



WHAT WOULD YOU DO?

Activity type Starter

Most school students think they know little about attachment but this suggested discussion might make them recognise that they know more than they thought they did.

Put them in groups of 4–5 and ask them to come to a **unanimous** decision on the following:

It's 1941 and the war is waging. You are a married man/woman with 3 small children: a girl aged 6, a boy aged 5 and a baby girl of 8 months. The man is away fighting a lot of the time. You live in London and the bombing is bad. You cannot move away. You are being encouraged by

the government to have your children evacuated. The government's conditions are that you can send any number of your children to live with families in the countryside and, if more than one is evacuated, they will stay together with one family. The government will ensure that they are not ill-treated. You can visit once a month for the weekend but, because of travelling distances, this is likely to be just 24 hours or so with your child/children. Needless to say, you don't know how long the war will last.

You must decide what you will do and why.

Practical Use

Group discussion

Additional notes

You'd be surprised how heated this can get! Give the students 15 minutes or so to reach their decision then each group in turn should say what they will do and why.

You quite often get the students deciding to send the older two children but not the baby and that gives you the opportunity to ask why they did this (they have some appreciation of attachment – they are worried that the

baby will not 'know' the parents when she returns). You can develop the discussion onto other topics, for example, if they send the older two but not the baby, what effect do you think this will have on sibling relationships (something that is too little investigated). Whoever is sent, what effect might it have on later relationships? Is it selfish not to send any of them?



START AS YOU MEAN TO GO ON

Activity type Idea

We are always trying to encourage our students to be evaluative or critical – so why not start with that in mind?

Tell them what attachment is and then ask them to think about the general challenges of researching this area. They might consider what ethical issues arise frequently and what methods are used, the weaknesses of those methods, etc. What impact might participant variables have on this type of research?

Tell them what attachment is, i.e. a close two-way emotional bond between two individuals in which each individual sees the other as essential for their own emotional security. Attachment in humans takes a few months to develop.

Then ask them to think about:

- What research methods might be useful (and which are not possible)?
- What are the general limitations of each of these methods?
- What are the special challenges of working with parents and young babies?

As well as preparing them for thinking critically about the research that they are about to meet, it also often helps students realise that whichever research designs and methods are chosen, there are compromises – the skill of the researcher is to find the best possible method for their particular hypothesis or area of study.

Some suggestions of what they might cover are given in the answers below.

Practical Use

Full class discussion



Additional Notes

This could equally work for all sections and arguably will get them used to thinking in this way – evaluatively – from the outset.

Answers

Ethical issues: parental consent needed, children will not exercise right to withdraw and need to be closely monitored for distress, confidentiality, privacy may be raised.

Methods:

Observations: can be subjective, can be unreliable, participant reactivity can be an issue.

Questionnaires: social desirability bias, selectivity of self-reports.

Participant variables: cultural variations or temperament could be introduced.

Other issues – lack of verbal ability in children means assumptions about behaviour are relied upon.



OBSERVING PEOPLE

handout number

3.1

Activity type Flipped

Observational studies are important in this part of the specification so it is well worth covering this element of research methods at this point. This flipped resource requires students to cover some of the key ground work outside of the classroom and then this can be discussed and worked with in the more limited time of the class situation.

Students are encouraged to first come up with some behavioural categories for watching an adult politician. You can prescribe which video of a politician they watch

if you want them all to watch the same or simply let them choose any four-minute long excerpt. Barack Obama could be a good choice or you could specify a famous historical speech if you prefer.

Then they are asked to find a speech by someone of the opposite sex and make a comparison.

Finally, they are encouraged to reflect on and perhaps research a little about the challenges of observing children.

Practical Use

Individual task to be completed outside of the classroom and discussed in class.

Additional Notes

This makes it a good activity in preparation for the start of this section but also reminds students that research methods need to be integrated throughout.

Answers

Follow-up tasks

There are a whole variety of issues that might be raised but here are some examples:

1. Clearly you have used a very small sample but do you notice any differences that may be worth further investigation? How might you go about investigating any difference?

Of course this is very dependent on what they find but if, for example, they found that the female made fewer pointing gestures then they could set up an experiment where they ask both men and women to come in to a laboratory and read the same speech. This would be a good chance to show how observations can be a method or a technique, etc. Further discussion could ensue

about whether they should be allowed to practise, whether there should be an audience or just a camera, etc.

2. Now consider observation of babies. If you were watching a home video of a baby sitting on the floor what behaviours might you expect to observe?

They may cry, smile, point, reach for things.

3. In what way are the behaviours different from those you might usually observe in adults?

Arguably the range of behaviours is more limited because of the smaller range of motor and, in particular, language skills. Because of this sometimes we have to infer or assume what is behind an action.



