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Latitude7

The Budding Child, Life Colors, Engagement



A one-month – 31 days curriculum

Ainsworth and Bowlby's research has found that a secure attachment style that a parent has with a child leads to better coping skills for your child.

Based on this model, our IEP curriculum is developed for you to enhance your relationship with your child through planned activities in the IEP curriculum.

Schedule Your Brief Today

<https://www.latitude7.solutions/contact>

Curriculum

Curriculum for your child and you. The curriculum (IEP) is developed for you to engage with your child and to promote a secure attachment of your child with you to enhance a developmental engagement with the world that they are immersed in. Your child will be thrown into a stimulating and exciting environment once they inherently and innately form a secure attachment with you. This secure attachment helps to promote a platform for them to interact positively with their environment – a vigorous and enhancing and learning style that they will almost automatically develop and engage into – because of the presence they have in you a secure and safe haven you form for them – where they have confidence and faith in you, leading them to want to explore their own world in all the intricacies.





Attachment Theory

Love has always been a mystery, but in recent times, two general theories have been used to explain it. The psychoanalytic view is that it is a reflection of childhood relationships, and reruns of the past. The behavioural theory is that love is a practical exchange; a negotiation process. However, there is a new theory that is known as the attachment theory, introduced by British Psychiatrist, John Bowlby, 30 years ago; and assistance for its explanation was delivered by Psychologist, Mary Ainsworth. Attachment theory asserts that our main motivation in life is to connect with others, because that is the only security one ever gains in life. A real goal in life is to balance closeness with separation.



Attachment Theory

By John Bowlby and Mary Ainsworth

Attachment Styles

Secure
Anxious
(Ambivalent)
Avoidant

Attachment Theory –

By John Bowlby and Mary Ainsworth

Bowlby's Attachment Theory

THE EVOLUTIONARY SIGNIFICANCE OF INFANT-CAREGIVER ATTACHMENT AND ITS MAINTENANCE IN THE FACE OF SEPARATION.

When a human or primate infant is separated from its mother, the infant goes through a predictable series of emotional reactions. The first is **PROTEST**, which involves crying, active searching, and resistance to other's soothing efforts. The second is **DESPAIR**, which is a state of passivity and obvious sadness. And the third, discussed only with reference to humans, is **DETACHMENT**, an active, seemingly defensive disregard for and avoidance of the mother if she returns. The attachment system, as Bowlby called the complex constellation of attachment feelings and behaviours, seems to have evolved to protect infants from danger by keeping them close to the mother. If, instead, the mother consistently rebuffs or rejects the infant's attempts to establish physical contact, the infant may learn to avoid her. On the basis of their observations, Ainsworth, Blehar, Waters, and Wall (1978) delineated 3 styles or types of attachment, often called **secure**, **anxious / ambivalent**, and **avoidant**. Infants in the **anxious / ambivalent** category frequently exhibit the behaviours Bowlby called **protest**, and the **avoidant** infants frequently exhibit the behaviours he called **detachment**.

Ainsworth's Attachment Theory

According to Ainsworth, there are 3 types of attachment styles: (i) securely attached children; (ii) insecurely attached; (iii) and those whose style avoids attachment. Those insecurely attached are said to comprise around 40% of people.

The Strange Situation

Ainsworth identifies several distinct types of attachment bonds that were most notable on reunion with the mother, following brief experimentally controlled separations.

The most common as it was found in most children was the **Secure style** in which the child showed signs of distress when the parent left him/her alone with a stranger, sought out the mother upon her return, held her for a period of time and then returns to exploration and play. In addition to this pattern were two other patterns, which she considered to represent **insecure** attachments: The **avoidant style** and the **anxious/ambivalent style**.

Children involved in secure relationships use their care-givers as a base of security to regulate feelings of distress and anxiety that arise in the strange situation. For these children, the care-giver's presence provides a clear source of comfort and support. Children involved in avoidant relationships neither actively seek support from the care-giver nor use the care-giver to regulate and dissipate negative effect when it arises. Children involved in anxious / ambivalent relationships make inconsistent conflicted and ambivalent attempts to derive emotional support from their care-givers, actions that seem to reflect and underlying sense of uncertainty about the care-giver's availability and supportiveness.

