

# Kentucky Class Notes

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*859.252.NOTE*

**PSY 223 Curtis**  
**Spring 2010**  
**Test 2**

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3/9/10

- Today we finished up our discussion of attachment. In terms of the three insecure patterns of attachment, we finished discussing the Anxious/Avoidant Pattern.
  - The caregiver in the Anxious/Avoidant pattern tends to be distant, irritable, and does not tend to comfort the child. The infant's avoidance of the caregiver is a **coping mechanism**.
  - The second insecure pattern of attachment is ANXIOUS/RESISTANT. This occurs in around 15% of mother-infant diads.
    - In this case, the infant does not explore very much and is clingy and preoccupied with the caregiver. When the mother leaves, the infant is very distressed and cannot be calmed down. When the mother returns, the infant stays near the mothers, but may resist physical contact and appear resentful of the fact that the mother left. This child is very wary of strangers even if the mother is in the same room.
    - The caregiver in this case has very unpredictable behavior. She can act close to the child at one moment and distant toward the child in another moment. The infant's behavior in this case is also a **coping mechanism**.
  - The third insecure pattern of attachment is DISORGANIZED. This occurs in about 5% of mother-infant diads.
    - The infant in this case has a very inconsistent pattern of behavior. When the mother returns to the room, the child may act dazed or freeze in one position. The child may also move away and walk backwards from the mother or move closer to the caregiver and then abruptly move away. This behavior reflects the confusion the infant has about whether or not he or she should avoid the caregiver.
    - The caregiver in this case is confusing and unpredictable.
    - In this pattern, the infant is coping with an unpredictable, threatening environment.
    - If there is maltreatment in the home, about 70% of mother-infant diads will have this type of pattern.
- There are CULTURAL VARIATIONS in patterns of attachment and the percentage of infants in each category varies across different cultures.
  - For example, German parents tend to discourage close contact with infants and may fall more in the avoidant category.
  - Japanese babies have more intense reactions upon separation from the caregiver and upon encountering strangers. In this culture, the infant is rarely left with a substitute caregiver.
  - All patterns of attachment are seen in all cultures that have been studied, and more infants fall in the secure pattern category in all cultures.

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- When questioning how infants reach a secure or insecure pattern of attachment, Dr. Curtis pointed us toward Mary Ainsworth and her CAREGIVING HYPOTHESIS.
  - This hypothesis explains the behavior of the caregiver in each situation.
    - Caregivers of **securely attached** infants are very good at reading the baby's cues, enjoy close contact with their babies, tend to express themselves emotionally, and are responsive from the very beginning.
    - Caregivers of **resistant** infants are often inconsistent in their responses. The infant then responds with increasing intensity and frequency of attachment behaviors and may become sad or resentful when he or she fails at eliciting the intended response from the caregiver.
    - Caregivers of **avoidant** infants tend to lack patience, are unresponsive, and have negative feelings toward the infant. On the other hand, these caregivers might be overzealous and talk endlessly and provide too much stimulation to the infant. In this case, it is one extreme or the other. Infants learn to avoid these types of adults.
    - Caregivers of **disorganized** infants are neglectful and abusive or severely depressed. Because of this, the infant is drawn to the caregiver as a parent figure, but also fears her or him.
- Attachment security is **predictive** of future adaptation. Insecure attachment patterns are probabilistically related to later psychopathology. It is important to not that insecure attachment is NOT psychopathology; it merely represents a RISK FACTOR.
- Attachment security is also predictive of quality of friendships and romantic relationships in the future. An attachment relationship is the basis for the INTERNAL WORKING MODEL.
  - The internal working model is the image we have of ourselves as lovable, and of our caregivers as loving. This model guides our expectations of future relationships.
- After we finished this discussion, we moved on to talk about the EXAM.
  - From the book, Dr. Curtis pointed out the following pages and topics that are important to look over:
    - From Chapter 4: Infant Learning on p.135-146 and also the information covered on p.138-154.
    - From Chapter 5: Look at the Sensorimotor stages on p. 162-167, the Stages of Object Permanence on p. 169-171. Don't worry about p. 178-180, memory, ages 6-18 months, p.181-183, or Infantile Amnesia on p. 184-191.
    - From Chapter 6: Look at attachment and temperament and do not worry about p. 219-225.
  - Next, Dr. Curtis highlighted some areas of importance from the notes.

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- He made sure to point out the three broad topic areas we covered including Perceptual Development in Infancy, Cognitive Development in Infancy including Assimilation and Accommodation, and Social, Emotional Development in Infancy, including Temperament and Attachment.
- Some definitions you should be aware of are SENSATION and PERCEPTION. Be familiar with the application of these definitions in terms of the nature/environmental view.
- Take a look at William James' idea of a BLOOMING, BUZZING, CONFUSION.
- Have an idea of what NATIVISTS believe: the ability to perceive is innate. Be aware of examples of this including SPATIAL RELATIONS, PERSPECTIVE, and DEPTH CUES.
- Review the MODERN VIEW that says infants see some order in the universe at birth, but perception is limited.
  - Biological maturation and experience both contribute to the growth of perceptual awareness.
- Go over the 4 PRIMARY SCIENTIFIC METHODS that reveal what infants can perceive. These include the PREFERENCE METHOD, HABITUATION, EVENT-RELATED POTENTIALS, and EYE TRACKING.
- Review INFANT PERCEPTUAL ABILITY and infant vision capabilities.
- Be aware of the fact that infants are born with a well-developed auditory system that develops prenatally.
- Review the concept and formal definition of COGNITION.
- Understand that Cognitive Development develops in stages. One of the primary views in Cognitive Development comes from JOHN PIAGET. Review his 4 MAJOR STAGES in the book and be sure to know that all children go through these stages in the same order.
- Review the CONSTRUCTIVIST View that says children act on objects to gain an understanding of the world.
- Review the concept of a SCHEMA and be aware of the characteristics of the 3 TYPES OF SCHEMA: BEHAVIORAL, SYMBOLIC, and OPERATIONAL. Think of these schema in terms of their examples.
- ASSIMILATION and ACCOMMODATION are very important to know. Both are ways of dealing with new experiences.
- Review the idea of EQUILIBRATION.
- Know the SEQUENCE OF COGNITIVE DEVELOPMENT according to Piaget. This follows this pattern: (1) Equilibrium, (2) Assimilation, (3) Accommodation, (4) Organization.

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- The SENSORIMOTOR PERIOD is the first of Piaget's 4 MAJOR PERIODS. Review these periods and their six sub stages in the book.
- Know the concept of INFANT TEMPERAMENT, which is how an infant responds to the world.
- Be able to recognize the 9 IMPORTANT ATTRIBUTES OF TEMPERAMENT. No need to memorize but be familiar with them.
- Look over the 3 BROAD TEMPERAMENT CATEGORIES: EASY, DIFFICULT, And SLOW-TO-WARM-UP.
- Review the 4 STAGES OF ATTACHMENT: ASOCIAL, INDISCRIMINATE, SPECIFIC, and MULTIPLE.
- Be familiar with the various theoretical explanations of attachment, including PSYCHOANALYTIC THEORY, LEARNING THEORY, COGNITIVE-DEVELOPMENT THEORY, and ETHOLOGICAL THEORY.
- Review SECURE and INSECURE PATTERNS OF ATTACHMENT and be familiar with Mary Ainsworth's STRANGE SITUATION.