) demonstrated that feeding is not the crucial element in the attachment process- contact is more important.
- He separated 8 infant Rhesus Monkeys from their mothers & raised them in cages where they were entirely alone except for access to 2 contraptions he called surrogate mothers, one made of wire & one covered with soft cloth.
- A milk-producing nipple was attached to both the wire or the cloth mother.
- Regardless of which surrogate mother did the feeding, all monkeys spent 16 to 18 hours a day clinging to the cloth mother, sustained even after long separations in strange situations.
- They would initially rush to her & cling until the fear dissipated, rubbing their bodies against her.



- Harlow found that the monkeys spent most of their time clinging to the cloth mother although there was no nourishment to be gained.
 - He suggested that monkeys needed **contact comfort**.
- He found that if the monkeys were separated, then introduced back into the colony after 3 mths, they were usually accepted & adapted well.
- However, if the delay was longer (over 6 months), the monkeys were severely withdrawn, or were violent.
- They also found it difficult to mate, & if the females produced offspring they often ignored them.
- Harlow concluded that **maternal deprivation** in all primates leads to distorted development.
- This dealt the first scientific blow to the belief that affectional ties were based on nursing-contact proved far more important.

- This fact boosted the Bowlby camp.

ORIGINS OF ATTACHMENT THEORY: Bowlby

- ▶ Bowlby's second paper in 1959 was called *Separation Anxiety*.
- ▶ Stages of separation:
 - Stage One: Protest
 - Stage Two: Despair
 - Stage Three: Detachment
- ▶ Fear of abandonment is a fundamental fear.

ORIGINS OF ATTACHMENT THEORY: Bowlby

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- Stages of separation:
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- Fear of abandonment is a fundamental fear.

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- In this paper, Bowlby pointed out that traditional theory fails to explain both the intense attachment to mother figure & young children's dramatic responses to separation.
 - Bowlby believed that babies were capable of true mourning.
- Robertson & Bowlby had identified three phases of separation response:
 1. Protest (related to separation anxiety)
 - Often called “the anger of hope”, designed to give caregiver a reprimand for abandonment & pull them back in.
 - Anger is an emotion “born of fear” of loss.
 - Dysfunctional anger, occurring later in adult affectional bonds, was defined as anger that distanced the attachment object instead of bringing (her) closer.
 2. Despair (related to grief & mourning)- stop caring.
 3. Detachment or denial (related to defence)- lose hope.
- All of which proved Bowlby's crucial point: separation anxiety is experienced when

attachment behaviour is activated & cannot be terminated unless reunion is restored.

ORIGINS OF ATTACHMENT THEORY: Bowlby

- ▶ If parents repeatedly fail to respond to a child's attachment behaviour, a defensive pattern develops:
 1. Ambivalence: child desperately clings, yet wants to punish parents for having left
 2. Avoidance: *"I don't need you and I don't want you."*

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1. In Annie's case & those like her, Doctors/nurses blamed this on poor parenting (not separation anxiety).
2. Become islands unto themselves, isolated from own feelings as well as others.
 - Replace need for others with desire for things.
 - Live on periphery of relationships/ see others as means to an end.



- Bowlby saw that the pattern of grieving widows reactions to loss were similar to the protest & despair that he & Robertson had seen in young children.
- Typically rage which might be directed anywhere (doctor, herself, lost husband)- while it lasted it gave her courage.
- Only afterwards would she sink into depression.
- Bowlby saw that in the mourning of healthy adults, the person gradually reorganises.
- Pathological mourning is an attempt to unconsciously control the lost person.
- For a small child, Bowlby saw that the loss of an attachment figure (through institutionalisation) produced affectionless, continued, pathological mourning.
- But Bowlby believed that relational competence in adult life starts from attachment patterns in childhood, and that self-esteem & security are intimately linked→

ORIGINS OF ATTACHMENT THEORY: Bowlby

- Sadness/depression result if attachment bonds are severed.
- Anxiety if under threat.
- Mania is a delusional sense that attachment bonds can be dispensed with altogether/or effortlessly formed.
- Phobias are excessive fears of attack.
- Borderline personality disorder is a regulation disorder.

- Bowlby thought that if a child was deprived of their mother between 6 months & 5yrs of age then this would lead to difficulties in later life.
 - They would be unable to form attachments with others and would be likely to turn to crime - **maternal deprivation** hypothesis.
- Bowlby suggested that separation experiences in early childhood caused **affectionless psychopathy** - inability to have deep feelings for other people &, therefore, the lack of meaningful personal relationships.
- In auto-immune disorders, sufferers attack their own tissues as though they were intruders.
- Similar process is at work in self-denigration & the intrusive, unwanted thoughts of depression.
- Remember, Bowlby (1890) thought of attachment in terms of a behavioural, motivational *system* for the developing self based on how foundational attachments made in early life, powerfully influence later relationships & the development of self.
- He called this foundation a person's *Internal Working Model* of relationship.

SUMMARY: Bowlby

- ▶ *Bowlby* formulated the basic tenets of attachment theory.
- ▶ He revolutionised thinking about the child's tie to its mother and resulting disruption through separation, deprivation, bereavement.
- ▶ Attachment theories were later developed as the joint work of *John Bowlby and Mary Ainsworth*.

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- Longitudinal research on attachment theory has made it one of the most soundly founded theories of human development throughout the life cycle.
- Bowlby studied children separated in a hospital/institutional setting but did not have a way of studying parents/children in their home environment.
 - Therefore, he could not reliably measure attachment security.
- Yet Bowlby made the critical link between early childhood experiences & the way children relate to others in the future.

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