4. What ethical issues should be considered when observing babies?

They can not give informed consent though their parents can and they cannot signal withdrawal. They should therefore be observed for signs of distress and removed from the study if necessary. Important that they are safe as again they cannot consider this for themselves. Distress may be an issue if they are separated from their parents. All those involved must have the appropriate training and police check for working with children.

5. What other issues might we need to consider when using observations as evidence for child behaviour?

A baby's behaviour is very much affected by time of day, tiredness, hunger and discomfort, so behaviour may not be typical during the observation. Development is individual and not all babies of the same age have the same capabilities, which makes comparisons difficult. Behaviour may be different with presence of different caregivers, etc.



WEIGHING UP THE ROLE OF THE FATHER

handout number

3.2

Activity type Idea

The first spread of this chapter contains various findings about the role of fathers. It would be a useful exercise to get students to select out the research for both sides of the argument. Then they could form their own conclusion based on the evidence that they provide. The added benefit is that they are actively reading and sifting information.

So the questions are 'are fathers important in attachment?' and 'are fathers important in other ways?' Ask students to answer this with reference to the research provided in the textbook.

- Which research suggests that they are important and why?
- Which research suggests that they are not particularly important?
- After this students should try to come up with a conclusion of around 50 words that sums up their view.

The first part of the activity is based on consolidating the material in the textbook and can be done in normal note form; however, a handout is provided to be given where this is extended into an independent research and evaluation/application task.

Practical Use

Individual or paired class or homework activity

Additional Notes

If short of time – the first part of this activity is useful alone and will not require the worksheet. If there is more time available or you plan to set this as a homework task

then the worksheet takes students through two more parts on independent research and applications.

Answers

Against – i.e. fathers are not important in attachment

Grossman (2002) suggests that the quality of attachment with mother and not father was related to attachment in adolescence.

MacCallum and Golombok (2004) have found that children growing up in single or same-sex parent families do not develop any differently from those in two-parent heterosexual families.

Could argue that they are not important because they do not have enough oestrogen to make them sufficiently nurturing to form attachments.

Support i.e. fathers are important in attachment

Schaffer and Emerson (1964) found that the majority of babies became attached to their mother first and then formed secondary attachment to the father.

Field (1978) found that fathers *can* be the more nurturing attachment figure. The key to the attachment relationship is the level of responsiveness not the gender of the parent.

Grossman suggests that fathers play a greater role in play rather than the nurturing aspect of attachment. So they are important to attachment but in a different way from mothers.

Answers to task 2 and 3 will depend on what the students discover.



SCHAFER'S STAGES OF ATTACHMENT

handout number

3.3

Activity type Consolidation

Students are required to match the infant behaviours to the appropriate stages, selecting from a list. This could be done with or without the aid of book/notes.

Practical Use

Individual assessment or homework

Answers

STAGE	AGE	DESCRIPTION OF BEHAVIOUR
Stage 1: Asocial	0–8 weeks	<ul style="list-style-type: none"> Behaviour between humans and non-human objects quite similar. Recognise specific faces. Happier in presence of humans than when alone. Preference for familiar individuals. Prefer faces to non-faces. Smile at anyone.
Stage 2: Indiscriminate attachment	2–7 months	<ul style="list-style-type: none"> Recognise and prefer familiar people. Smile more at familiar than unfamiliar faces. Preference for people rather than inanimate objects. Accept comfort from any adult.
Stage 3: Specific attachments	7–12 months	<ul style="list-style-type: none"> Primary attachment to one particular individual (the person who shows most sensitivity to their signals). Show stranger anxiety. Show separation anxiety. Use familiar adults as secure base.
Stage 4: Multiple attachments	1 year onwards	<ul style="list-style-type: none"> Form secondary attachments with familiar adults with whom they spend time (e.g. father, grandparents).

IF BABIES COULD TALK: WHAT STAGE AM I AT?

handout number

3.4

Activity type Application

This activity aims to give students a chance to apply what they know about Schaffer's stages of attachment. First of all, students are asked to identify the stage for each baby, based on what the baby might be thinking/feeling.

Second, students are asked to apply their knowledge and explain what implications this stage might have for a babysitter.

Practical Use

Individual or paired classroom activity

Answers

Bobby – indiscriminate – a good time to babysit! At this stage they enjoy the company of people and may enjoy being picked up and cuddled.

Marion – specific – this is the baby you hope is in bed when you arrive and does not wake up before mum gets home. They are likely to be very upset if they do wake up and very hard to soothe.

Timmy – asocial – the best baby to sit for. Babysitting for this one is money for nothing – as long as they

are fed and dry they will happily gaze at you, a box or teddy.

