**Attachment checklist**

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|  | **I have notes on this.** | **I can do this.** |
| **Attachment basics**  |  |  |
| * Define attachment for a two mark definition ensuring you are including the words ‘emotional bond’ and ‘reciprocal’.
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| * Identify the age at which children are likely to first form an attachment.
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| * Identify with whom children are most likely to form an attachment.
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| **Caregiver interactions** |  |  |
| * Describe the key features of interactions between carer and infant including: bodily contact, mimicry, cargiverese, interactional synchrony and reciprocity.
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| * Explain why these interactions have evolved with reference to proximity and forming an attachment.
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| * Briefly outline Papousek. et al (1991) and Tronick (1975) research as support for aspects of caregiver interaction features.
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| * Evaluate features of caregiver interactions and research into caregiver interactions.
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| * Outline and evaluate Schaffer and Emerson’s (1964) research and findings in Glasgow, and be able to use their research to evaluate Bolwby’s theory of monotropy.
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| * Outline Schaffer and Emerson’s stages of attachment development.
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| **The role of the father** |  |  |
| * Explain the role of the traditional role of the father in the UK, and how, and why, this has changed over time.
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| * Explain how the role of the father can change across culture
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| * Outline the factors that affect the relationship between fathers and children.
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| * Outline one piece of research supporting a factor that affects the relationship between fathers and children.
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| * Explain why secure attachments with fathers are important.
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| **Animal research into attachment** |  |  |
| * Explain why research into attachment has been conducted on animals, and evaluate the strengths and weaknesses of this.
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| * Outline and evaluate Lorenz (1935) research in detail.
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| * Outline and evaluate Harlow (1959) research in detail.
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| **Explanations of attachment**  |  |  |
| * Outline the behaviourist ‘*learning theory’* of attachment (including how classical and operant conditioning lead to the attachment explicitly e.g. mother as associated with food).
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| * Evaluate the strengths and weaknesses of the learning theory of attachment – including research evidence to support and oppose the theory (e.g. Schaffer and Emerson, Harlow).
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| * Outline *Bowlby’s evolutionary* theory of attachment (using terms adaptive, social releasers, monotropy, critical period, internal working model etc. in outline).
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| * Evaluate the strengths and weaknesses of Bowlby’s evolutionary theory of attachment – including supporting and opposing research evidence (e.g. Lorenz, Harlow, Schaffer and Emerson, Hodges and Tizard).
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| **Types of attachment**  |  |  |
| * Outline the procedure of Ainsworth’s Strange Situation (all 7 key steps *in order*).
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| * Describe the characteristic behaviours of each of the 4 attachment types (secure, insecure-resistant, insecure avoidant, disorganised) and be able to distinguish between them.
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| * Evaluate the strange situation procedure in terms of ethical issues *and* methodological issues.
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| **Cultural variations in attachment**  |  |  |
| * Outline Van Ijzendoorn and Kroonenberg study and **one other** (e.g. Takeshi, Isreali Kibbutz) study of cultural variations in attachment, in detail.
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| * Evaluate research into cultural variations in attachment, including the use of the Strange Situation.
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| * Discuss why attachment types may vary across cultures.
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| * Explain the difference between collectivist and individualist cultures.
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| * Define ethnocentrism.
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| **Disruption of attachment**  |  |  |
| * Outline and evaluate the Robertson and Robertson’s (1968) research into disruption of attachment (short-term).
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| * Outline and evaluate Bowlby’s (1944) 44 thieves study into disruption of attachment (long-term).
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| * Outline at least **two** factors which may affect how the child responds to disruption of attachment (e.g. previous experience of separation).
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| * Outline Robertson and Bowlby’s PDD model (protest, despair, detachment) of short-term deprivation.
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| * Outline Bowlby’s Maternal Deprivation Hypothesis.
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| * Define privation , and define deprivation, and explain the difference between the two.
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| * Outline the case study of Genie (Curtiss) and what it shows about the effects of privation on attachment.
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| * Outline the case of the Czech twins (Koluchova) and what it shows about the effects of privation on attachment.
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| * Describe the strengths and limitations of the methods used to study Genie and the Czech twins (longitudinal, self-report, case studies etc).
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| * Discuss the factors which may affect whether the effects of privation are reversible (e.g. age at discovery, quality of care)
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| **Institutionalisation** |  |  |
| * Define institutionalisation.
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| * Outline the possible effects of institutionalisation on children (social, emotional, physical, intellectual, attachment disorders etc.)
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| * Outline and evaluate Rutter et al. Romanian orphan study.
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| * Outline and evaluate Hodges and Tizard (1978) study.
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| * Discuss the factors which may affect whether the effects of institutionalisation are reversible (age, quality of care, etc.)
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| **Influence of attachment on childhood and adult relationships** |  |  |
| * Explain the continuity hypothesis and internal working model.
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| * Explain what research has shown about early attachments on later childhood relationships.
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| * Explain what research has shown about early attachments on adult relationships.
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| * Outline and evaluate Hazan and Shaver (1987) research.
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Don’t forget – ‘Evaluation’ means strengths and weaknesses (limitations). It is as important as being able to describe ‘what’ a piece of research or theory is.

**Attachment - Revision podcasts**

Podcast 1: Learning theory and Bowlby’s theory

<https://www.youtube.com/watch?v=h6mJXQHOEnw>

Podcast 2: Individual differences (strange situation) and cultural differences

<https://www.youtube.com/watch?v=jmxwGo3D_dM>

Podcast 3: Disruption of attachment (deprivation and privation).

<https://www.youtube.com/watch?v=3_vBIyPHQM8>

**Some example past paper questions:**

What is meant by the term ‘attachment’? (2 marks)

When Max was born, his mother gave up work to stay at home and look after him. Max’s father works long hours and does not have much to do with the day-to-day care of his son. Max is now nine months old and he seems to have a very close bond with his mother. Use learning theory to explain how Max became attached to his mother rather than to his father. (6marks)

Outline and evaluate research into cultural variations in attachment. (12/16 marks)

A psychologist wanted to investigate the effects of age of adoption on aggressive behaviour. He compared children who had been adopted before the age of two with children who had been adopted after the age of two. The children were observed in their school playground when they were six years old.

(a) Suggest two operationalised behavioural categories the psychologist could use in his observation of aggressive behaviour. Explain how the psychologist could have carried out this observation.

(b) Explain one ethical issue the psychologist would have needed to consider when carrying out this research. How could the psychologist have dealt with this issue? (4marks)

(c) The psychologist wanted to investigate how aggressive the children were when they were at home. He interviewed a sample of their parents to investigate this. Explain why using interviews might be better than using questionnaires in this situation. (4marks)

The Strange Situation can be used to identify a child’s attachment type. Explain how the behaviour of a child showing insecure-avoidant attachment type would be different from the behaviour of a child showing insecure-resistant attachment type. (4marks)

(b) Evaluate the Strange Situation as a method for investigating types of attachment. (4marks)

(c) Outline one or more studies that have investigated cultural variations in attachment. (6marks)

Outline and evaluate research into the effects of failure to form attachment (privation). (12/16 marks)

Outline the procedure used in one study of animal attachment. (4 marks).

Briefly discuss one limitation of using animals to study attachment in humans. (4 marks).

One theory about how and why babies form attachments is Bowlby’s monotropic theory. (4 marks).

Outline and evaluate Bowlby’s monotropic theory of attachment (8 marks).

Discuss research into the influence of early attachment on adult relationships. (8 marks).

Discuss the effects of institutionalisation. Refer to the studies of Romanian orphans in your answer. (12/16 marks)