

ASSESSMENT CHECK 10:

3.1–3.2 Attachment – Caregiver–infant interactions in humans & Animal studies of attachment (page 114)

- 1 From six weeks of age, infants become attracted to other humans = B
 Infants smile more at known people, though they will still allow strangers to handle and look after them = E
 Infants avoid unfamiliar people and protest if strangers try to handle them = A
 Infants form emotional ties with other caregivers = D
- 2 The gosling follows Breacan because it imprints (a form of attachment) on to the first moving thing that it sees, which in this case is the dog. It will then follow him wherever he goes, including going for a swim. This has an evolutionary survival value in offering protection from harm to goslings. Lorenz imprinted goslings on to himself and, like Breacan, found that they preferred to follow him rather than their actual mother, showing that imprinting is irreversible.
- 3 Psychologists have found that the degree of sensitivity is important; more secure attachments being found in fathers who show greater sensitivity to their children's needs. The type of attachment a father had with his own father is important too; single-parent fathers tend to form similar attachments with their children that they had with their own parents. Marital intimacy is also important, as the degree of intimacy the father has within his relationship with his partner affects the type of attachment he forms with his children.
- 4 'Discuss' means to outline and evaluate, in this instance caregiver–infant interactions in humans. There are 6 marks available here for outlining caregiver–infant interactions in humans and 10 marks available for the evaluation of them. About 20 minutes should be spent constructing the answer, of which about 7½ minutes should be spent on the outline and 12½ minutes on the evaluation. For the average student this equates to about 150 to 185 words for the outlining and 250 to 310 words for the evaluation.
 One way to construct an answer would be to outline caregiver–infant interactions in general and then to evaluate them, or alternatively to describe one type of caregiver–infant interaction, such as reciprocity, followed by an evaluation of this, and then to repeat this procedure for other forms of caregiver–infant interactions.
 The outline should focus on describing individual types of caregiver–infant interactions: reciprocity, involving the interaction of similar behaviour patterns between carer and infant; and interactional synchrony, involving the coordination of

exchanges between carer and infant. Marks awarded would depend on the accuracy, relevance and clarity of the descriptions and the degree of elaboration (detail), for instance the detailing of other forms of caregiver–infant interaction, such as bodily contact, mimicking and caregiverese.

The evaluation would probably centre on what research has found about different types of caregiver–infant interaction. Condon & Sander's (1974) and Isabella's (1989) studies would be useful sources of evaluation for interactional synchrony, while Klaus & Kennell's (1976) study of physical contact with babies, Melzoff & Moore's (1977) study of mimicry, and Papousek's (1991) study of caregiverese, would also be highly relevant.

Additional evaluation could focus on more general critical analysis, such as interactional synchrony not being found in all cultures, as well as material focused on practical applications, such as that of placing mothers and babies together in the days after birth to encourage the formation of attachments.

Evaluative material focused on methodological criticisms, such as the practical difficulties in assessing the behaviour of infants, would be relevant only if focused on conclusions formed about caregiver–infant interactions.

It should be remembered that the most effective evaluation is created from a number of evaluative points being woven together to form a sophisticated commentary, rather than being a series of unconnected evaluative points.

- 5 There are 6 marks available here for outlining animal studies of attachment and 6 marks available for the evaluation of them. About 15 minutes should be spent constructing the answer, of which about 7½ minutes should be spent on the outline and 7½ minutes on the evaluation. For the average student this equates to about 150 to 185 words for the outlining and similar for the evaluation.

Probably the easiest way to construct an answer would be firstly to outline a relevant animal study, for example Lorenz's study of goslings, then evaluate it, and then to repeat the process for the other animal studies.

The outline would focus on describing animal studies in terms of their aims, procedures and findings. Marks awarded would depend on the accuracy, relevance and clarity of the descriptions and the degree of elaboration (detail). Lorenz's (1935) study of goslings and Harlow's (1959) study of surrogate mothers would be popular and relevant choices, as would Sluckin's (1966) study of imprinting in ducklings.

