In the first days of life, it is clear that something of the utmost importance is taking place. To the awakening in mammals of hereditary behavior something of a corresponding nature must be happening in the child.” (The Absorbent Mind)
“The whole psychic life of the individual stands upon a foundation which is laid down by them in the earliest years.” (The Absorbent Mind)

- Writing in “The Absorbent Mind”, Montessori refers to a similar concept to Bowlby’s bonding. Like Bowlby, Montessori also makes a comparison with animals saying that in the first days after birth, the mother’s care is vital for the awakening of the hereditary models of behavior.

- In humans, Montessori calls the phenomenon “creative sensibilities” and she, therefore, advocates the importance of the relationship between mother and child and the special care that must be given to the child in order to awaken the creative sensibilities. This care goes beyond the physical care of providing food and warmth, and is more concerned with the psychological aspects which exist from birth.

- Montessori urged society to develop a special code of rules for the treatment of the child at birth and in the first few days following birth.
The child should be in contact with his mother as much as possible.

There should be controlled warmth, light and noise at birth so that the transition from the womb to the external environment is not too sudden.

At all times the baby should be handled gently and kept close to the mother.

For a short period after birth the baby should be kept in conditions that are as similar as possible to the womb so as to make the period of adjustment to the outside world as natural as possible.
“...there is a special bond uniting mother and child, almost like a magnetic attraction.” Maria Montessori
KONRAD LORENZ (1903 - 1989)
Lorenz is considered to be one of the principal founders of ethology.

He discovered that baby goslings followed the first thing they saw when hatched.

This was normally the webbed foot of their mother, but in this case, the goslings first set eyes on Lorenz’ Wellington boots and so followed him.

This instinctive behavior Lorenz called **imprinting**.

It is a form of attachment behavior that occurs during a *critical period* immediately after birth and is irreversible. It also affects later behavior.
The importance of this finding is that it shows that in animals there is a period shortly after birth, when it is vital for the animal to form a relationship.
HARRY AND MARGARET HARLOW (1905 - 1981)

Social Isolation
In Harlow's initial experiments infant monkeys were separated from their mothers at six to twelve hours after birth and were raised instead with substitute or 'surrogate' mothers made either of heavy wire or of wood covered with soft terry cloth. In one experiment both types of surrogates were present in the cage, but only one was equipped with a nipple from which the infant could nurse. Some infants received nourishment from the wire mother, and others were fed from the cloth mother. Even when the wire mother was the source of nourishment, the infant monkey spent a greater amount of time clinging to the cloth surrogate.
Harlow further studied the baby’s reaction to the surrogate mothers by introducing a noisy mechanical teddy bear into the cage. All the monkeys raced towards the cloth mother, rubbing their bodies against her and making sounds. Once they had received some comfort from the cloth mother’s physical presence the monkeys sometimes left her protection and approached the toy.
After spending their childhoods isolated in cages, all the monkeys were placed in a large compound in the company of normal monkeys. From the start it was clear that something was wrong. The orphan monkeys were not able to get on with their new, more sociable companions.
They engaged in stereotyped behavior patterns such as clutching themselves and rocking constantly back and forth.

They exhibited excessive and misdirected aggression.

They all showed signs of emotional instability and social ineptness.

When a little older, the motherless males were unable to mate successfully.

Although the females did mate and produce young, they proved inadequate parents to their offspring, not nursing them properly and causing them physical harm.
The surrogate mothers between them had offered the orphan monkeys food and protection.

Infact, as Harlow said, the surrogate is a very superior monkey in that she was soft, warm and tender, had infinite patience and was available 24 hours of the day.

However, the abnormal emotional development of the orphan monkeys could only be ascribed to the lack of normal mothering they received in their early years.

The mother monkey not only provides food, but emotional security and encourages the baby to learn the complex process of growing up in the monkey world.
CONTACT COMFORT is more important than food in forming attachments.

Attachment figure serves as a security base.

