****

**Knowledge Rich Curriculum Plan**

A Level Psychology – Unit 3 Attachment



| **Topic 1 – Development of Attachment** | | | | |
| --- | --- | --- | --- | --- |
|  | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *To know this, students, need to already know that…* | **Assessment** |
| **LO1: Attachment & Schaffer’s Stages of Attachment** | ***Attachment can be described as a strong emotional bond that develops over time between an infant and their primary caregiver. It is reciprocal and characterised by mutual affection and a desire to maintain proximity.***  Attachment develops over time through 4 continuous stages, as suggested by Schaffer.   * Stage 1 is the Asocial Phase: During the first 0 – 3 months. The baby learns to separate people from objects, but does not have any strong preference about who cares for it. * Stage 2 is the Diffuse Phase: Occurs between 6 weeks – 7 months. The infant starts to clearly distinguish and recognise different people and will smile more at people it knows than at strangers, but there is still no strong preference about who cares for it. * Stage 3 is the Single Attachment Phase. From 7-11 months and the infant forms a strong attachment with one individual. This is shown by being content when that person is around, distressed when they leave and happy when they return. They may fear strangers and avoid them. * Stage 4 is the Multiple Attachment Phase: From 9 months and the baby will start to form attachments to many different people. Some attachments may be stronger than others and have different functions, e.g. for play or for comfort. No limit to the number of attachments they can make. The original attachment is still the strongest.   ***Supporting evidence for this comes from Schaffer & Emerson in 1964 who wanted to investigate how early attachments developed over time (The Glasgow Baby Study)***   * The sample included 60 babies. All were from working class families in Glasgow. * Babies and mothers were visited at home every month for the first year and again at 18 months. * The researchers asked mothers about their babies protest at seven everyday situations e.g. adult leaving room (to measure separation anxiety) * The researchers asked mothers about their babies protest at seven everyday situations e.g. adult leaving room (to measure separation anxiety) * The study found that between 6 and 8.5 months of age, about 50% of the babies showed separation anxiety from one adult, usually the mother. * The study also found that by 9 months, 80% of babies had a specific attachment and 30% displayed multiple attachments. * This study suggests that babies form attachments in stages. This study also suggests that a single attachment must be displayed before multiple attachments can be formed.   ***This study has the following strengths and weaknesses:***   * A strength of this study is that it was carried out longitudinally. This means the same children were followed-up & observed regularly. * A strength of this study is that sample size of 60 babies & their carers was good considering the large volume of data that was gathered on each participant, however there is the issue of attrition. * A problem with this study all the families involved were from the same district and social class in the same city and at a time over 50 years ago (biased sample) * A problem with this study it is difficult to make any judgements about babies based on observations as they are immobile and have poor coordination * A problem with this study is that as child rearing practices vary from one culture to another and one historical period to another, these results do not generalise well to other social & historical contexts. * A problem with Schaffer’s stage theory is that although there is no doubt that children become capable of multiple attachments at some point, it is still not entirely clear when. | **Tier 2:**  **Proximity –** how close two things are to each other  **Reciprocal –** done in return  **Mutual:**  Experienced by each of two parties towards the other  **Separation Distress:**  Anxiety an infant experience when they lose contact with the attachment figure  **Secure-base:**  The safety an infant feels when the attachment figure is present allows them to explore an unfamiliar environment | The concept of Working Class.  The socio-economic context of Glasgow e.g. mainly working class at the time of the study.  **Key AO3:**   * Biased Sample and Population Validity * Longitudinal Research * Observational Research (babies) * Cultural Validity/Relativism |  |
