Stages of attachment – Schaffer and Emerson

- description

**Aim**

**Procedure**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ study** of **\_\_\_\_ babies** drawn from a predominantly working class are of Glasgow. Infants ranged from \_\_\_\_\_\_\_\_\_\_\_ weeks of age.
2. Infants were studied until the age of 1 year and mothers were visited every \_\_\_\_ weeks.
3. At each visit, the \_\_\_\_\_\_\_\_\_\_\_\_\_ reported their infants response to separation in 7 everyday situations (e.g. being left alone in a room, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)
4. Mother was asked to describe the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of any protest (e.g. a full blown cry or simple whimper) which was \_\_\_\_\_\_\_\_\_\_\_ on a 4 point \_\_\_\_\_\_\_\_\_\_.
5. Finally, the mother was asked to say \_\_\_\_\_\_\_\_ the protest was \_\_\_\_\_\_\_\_\_.
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ was also measured by assessing the infant’s response to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at each visit.

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| --- | --- |
| **Findings** | **Description** |
| Between 25-32 weeks |  |
| By 40 weeks |  |
| By 40 weeks |  |
|  | |

Conclusion

- evaluation

**Point:**

**Evidence:** **For example,** just because a baby gets distressed when an individual leaves the room it does not necessarily mean that the individual is a ‘true’ attachment figure. **Bowlby (1969)** pointed out that children have playmates as well as attachment figures and may get distressed when a playmate leaves.

**Evaluation:**

**Point:**

**Evidence:** **For example,** there is no doubt that children become capable of multiple attachments however; it is not clear at what age this happens. Some research seems to indicate that most babies form attachments to a single main carer before they become capable of developing multiple attachments. Other Psychologists, in particular those who work in those cultural context were multiple care givers are the norm, believe babies form multiple attachments from the outset.

**Evaluation:**

**Point:**

**Evidence:** **For example,** young babies in this stage have poor co-ordination and are generally pretty much immobile. It is therefore very difficult to make any judgements about the infants based on observations of their behaviour (there isn’t much observable behaviour).

**Evaluation:**