Study Questions for Chapters 14 & 15 (combined)

Chapter 14: Attachment and Social Relationships

Chapter 15: The Family


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This module contains 92 questions. Be sure you have printed out the whole module.

Chapter 14: Attachment and Social Relationships

Learning Objectives

- Define attachment, list the behaviors that indicate that a child has formed an attachment, and know when attachment develops.
- Define imprinting and tell what relation it has to attachment in human infants.
- Define internal working model.
- Describe Bowlby's ethological view of attachment.
- List emotions that are present in newborn infants and the ages and order in which different emotions develop (both primary and secondary emotions).
- Identify factors that may prevent parents forming attachment with their infants.
- Define separation anxiety and stranger anxiety and be able to identify when each develops and what kinds of experiences influence each one.
- Describe Ainsworth's strange situation. Identify the four categories of attachment, and be able to list and describe the behaviors associated with each category. Know what proportion of US infants fall into each category.
- Describe the Freudian and behavioral theories of attachment. Know Harlow's studies of rhesus monkeys and how the results relate to Freudian and behavioral theories of attachment.
• Know what factors influence the development of attachment (caregiver characteristics, infant characteristics, context).

• Know the characteristics of parents in each of the four categories of attachment and be able to describe how infants cope in each group.

• Describe cultural differences in attachment.

• Describe an example of goodness of fit in as it relates to attachment.

• Describe the effects of prolonged institutionalization on infants’ development.

• Describe the effects of day care on infants’ development.

• Describe the long term effects of secure and insecure attachment on children's behavior.

• Know the limitations of the strange situation as a measure of attachment.

NOTE: The critical concept in this chapter is attachment. Since Freud's time, psychologists have posed that the early relationship between the infant and mother is critical for social and emotional development. Of course, an infant may become attached to someone other than the mother. In the literature, the object of attachment is often referred to as the primary caregiver. John Bowlby was one of the earliest psychologists to study attachment. He was trained in the psychoanalytic tradition and initially viewed attachment as Freud did. The infant identified with the mother out of his/her dependence on mother for oral gratification. This identification is so total that the infant failed to distinguish between him/herself and the mother. The process of weaning (being denied oral gratification) breaks down this identification with the mother and out of that emerges the infant's ego—a sense of self. Bowlby observed that children who had lost their parents and were raised without strong attachments to some caregiver showed permanent emotional scars. One of Bowlby's students, Mary Salter Ainsworth, worked with him first in the psychoanalytic tradition and later adopted a more ethological model for understanding attachment. This model borrows from European animal behaviorists such as Konrad Lorenz whose description of imprinting in birds led Bowlby and Ainsworth to think of attachment more as a biologically programmed behavior that ensures survival of the young.

Perspectives on Relationships

Attachment Theory

1. Attachment is:

Modern attachment theory was developed by __________ and __________. According to John Bowlby, a strong affection that binds one person to another is known as ____________________.

2. Attachment is a behavioral system through which:
3. A baby forms his/her first attachment at age __________________ usually to __________________.

4. Describe the behaviors that indicate that this has happened.

5. Infants are confident about exploring new environments as long as what is true?

6. Bowlby argued that humans are ____________________________ to form attachments. This reflects a ________________ (nature OR nurture) view of development.

7. According to ethological theory, what is the purpose of attachment behavior?

8. Lorenz discovered a form of attachment among ducks and geese known as ____________________.

9. Describe what this behavior looks like.

10. List three characteristics of imprinting that Lorenz discovered.

11. In what ways is imprinting adaptive for birds?

12. In what ways are attachment behaviors in human infants adaptive?
13. Human infants do not imprint on their mothers, but they do engage in attachment behaviors such as proximity seeking. Human infants also engage in behaviors that ensure that adults will love them, stay with them, and meet their needs. Examples of these behaviors include:

14. Bowlby believed that there is a ______________________ period for attachments to form in humans and this period is:

15. How secure a particular attachment relationship is depends on:

16. An internal working model is: a cognitive representation of themselves and other people that shape their expectations about relationships and their processing of social information is known as a(n) ______________________.