| **LO2 – Describe Types of Attachment** | There are three different types of attachment. One type is healthy and two types are unhealthy.  **Secure Attachments**: The baby is confident that the attachment figure will be available to meet their needs. They use the attachment figure as a safe base to explore the environment. They seek the attachment figure in times of distress. They will show distress at separation and joy when reunited.  **Insecure Avoidant Attachment**: The baby no not orientate to their attachment figure while investigating the environment (no safe base). They are very independent of the attachment figure both physically and emotionally. They do not seek contact with the attachment figure when distressed. They will not show distress at separation or joy when reunited.  **Insecure Resistant Attachment**. The baby will commonly exhibit clingy and dependent behaviour. Show difficulty moving away from the attachment figure to explore novel surroundings (no safe base). When distressed they are difficult to soothe by interaction with the attachment figure. They will show extreme separation distress and initially show joy at reunion but then resist the attachment figure. | **Proximity Seeking:**  How close the baby stay to the caregiver?  **Exploration Behaviour:**  How willing is the baby to explore their environment?  **Separation Distress:**  How upset/distressed is the baby when separated from the caregiver?  **Stranger Anxiety:**  How upset/distressed is the baby when approached by a stranger?  **Reunion Behaviour:**  How does the baby react when reunited with the caregiver after a period of separation? | Attachment can be described as a strong emotional bond that develops over time between an infant and their primary caregiver.  It is reciprocal and characterised by mutual affection and a desire to maintain proximity. |  |
| **LO3 – Describe & Evaluate Mary Ainsworth's Strange Situation Experiment** | * Mary Ainsworth developed the Strange Situation procedure as a method of assessing the type (quality) of a child’s attachment to a caregiver. * The Strange Situation is a controlled observation procedure designed to measure the type of attachment a child displays towards a caregiver. * It takes place in a room with controlled conditions (i.e. a laboratory) with a two-way mirror through which psychologists can observe the infants behaviour. * 5 key behaviours are observed to make a judgement based on the type of attachment the child shows. * 1. Proximity Seeking: an infant with a secure attachment will stay fairly close to the caregiver. * 2. Exploration behaviour: a secure attachment enables a child to feel confident to explore, using their caregiver as a secure base, i.e. a point of contact that will make them feel safe. * 3. Separation Anxiety- one of the signs of a secure attachment attached is to protest at separation from caregiver. * 4. Stranger Fear – the child will show distress when a stranger approaches * 5. Response to Reunion - a securely attached baby will be happy to be reunited with the caregiver. * The procedure has 7 episodes, each lasting 3 minutes. * Each episode is ‘strange’ and includes thing like the baby being left alone or with a stranger and the stranger and caregiver approaching the baby. * The study found that 60-75% of American toddlers are classified as secure. 20-25% of American toddlers are classified as insecure avoidant. 5-10% of American toddlers are classified as insecure resistant.   ***This study has the following strengths and weaknesses:***   * Bick (2012) found that there was a 94% level of consistency between observers in the strange situation experiment. * Several pieces of research have found that the attachment type a child has as a baby is an indicator for several things such as success of relationships and potential for mental health problems. * The child is put under stress (separation and stranger anxiety), during the Strange Situation. However, separation episodes were curtailed prematurely if the child became too stressed. * The child is placed in a strange and artificial environment, and the procedure of the mother and stranger entering and leaving the room follows a predetermined script. * Takashi (1990) noted that the strange situation test does not work in Japan because Japanese mothers are rarely separated from their babies and therefore there is a very high level of separation anxiety from all children. | **Proximity Seeking:**  A person’s behavioural nature, how they naturally behave, for example, a pleasant temperament.  **Caregiver Responsiveness:**  The degree of sensitivity the caregiver shows when responding to the baby’s needs.  **Controlled Observation:**  A research method where participants are observed (usually through a one-way mirror) in a controlled setting/laboratory. | There are three different types of attachment. One type is healthy and two types are unhealthy.  **Key AO3:**   * Inter-Observer Reliability * Practical Applications * Ethical Issues * Ecological Validity * Ethnocentrism |  |