Lucy – multiple attachments – this one has got used to a number of different people and can form attachments to a number of people. They may well be upset if they wake and find mum or dad are not there but you may be able to talk them around and the more you babysit for them the easier it will become.



ARE YOU MY MUMMY?

*handout number***3.5**

Activity type Consolidation

Lighten the tone before asking serious questions. This exercise requires students to watch the Tom & Jerry cartoon in which a duckling is imprinted on Tom. It then

goes on to ask some rather more serious questions.

The cartoon lasts just 1 min 42 secs. The link is www.youtube.com/watch?v=-PBYYsnwHxc

Practical Use

Individual activity: homework (unless you show the clip in class and then get students to answer the questions).

Answers

1. What is meant by the term 'imprinting'? (2 marks)

Imprinting is a phenomenon in which certain animals (especially those mobile from birth) attach themselves to and follow the first moving object they see. (It is type of very rapid learning which is very resistant to change.)

2. Why did the duckling imprint on Tom? Why are the cartoonists taking a permissible liberty with this? (2 marks)

The duck imprinted on Tom because he was the first object he saw after hatching. The cartoonist took liberties because the imprinting was immediate (didn't involve Tom moving around).

3. Suggest **two** social releasers that were evident in the cartoon as used by the duckling to elicit care-taking behaviour in Tom. (2 marks)

Cuddling up, 'doe'-eyed look, tearful expression.

4. Psychologists use animal studies when studying attachment behaviour.

(a) Outline **one** practical reason for using animals rather than humans when studying attachment behaviour. (2 marks)

Animals breed fast so the result can be seen within one generation.

(b) Suggest **one** ethical reason for using animals rather than humans when studying attachment behaviour. (2 marks)

You can put animals in situations such as deprivation whereas it would be unethical to do this to humans.

5. Outline the procedure and findings of Harlow (1958). (4 marks)

Procedure: Harlow (1958) reared 16 baby monkeys with two wire model 'mothers'. In one condition milk was dispensed by the plain wire mother whereas in a second condition the milk was dispensed by the cloth-covered mother.

Findings: It was found that the baby monkeys spent more time with the cloth one in preference to the wire one and sought comfort from the cloth one when frightened regardless of which dispensed milk. This showed that 'contact comfort' was of more importance to the monkeys than food when it came to attachment behaviour.

6. Explain why Harlow's study undermines the learning theory explanation of attachment. (3 marks)

Learning theory assumes that an infant attaches because it learns to associate the carer with food. However, Harlow's study showed that infant rhesus monkeys chose to attach to the cloth 'mother', in other words, for contact comfort, rather than to a caregiver that provided food.

7. What long-term effects did deprivation have on the monkeys in the study by Harlow (1958)? (3 marks)

Abnormal social behaviour in general: more aggressive and less sociable. They bred less often, were unskilled in mating. They were poor mothers, either neglecting or maltreating their babies.



ETHICS IN ANIMAL RESEARCH

Activity type Flipped

The ethics and usefulness of animal research are important and sometimes involve emotive topics that can be usefully dealt with here. This is a link to an Open University Lecturer discussing why he carries out research on Meerkats and how it might enlighten us about human behaviour.

<http://www.open.edu/openlearn/people-politics-law/politics-policy-people/sociology/psychological-research-obedience-and-ethics/content-section-5>

The discussion is about observational animal research

and as such can be compared and contrasted with the work of Harlow and Lorenz in this section.

The lecturer makes some useful points about:

- a) Why animal research might be useful to understanding humans.
- b) The dangers of comparing behaviours of animals and humans.

You may also want to discuss the need for additional ethical guidelines when animals are being used in psychological research.

Practical Use

Class activity with follow up discussion

Additional Notes

This activity may go some way to balance discussion on the ethics of animal research. It may also encourage students

to consider how cost benefit analysis is applied in ethical decisions.



ATTACHMENT CROSSWORD

Activity type Consolidation

A straightforward crossword on the content of the first three spreads of this chapter. Includes a couple of clues about observations that are also covered within the activities presented so far.

Useful at the end of a lesson and another timely reminder of the need to be up to date with the constant flow of new definitions.

handout number

3.6

Practical Use

Individual in-class activity

Answers

Across:

- 1.. indiscriminate
- 3. secondary
- 5. covert
- 7. imprinting
- 9. Glasgow
- 10. interactional

Down:

- 2. reciprocity
- 4. secure
- 6. critical
- 8. naturalistic



SUMMARISE ME DOWN

Activity type Idea

Commonly, when writing revision notes, students almost rewrite the textbook, making learning unmanageable. This activity could be used in class as a demonstration of how to avoid doing this and then it might help tackle other topics.