Examples of the 3 different attachment styles:



AVOIDANT

“I am somewhat uncomfortable being close to others; I find it difficult to trust them completely, difficult to allow myself to depend on them. I am nervous when anyone gets too close, and often, love partners want me to be more intimate than I feel comfortable being.”

ANXIOUS / AMBIVALENT

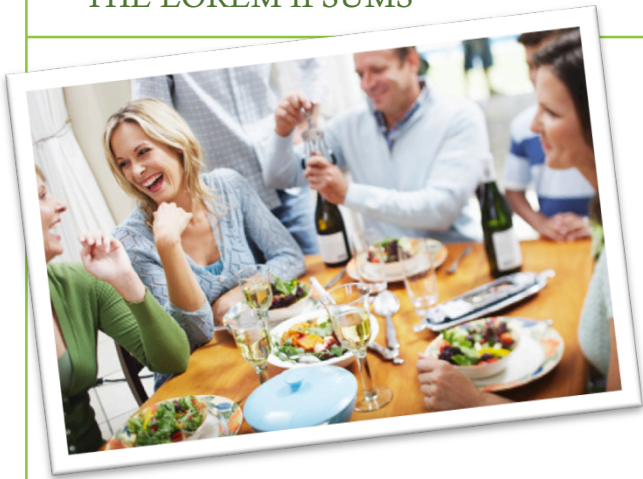
“I find that others are reluctant to get as close as I would like. I often worry that my partner doesn't really love me or won't want to stay with me. I want to get very close to my partner, and this sometimes scares people away.”



SECURE

“I find it relatively easy to get close to others and am comfortable depending on them. I don't often worry about being about someone getting too close to me.”





To provide a working definition of adult attachment

Bowlby-Ainsworth attachment theory is a theory of secure-based relationships. The secure-based phenomenon is the hallmark of both infant-mother and adult-adult relationship. These relationships differ however in that both partners as in an adult relationship engaged in care-seeking and care-giving.

According to attachment theory, the relationships an individual has during infancy, childhood, and adolescence, give rise to “mental problems” of both self and others that influence patterns of support-proximity seeking and support-giving in adult relationships. These mental models are thought to become stable and trait-like over time. Early relationships are thus presumed to exert long-term impact on subsequent relationships by affecting the nature and development of these mental models.

To discuss the dimensions of adult attachment that determine its manifestation in specific relationships, including the type of relationship and the intensity and security of the attachment.

Attachment experience is believed to colour much of a person's way of life and beliefs and become predispositions in the love experience. Couples act out in relation to their prior experiences, but have the ability to alter their future relationships by learning new ways to relate. Attachment theory states that we need to be held, to connect emotionally. Sex is often a substitute for this closeness. So perhaps the mystery is lifting. We fall in love when an attachment has been formed; we stay in love by keeping the bond. Problems occur when our attachment needs are not met. Secure attachments promote emotional health and support us during life's pains.

Attachment Theory has other advantages over existing approaches to love:

- 1) It explains how at least some of the different forms of love develop and how the same underlying dynamics common to all people can be shaped by the social experience to produce different relationship styles.
- 2) It says how the healthy and unhealthy forms of love fit together in a conceptual framework and explains how both healthy and unhealthy forms of love originate as reasonable adoptions to specific solid circumstances. The portrait of love as described by attachment theory includes negative and positive emotions: e.g. fear of intimacy, jealousy, and emotional ups and downs as well as care, intimacy and trust.
- 3) It deals with separation and loss and helps explain how loneliness and love are related.
- 4) It links adult love with socio-emotional process evident in children and non-human primates – it places love within an evolutionary context.





PROMOTING SECURE-BASED RELATIONSHIPS FOR EFFECTIVE LIVES

WHEN YOUR CHILD LEARNS TO FEEL SECURE IN HIS/HER RELATIONSIPS, THEY ENHANCE THEIR LIVES WITH EFFECTIVE LIFESTYLES IN BOTH ACADEMIC AND PEER SUPPORT AND LATER PROFESSIONAL ROLES AND RELATIONSHIPS



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