| **LO4 - Describe and evaluate Van Ijzendoons research into cultural variations in attachment.** | * Van Ijzendoorn & Kroonenberg’s (1988) meta-analysis summarized findings from 8 countries, which included the UK, US, Sweden, Japan, China, Holland, Germany & Israel. * The meta- analysis examined 32 studies. * Almost 2000 Strange Situation classifications in total. * Average findings were consistent with Ainsworth’s original research - Secure 65% - Avoidant 21% - Resistant 14% * Suggests that Individual countries show significant cultural differences (Japan/Germany) alternatively could suggest that SS does not work in other cultures (ethnocentric).   ***This study has the following strengths and weaknesses:***   * Research into cultural variations of attachment combines results of studies and involves a meta-analysis. This produces a very large sample and compensates for the small number of participants in individual studies – but this was not globally representative. * In one study of 90 German infants the majority were classed as insecurely avoidant attached. * Takashi (1990) the SS does not work in Japan because Japanese mothers are rarely separated from their babies and therefore there is a very high level of separation anxiety from all children * Within any one country there could be several different sub cultures so studying country is not the same as studying a culture. * The strange situation was created by an American Psychologist (Ainsworth) and was based on British theories (Bowlby) so cannot be applied to other culture. | **Child-Rearing:**  The process of raising a child or children  **Meta-analysis:**  A research method whereby data is **collated** from many different studies and analysed.  **Cultural Variations**  Cultural variations in attachment are the differences in attachment patterns that exist between infants and their caregivers in different cultures. | How child rearing practices vary from culture to culture.  Japan – children are very rarely left alone.  Germany – children are taught that it is impolite to be ‘clingy’.  **Key AO3:**   * Meta-Analysis * Country versus Culture * Culture Bias and Ethnocentrism |  |
| **LO5 - Describe what research has found about caregiver interactions**  **hat research has found about caregiver interactions** | For the attachment to develop between the infant and caregiver, they must interact:  There are 2 main types of caregiver interactions:   1. **Reciprocity** is a form of interaction between infant and caregiver involving mutual responsiveness, with both the caregiver and the infant being able to produce a response from each other. 2. **Interactional synchrony** refers to how a parent’s speech and infant’s behaviour become finely synchronised so that they are in direct response to one another. | **Caregiver**  A person who gives care to someone who requires looking after**.**  **Interaction**  Communication or direct involvement with someone or something  **Interactional synchrony**:  A form of rhythmic interaction between infant and caregiver involving mutual focus, reciprocity and mirroring of emotion or behaviour.  **Reciprocity**:  A form of interaction between infant and caregiver involving **mutual** responsiveness | **The Caregiver Sensitivity Hypothesis**  The degree of caregiver responsiveness is what determines the quality of the attachment between the caregiver and the infant. |  |
| **LO6 - Describe what research has found about the role of the father** | There are 3 possible explanations about the role of the father in the attachment process.   1. Traditionally, the mother is the primary attachment and the father is one of the multiple attachments. 2. The role the father plays is different in the attachment process, it provides play and stimulation for the baby. 3. Changes to Western culture has resulted in the expectation that fathers take more of an active role in the caregiving of children. When the father is the primary caregiver they can fulfil the same nurturing role as the mother. | **Primary Caregiver:**  The person who has the greatest responsibility for caring for the infant. It is usually the person who spends the most time with the infant.  **Secondary Caregiver:**  The person who has some responsibility for caring for the infant, but does not spend the most time with them.  **Novel**  New or unfamiliar  **Maternal**  Relating to the mother.  **Nurturing:**  Caring | How societies view on the role of the father in attachment may have changed over time. |  |

| **Topic 2 – Explanations of Attachment** | | | | |
| --- | --- | --- | --- | --- |
|  | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *To know this, students, need to already know that…* | **Assessment** |