The evaluation could centre on what animal study research has found about attachment, for example how Harlow's study refutes the learning and psychodynamic explanations of attachment and how Lorenz's idea of imprinting was incorporated by Bowlby into his theory of attachment. Sluckin's study could be used

to show how Bowlby's concept of a critical period was modified to that of a sensitive period.

Evaluation could also centre on methodological criticism, such as the problems in generalising from animals to humans, and ethical issues, such as the harm encountered by the monkeys in Harlow's research. Material could also be focused on practical applications, such as using Lorenz's concept of imprinting to re-introduce migratory birds into areas from which they have become extinct, by imprinting young birds on to microlight aircraft.

It should be remembered that the most effective evaluation is created from a number of evaluative points being woven together to form a sophisticated commentary, rather than being a series of unconnected evaluative points.

- 6 Interactional synchrony involves infants moving their bodies in tune with the rhythm of their carers' spoken language to create a type of 'turn-taking', like that seen in two-way vocal conversations. This helps strengthen the attachment bond.
- 7 Harlow's studies can be considered unethical due to the harm caused to the baby monkeys. This occurred because the infants were separated at a very early age from their mothers and also because of the stress caused to them. For example, infant monkeys given only a wire surrogate mother suffered diarrhoea, a sign of stress. Also, monkeys raised in isolation often showed signs of psychological disturbance, hugging themselves and rocking repeatedly.

ASSESSMENT CHECK 11:

3.3–3.4 Attachment – Explanations of attachment & Ainsworth’s ‘Strange Situation’ (page 128)

- 1 Insecure-avoidant attachment = D
Insecure-disorganised attachment = C
Secure attachment = A
Insecure-resistant attachment = B
- 2 In terms of operant conditioning, which is based on the ‘law of effect’, where any action resulting in a pleasurable outcome will be repeated in similar circumstances, Manon would develop an attachment to her mother due to negative reinforcement. This occurs because Manon’s mother becomes associated with removing the unpleasant sensation of hunger, so that her mother becomes a source of reinforcement (reward) in herself.
- 3 Bowlby saw babies as having an innate ability to form an attachment to one specific person. This attachment then creates an internal working model, a model for all future relationships that the infant will expect from others. This means there will be a consistency between early emotional experiences and later relationships.
- 4 The Strange Situation testing procedure may not be suitable for studying cultural variations in attachment because infants in some cultures might be unfamiliar with some of the elements of the Strange Situation procedure, such as being left with strangers. This could lead to a possibility of such infants being wrongly classified as insecurely attached when in fact they are not. Such flawed evidence might even be wrongly used to then justify infants being taken from their parents and put into care, as happened with Australian Aboriginal children.
- 5 There are 6 marks available here for outlining Bowlby’s monotropic theory and 10 marks available for the evaluation of it. About 20 minutes should be spent constructing the answer, of which about 7½ minutes should be spent on the outline and 12½ minutes on the evaluation. For the average student this equates to about 150 to 185 words for the outlining and 250 to 310 words for the evaluation.

Possibly the best way to construct an answer would be firstly to outline Bowlby’s theory and then to evaluate it. The outline should explain that Bowlby believed that infants possess an inborn tendency to form an attachment bond with one specific person and that this attachment is superior to all other bonds formed. Marks awarded would depend on the accuracy, relevance and clarity of the descriptions and the degree of elaboration (detail). For instance, detailing of concepts within the

explanation, such as that of the critical period (where attachments must form within a set time period or will not form at all) and the internal working model (that an infant's primary attachment acts as a template for future relationships).

The evaluation would probably centre on what research has found about the theory. Lorenz's (1935) study of goslings and Harlow's (1959) study of surrogate mothers could prove useful, as could Sluckin's (1966) study of ducklings that led Bowlby to change the idea of a critical period to that of a sensitive (best) period. Focus on the idea of whether infants have a primary attachment superior to all others or have multiple attachments of equal value, could help form an effective evaluation. Schaffer & Emerson's (1964) study of Glaswegian mothers and infants, and Lamb's (1982) study of attachments to people other than mothers would prove very useful here.