Simply ask students, with either their notes or the textbook for support, to summarise a topic in so many

words. The example below is a version of attachment theory in fewer than 40 words. It takes some doing and on the way they really have to think about the theory and what is important.

You may want to produce grids of various sizes and then they can be used for plenaries at other times too.

Practical Use

Individual class task

Additional Notes

To see if it works – ask them to close their book and just use the summary to describe the theory. Check against their full version.

Answers

Learning	Love	Feeder	Classical	Conditioning	= Association
Caregiver	NS	Over	Time	Become	Associated
With	Food	NS	Becomes	CS	Sight
Of caregiver	→Pleasure	Operant	Conditioning	= Consequences	Crying
→Comforting	builds	Attachment	Carer	Gets	Negative
Reinforcement	crying	Ceases	Mutual	Reinforcement	Strengthens



REDESIGNING PAVLOV

handout number

3.7

Activity type Application

Students are given a set of diagrams based on Pavlov's salivating dogs and have to redraw to explain CC as applied to attachment. Pavlov is not mentioned in

Chapter 3 but is explained in the Approaches chapter (see page 106)

Practical Use

Individual homework

Additional Notes

Students can use simple drawings if they are unhappy with their artistic skills – they can use a baby's bottle and a smiley or neutral face if necessary. Alternatively you can use one of the online websites which give you drawings to construct your own cartoons, for example <http://www.toondoo.com> or <http://goanimate.com>

Answers

Final might look something like:

**Before conditioning**

Food (UCS) → pleasure (UCR)



Mother (NS) → no response

**During conditioning**

NS and UCS paired

**After conditioning**

NS is now CS → pleasure (CR)

**GAPPED HANDOUT***handout number***3.8**

Activity type Consolidation

A gapped handout covering classical conditioning and operant conditioning explanations for attachment.

Practical Use

Individual: Homework or assessment

Additional Notes

Provides a revision summary when complete.

Answers

Learning theory uses classical conditioning and operant conditioning to explain attachment. Classical conditioning is learning by **association** and operant conditioning is learning by **consequences**.

In terms of classical conditioning, the child learns to associate the carer with food. Food is an **unconditioned stimulus** which is associated with pleasure. At the start the carer is a **neutral stimulus** that is, a stimulus that produces no response. Over time, when the carer regularly feeds the child, he/she becomes associated with food and becomes a **conditioned stimulus** which evokes **pleasure**. This is how attachment develops.

In terms of operant conditioning, if a behaviour results in agreeable consequences it is likely to be **repeated** and if it results in disagreeable consequences it is likely to **decline**. If crying results in feeding, then the consequences are pleasant and crying is **reinforced**. Escaping from an unpleasant stimulus is also agreeable so it is a reinforcer. Most carers dislike hearing a baby cry so the cessation of crying is a **negative reinforcer** encouraging the carer to behave in such a way that the child stops crying. Smiling by the child is very rewarding and is therefore a **positive reinforcer** so the carer behaves in such a way as to evoke smiling. In these ways, an attachment bond is formed between carer and child.



EVALUATING THE LEARNING THEORY EXPLANATION OF ATTACHMENT

Activity type Evaluation

This handout provides a framework for evaluating the learning theory explanation of attachment. Students are given the key points and then have to expand on each

one. It is designed as a test but could be used in other ways (e.g. homework).

Practical Use

Individual assessment

Additional Notes

When finished, this provides students with a revision sheet.

Answers

The sections on the handout are based on the textbook. The Ainsworth addition is that, according to her, quality of attachment appears to depend on sensitivity to the child's needs, which is an alternative to food being the CS. 'Sensitivity' is related to reciprocity and interactional synchrony during early infancy.



WHAT EVERY PARENT NEEDS TO KNOW ABOUT ATTACHMENT

Activity type Idea

The UK government recently launched a project to improve parenting skills (CanParent) which provided parents with vouchers that they can spend on parenting classes of their choice. Though the trial of voucher provision has now ended, the classes continue.

This background can be shared with the class to show that there is still a move towards improving parenting skills and that attachment theory is one of the areas that is referred to and indeed applied in the support given to parents.

Students could be asked to design a short session for parents that would be part of the parenting classes to impart what they might usefully know about attachment. The aim is to summarise key points of attachment theory.

Students may want to think about:

1. What parents are likely to be concerned about and how they might be reassured.
2. What parents need to know about attachment development.
3. How the parenting session might be evaluated and any ethical or other issues that might need to be considered.

By asking the students to consider how they would evaluate the sessions they designed, there are opportunities to review or introduce some research methods concepts such as: representative samples, use of questionnaires and some ethical issues.

Practical Use

Small group exercise in class

Additional Notes

Depending on the time available – students could, in groups, produce the PowerPoint materials for some or all of the proposed session. They could then be used for

revision purposes too.