| **LO7 – Describe & Evaluate Bowlbys Monotropic Theory of Attachment** | ***Bowlby’s Theory of Attachment states that:***   * **Innate** - attachment is innate & important for survival because It keeps the mother and baby close and provides a safe base for exploration. * **Critical Period** - attachment gradually develops in the first 2.5 years, after which is becomes more difficult). * Social Releasers - innate ‘cute’ behaviours like smiling, cooing, that encourage attention from adults to ensure the attachment forms. * **Monotropy** – the first attachment is unique and qualitatively different to all future attachments (does not have to be the biological mother) . * **Internal Working Model** - forms a mental representation of their relationship with their primary caregiver and a template to base all future relationships on. * **Continuity Hypothesis** – all future relationships will follow the quality of the first attachment (childhood friendships, parenting and romantic relationships)   ***This theory has the following strengths and weaknesses:***   * Brazleton et al (1975) observed nteractional synchrony between mothers and babies and asked caregivers to ignore their baby’s social releasers. The babies were distressed and some then went on to curl up lying motionless. * McCarthy et al (1999) found avoidant-insecure were more likely to have romantic problems and resistant-insecure were more likely to have friendship problems in later life. * Bailey et al (2007) assessed 99 mothers with one-year-old babies and found that mothers who reported poor attachments with their mothers were more likely to be observed as having poor relationships with their own children. * Schaffer and Emerson’s found that although most babies attached to one person first, a large minority could make several attachments at once. * Feminists suggest this place a terrible burden of responsibility on mothers, setting them up to take the blame for anything that goes wrong in the rest of their child’s life and pushes mothers into certain lifestyle choices. | **Internal:**  Situated inside  **Model:**  A thing used as an example to follow or imitate  **Mono**  Is a prefix (comes before a word) that means, one, single, only.  **Elicit**  Evoke or draw out a reaction from someone.  **Social releasers - i**nnate behaviours that are designed to produce a response from the caregiver and encourage the formation of attachments. | The concept of a critical period in developmental psychology.  **Critical Period**  A biologically determined stage of development where a person is optimally ready to acquire a behaviour. If the person does not acquire the behaviour during this period, it may be difficult or even impossible to do so in the future.  **Key AO3:**   * Supporting Research/Evidence * Challenging Evidence * Alternative explanations * Socially Sensitive |  |
| **LO8 - Describe and evaluate the Animal study in attachment that was conducted by Lorenz.** | * Lorenz set up a classic experiment in which he randomly divided a group of goose eggs into 2 groups. * Half of the eggs were hatched with the mother in their natural environment. * The other half were hatched in an incubator where the first moving object they saw was Lorenz.: * The incubator group followed Lorenz everywhere whereas the other group followed the mother. * Even when the groups were mixed up, the controls followed the mother and the others followed Lorenz. * **Attachment is innate and there is a critical period in which need to attach. If this imprinting does not occur, the birds may never be able to attach (Supports Bowlby)**   ***This study has the following strengths and weaknesses:***   * Research by Guiton et al (1966) has shown that baby chickens tried to mate with yellow washing up gloves after they were the first thing they saw, although they eventually developed relationships with chickens. * The study on sexual imprinting, found that this learning could be reversed and they were able to engage in normal sexual behaviours. * Lorenz studied imprinting in birds. Although some of his findings have been applied to humans the attachment system in geese is very different to that of humans. | **Imitate –** the act of copying the behaviour of something/someone else  **Gosling –** a young goose  **Imprinting –** the rapid formation of an attachment within some species of animals, usually to the first living thing they see. | Bowlby believed that attachment is innate and important for survival because It keeps the mother and baby close and provides a safe base for exploration.  Bowlby also stated that attachment gradually develops in the first 2.5 years, after which is becomes more difficult – the concept of a critical period.  **Key AO3:**   * Animal Research. |  |
