

## Attachment

Attachment: An enduring emotional connection that can motivate care, protection and social support. ([page 145](#)).

Up until the late 1950's, people believed that the infant-caregiver attachment results from the mother's role in feeding the infant.

Harry Harlow tested this belief by separating infant rhesus monkeys from their biological mothers shortly after birth. Each infant was raised in a cage with two artificial "surrogate mothers".

One was a wire cylinder covered with a soft terry cloth without a feeding bottle.



The other was a bare-wire cylinder with a feeding bottle attached to its "chest"

## Attachment

When exposed to frightening situations such as a scary metal robot with flashing eyes, the infant monkeys ran to the terry cloth figure and clung to it tightly. They even maintained contact with the cloth mother while feeding from the wire mother's bottle.



Harlow concluded that the infant monkeys became attached to the cloth mother. Contact comfort—body contact with a comforting object is more important in fostering attachment than the provision of nourishment.

## **Attachment: Applying Your Knowledge Broadly**

Most of you are not going to be raising rhesus monkeys. Where can you apply this information other than raising rhesus monkeys?

## Assessment of Attachment

To assess attachment, Mary Ainsworth developed a standardized procedure for examining infant attachment called the strange situation.

In the strange situation, the infant (typically 12-18 months old) experiences a series of introductions, separations, and reunions with the caregiver and a stranger. Psychologists observe infant's need for attachment and exploration.




### In the Strange Situation

- First, the infant plays with the mother present.
- Then a stranger enters the room and interacts with the infant.
- Soon, the mother leaves the child with the stranger
- Later, the stranger leaves, and the child is alone
- Finally, the mother returns (the reunion).



The process might be repeated several times.

## Attachment

<p>Approx. 60% of all infants</p>  <p><b>FIGURE 4.14</b> <small>Copyright © 2022 W. W. Norton &amp; Co.</small></p>	<p>With “<u>securely attached</u>” infants,</p> <ul style="list-style-type: none"><li>• The infant uses the mother as a “secure base” to explore and return.</li><li>• The infant explores the playroom and reacts positively to strangers.</li><li>• The infant is often distressed when the mother leaves and happily greets her when she returns.</li><li>• If distressed during separation, the infant seeks contact and comfort during the reunion, and then settles down to continue play.</li><li>• Infants that are not distressed acknowledge her return with a glance or greeting.</li></ul>
<p>Approx. 20% of all infants</p>  <p><b>FIGURE 4.14</b> <small>Copyright © 2022 W. W. Norton &amp; Co.</small></p>	<p>With “<u>avoidant attachment</u>” infants,</p> <ul style="list-style-type: none"><li>• Explores freely, seems uninterested in the caregiver’s presence or departure<ul style="list-style-type: none"><li>• Seldom cry when the mother leaves,</li><li>• And don’t seek contact when she returns</li></ul></li><li>• Upon reunion, ignores or actively avoids the caregiver</li></ul>
<p>Approx. 15% of all infants</p>  <p><b>FIGURE 4.14</b> <small>Copyright © 2022 W. W. Norton &amp; Co.</small></p>	<p>With “<u>ambivalent (resistant) attachment</u>” infants,</p> <ul style="list-style-type: none"><li>• Infants are less likely to explore their surroundings</li><li>• Demand her attention, and</li><li>• Distressed when she leaves.</li><li>• They are not soothed when she returns and both resists and seeks contact showing anger, passivity or clinging</li><li>• does not easily return to play</li></ul> <p>image source: Grison and Gazzaniga</p>

## Attachment

Disorganized attachment has no consistent pattern of responses (page XXX).

**TABLE 7.3** How Disturbed Mothers Develop Type D (Disorganized) Attachment in Their Infants

Mothers of type D infants are at least three times more likely than mothers of types A, B, and C infants to exhibit these behaviors:

Laugh when infant is crying	Pull infant by the wrist
Invite approach and then distance	Mock and tease the infant
Use friendly tone while maintaining threatening posture	Tell a crying infant to hush
Direct infant to do something and then say not to do it	Ignore an infant who falls down
Display a sudden change of mood, not elicited by the context	Use a loud or sharp voice
Handle the infant as though the infant were not alive	Remove a toy with which the infant is engaged
Display a frightened expression	Hold infant away from body with stiff arms
Withhold a toy from the infant	Speak in hushed, intimate, sexy tones to the infant
Neglect to soothe a distressed infant	Talk in “haunted” or frightened voice

## Attachment Deprivation




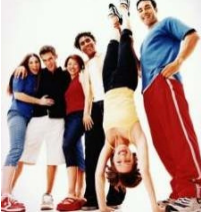
Harry Harlow examined the effect of “attachment” deprivation the rhesus monkeys. After rearing “isolate” monkeys either alone or with artificial “surrogate mothers”, Harlow returned them to the monkey colony at 6 months of age.

- The isolates were indifferent, terrified or aggressive when exposed to other monkeys.
- The isolates avoided contact, fled from touch, curled up and rocked, or tried to attack the biggest, most dominant monkey in the group.
- When they became adults, these monkeys were sexually incompetent. When given an opportunity to mate with a normally reared monkey, they showed interest, but did not know how to proceed.
- Some female isolates were artificially inseminated, and as parents, they were highly abusive towards their firstborns.
- These mothers seldom petted or caressed their young and even neglected to nurse them.