17. According to Bowlby, what kind of internal working models do securely attached infants have?

18. What kind of internal working models do insecurely attached infants have?

19. What kinds of problems might insecurely attached infants have with later relationships?

20. List the four claims of attachment theory.
The Infant

Early Emotional Development

21. Izard used ______________________ to determine the range of emotions experienced by infants.

22. At birth children show the emotions of:

23. By age 3-4 months, infants can show which additional emotions?

24. By 5-7 months, infants can show which additional emotion?

25. Secondary (or self-conscious) emotions require an awareness of __________ and emerge around the age of ________________, when infants become able to:

26. List two secondary emotions and the circumstances that elicit them.

27. At around age 2, when toddlers become able to judge their own behavior against standards of performance, what new emotions do they become capable of expressing?

Nature, Nurture and Emotion

28. What evidence does Izard have to show that these primary emotions are biologically programmed?

29. How does nurture play a role in emotional development?
30. What is social referencing? How does it help infants in unfamiliar situations?

**Emotional Regulation**

31. What is emotional regulation?

32. What techniques for emotional regulation are available to young infants?

33. What techniques are available by the end of the first year?

34. What techniques are available to toddlers?

**An Attachment Forms**

35. List some of the characteristics and behaviors of infants that make them appealing to the caregivers.

36. Describe a synchronized routine.

37. When an infant becomes upset when separated from a parent and tries to follow that parent when they leave, he or she is exhibiting _________________________________.

   When does this particular form of fear begin?

   When does it peak?
38. Describe stranger anxiety and when it develops.

39. List five things that might help babysitters deal with a child who has stranger anxiety.

40. Describe the relationship between attachment and exploratory behavior.

41. Why does Ainsworth describe the mother as a secure base?

**Quality of Attachment**

42. Mary Ainsworth developed a procedure to measure the quality of infant attachment, known as the _________________. Briefly describe this procedure.

43. List the four patterns of attachment observed by Ainsworth.

44. How does a securely-attached infant behave in the strange situation? What percent of U.S. babies are securely attached?

45. How does a resistant-attached infant behave? What percent of U.S. babies are resistant-attached?
46. How does the avoidant-attached infant behave? What percent of U.S. babies are avoidant-attached?

47. How does the disorganized/disoriented-attached infant behave? What percent of U.S. babies are disorganized-attached?

The Caregiver’s Contributions

NOTE: Freud suggested that children form an intense identification with the mother due to their complete dependence on her for survival. This identification is known as anaclitic identification and means that infants cannot distinguish between their mothers and themselves. In other words, infants view their mothers as an extension of themselves who provides all the basic necessities. Recall that this is the oral stage and infants are heavily invested in activities such as nursing, sucking, etc. that provide oral stimulation. The anaclitic identification begins to break down when mothers start to wean their infant, ostensibly because this is the first time that mother has refused the infant something that he/she wants or in other words asserts her independent will. This conveys to the infant that he/she and mother are not one and the same person and that the infant is a separate and independent person. Out of this process, the breakdown of the anaclitic identification with the mother, the ego emerges. Infants now have a sense of themselves as a person. Freud's explanation of attachment would explain the timing of attachment since the oral stage encompasses the first year of life. It would also explain the intensity of the child's emotional response to separation from the mother about that time. Before then, if children believe that they and mother are one and the same person, they can't be separated. But after children form their own ego, they realize that they can be separated from mother and that each separation could become permanent. Thereafter, a brief separation from mother is an emotionally stressful event for infants. According to Freud's theory, infants become attached to their mothers because she provides food and oral gratification. Bowlby was originally trained in the psychoanalytic tradition when he began to study attachment. During that time, he visited the laboratory of Harry Harlow while Harlow was doing basic research on discrimination learning in rhesus monkeys. Bowlby observed that Harlow raised the monkeys in individual cages separate from each other. He pointed out to Harlow that he might be raising a colony of emotionally-disturbed monkeys. At that point, Harlow abandoned his research on learning and focused instead on the emotional development of the monkeys. He eventually did a classic study which
addressed the Freudian model of attachment and its assumption that the infant becomes attached to the mother because she feeds him.