Additional evaluation could compare Bowlby's theory with other less supported explanations, such as the learning and psychodynamic explanations. Also the implications for society of the theory, such as in the validity of encouraging mothers not to work but to remain at home caring for their children or risk harming the children's development.

Evaluative material focused on methodological criticisms, such as problems in generalising from animal studies, would be relevant only if focused on the validity of Bowlby's theory.

It should be remembered that the most effective evaluation is created from a number of evaluative points being woven together to form a sophisticated commentary, rather than being a series of unconnected evaluative points.

- 6 There are 6 marks available here for learning theory as an explanation of attachment and 6 marks available for the evaluation of it. About 15 minutes should be spent constructing the answer, of which about 7½ minutes should be spent on the outline and 7½ minutes on the evaluation. For the average student this equates to about 150 to 185 words for the outlining and similar for the evaluation.

Probably the easiest way to construct an answer would be to outline the explanation first and then to evaluate it.

The outline would focus on describing how learning theory is a behaviourist model that explains the formation of attachment as developing through conditioning processes. Marks awarded would depend on the accuracy, relevance and clarity of the descriptions and the degree of elaboration (detail). For instance the relative contributions of classical conditioning, where a caregiver becomes associated with the pleasure of feeding, and operant conditioning, where a caregiver is a source of negative reinforcement through removal of the unpleasant state of hunger.

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The evaluation would probably centre on what research has found about learning theory. Dollard & Miller's (1950) study concerning the multitude of feeds a baby receives from its primary carer in its first year of life would be a good source of support for the theory, while Schaffer & Emerson's (1964) study of Glaswegian mothers and infants, and Fox's (1977) study of children raised by metapelets (specialist carers of children) in Israeli kibbutz, would provide useful evidence for refuting the theory.

Additional evaluation could come from comparing the theory with other explanations, such as Bowlby's theory, but only if such explanations were used to highlight strengths and weaknesses of the learning theory explanation. The fact that the explanation is reductionist (seeing attachment behaviour simply in terms of feeding and thus ignoring the emotional content of and internal mental processes involved in attachment formation) could also be featured as evaluatory content.

Evaluative material focused on methodological criticisms, such as the practical difficulties in assessing infants' attachment behaviours, would be relevant only if focused on the validity of the learning theory explanation.

It should be remembered that the most effective evaluation is created from a number of evaluative points being woven together to form a sophisticated commentary, rather than being a series of unconnected evaluative points.

ASSESSMENT CHECK 12:

3.5–3.6 Attachment – Bowlby’s maternal deprivation hypothesis (MDH) (1951) & The influence of early attachment on childhood and adult relationships (page 143)

- 1 Children show retarded cognitive abilities – I
Children display attention-seeking behaviour – I
Children are often underweight – I
- 2 The negative effects of Ruby having to stay with someone she has never met before while her mum is in hospital could be reduced by this person being sensitive to Ruby’s needs and thus offering her a source of alternative attachment. Providing a home routine that is usual for Ruby would also help and she should be allowed to take with her some familiar items, such as toys and clothes.
- 3 Rutter *et al.* (1998) conducted a longitudinal study into Romanian orphans adopted by British parents. It was a quasi-experiment, with the independent variable being the age of adoption. Three age groups were studied: children adopted before 6 months of age; children adopted between 6 months and 2 years of age; and children adopted after 2 years of age. The dependent variable was the children’s level of cognitive functioning. It was found that 50 per cent of the orphans were retarded in cognitive functioning at initial assessment and were underweight. By 4 years of age most orphans showed big improvements in physical and cognitive development, with those adopted before 6 months of age doing as well as a control group of British adopted children.
- 4 One strength of the case study method when studying privation would be that it would be ethical to do, in that it would be using participants who had experienced privation. An experiment, in contrast, would be unethical as it would involve creating participants by deliberately exposing children to privation.