See <http://www.canparent.org.uk> for more about the voucher scheme project and its actual evaluation.



BOWLBY'S THEORY OF MONOTROPY

handout number

3.10

Activity type Consolidation

Students complete a table using five key words/phrases to describe important concepts in Bowlby's theory

(monotropy, social releasers, internal working model).

They summarise the research evidence in a similar way.

Practical Use

Individual homework

Additional notes

It is worth emphasising that research studies can be used as description (AO1) or evaluation (AO3). When using

a study as evaluation, only the findings/conclusions are creditworthy.

Answers

Suggested answers:

Important concepts

Monotropy: evolutionary, innate, primary attachment figure, law of continuity, law of accumulated separation.

Social releasers: innate, smiling, crying, critical period, reciprocal, interactional synchrony.

Internal working model: mental representation, affects parenting, adult relationships, trust, expectation.



Research evidence

Schaffer and Emerson

- Babies formed primary attachment first.
- Primary attachment mainly to main caregiver.
- Must form primary attachment in order to make multiple attachments.

Suess *et al.* (2002)

- First attachment not unique.
- Stronger but not qualitatively different from other attachments.
- BUT attachment to mother predicts later relationship quality.

Brazleton *et al.* (1970)

- Observed use of social releasers.
- Showed evidence of interactional synchrony.
- Babies distressed if social releasers ignored.

Bailey *et al.* (2007)

- Assessed attachment types in mothers and babies.
- Attachment types pass through generations.
- Support for internal working model.

LEARNING THEORY OR BOWLBY'S THEORY OF MONOTROPY?

handout number

3.11

Activity type Consolidation

At this point students will have learned about both explanations of attachment. This exercise asks them to sort statements in terms of which theory each statement belongs with, and go one step further and explain why

they have chosen as they have. This is designed to encourage a deeper level of thinking about these theories and consequently more secure knowledge (and hopefully stops them getting mixed up!).

Practical Use

Individual activity for class or homework

Answers

Answers are given here but explanations are likely to be individual and include personal ways of learning:

1. Learning
2. Bowlby
3. Learning
4. Bowlby
5. Bowlby
6. Learning
7. Learning
8. Bowlby
9. Bowlby
10. Learning



THE STRANGE SITUATION PROCEDURE

*handout number***3.12**

Activity type Consolidation

This handout requires students to put the stages of the Strange Situation procedure in order and say what each stage tests.

Practical Use

Individual; assessment in class

Additional Notes

Students could use a website such as 'goanimate' to do their own cartoons illustrating the Strange Situation.

Answers

Episode	What happens	What it tests
1	The caregiver takes the infant into the laboratory room and they are left to explore.	exploration and a secure base
2	A stranger enters and approaches the infant.	stranger anxiety
3	The caregiver leaves unobtrusively and the stranger interacts with the infant.	separation anxiety and stranger anxiety
4	The caregiver returns and the stranger leaves.	reunion behaviour and exploration/secure base
5	The caregiver leaves so the infant is alone.	separation anxiety
6	The stranger enters and interacts with the infant.	stranger anxiety
7	The caregiver returns and greets the infant.	reunion behaviour



DEVISE YOUR OWN MNEMONIC

Activity type Idea

The Strange Situation procedure measures:

- Proximity seeking
- Exploration and secure-base behaviour
- Stranger anxiety
- Separation anxiety
- Reunion behaviour.

Students should come up with a mnemonic (papa explored some super recipes, people enjoy spicy sausage rolls) to help them remember these and devise a poster to illustrate it.

Practical Use

Small group exercise inside or outside the class



THE ABC OF ATTACHMENT

Activity type Consolidation

Students are provided with 12 behaviours that may be shown in the Strange Situation procedure. They have to allocate each one to the appropriate ABC attachment categories (four behaviours in each).

Practical Use

Individual exercise; Assessment or homework.

Additional Notes

In general, students have no trouble with secure attachment but it's the insecure types which can be confusing. Some teachers get students to act out these different reactions to the Strange Situation, which can be very helpful but you do need confident volunteers. It's a love or hate exercise, pretending to be a baby!

Answers

A = insecure avoidant

Explores freely without bothering where mum is.

Is not at all upset when mum goes.

Not bothered by the appearance of a stranger.

Not bothered when mum comes back.

B = secure

Explores happily while keeping an eye on mum.

Is moderately upset when mum goes.

A little wary of the stranger.

Is readily comforted by mum when she returns.

C = insecure-resistant

Does not explore very much, keeps very near mum.

Is extremely upset when mum goes.

Does not like the stranger at all.

Is cross with mum on return and not easily comforted.