| **LO9– Describe & Evaluate Learning Theory of Attachment** | Attachment is acquired and maintained through:  **Classical Conditioning:**  The food (UCS) produces pleasure (UCR) – the mother (NS) as she produces no response from the baby.  The baby associates food (UCS) and mother (NS) together, because she is present every time the baby is fed (UCS + NS)  The mother eventually becomes the conditioned stimulus and happiness becomes the conditioned response – the attachment forms.  **Operant Conditioning:**  Positive Reinforcement - The presence of the caregiver is reinforcing for the infant (pleasure from being fed) the presence of the infant is reinforcing for the caregiver (pleasure from smiles/interaction).  Negative Reinforcement - Being close to the infant removes something negative (separation distress in infant and mother).  Being close to one another is strengthened and the attachment is maintained.  ***This theory has the following strengths and weaknesses:***   * Schaffer and Emerson found less than half of infants had a primary attachment to the person who usually fed them. * It is credible that association (classical conditioning) between the primary caregiver and the provision of comfort and social interaction (not food) is part of what builds the attachment. * Lorenz found goslings imprinted on the first moving object they saw which suggest attachment is innate and not learnt * Studies have shown that the best quality attachments are with sensitive carers that pick up infant signals and respond appropriately. * Research into early infant-caregiver interaction suggests that the quality of attachment is associated with factors like developing reciprocity & good levels of interactional synchrony | **Classical Conditioning**  A form of learning that occurs when two stimuli are repeatedly paired are associated together, eventually producing the same response.  **Positive Reinforcement**  A form of learning which occurs when we receive a reward after a behaviour is performed.  *This increases the chance the behaviour is repeated in the future.*  **Negative Reinforcement**  A form of learning which occurs when something negative is removed after a behaviour is performed.  *This increases the chance the behaviour is repeated in the future.* | Basic principles of classical and operant conditioning.  Pavlov’s Dogs.  Operant Conditioning.  **Key AO3:**   * Challenging Evidence * Alternative Explanations |  |
| **LO10 - Describe and evaluate the Animal study in attachment that was conducted by Harlow.** | * 8 new born macaque monkeys - separated at birth & reared in cages in isolation until they were 8 months old. * Raised with 2 ‘surrogate’ mothers, (wire plus food and cloth no food) * Measured the amount of time each baby spent on each ‘mother’. * The babies spent 18 hours a day on the cloth mother and sought the cloth mother at times of distress (indicates attachment). * The monkeys suffered from negative long-term effects as adults (aggressive/rejected their young) * **Attachment is not dependent on food (challenges Learning Theory)**   ***This study has the following strengths and weaknesses:***   * This research influenced John Bowlby (revolutionised childcare) and had huge influence on how we care for monkeys in captivity. * Difficult to generalise the findings of animal studies to human behaviour, although Macaques monkeys & humans are genetically similar, sharing about 94% of their DNA. * The monkeys suffered a great deal of psychological harm because of the study. The species is quite like humans and therefore it is assumed that the monkeys suffered as much as human babies would have. (also, long term impact) | **Innate:**  Determined by factors present at birth  **Isolation:**  The condition of being alone  **Dispense:**  Giving something out**.** | Learning theory states that attachment is acquired and maintained by the person who primarily feeds the baby (classical and operant conditioning)  Bowlby also stated that attachment gradually develops in the first 2.5 years, after which is becomes more difficult – the concept of a critical period.  **Key AO3:**   * Animal Research. * Ethical Issues * Practical Applications |  |

| **Topic 3 – Attachment and Later Life** | | | | |
| --- | --- | --- | --- | --- |
|  | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *To know this, students, need to already know that…* | **Assessment** |
