**Attachment Prep 3**

**Ainsworth’s Strange situation**

**Task 1- Research methods**

**Recap**- Define the following types of observation and identify one strength and limitation of each. Use your notes from the Christmas prep if you find this difficult

* Covert vs Overt
* Natural vs Controlled
* Participant vs Non participant

**Observational Design: How does a researcher actually plan an observational study? Read the following and make notes**

Unstructured observations:

*The researcher records all relevant behaviour, but has no system. They may simply write down everything they see!*

*…clearly there may be too much to record as well as recording behaviour that may not be that important.*

Structured observations:

*It is preferable to use these observations; they aim to be objective and rigorous.*

*The researcher uses a list of pre-determined list of* ***behaviour categories*** *and* ***sampling methods.***

**Developing behavioural categories**

For structured observations one of the hardest tasks before carrying it out is deciding how the behaviour should be categorised. The researcher needs to be very clear on exactly what behaviour they’re looking for. It is **operationalising** –breaking up behaviour in a set of components so it can be measured. For example, if the target behaviour was ‘affection’ the behavioural categories could be hugging, kissing, smiling, holding hands etc. The categories should be:-

* **Objective** – the researcher should not have to make guesses about behaviour. The categories must be observable.
* **No waste basket** – in other words all possible behaviours are covered and avoiding a ‘waste basket’ category, in which loads of different behaviour is thrown in because it’s unclear where the behaviour *should* be categorised.
* **Independent of each other** – categories should not overlap, meaning that the researcher has to mark two categories at one time.

**Sampling Methods for observations:**

With unstructured observations there is continuous recording of the behaviour in as much detail as possible and in many cases there would be far too much data to record. For complex behaviour, this may not be practical.

Structured observations have a systematic (a clear organised system) way of observing behaviour using sampling. There are two methods:-

* **Event sampling** – this involves counting the times a particular behaviour (event) occurs in an individual or target group. See example below.
* **Time sampling** – this method records behaviour within a particular time frame. For example noting what an individual is doing every 30 seconds, or some other time frame.

**Assessing Reliability in observations**

**Define “Reliability” (you should know this)…..**

**Define Interrater reliability (may need a google)….**

**Task 2- Attachment- Ainsworth’s strange situation**

You need to work through all the activities below using the strange situation clip on the website <https://www.youtube.com/watch?v=4qq1CGBao_M&feature=youtu.be>, pages 17-18 of your attachment packs and your brains.

**Activity one-Types of attachment (pg 17/18 of packs)**

There are three types of attachment according to Ainsworth **Secure, insecure-avoidant, insecure-resistant.** Match the correct type of attachment to the correct descriptions below.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_This type of child does not explore and clings to the mother, gets very distressed when separated and seeks and rejects intimacy when mother returns.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This type of child avoids interaction with their care-giver and treats the stranger and care-giver in a similar way. There is little or no separation anxiety and they avoid contact with the care-giver.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This type of child has a harmonious relationship with their care-giver, explores freely when in the room and is distressed when separated. They however are easily soothed on their return.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_This type of attachment is created as a result of sensitive responding by the caregiver to the infants need.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

These types of attachment are created as a result of a caregiver’s lack of sensitive responding to the infants needs.

**Activity two-Deciding how a child is attached (page 18 of packs).**

Ainsworth came up with a list of behaviours that can be used to identify attachment styles in infant. Below is a table with these behaviours in but some are missing, add them in.

|  |  |  |
| --- | --- | --- |
| Secure Attachment **(66%)** | Insecure-avoidant **(22%)** | Insecure-resistant **(12%)** |
| Harmonious and cooperative relationship  \_\_\_\_\_\_willingness to explore (using caregiver as\_\_\_\_\_\_ \_\_\_\_\_)  High \_\_\_\_\_\_\_\_\_anxiety  Enthusiastic on reunion with \_\_\_\_\_\_\_\_\_\_\_\_  Some \_\_\_\_\_\_\_\_\_\_\_ anxiety but maybe soothed | \_\_\_\_\_\_ willingness to explore (\_\_\_\_\_\_\_\_\_\_\_\_\_ from caregiver)  \_\_\_\_\_\_\_ social interaction and intimacy with others and treat caregivers and strangers \_\_\_\_\_\_\_\_  \_\_\_\_\_ stranger anxiety  Indifferent/\_\_\_\_\_/\_\_\_ separation anxiety  \_\_\_\_\_\_\_ contact on reunion with caregiver | \_\_\_\_ willingness to explore  \_\_\_\_\_ stranger anxiety  Both \_\_\_\_ and \_\_\_\_\_ intimacy and social interaction  \_\_\_\_\_\_ distressed on separation from caregiver (high separation anxiety)  \_\_\_\_\_ and \_\_\_\_\_\_\_ reunion from caregiver (angrily resisting being picked up but seek proximity in different ways) |

**Activity three-applying to a scenario (using activity two)**

Below is a description of two children interacting with their care-givers, you need to decide what type of attachment they are displaying and give evidence from the scenario to justify your answer.

Jemima and Ellie both had one year old children. Although both infants were happy to explore their environment when the parents were present, Jemima’s child cried when she left the room, but was soothed easily when Jemima returned, Ellie’s child did not seem to mind being left alone and did not seem interested when Ellie returned. Jemima’s child showed a high level of anxiety in the presence of a stranger, whereas Ellie’s child did not seem concerned when the stranger when was in the room.

Jemima’s child

Type of attachment-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Examples from scenario-

Ellie’s child

Type of attachment-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Examples from scenario-

**Activity four-The strange situation (using the clip- it’s on the page)** <https://www.youtube.com/watch?v=4qq1CGBao_M&feature=youtu.be>,

Fill in the procedures table below for the strange situation after watching the clip.

|  |  |  |
| --- | --- | --- |
| Stages | People in the room and what do they do? | Behaviour of baby G during the stage  (think about things like-exploring the room, interactions with mum, reaction to stranger, reaction when reunited etc) |
| 1 | Mum, infant, researcher  Researcher shows them the room and then leaves. | Baby enters the room happily and looks around. |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |

**Activity 5- Classifying baby G’s attachment style**

Using your observations from activity 5 tick each of the behaviours in the table below that baby G displays and use that to decide what attachment style baby G has and justify your answer.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Secure Attachment **(66%)** |  | Insecure-avoidant **(22%)** |  | Insecure-resistant **(12%)** |  |
| Harmonious and cooperative relationship  High willingness to explore (using caregiver as safe base)  High stranger anxiety  Enthusiastic on reunion with caregiver  Some separation anxiety but maybe soothed |  | Avoid social interaction and intimacy with others and treat caregivers and strangers similarly  High willingness to explore (independently from caregiver)  Low stranger anxiety  Indifferent/little/no separation anxiety  Avoids contact on reunion with caregiver |  | Both seek and reject intimacy and social interaction  Low willingness to explore  High stranger anxiety  Very distressed on separation from caregiver (high separation anxiety)  Seeks and rejects reunion from caregiver (angrily resisting being picked up but seek proximity in different ways) |  |

Baby G is securely attached/avoidant/resistant (delete appropriate) because he displays the following behaviour\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_