SCHOOL REPORTS

Activity type Idea

Students imagine that they are the manager of a pre-school nursery (they need a name, for example Mrs Jones). It is their job to write a report for the parent/caregiver on their child's first day at nursery. Today they have four newcomers, all aged one year.

The report must not be too negative (it's for the parents!) but it should have enough information for people to work out which attachment type the child is: secure, insecure

avoidant, insecure resistant A, B or C. (you can include D – disorganised – if you wish). Students could work in pairs to do the four reports without necessarily covering all the types (obviously you can change the number).

They write their reports on a Report card (a postcard), these can be collected and a few randomly selected to be read out while the other students guess the attachment type.

Practical Use

Small group or individual work (possibly followed by class exercise).

Additional Notes

Postcards or similar required.



CHILD REARING IN OTHER COUNTRIES

Activity type Idea

Students could each be given a country to research – they could draw from a hat (lottery method) or they may have personal experience of another country that they wish to describe.

For their country, students should consider where there are any specific ideas that the culture/country has on child rearing or differences in their attitude to day care provision, age of starting school, etc. How might these impact on attachment? Students will probably focus on things that are different from the UK.

Short facts could be written on post it notes and stuck to a world map.

Students might also discuss in pairs what they believe is the British way of bringing up children – do they agree? What can the whole class agree on?

At the end they could consider:

- Whether we can truly define a single culture's way of bringing up children.
- The implications for attachment.

Practical Use

Class activity

Answers

One example

In Germany mothers stay in hospital for up to ten days after the birth of a baby but their babies are not in the room with them – they usually stay in the nursery so that the mum can get some rest. They are just brought to mum for feeding.

Later it is not unusual to see groups of 6- and 7-year-olds walking to school without parents.

Could this link with the differences we see in van IJzendoorn and Kroonenberg's study?



ESSAY: CROSS CULTURAL VARIATIONS

handout number

3.14

Activity type Exam skills

There is often little time on the timetable for doing as much extended answer practice as we might like. On the handout the material has been summarised from the text into more manageable portions so that students can relatively quickly put together the essay. Description and evaluation are given in separate boxes so the first task

may be to work out which is which. Students should then think about which order to place the material together to give a coherent answer to the question.

Instructions have not been placed on handout so it can be used flexibly (see suggestions below).

Practical Use

Individual task for class or homework

Additional Notes

A chance to differentiate for AS and A level students based on the amount of evaluation they need to produce. AS students don't need all the evaluation.

The sheet could also be used as a plan for a timed essay activity.

Answers

There are a number of ways that the essay could work. If the boxes are considered to be numbered from top left clockwise, one suggestion is 8, 7, 9, 1, 6, 5, 2, 4, 3.



WHAT BOWLBY DID AND DIDN'T SAY

presentation

3.15

Activity type Background

Bowlby is very often misquoted and his claims greatly exaggerated. This set of PowerPoint slides is a quick run through of what he did and didn't say based on his books and interviews in the series named below (with link).

Some of these quotes refer to monotropy and some to maternal deprivation (although there is inevitably some overlap). It may be useful to ask the students to decide which slides refer to which part of Bowlby's theory.

Practical Use

Teacher information to class

Additional Notes

This presentation is intended to counter some of the criticisms made about Bowlby's theories that are based on a lack of knowledge of what Bowlby himself actually said.

The quotes are taken from the TV series 'Are Mothers Really Necessary?' from the 1980s. These programmes can be seen on YouTube

John Bowlby – Are Mothers Really Necessary? – YouTube

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

Answers

Slides 4 & 5, 8 & 9 refer to monotropy. Slides 2 & 3, 6 & 7, 10 & 11 refer to maternal deprivation.

RESEARCH INTO SEPARATION

handout number

3.16

Activity type Research methods

This activity provides students with a hypothetical study and asks them questions about research methodology

and separation experiences. It is fairly demanding.

Practical Use

Homework (possibly class test); Individual

Additional Notes

Maths content

Calculation of fractions / Drawing graphs / Understanding mean value

Answers

1. What is the purpose of the baseline measure?

It is necessary in order to see the effects of separation and reunion. It provides a measurement against which other measures can be compared.

2. Which behaviour showed least recovery from baseline measure?

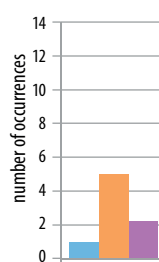
Time spent smiling

3. What was the total number of baseline night wakings?

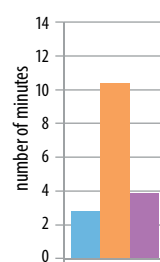
55

4. Graphs

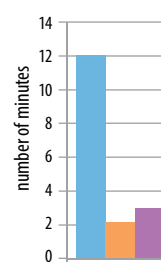
Bar graph to show number of night-time wakings before, during and after separation



Bar graph to show number of minutes per hour crying before, during and after separation



Bar graph to show number of minutes per hour smiling before, during and after separation



before separation during separation after separation



5. Based on the data in the table, what percentage of time did children spend smiling before the separation? What percentage of time did they spend smiling during the reunion time? (2)

20% of time spent smiling before separation

5% of time spent during reunion

6. Suggest three other behaviours likely to be affected by the separation experience. (3)

Any appropriate, e.g. clinging, aggression, bed wetting, proximity seeking.