| **LO11 – Describe & Evaluate Bowlby’s Theory of Maternal Deprivation** | ***Bowlby’s Theory of Maternal Deprivation states that:***  Early and continual disruption of the attachment between the infant and the primary caregiver could result in short-term and long-term cognitive, social, and emotional difficulties for that infant. Disruption during the critical period causes short term distress and irreversible long-term consequences.  **Short Term Effects:** Robertson & Bowlby identified three progressive stages of distress:   * Protest * Despair * Detachment   **Long Term Effects:**   * Difficulty forming attachments * Delinquency * Reduced intelligence * Increased aggression * Psychological disorders (depression and affectionless psychopathy).   ***Supporting evidence for this comes from Bowlby’s 44 Theives:***   * 88 children from the clinic where Bowlby worked. 44 were thieves and were there due to stealing, 44 were there due to emotional problems (not committed any crimes). * On arrival at the clinic, each child had their IQ tested by a psychologist, parents interviewed by social worker (identify periods of early separation) and Bowlby interviewed the child (identify psychological disorders – specifically AP). * More than 50% of the thieves had been separated from their mothers for longer than six months during their first five years (less than 5% in non-thief group). * More than 30% of the theives showed 'affectionless psychopathy’ (0% in the non-thief group).   ***This theory has the following strengths and weaknesses:***   * Bifulco (1992) 250 women who had lost mothers, through separation or death, before they were 17. They were twice as likely to develop depression and anxiety (this was highest if loss had occurred before age 6). * Harlow's (1958) research showed that monkeys reared in isolation from their mother suffered emotional and social problems in older age. The monkey's never formed an attachment (privation) and as such grew up have problems interacting with other monkeys. * Rutter distinguished between deprivation and privation – the complete lack of an attachment bond, rather than its loss. * Bowlby’ believed the mother to be the primary caregiver and that this care should be given on a continuous basis – implications for working mums (socially sensitive) * There is evidence that children develop better with a mother who is happy in her work, than a mother who is frustrated by staying at home. | **Deprivation**  The lack or denial of something considered to be a necessity.  **Progressive**  Developing gradually in stages.  **Despair**  The loss of hope, hopelessness.    **Detachment**  The act of separating, detaching from something.  **Maternal Deprivation**  Separation or loss of the mother during the critical period which could result in failure to develop an attachment (Bowlby)  **Affectionless Psychopathy**  A psychological disorder where the individual has an inability to show affection or concern for others | Bowlby believed that attachment is innate and important for survival because It keeps the mother and baby close and provides a safe base for exploration.  Bowlby also stated that attachment gradually develops in the first 2.5 years, after which is becomes more difficult – the concept of a critical period.  **Key AO3:**   * Longitudinal Research * Experimenter Bias * Animal Research * Socially Sensitive Research * Self-Report and Retrospective Data |  |
| **LO12- Discuss the effects of institutionalisation (Romanian orphan studies)** | ***Institutionalisation refers to children who raised in a residence which is not the family home, for example an orphanage or children’s home.***  Often suffer from a lack of emotional care, which means they are unable to form attachments (privation) and has serious long-term effects.   1. **Disinhibited Attachment** - don’t discriminate between attachment figures, doesn’t prefer parents over strangers, seeks comfort from anyone, overfriendly and attention seeking. 2. **The Cycle of Privation** - difficulties looking after their own children and become less caring parents (passed down). 3. **Reactive Attachment Disorder** - rare but serious condition and includes an inability to give or receive affection, dishonesty, poor social relationships and involvement in crime   ***Supporting evidence for this comes from Rutter’s Romanian Orphans:***   * 165 Romanian orphans who had been placed in orphanages, aged 1-2 weeks old, with minimal adult contact. * Longitudinal study and a Natural Experiment * Assessed their development at ages 4, 6 and 11, and then again at 21. * Divided into 3 groups based on the age at which they were adopted. * 58 babies were adopted before 6 months old (Low Risk) * 59 between the ages of 6-24 months old (Medium Risk) * 48 babies were adopted late between 2-4 years old. (High Risk) * ***Low Risk - same level of as UK children who were adopted at the same age.*** * ***Medium & High Risk showed disinhibited attachments and had problems with peers.*** * ***No significant increase in risk of negative effects beyond 6 months.