Contact by itself is not enough to guarantee normal development.
ANNA FREUD AND SOPHIE DANN
Spring 1945 six 3 year olds were liberated from a German concentration camp. They had been orphaned and in the camp since they were a few months old. Adult contact was minimal, no consistency. No experience with parental love or family. In August 1945, the children were moved to a house in English countryside. Anna Freud and Sophie Dann observed and described their development during first year in the nursery.
At first the children were uncontrollable.

They were coldly indifferent or intensely hostile towards the adults.

Intensely attached to each other
- Upset when separated
- Remarkable sensitivity to each other’s feelings
- Altruistic
- No rivalry or competitiveness
Made friends with nursery staff.

Treated adults with concern and helpfulness.

Then more personal relationships with adults, but never as intense as ordinary children’s emotional bonds to parents or their ties to one another.

35 years later the six were leading effective lives as adults.
Survived several factors associated considered to be disastrous:

• No chance to form an attachment to mother or mother substitute
• No stability in their relationships with adults or their surroundings
• No families to socialize them and transmit the rules of language, culture, and morality.
• They were able to raise themselves, becoming parents to one another.
- Monkeys raised with peers
  - Intensely attached to each other
  - Did not show any major developmental disturbances

- Rescued German children
  - Intensely attached to each other
  - Did not show any major developmental disturbances
CONCLUSIONS

- Importance of peer affectional system in the development of the individual children
- Demonstrates human resilience in the face of extreme deprivation and brutality
Prof. Harriet Rheingold acted as a surrogate mother to eight 6 month old infants living in an institution. For eight weeks she fed, bathed, changed, cuddled and talked to these infants.

The other babies in the institution were looked after by several women who had little time to do anything but look after their physical requirements.

At the end of this short period, Prof. Rheingold’s infants showed a significantly greater social responsiveness with similes and movement to her as well as to strangers.
CONCLUSIONS

That such a significant effect could have been achieved in such a short time highlights the importance of the mother figure in providing the correct stimulus for the infants’ emotional and social development.
MICHAEL RUTTER (1933 - )
Interested in the causes of anti-social behavior.

He argued (against Bowlby) that it was the norm for children to form multiple attachments rather than a selective attachment with just one person.

He looked at the possibility of anti-social behavior in teenagers being correlated with factors such as parents who argue, or separation from both parents, not just the mother.

Found a correlation between a child’s background that was stressful and deviant adolescent behavior. He found that it was not so much lack of motherly love but the amount of stress that caused a child to become deviant.
SIGMUND FREUD (1856 - 1939)
Psychoanalytic Theory
Focuses on intrinsic (innate) drives and motivations

Proposed a three-part structure of personality. Unresolved conflicts between the id-ego and superego can lead to a fixation or blockage in development.

- **ID**: Unconscious impulses toward fulfillment of needs
  - Maximize pleasure and avoid discomfort
  - Pleasure principle

- **Ego**: Mediates between ID and SUPEREGO
  - The ability to delay desires for instant gratification and redirect it into more realistic and appropriate ways to meet one’s needs
  - Reality principle

- **SUPEREGO**: Moral judge
  - Provides the individual with standards by which to regulate one’s moral conduct and take pride in one’s accomplishments.
  - Internalized all-knowing parent
**ORAL STAGE**

- **Oral stage** - first stage occurring in the first year of life in which the mouth is the erogenous zone and weaning is the primary conflict. Id dominated.

**ANAL STAGE**

- **Anal stage** - second stage occurring from about 1 to 3 years of age, in which the anus is the erogenous zone and toilet training is the source of conflict. Ego develops.
  - **Anal expulsive personality** - a person fixated in the anal stage who is messy, destructive, and hostile.
  - **Anal retentive personality** - a person fixated in the anal stage who is neat, fussy, stingy, and stubborn.
- **Phallic stage** - third stage occurring from about 3 to 6 years of age, in which the child discovers sexual feelings. Superego develops.
  - **Oedipus complex** - situation occurring in the phallic stage in which a child develops a sexual attraction to the opposite-sex parent and jealousy of the same-sex parent.
  - **Identification** - defense mechanism in which a person tries to become like someone else to deal with anxiety.