7. What is meant by the term inter-rater (inter-observer) reliability? In this study only one observer recorded the responses of the child. Why might this be a problem in this study? (4)

Inter-rater or inter-observer reliability is the extent to which different observers agree. Using only one observer per child could be a problem in this study because there is no way of checking to see if the observers are interpreting the child's responses 'correctly', e.g. does a weak smile constitute smiling? (It is probably impractical to have more than one observer and it is very important to train them.)

8. Why did the psychologist ask the carer to use a different hour each day to measure crying and smiling? (3)

Using the same hour every day (e.g. 9–10) may lead to bias because some hours may involve more likelihood of the behaviours than others. For example, children might be more weepy just before bed time.



DON'T WORRY – IT'LL BE OK

handout number

3.17

Activity type Application

Students are asked to apply attachment theory to helping a parent cope when the parent has to leave children in short-term care while they go to hospital.

Practical Use

Paired or individual exercise for homework – but see below.

Additional Notes

An alternative to this exercise is to do this as an exam question – homework or assessment – simply giving one scenario, for example:

Ella has to go to hospital and leave her son, Mickie, in short-term foster care.

Give her advice on how to cope with this situation. Refer to Ella and her son in your answer. (12 marks)

Answers

Essentials in the leaflet are:

- Meeting foster carer beforehand.
- Making sure child has favourite toy with them when they go.
- Postcards, phone calls and visits during stay.
- Warn about tantrums, bed wetting, clinging afterwards.



ROMANIAN ORPHANS ON THE WEB

Activity type Background

Students today have no background knowledge of the horror of the Romanian orphanages. Whilst upsetting at first, most will appreciate the opportunity to get the background through some of the excellent videos that

are freely available. Some are listed below. It is suggested that they are shown in class with suitable warnings beforehand.

Practical Use

Class presentation and discussion

Additional Notes

http://www.integratingsociopsychology.net/romanian_orphans_investigation.html

A great clip as a starting point for this topic. It succinctly explains the background – what led to the Romanian orphanage crisis and the subsequent revelation to the world. As background Alex King was a Romanian Orphan (2 min)

<http://vimeo.com/58260574>

This video shows some of the original news footage. (6 min 30)

<http://www.washingtonpost.com/sf/style/2014/01/30/a-lost-boy-finds-his-calling/>

This is a lengthy article about Izidor Ruckel one of the orphans depicted on the original news broadcasts. He was adopted to the US and now campaigns, writes and raises funds to support others.

His website is www.AbandonedforLife.com

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

This is actually a trailer to a film to be made by Alex King and Izidor Ruckel. It is only 4 min 38 long though and shows perspectives of different people involved in the Romanian orphanage story – adoptees, adoptive parents, those involved in the original documentaries and researchers.



CAMPAIGN FOR INTERNATIONAL ADOPTION

handout number

3.18

Activity type Application

This activity is a flexible one that encourages students to think about how the Romanian orphan studies might be used to support some people's calls for the easing of international adoptions.

Following the media exposure of the plight of the children, would-be parents from many countries began adopting children and removing them from Romania. However, after a while the Romanian government decided to stop this – arguably because of pressure from elsewhere and the sense of shame that they were not able to look after their own citizens. Most pressing of all, Romania wanted to join the European Union – and the practice needed to

be stopped if they were to be granted this.

Some also suggested that the practice of international adoption was detrimental to the future of the Romanian children still in the orphanages and that efforts would be better spent developing care for those still in orphanages. Others point to the fact that the international adoptions were not always a complete success so perhaps the ban was for the best.

The activity itself centres on a couple's desire to adopt from Romania and suggests some aspects to research in order to decide whether there are grounds for lobbying for a reintroduction of the international adoptions.

Practical Use

Could be either an individual research/homework activity or a small group task where the activities are divided.

Additional Notes

This task really can be tailored to your students' needs and your time. The handout has been kept generic.

As above they could do it alone completing a written report but they could equally do it in groups and produce

a slide per question that could then be presented to the rest of the class for discussion.

It may well provoke intense discussion with students having differing views as to the rights and wrongs.



BE MY BABY!

