***A01***

**Attachment – Learning Theory**

Attachment can be defined as an \_\_\_\_\_\_\_\_\_\_ bond which is formed between two people. It is a \_\_\_\_\_\_\_\_\_\_\_ process that endures over time. It serves the purpose of \_\_\_\_\_\_\_\_\_\_\_ an infant.

Learning theory suggests that all infants are born as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and that all behaviour is \_\_\_\_\_\_\_\_\_\_\_\_\_. This theory is often referred to as the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ theory. It suggests that the infant becomes attached to a caregiver because it learns that the caregiver will meet their \_\_\_\_\_\_\_\_\_\_\_\_\_ needs. Behaviourists suggest that \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is learned by classical \_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_ conditioning suggests that a child learns to \_\_\_\_\_\_\_\_\_ their caregiver with their needs being \_\_\_\_\_\_ and so an attachment is formed.

Choose the correct terms to fill in the blanks, showing how an attachment is formed between caregiver and child

 **+**

MS Food Caregiver CS

 UCS CR Pleasure

Dog UCR Produces Bell

 URC NS USC

***A02***

A major strength of the \_\_\_\_\_\_\_\_\_ theory is that it provides an \_\_\_\_\_\_\_\_\_\_ explanation of how attachments are formed. We do seem to \_\_\_\_\_\_\_\_ a number of behaviours through association in real life (e.g. we associate the school bell with going to \_\_\_\_\_\_\_\_\_\_). This suggests that learning theory provides a \_\_\_\_\_\_\_\_\_\_ explanation as to how humans develop in response to their environment.

However there is evidence to suggest that not all attachments are formed through association with \_\_\_\_\_\_\_\_\_\_\_. Research carried out by \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_

(1964) found that \_\_\_\_\_\_\_\_ percent of babies formed attachments with caregivers who \_\_\_\_\_\_\_\_\_ with them, rather than just those who just met their \_\_\_\_\_\_\_\_\_\_ needs. This means that \_\_\_\_\_\_\_\_\_\_ may not be the main reinforcer for attachment.

Other evidence against the learning theory comes from \_\_\_\_\_\_\_\_\_\_\_\_ research (1959). He found that when newborn \_\_\_\_\_\_\_\_\_\_\_ were separated from their mother and placed in a cadge containing a wire monkey with a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and a wire monkey with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that they spend most of their time with the \_\_\_\_\_\_\_\_\_\_\_\_ mother. Harlow’s research shows that infants do not always become attached to a caregiver offering \_\_\_\_\_\_\_\_\_.

Finally the research of \_\_\_\_\_\_\_\_\_\_\_\_ (1952) highlighted the process of \_\_\_\_\_\_\_\_\_\_\_. Using newly hatched \_\_\_\_\_\_\_\_\_\_, Lorenz demonstrated that by being the first image they seen after being born, that he became their \_\_\_\_\_\_\_\_\_\_\_ parent, and thus they followed him everywhere he went. This criticises the learning theory as it suggests that attachment is \_\_\_\_\_\_\_\_\_\_\_\_ as the infants were far too young to have \_\_\_\_\_\_\_\_\_\_\_ anything at this stage.

imprinting nutritional geese conditional evolutionary physiological Schaffer play emotional

protecting feeding bottle Harlows Bowlby monkeys octopus associate stimulate learned 39 attachment blank slates learned experiment love

observe conditioning cupboard imprinted

food soft cloth adequate two-way Lorenz 47 Emerson plausible Pavlov soft learning

learn food innate class food validity met