## Attachment

The development of secure attachment occurs over a period of time, and is time sensitive—secure attachments are easier to form in infancy and early childhood. Securely attached infants raised by their parents (regardless if they are adoptive or biological) tend to be better socially adjusted during adulthood.

	<ul style="list-style-type: none"><li>• Infants who are securely attached are less likely to have behavioral problems or seek attention in the classroom.</li></ul>
	<ul style="list-style-type: none"><li>• Secure preschoolers were more prosocial, empathic, and socially competent when compared to insecure preschoolers (<a href="#">page 385, SGW</a>)</li></ul>
	<ul style="list-style-type: none"><li>• In middle childhood, children with a history of secure attachment in infancy are better adjusted and have higher levels of social and cognitive development than do children who were insecurely attached in infancy (<a href="#">page 385, SGW</a>)</li></ul>
	<ul style="list-style-type: none"><li>• Adolescents who were securely attached in infancy have fewer problems, do better in school, and have more successful relationships with their peers when compared with adolescents who were not securely attached in infancy.</li></ul>



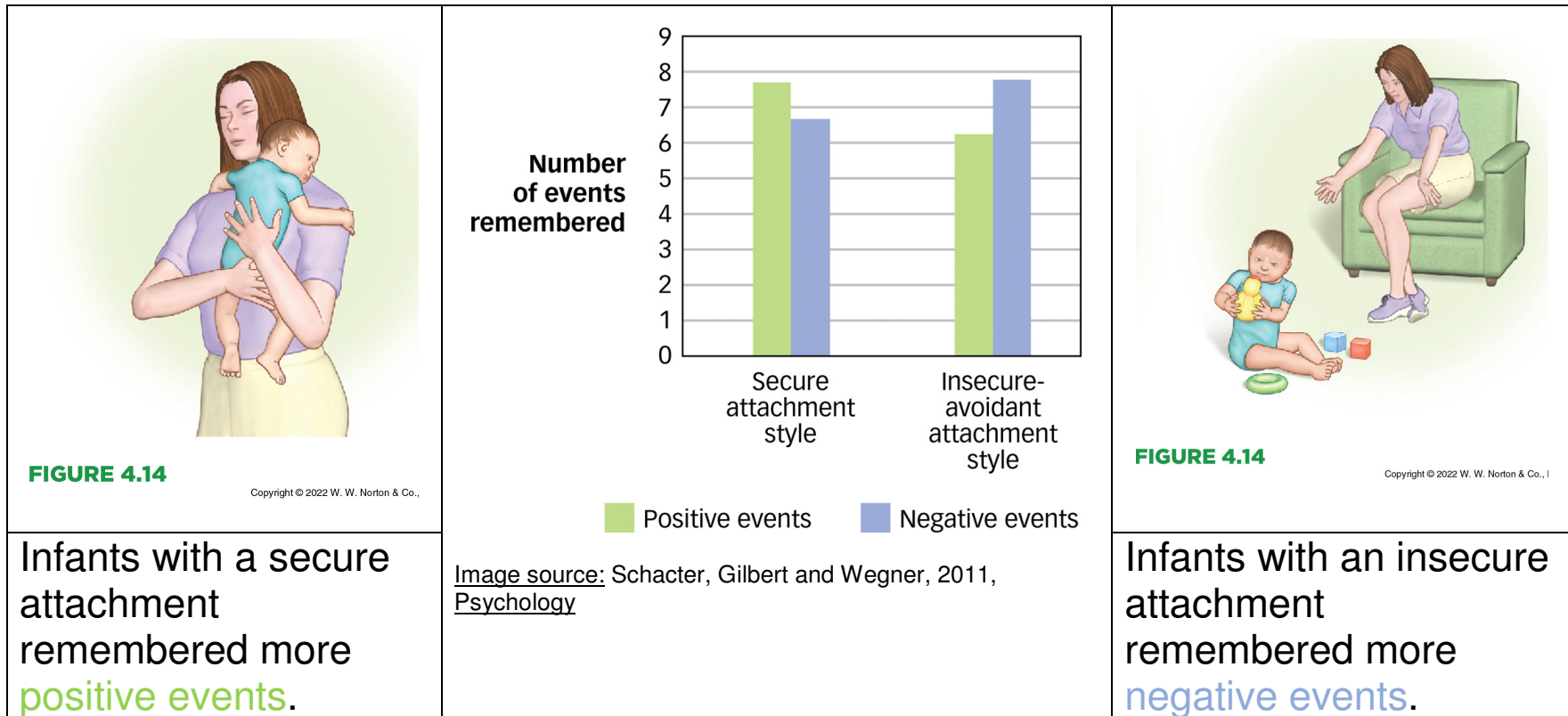
## Being Prosocial



He does not know that it is a statue, he does not know how much it weighs, but only saw that he needs help..! Look at the world with the heart of a child, and life will become more beautiful..

## Attachment Styles and Memory

One-year old's were identified as having a secure attachment or insecure-avoidant attachment. When they were three years old, they watched a puppet show.



Attachment style affects what is remembered--they all watched the same puppet show.