48. According to Freud, what factors determine infant attachment to the mother?

49. How did early learning theorists explain the development of attachment?

50. What do Freud’s and the learning theorists’ views on attachment share in common?

51. Describe Harlow's classic study with rhesus monkeys.

52. Which mother did the infant monkeys become attached to?

53. What do these findings say about Freud's psychoanalytic model of attachment?

54. What do these findings say about the learning theory explanation for attachment?

55. Apparently, the most important factor in determining the child's attachment to the mother is:

56. What additional finding contradicts Freud’s and the learning theorists’ explanations for attachment?

57. What factor promotes secure attachment between caregiver and infant?
58. What are the characteristics of caregivers of infants with resistant attachment?

59. How do resistant infants cope?

60. What are the characteristics of caregivers of infants with avoidant attachment?

61. How do avoidant infants cope?

62. What are the characteristics of caregivers of infants with disorganized/disoriented attachment?

63. Critical Thinking Question: Remember back to the chapter on personality development and Erikson’s psychosocial theory. Describe how Erikson might view attachment in his stage of trust v. mistrust.

The Infant’s Contributions
64. What cognitive milestone influences infants’ ability to form attachments?

65. What characteristics of the infant most strongly influences attachment?

66. Attachment is less likely to be successful in the infant is:

67. This sounds very much like the ________________ temperament from the personality chapter.

68. Describe an example (study) that illustrates the interaction between parenting style and infant temperament regarding attachment.

69. What evidence is there for the greater contributions of caregiver on the quality of attachment (as opposed to temperament)?

Contextual Contributions

70. Describe cultural differences in attachment for German and Japanese infants.

71. Describe two problems with the strange situation as a measure of attachment.
*Is day care good for infant development?*

72. What are the effects of day care on attachment?

73. What are the qualities of good day care?

**Implications of Early Attachment**

74. How do children react to loss of a parent?

75. If a child were to become permanently separated from a parent, when is the "best" time for this to happen? What if a child is not adopted by that age?

76. Based on studies of Romanian children adopted into US and Canadian homes, what were the effects of spending 8 months or more in Romanian orphanages?

77. Why does institutional deprivation have such damaging effects on development?

78. What happens to securely and insecurely attached infants later in development?
79. In spite of the results of these studies, we cannot conclude that a child who seems to be insecurely attached at age 12 months using Ainsworth's strange situation will have problems later on. Why is this?

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Chapter 15: The Family
Learning Objectives

• Identify the two dimensions of parenting styles.

• Describe Baumrind's four categories of parenting styles and be able to recognize examples of each one.

• Know the effects of each parenting style on children's behavior.

• Describe and explain the relationship between parenting styles and SES.

The Child – Parenting Styles

80. Acceptance/responsiveness refers to:

81. Parents who are high on this dimension tend to:

82. Parents who are low on this dimension tend to:

83. Demandingness/control refers to:

84. Parents who are high on this dimension tend to:

85. Parents who are low on this dimension tend to:
In Figure 15.1, these two dimensions are combined into a 2 x 2 matrix with four patterns of parenting identified.

86. Describe authoritarian parenting.

Authoritarian parents are high on _______________ and low on _______________.

87. Describe authoritative parenting.

Authoritative parents are high on _______________ and low on _______________.

88. Describe permissive parenting.

Permissive parents are high on _______________ and low on _______________.

89. Describe neglectful parenting.

90. According to Baumrind's research, what are the effects of these four parenting styles on children's behavior?

**Authoritative:**

**Authoritarian:**

**Permissive:**

**Neglectful:**

NOTE: The above question is one of the trickiest parts of this module. It is easy to confuse them, esp. permissive and authoritarian. Pay close attention to these descriptions.

91. **Critical thinking question:** Which of these four styles did your parent's use? Which style do you use (if you have children) or which do you think you will use with your children? Why?
92. Describe the relationship between parenting style and socioeconomic status? What are some explanations for these differences?

Whew!!! The last module! One more quiz to pass and the final exam and you're done! Hang in there....there's light at the end of the tunnel.....