- **Latency** - fourth stage occurring during the school years, in which the sexual feelings of the child are repressed while the child develops in other ways.
ERIK ERIKSON
(1902 - 1994)
Stages of Development
ERIK ERIKSON’S THEORY OF PERSONALITY DEVELOPMENT

- Combines both internal psychological factors and external social factors.
- Life is a series of 8 stages from birth to death.
- Must meet challenge of each stage.
- How you meet challenge affects personality development.
- Each stage builds upon the others and focuses on a challenge (or crisis) that must be resolved during that stage in order to move effectively onto the next stage of development.
- The resolution of each crisis depends on the interaction of the individual’s characteristics and the support provided by the social environment.
- Therefore, unresolved conflicts from earlier stages may continue to affect later development.
<table>
<thead>
<tr>
<th>Stage</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Basic trust vs. mistrust</td>
<td></td>
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<tr>
<td>Anal</td>
<td>Autonomy vs. shame, doubt</td>
<td>Initiative vs. guilt</td>
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<tr>
<td>Phallic</td>
<td></td>
<td>Industry vs. inferiority</td>
<td>Identity vs. role confusion</td>
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<tr>
<td>Latency</td>
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</tr>
<tr>
<td>Genital</td>
<td>Young adulthood</td>
<td>Adult</td>
<td>Maturity</td>
<td></td>
<td>Generativity vs. stagnation</td>
<td>Ego integrity vs. despair</td>
<td></td>
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<tr>
<td>Adulthood</td>
<td></td>
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</tbody>
</table>
Love, affection and stable environment result in security.

Security allows babies to trust others.

Mistreated, abused or neglected = mistrust

Most significant relationship is with the maternal parent or significant and constant caregiver.
Seek to control self and environment. Learn to walk, talk and feed ourselves. Also fine motor development and toilet training.

Freedom to explore = self confidence.

Opportunity to build self esteem and autonomy as we gain control over our bodies and acquire new skills learning right from wrong.

No freedom = feeling of worthlessness. If shamed in the process of toilet training or other important skills, we may feel shame and doubt of our capabilities and suffer low self-esteem as a result.

The most significant relationship is with parents.
STAGE 3: INITIATIVE AND GUILT
AGES THREE TO FIVE

- Desire to copy adults
- Bundles of energy, full of initiative.
- Master peer relationships and language.
- Activities = good play skills
- Begin to explore the world and use “WHY” a lot!
- Become involved in the Oedipus complex and resolves this struggle through “social role identification”.
- If frustration occurs over natural desires and goal, guilt maybe experienced.
- The most significant relationship is with the basic family.
STAGE 4: INDUSTRY AND INFERIORITY
AGES SIX TO ELEVEN

- Working hard, like sense of accomplishment.
- Learning work is worthwhile.
- Accomplishing numerous new skills and knowledge, thus developing a sense of industry.
- Self discipline and talents.
- Social stage of development
- No work = feeling of inferiority.
- The most significant relationship is with the school and the neighborhood.
STAGE 5: IDENTITY AND IDENTITY CONFUSION
AGES TWELVE TO EIGHTEEN

- Build sense of identity/self.
- Who they are, what they want to do, what they believe in.
- Attempt to find our own identity.
- Struggle with social interactions; grapple with moral issues.
- No identity = identity confusion
- Most significant relationships are with peer groups.
Work to build **intimacy** and mutual caring.

Marriage and children.

No intimacy = loneliness and isolation.

Most significant relationships are with marital partners and friends.
Contributing something lasting to world. Erikson calls this **generativity**.

Raise children, activities, community service.

Unable to contribute = boredom, restlessness, feeling that life is useless. Leading to becoming self-absorbed and **stagnation**.

Most significant relationships are within the workplace, the community and the family.
Look back on life with contentment. Erikson calls this feeling integrity.

Good perspective on life.

No integrity = despair. At experiences and perceived failures.