***   ***This theory has the following strengths and weaknesses:***   * In this type of study, once the children are adopted they may not wish to take part in the study anymore, which makes it difficult to compare at assessment points. * Institutionalized children don’t just suffer emotional privation but also poor physical care such as poor diet and also lack of intellectual stimulation. As a result, it is difficult to separate out the effects of privation and of physical deprivation. * It is not easy to find out information about the institutional experience for the child and therefore we don’t know the extent of early privation experienced by these children * Chugani administered PET scans to a sample of 10 children adopted from Romanian orphanages and compared them with ‘normal’ children. The Romanian orphans showed significantly decreased activity in parts of the prefrontal cortex. * Zeenah et al. (2005) assessed 95 children aged 2.5 years who had spent an average of 90% of their life in an institution and compared them children from a “normal family”. 19% had a secure attachment (74% of the normal group). 65% were classified as disorganised attachment. | **Institutionalisation**  Institutionalisation in the context of attachment refers to children who raised in a residence which is not the family home, for example an orphanage or children’s home.  **Privation**  A situation where no attachment bond has ever had the opportunity to develop | **Maternal Deprivation**  Separation or loss of the mother during the critical period which could result in failure to develop an attachment (Bowlby)  **Key AO3:**   * Longitudinal Research * Natural Experiment * Animal Research * Scanning Studies |  |
| **LO13 - Discuss the influence of early attachment on childhood and adult relationships.** | **Internal Working Model** - mental representation of their relationship with their primary caregiver. This first attachment provides the child with a template to base all future relationships on.  **Continuity Hypothesis** – the quality of the first attachment determines the quality of all future relationships (childhood friendships, parenting and romantic relationships).   * **Secure**: High quality friendships unlikely to be bullies. Responsive and sensitive parents. Successful intimate relationships. * **Resistant**: Poor quality friendships and likely to be bullies. Inconsistent parenting who can become preoccupied. Demanding and possible in relationships and risk of co-dependency. * **Avoidant**: Poor quality friendships and likely to be victims of bullies, dismissive parenting, avoids and is fearful of romantic relationships.   ***This theory has the following strengths and weaknesses:***   * Hartup et.al (1993) found that secure attachment types are more popular at nursery and engage more in social interactions with other children. In contrast, insecurely attached children relied on teachers for emotional support. * Hazan and Shaver’s found those who were securely attached as infants tended to have happy lasting relationships and insecurely attached people found adult relationships more difficult, tended to divorce and believed love was rare. * Simpson et al. 2007 25 years, 78 participants were studied at four key point. They found that securely attached infants were rated as having higher social competence as children at 6, were found to be closer to their friends at age 16 and were more emotionally attached to their romantic partners in early adulthood. * Fraley (1998) conducted a meta-analysis of studies, finding correlations from 0.10 to 0.50 between early attachment type and later relationships – there are other factors. * We may possess distinct attachment patterns for different relationship types (parent, friendship, and romantic relationship) and do not have one “general attachment orientation’. * Bifulco (1992) 250 women who had lost mothers, through separation or death, before they were 17. They were twice as likely to develop depression and anxiety (this was highest if loss had occurred before age 6). * An alternative explanation for which argues that an infant’s temperament affects the way a people responds and so may be a determining factor in the quality of the child’s relationships | **Possessive**  Demanding someone's total attention and love.  **Abandonment**  The act of being abandoned or left.  **Temperament**:  An aspect of personality concerned with emotional dispositions and is often used to refer to the prevailing mood of a person. | Bowlby’s Theory of Attachment states that the first attachment is unique and qualitatively different to all future attachments (does not have to be the biological mother)  This forms a mental representation of their relationship with their primary caregiver and a template to base all future relationships on (IWM)  All future relationships will follow the quality of the first attachment (childhood friendships, parenting and romantic relationships) The Continuity Hypothesis.  **Key AO3:**   * Supporting Research * Alternative explanations |  |