Activity type Starter idea

Hazan and Shaver argued that adult romantic relationships, like infant–caregiver relationships, are attachments, and that romantic love is controlled by the attachment behavioural system. They point to the fact that the relationship between infants and their caregivers and the relationship between adult romantic partners share many features.

Start by asking students for song titles and lyrics that draw parallels between infant attachments and romantic relationships (you may want to put them in small groups to do this then pool the results).

Then ask them to draw up a list of behaviours that they think these two types of relationships have in common. Hazan and Shaver's list is given below.

Practical Use

Group discussion

Additional Notes

Examples of songs – other than the one in the title (which is *Be My Baby*, *Be My Little Baby* 1963, The Ronettes):

- *Take good care of my baby* 1961, Bobby Vee

- *I'm Your Baby Tonight* 1990, Whitney Houston
- *Baby Don't Cry* 1992, INXS
- *Be Tender with Me Baby* 1990, Tina Turner

Answers

In both relationships the individuals:

- Feel safe when the other is nearby and responsive.
- Engage in close, intimate, bodily contact.
- Feel insecure when the other is inaccessible.
- Share discoveries with one another.
- Play with one another's facial features and exhibit a mutual fascination and preoccupation with one another.

- Engage in 'baby talk'.

The list above is taken from Hazan and Shaver's (1987) article 'Romantic love conceptualised as an attachment process' (*Journal of Personality and Social Psychology* 52, 511–524). This list is also given on the Internet, in *The Encyclopedia of Social Psychology* by Baumeister and Vohs under the entry 'Attachment Behaviour'.

ATTACHMENT TYPES – WHAT HAPPENS NEXT?

handout number

3.19

Activity type Consolidation

The handout requires students to summarise research on the influence of early attachment on later relationships. They are given the researcher names and the 'title' (main

topic area researched) and they fill in the boxes. All studies are covered in the book.

Practical Use

Individual homework or assessment

Additional Notes

This exercise looks at all types of behaviour that might be affected by attachment styles and, hopefully, makes students recognise that it is not only adult romantic attachments that are affected (or, indeed, required in a well-balanced answer).

These effects cover later childhood as well as adulthood and many types of behaviour within relationships. The textbook gives excellent coverage of these and this exercise reinforces their importance.



DEAR AGONY AUNT

Activity type Application

A little light relief. Students read letters to an agony aunt and decide on the adult attachment type. Based on Hazan and Shaver (1987).

Practical Use

Individual or group exercise

Additional Notes

Students could write their own and give them to other students to answer. This consolidates the attachment types as applied to later romantic relationships.

Answers

Jonathan is secure.

Wayne is resistant.

Louise is avoidant.

WHAT WOULD HAPPEN IF ... ?

Activity type Idea

Attachment theory has had applications throughout education, social care, health and even parenting. Get students to try and think about what would happen if Bowlby had never done this research. This task really gets students thinking about how psychological research can influence social policies, etc.

- What if we lived in a world where no one knew how important the attachment bond was for babies?
- What might hospitals' attitudes to parents staying with their children be like?

- What aspects of child care may have changed because of his findings – parenting, day care?

They could also think about ideas on fostering and adoption, hospitalisation of a mother (e.g. for postnatal depression).

This is designed to help them think about the applications of Attachment theory.

Practical Use

Small group discussion with class plenary

Answers

Suggested applications are:

- Supporting child–parent relationships in early years seen as very important (Home-Start?).
- Focus on consistency and continuity in placements of children in care.
- Improvement in day care – key workers, etc.

- Recognition of multiple attachments in divorce, etc., to both parents, siblings and extended family.
- Some therapy for adults may focus back on attachment.

An extreme argument might be that secure attachments would be fewer and people may find it even harder to maintain relationships.



TALK FOR A MINUTE ON ATTACHMENT

Activity type Consolidation

By the end of the topic there should be plenty to say! Pair students up and ask them to be prepared to speak for a minute non stop about what they know about attachment. The problem is they do not know what order they will be called in and they are not allowed to repeat any points.

The pairs should both contribute to the ideas for the talk and (obviously) over prepare.

You could either randomise the order or ensure that the students that need the most challenge go towards the end.

Draws together many of the topics and requires active and careful listening skills.

Practical Use

Paired preparation and class discussion

Additional notes

You could choose a couple of students to be judges to help you look out for errors and repetitions.



YOU SAY WE PLAY

Activity type Quiz

A PowerPoint of the Richard and Judy game 'You Say We Play' in which students take it turns to have their back to the board while an item is displayed. The group have to

describe it without using words on the display. I suggest this is done as a team game to make it more fun and exciting. Fairly challenging.

Practical Use

Group activity. A fun but demanding activity at the end of the topic.

presentation

3.21