The significant relationships is with all of mankind.
No one moves through all 8 stages with only successes.

Successes need to outnumber the failures.

Can become stuck in a stage.

Struggle to create a healthy personality is what makes life satisfying.
<table>
<thead>
<tr>
<th>Age</th>
<th>Conflict</th>
<th>Resolution or “Virtue”</th>
<th>Culmination in old age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy (0-1 year)</td>
<td>Basic trust vs. mistrust</td>
<td>Hope</td>
<td>Appreciation of interdependence and relatedness</td>
</tr>
<tr>
<td>Early childhood (1-3 years)</td>
<td>Autonomy vs. shame</td>
<td>Will</td>
<td>Acceptance of the cycle of life, from integration to disintegration</td>
</tr>
<tr>
<td>Play age (3-6 years)</td>
<td>Initiative vs. guilt</td>
<td>Purpose</td>
<td>Humor; empathy; resilience</td>
</tr>
<tr>
<td>School age (6-12 years)</td>
<td>Industry vs. inferiority</td>
<td>Competence</td>
<td>Humility: acceptance of the course of one’s life and unfulfilled hopes</td>
</tr>
<tr>
<td>Adolescence (12-19 years)</td>
<td>Identity vs. Confusion</td>
<td>Fidelity</td>
<td>Sense of complexity of life; merging of sensory, logical and aesthetic perception</td>
</tr>
<tr>
<td>Early adulthood (20-25 years)</td>
<td>Intimacy vs. Isolation</td>
<td>Love</td>
<td>Sense of the complexity of relationships; value of tenderness and loving freely</td>
</tr>
<tr>
<td>Adulthood (26-64 years)</td>
<td>Generativity vs. stagnation</td>
<td>Care</td>
<td>Caritas, caring for others, and agape, empathy and concern</td>
</tr>
<tr>
<td>Old age (65-death)</td>
<td>Integrity vs. Despair</td>
<td>Wisdom</td>
<td>Existential identity; a sense of integrity strong enough to withstand physical disintegration</td>
</tr>
</tbody>
</table>
NEW DIRECTIONS
Parents were asked open-ended questions about their attachment relations in childhood and about the influence of these early relations on their own development.

Four main patterns were identified:
**Autonomous:** persons, who can recall their own earlier attachment-related experiences objectively and openly, even if not favorable.

**Dismissive:** persons who dismiss attachment relationships as of little concern, value or influence.

**Unresolved:** persons who have experienced a trauma, or the early death of an attachment figure, and have not come to terms with this or worked through the mourning process.

**Enmeshed:** persons who seem preoccupied with dependency on their own parents and still actively struggle to please them.
Not only did the Adult Attachment Interview classifications correspond to Ainsworth’s secure, ambivalent, and avoidant infant patterns at a conceptual level, but adult patterns were also empirically correlated with infant patterns (e.g., a dismissing parent tended to have an avoidant infant; Main & Goldwyn, in press).

These findings have since been validated for prenatally administered interviews by Fonagy, Steele, and Steele (1991) and by Ward et al. (1990).

Findings were also obtained in a study of young adults in which Adult Attachment Interview classifications were correlated with peer reports (Kobak & Sceery, 1988).
A pictorial separation anxiety test for adolescents, developed by Hansburg (1972), was adapted for younger children by Klagsbrun and Bowlby (1976) and more recently revised and validated against observed attachment patterns by Kaplan (1984) and Slough and Greenberg (1991).

Likewise, attachment-based doll story completion tasks for preschoolers were validated against behavioral measures by Bretherton, Ridgeway, and Cassidy (1990) and Cassidy (1988). In these tests, emotionally open responding tended to be associated with secure attachment classifications or related behaviors.
Are attachment types stable over time?
Are attachment types stable over generations?
What about cross-cultural studies?
Define the following:
- Imprinting
- Id
- Ego
- Superego
- Oral stage
- Anal stage
- Phallic stage
- Basic trust vs mistrust
- Autonomy vs shame and doubt
- Initiative vs guilt