One limitation would be that only single instances of privation would be studied by a case study, thus it would be difficult to generalise the findings to all instances of privation. For example, some case studies show that the effects of privation can be overcome, while others do not.
- 5 ‘Discuss’ means to outline and evaluate, in this instance the influence of early attachment on childhood and/or adult relationships. There are 6 marks available here for the outline and 10 marks available for the evaluation. About 20 minutes should be spent constructing the answer, of which about 7½ minutes should be spent on the outline and 12½ minutes on the evaluation. For the average student

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this equates to about 150 to 185 words for the outlining and 250 to 310 words for the evaluation.

Possibly the best way to construct an answer would be firstly to outline the influence of early attachment on childhood and/or adult relationships and then provide an evaluation.

The outline should focus on describing how early attachment is claimed to influence later relationships, with focus on Bowlby's concept of the continuity hypothesis. Marks awarded would depend on the accuracy, relevance and clarity of the descriptions and the degree of elaboration (detail), for instance how early attachment specifically influences childhood and then adult relationships.

The evaluation would probably centre on what research has found about the influence of early attachment. Youngblade & Belsky's (1992) study of 3- to 5-year-olds and Mullis' (1999) and Laible's (2000) studies of the continuity hypothesis, would be most relevant for evaluation of childhood relationships. Hazan & Shaver's (1987) study of the connection between early attachments and later romantic relationships, and Belsky's similar (1999) study, would be most apt for evaluation of adult relationships.

Additional evaluation could centre on practical applications, such as in relationship counselling, as well as consideration of the temperament hypothesis, which opposes the continuity hypothesis by seeing the nature of an individual's attachments as due to innate personality factors.

Evaluative material focused on methodological criticisms, such as problems in obtaining full and honest answers from self-reports, would be relevant only if focused on conclusions drawn from research concerning the influence of early attachment on later relationships.

It should be remembered that the most effective evaluation is created from a number of evaluative points being woven together to form a sophisticated commentary, rather than being a series of unconnected evaluative points.

- 6 'Discuss' means to outline and evaluate, in this instance Bowlby's theory of maternal deprivation. There are 6 marks available here for outlining the theory and 10 marks available for the evaluation of it. About 20 minutes should be spent constructing the answer, of which about 7½ minutes should be spent on the outline and 12½ minutes on the evaluation. For the average student this equates to about 150 to 185 words for the outlining and 250 to 310 words for the evaluation.

Possibly the best way to construct an answer would be firstly to outline the theory and then to evaluate it.

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The outline should focus on describing Bowlby's theory that disruption of an attachment bond leads to serious, permanent damage to a child's emotional, cognitive and social development. Marks awarded would depend on the accuracy, relevance and clarity of the descriptions and the degree of elaboration (detail), for instance by detailing the PDD (protest, despair, detachment) model of short-term separations.

The evaluation would probably centre on what research has found about the hypothesis. Robertson & Robertson's (1971) report of case studies of children undergoing short-term separations would be very useful as a source of evaluative material, as would Quinton & Rutter's (1976) study of behavioural problems associated with short-term deprivation. For long-term deprivation, Rodgers & Pryor's (1998) and Furstenberg & Kiernan's (2001) studies of the effects of divorce would be useful.

Additional evaluation could centre on relevant practical applications, such as in the counselling of children undergoing the effects of divorcing parents and a consideration of the extent to which Bowlby's predictions of serious irreversible effects from broken attachments are true.

Evaluative material focused on methodological criticisms, such as problems in generalising from case studies, would be relevant only if focused on the validity of Bowlby's hypothesis.

It should be remembered that the most effective evaluation is created from a number of evaluative points being woven together to form a sophisticated commentary, rather than being a series of unconnected evaluative points.