

Attachment and Wellbeing: What's the problem?

What is attachment

- * John Bowlby's (1969) attachment theory
- * Attachment to a primary caregiver is instinctive
- * A focus on the importance of attachment with the mother as a survival instinct

Secure attachment

* Mother is...

Responsive

Sensitive

Consistent

Child is...

Secure

Exploring

Happy



The child believes and trusts that his needs will be met by the caregiver

Avoidant Attachment

* Mother is...

Distant

Disengaged

Neglectful



* Child is...

Withdrawn

Does not
explore

Quiet

Child believes his needs will not be met

Ambivalent Attachment

* Mother is...

Inconsistent

Sometimes
sensitive

Sometimes
neglectful

* Child is...

Anxious

Insecure

Angry



Child cannot rely on his needs being met

Disorganised Attachment

* Mother is...

Frightened

Passive

Extreme

Frightening

* Child is...

Depressed

Angry

Passive

Unresponsive



Child is severely confused with no strategy to have his needs met

At Three Years of Age

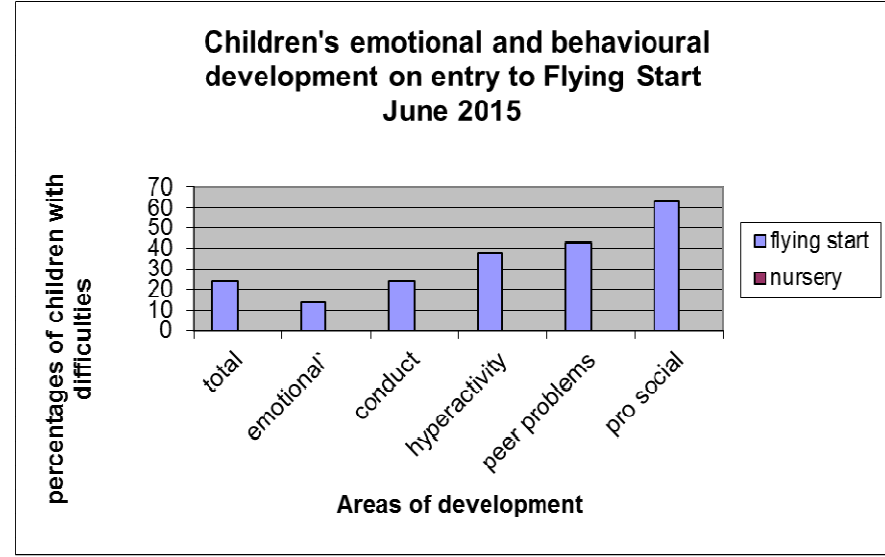
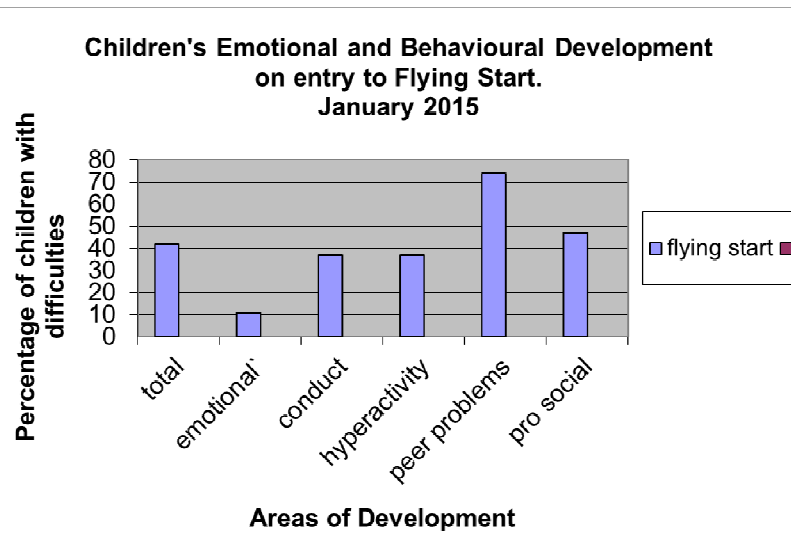


* Perry & Pollard (1997)

Poor attachment and socio-economic disadvantage: the evidence links

- * Scanlon & Epkins 2013
- * O'Neil 2010
- * Munson et al 2001
- * Spieker & Booth 1988
- * Lyons-Ruth et al 1990
- * Carlson et al 1989

What about those who experience it?



Stakeholder views

- * Is this a problem?
- * Impact of children?
- * What support mechanisms are in place?

Does this change anything?

- * Emotional and behavioural development not given enough weight in curriculum
- * Problem now?

Existing Solutions?

- * Main & Weston 1981
- * Bowlby 1951 “ Difficulties which are insoluble at 13 may be handled quickly and effectively at 3.”
- * Rutter 1985
- * Thorburn 2014
- * ‘Cinderella Law’

Why does the problem still exist?

- * Focus still on attainment in literacy and numeracy
- * No credit or measure given for improvements in emotional wellbeing in inspection or school data
- * Teachers and staff know it is important but need to focus on the attainment of children to show their worth and children's progress
- * Little time left to focus on individual children's emotional and behavioural needs.

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